PROCEDING

INTERNATIONAL CONFERENCE ON APPLIED SOCIAL SCIENCE IN EDUCATION

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ISSN:
DOI:10.31316/ICASSE.V1I1



ENHANCING THE ROLE OF ARTIFICIAL INTELLEGENCE IN THE SOCIAL STUDIES EDUCATION

Kampus Merdeka
INDONESIA JAYA

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)

FOREWORD

Honorable guests, speakers, participants, and all attendees. Welcome to our international conference collaboration, ICASSE 1st edition 2024. Greetings to everyone. Giving me extraordinary warmth and great pleasure to be present before all of you for the benefit of the entire committee. I feel very honored to be able to deliver an introduction among your scientific articles.

Before we begin this International Conference, I would like to express my sincere gratitude to all of you who are wholeheartedly committed to making this event a success. This event would not have been possible without the support of everyone present here, especially the Rector and the academic community of the PIPS Master's Program at Universitas PGRI Yogyakarta, Universitas PGRI Kanjuruhan Malang, STKIP Pasundan Cimahi, Universitas PGRI Pontianak, and Universitas Bhinneka PGRI Tulungagung; esteemed guests, speakers, and moderators; seminar participants, and all distinguished attendees. Universitas PGRI Yogyakarta is honored to host the "1st International Conference on Applied Social Sciences in Education (1st ICASSE)". All organizing universities are determined to become beacons of excellence in education, and we are proud to invite scholars, educators, and all parties concerned with education to engage in critical and innovative conversations that will drive the evolution of teaching practices in the context of rapid technological advancement.

The rapid development of education in the 4.0 society era certainly brings significant impacts related to changes in the learning system to prepare technology-savvy graduates. The ability to keep up with technological advancements is also marked by the ability to think critically, reason, be creative, communicative, collaborative, possess problem-solving skills, and have a character that reflects Pancasila. These skills will be able to utilize the advancements in developing technologies such as the presence of Artificial Intelligence. (AI). The use of AI programs in the education sector provides extraordinary convenience. From teaching to learning, both educators and students feel the tangible benefits. Studying the benefits of AI in education is an important first step. optimal use of AI technology to support the learning process in education.

In the proceedings of this international conference, it is hoped that new innovations will emerge in education, both in the learning process, assessment, and management of the education world. Hopefully, they will become a catalyst for further exploration and action in the ongoing quest to improve teacher education and professional development in the AI era. Thus, improvements in the education sector will emerge, and the aspiration to enlighten the nation's life can be achieved.

With sincere appreciation,

Dr. Victor Novianto, M.Hum
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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6902

INTEGRATING INFORMATION PROCESSING THEORY WITH ARTIFICIAL INTELLIGENCE FOR ENHANCED LEARNING OUTCOMES

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Abstract

This paper explores the transformative potential of integrating Information Processing Theory (IPT) with Artificial Intelligence (AI) to enhance educational outcomes. By examining key concepts of IPT and their application in general learning and AI-driven educational tools, this review highlights how personalized learning, cognitive load management, and immediate feedback mechanisms can be optimized. The study reveals that significant improvements in student engagement, comprehension, retention, cognitive load management, and feedback can be realized through the intersection of AI and IPT a positive indicator for improving learning outcomes. However, the study recommends addressing challenges such as data privacy, algorithmic bias, and equity while working with AI tools and proposes future collaboration research between cognitive scientists, AI developers, and educators crucial for developing effective educational tools. Further research should focus on understanding the nuances of human learning processes and how AI can be designed to support these processes.

Keywords: Artificial Intelligence; Cognitive Psychology; Information Processing Theory; Learning Outcome; and Method

INTRODUCTION

Cognitive psychology is a field of study that focuses on understanding the intricate processes involved in human cognition and mental processes. Cognitive psychology, the study of mental processes like attention, memory, perception, and problem-solving, has undergone significant evolution over the years. Among the foundational theories in this field is Information Processing Theory (IPT), proposed by George A. Miller and Richard Shiffrin in the 1960s (cited in Miller, 1956; Shiffrin & Atkinson, 1969). Since, the educational and learning theories have remained the cornerstone for the effective application of technology in education. According to Cardona et al. (2023), the foundational theories and principles that guide the development of AI-powered educational tools and systems include cognitive learning theory-which provides the basis for AI-based tutors that can adapt to individual student needs and learning styles; computer-supported collaborative learning (CSCL) principles-which support the creation of AI systems that facilitate and enhance student group work and collaboration; and the universal design for learning (UDL) framework-which informs the development of AI systems that can accommodate diverse student individual differences and learning needs. These theoretical foundations and design principles help shape the integration of AI in education, ensuring that the resulting tools and systems can effectively support

and enhance student learning and engagement.

In the current state of AI application in education, it has proved effective in the teaching and learning arena. AI is useful for personalized and customized learning experiences tailored to individual students' needs and abilities Zawacki-Richter et al. (2019). It has also improved administrative and operational efficiency in educational settings (Holmes et al., 2023). Additionally, AI has enhanced student engagement by enabling more interactive and immersive learning experiences Luo (2024). Finally, AI has enabled the development of new teaching and learning methods that were not possible before. Thus, changing the whole experience of learning (Chen et al., 2020). However, the traditional educational methods which are still in practice often fail to address the current educational challenges related to the diverse needs of students, leading to issues like disengagement, uneven progress, and inadequate feedback (Husain, 2024), this is because the teacher stage's active role during instruction with the traditional methods like lecture method compared to the guiding, facilitating and sharing role the teacher partakes while implementing the current digital pedagogies (Almazova et al., 2020). Thus, the gap in these methodological implementations may result to low achievement of the learning outcomes. The new digital pedagogies based on AI seem to promise ground breaking impact in changing the education, however, there implementations still should be grounded on the educational and learning theories to obtain the best. This paper provides a comprehensive review of IPT, tracing its historical development, key concepts, theoretical underpinnings, applications, criticisms, and contemporary relevance. The paper further reviews how integrating IPT with artificial intelligence (AI) can address these challenges by creating adaptive, efficient, and personalized learning environments, thus achieving learning outcomes.

Understanding Information Processing Theory

Information Processing Theory emerged in the 1960s as a response to the limitations of behaviourism in explaining complex cognitive processes. At that time, behaviourism dominated psychology, focusing on observable behaviours and stimulus-response associations. However, it struggled to account for higher-order cognitive functions like memory and problem-solving (Neisser, 2014). George A. Miller and Richard Shiffrin proposed IPT, which postulates how people perceive the situation around them, how they take knowledge into memory, and how they can later on remember what they learned. The information processing model (IPM) likened the human mind to a computer with input, processing, and output processes, thus, processing information through a series of stages that is through sensory register or memory, short-term or working memory (STM), and long-term memory (LTM) (Miller, 1956; Atkinson & Shiffrin, 1968). Shiffrin and Atkinson (1969), acknowledged that storage and retrieval are antagonistically opposite in their working process, mirroring one another.

According to Miller, (1956); Atkinson and Shiffrin (1968); sensory memory briefly stores information from the environment, lasting only about 0.5-3 seconds and capable of holding around four items. It relies on attention; unattended information is lost and does not enter short-term memory. The sensory register processes this information, with the best-understood registers being iconic (visual) and echoic (auditory). Less is known about tactile, olfactory, and gustatory registers. The information our senses pick up from the environment is fleeting and easily forgotten if we don't actively focus on it. For instance, the light reflected off a coffee cup reaches

our eyes, but unless we consciously direct our attention to it, that visual impression rapidly disappears. Sensory memory, which includes both visual (iconic) and auditory (echoic) impressions, has several key characteristics: Representation - sensory memory maintains a representation or imprint of the sensory input, like an image or sound. Capacity - sensory memory can hold a large amount of information, but only for a brief period. Duration - the duration of sensory memory is very short, lasting just fractions of a second to a few seconds before the information fades. Forgetting - the primary reason sensory memories are quickly forgotten is due to the natural decay or degradation of the sensory trace over time, not necessarily any active removal or replacement of the information. Our senses constantly pick up a wealth of environmental data, but unless we focus our attention on it, that raw sensory information vanishes rapidly from our conscious awareness due to the inherent transient nature of sensory memory.

Miller; Atkinson and Shiffrin moreover mention that short-term memory (STM), also known as working memory, is where conscious processing occurs. STM is the interaction point between new stimuli and existing knowledge, enabling active processing. Strategies like rehearsal and chunking, therefore, can expand STM's capacity, which is typically limited to 5-9 items for about 15-30 seconds. Forgetting in STM is mainly due to interference. Our perception and understanding of the world around us involve a dynamic interplay between the short-term storage of immediate sensory information and the retrieval of relevant long-term memories. For example, when we visually focus on a coffee cup, that specific perceptual input is temporarily held in our short-term memory. However, to truly comprehend the cup in a broader context - such as recognizing it as "my cup that I poured coffee into three hours ago" requires accessing and integrating related details stored in our long-term memory banks. Which is a rearrangement of the information considering prior existing experiences (Bartlett, 1932). This seamless blending of immediate sensory awareness and recalled background knowledge allows us to construct a richer, more coherent interpretation of the objects and situations we encounter. The cup is not just a visual stimulus, but an item imbued with personal significance and a particular history, all of which emerges from the interplay between short-term perception and long-term recollection. In essence, our moment-to-moment experience is an amalgamation of the sensory data unfolding before us and the comprehensive understanding we have developed over time through learning and memory. This dynamic interplay between the present and the past shapes how we perceive, comprehend, and make sense of the world.

Baddeley and Hitch (1974) proposed an alternative working memory model to further explain STM processes as in Figure 1. Over time, IPT has been refined and integrated with other models, such as Baddeley and Hitch's Working Memory Model, which introduced separate components for different types of information processing (Baddeley and Hitch 1974 as cited in 2000). Baddeley and Hitch's (1974) model of working memory provides a more detailed and dynamic understanding of short-term memory (STM) than previous models, such as the multistore model proposed by Atkinson and Shiffrin (1968). Their model posits that short-term memory is not a single, static store but rather a system comprised of multiple components that work together to process and temporarily hold information.

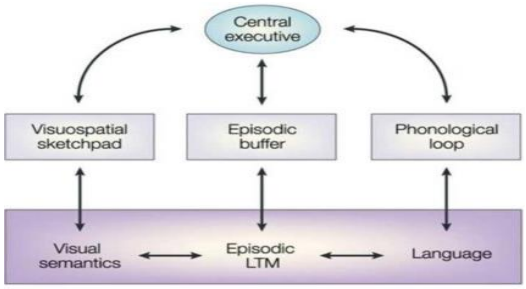


Figure 1. Show the Alternative Working Memory Model (Baddeley & Hitch, 1974)

The key conclusions about short-term memory based on Baddeley and Hitch's working memory model include the following: Multicomponent Structure: Working memory consists of multiple components, including the central executive, the phonological loop, the visuospatial sketchpad, and later, the episodic buffer. Each component has a specific role in processing and temporarily storing different types of information. Central Executive: This is the control system that directs attention and coordinates the activities of the other components. It does not store information but manages cognitive tasks. Phonological Loop: This component handles verbal and auditory information. It consists of the phonological store (which holds sounds) and the articulatory rehearsal process (which refreshes the memory traces). Visuospatial Sketchpad: This component processes visual and spatial information, helping in the creation and manipulation of images and spatial layouts. Episodic Buffer: This integrates information from different sources and is crucial for creating a coherent episodic memory. Dynamic Process: The model emphasizes that short-term memory is a dynamic and active process rather than a passive store. It involves continuous manipulation and updating of information, which is essential for complex cognitive tasks like learning, reasoning, and comprehension. Capacity and Limits: While traditional views of short-term memory often focus on a limited capacity (e.g., 7±2 items), the working memory model suggests that capacity may vary depending on the component and the nature of the tasks being performed. The phonological loop and visuospatial sketchpad have their own capacity limits, which can be affected by factors such as rehearsal and chunking. Interaction with Long-Term Memory: The model acknowledges that working memory interacts closely with long-term memory. Information is not only temporarily held in working memory but also retrieved from and encoded into long-term memory, highlighting a more integrated view of memory processes.

The working memory model has broad implications for understanding a range of cognitive tasks and conditions. It provides insights into how individuals perform tasks that require simultaneous processing and storage of information, and it helps explain difficulties in cognitive functioning observed in various psychological and neurological conditions. Thus, Baddeley and Hitch's working memory model revolutionized the understanding of short-term memory by presenting it as a complex, multifaceted system crucial for a wide range of cognitive functions.

According to Baddeley and Hitch (1974); Squire (2004), long-term memory (LTM) is the stage where information is stored and recalled over long periods, from hours to years. Long-term memory (LTM) as encompassing declarative, procedural, and episodic memory, the following conclusions can be drawn about LTM: Diverse Types of Memory: LTM is not a monolithic store but comprises different types of memory, each serving distinct functions like: Declarative Memory: This involves factual information (e.g., "knowing that" Kampala is the capital of Uganda) and is further divided into semantic memory (general knowledge) and episodic memory (personal experiences). Procedural Memory: This involves skills

and actions (e.g., "knowing how" to drive a car) and is typically less conscious and more automatic compared to declarative memory. Episodic Memory: This involves specific personal experiences and events, providing a sense of time and context (e.g., remembering your first day of elementary school).

Duration and Stability: LTM stores information over extended periods, ranging from hours to a lifetime. This duration highlights the stability and persistence of long-term memories, although they can still be subject to forgetting and distortion over time. Storage and Recall: LTM encompasses everything we know and can do, meaning it includes both the storage and retrieval processes. Successful recall from LTM depends on the encoding strength and the presence of effective retrieval cues. Encoding and Consolidation: Information must be encoded into LTM, a process that can involve various strategies such as rehearsal, elaboration, and the use of mnemonic devices. The consolidation process, which can take place during sleep, helps stabilize memories for long-term storage. Brain Structures Involved: Different types of LTM are associated with distinct brain regions. For example, the hippocampus is crucial for forming new declarative and episodic memories, while procedural memory involves the basal ganglia and cerebellum. Interdependence with Short-Term Memory: LTM interacts with short-term memory (or working memory). Information often moves from short-term to long-term memory through processes like rehearsal and encoding. Similarly, LTM is accessed and used during tasks that involve working memory. Role in Identity and Learning: LTM plays a critical role in shaping our identity and enabling learning. Episodic memories contribute to our personal narrative, while declarative and procedural memories are essential for acquiring knowledge and skills. In general, LTM is a complex and multifaceted system that stores and allows recall of information over long periods. It is crucial for learning, skill acquisition, personal identity, and the performance of everyday activities.

One of the seminal contributions of IPT was Miller's concept of "chunking," which refers to organizing information into meaningful units to enhance memory capacity (Miller, 1956). Preparing and presenting simple and interesting instructional materials ease processing and hance retentions of knowledge. Additionally, Shiffrin and Atkinson's "modal model" of memory delineated the flow of information from sensory input to LTM storage (Shiffrin & Atkinson, 1969). The retention of information for long time is expected in the long-term memory, this can be achieved through teaching or learning in multiple modes, especially presenting information in both visual and verbal modes. This is clearly shown in Paivio (1971 as cited 1991) dual coding theory which proposed that memory for images differs from memory for words, introducing the dual coding hypothesis. This hypothesis suggests that seeing an image results in both the image and its label being stored in memory, and extends this idea to other senses, such as associating the smell of an orange with its label. Additionally, some researchers identify control processes in thinking and learning, known as metacognition. Metacognition involves strategies like drawing pictures to understand complex topics or mentally summarizing text to ensure comprehension. The dual coding theory is a result of the implication of information processing theory for supporting academics through enhancing instructional design and presentation and thus, supporting learning.

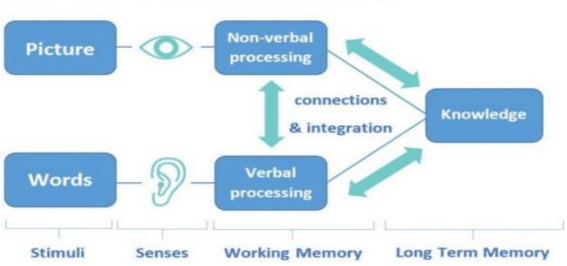


Figure 3. Shows the Dual Coding Model of (Paivio, 1971 as cited in 1991)

Information Processing Theory (IPT) Criticisms

Despite its foundational role in cognitive psychology, IPT has faced criticisms and challenges. It has been accused of oversimplifying human cognition and neglecting the influence of emotions, motivation, and individual differences (Anderson, 1995) for example, the theory's idea that rehearsal is necessary for long-term memory encoding fails in cases like trauma, where memories can form automatically. Subsequent research has led to revisions and refinements of the original model, incorporating insights from neuroscience and artificial intelligence (Sternberg, 2020). Many find the computer analogy unappealing and inaccurate, as no computer program can fully replicate human cognition's complexity. These models also neglect fundamental developmental changes, such as the shift from concrete to abstract thinking, and overly focus on internal processes, ignoring environmental influences and external stimuli. Additionally, the theory does not adequately consider the impact of emotions or behaviours on cognition or account for individual and cultural differences.

Information Processing Theory (IPT) Application Domains

Applications of IPT extend to various domains, including education, where it has influenced teaching strategies to accommodate the limitations of STM and enhance encoding processes for long-term memory retention (Anderson, 1995). In technology, IPT principles have informed the design of user interfaces and information systems to optimize human-computer interaction (Sternberg, 2020). In classrooms, teachers often use worksheets for student practice. However, incorporating more senses can enhance encoding. For example, students could act out new vocabulary words. In higher education, using multiple modes of information is beneficial. If hands-on experiences aren't feasible, instructors might use or create video tutorials. Multi-modal learning engaging multiple senses increases the likelihood of memory retention. Encoding involves actively working with new information to store it in the brain, like using the acronym ROYGBIV to remember the colour spectrum. Frequent practice of recalling information strengthens memory. Cognitive load, discussed in cognitive load theory by Sweller (1988), which refers to, how cognitive resources are used during learning. Overloading students with too much information can hinder comprehension and task completion. To help students process information effectively, teachers and instructors should consider activities that optimize cognitive performance. Such as effective instructional design, and use of new technologies. Thus, the recent application of new technologies like artificial intelligence (AI) in education seems to hold a promise in solving the pedagogical problems experienced in the field.

The Artificial Intelligence (AI) in Education and Information Processing Theory (IPT)

The educational landscape is undergoing a profound transformation, driven by the rapidly advancing field of Artificial Intelligence (AI). AI is proving to be a game-changer, offering innovative solutions that cater to the diverse needs of students and educators alike.

Fundamentally, AI is designed to emulate and surpass human intelligence, encompassing a wide range of technologies such as machine learning, planning systems, expert systems, natural language processing (including chatbots powered by Generative Pretrained Transformers), cognitive computing, robotics, and automation (Khosravi et al., 2023). These cutting-edge AI-driven tools and systems are being seamlessly integrated into the educational ecosystem, revolutionizing the way we approach learning and teaching. The introduction and advancement of AI-powered technologies have empowered instructors to perform their duties with unprecedented efficiency and effectiveness. Moreover, these technological innovations are not limited to the classroom; they are also transforming various academic sectors, streamlining administrative processes and enhancing overall institutional effectiveness (Chen et al., 2020). Beyond the conventional image of powerful supercomputers, AI is now manifesting in more tangible and interactive forms, such as intelligent robots and supporting systems. These AI-driven solutions are revolutionizing the learning experience, from early childhood education to higher learning institutions, by adapting to the unique needs and preferences of each student (Chen et al., 2020). In essence, the integration of Artificial Intelligence in education is ushering in a new era of personalized learning, improved administrative efficiency, enhanced student engagement, and the development of ground breaking pedagogical methods. As this technological revolution continues to unfold, the educational landscape is poised for a transformative and innovative future. Its therefore highly recommended that the AI models designed to support education should be aligned with the educational goals Cardona (2023).

The ongoing advancements in Artificial Intelligence (AI) are profoundly reshaping the landscape of education, offering innovative solutions that are tailored to the unique needs and preferences of both students and educators. At the heart of this transformation lies the recognition that simply replicating human intelligence is not enough. By drawing insights from the principles of Information Processing Theory (IPT), AI systems can be designed to more closely emulate the nuanced and dynamic nature of human learning processes. This synergistic approach unlocks new possibilities for improving educational outcomes. Consider, for instance, the case of adaptive learning platforms. These AI-powered systems are capable of continuously assessing the student's existing knowledge, understanding, and cognitive processing capabilities. Based on this, they can then dynamically adjust the difficulty and content of the learning materials to provide the optimal level of challenge for each individual learner. By aligning the AI-driven learning experience with the principles of IPT, the educational system can better cater to the unique needs and learning styles of each student. This personalized and adaptive approach fosters deeper engagement, improved knowledge retention, and ultimately, more meaningful and effective learning outcomes. The integration of AI with the foundational principles of information processing theory represents a powerful intersection, unlocking new frontiers in educational innovation and student success. As this synergistic approach continues to evolve, the future of learning promises to be more personalized, adaptive, and transformative than ever before.

Innovative AI Applications Guided by Information Processing Theory (IPT)

As the field of education continues to evolve, a remarkable convergence has emerged between the cutting-edge capabilities of Artificial Intelligence (AI)

and the foundational principles of Information Processing Theory (IPT). This synergistic union holds the promise of revolutionizing the way we approach the art and science of teaching and learning.

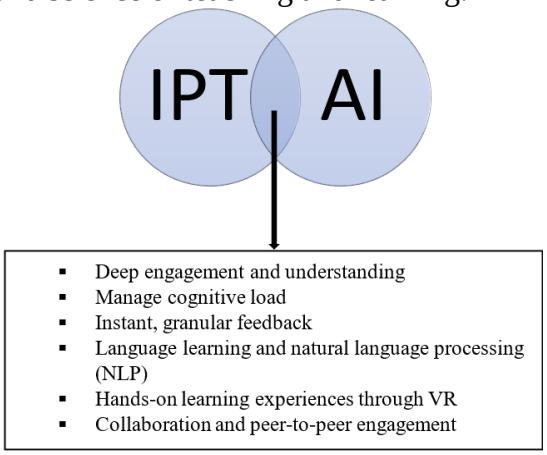


Figure 4. Fusion of IPT and AI as a New Frontier in Personalized, Adaptive, and Data-driven Learning

At the heart of this transformative alliance lies a deep understanding of how the human mind processes and assimilates information. IPT has long emphasized the highly personalized nature of cognition, recognizing that each individual learner brings a unique set of strengths, weaknesses, and preferred modes of learning to the table. Harnessing the power of AI, we now have the means to translate this holistic understanding of the learner into truly personalized educational experiences as demonstrated in figure 4 above. Imagine a world where AI-powered adaptive learning platforms continuously assess a student's performance, adjusting the content, pace, and level of challenge to match their evolving needs. This personalized approach not only fosters deeper engagement and understanding but also helps manage cognitive load, breaking down complex information into manageable, digestible segments. But the benefits of this AI-IPT fusion extend far beyond personalization. IPT also highlights the crucial role of immediate, meaningful feedback in the learning process. AI-driven educational tools can now provide students with instant, granular feedback on their assignments, quizzes, and assessments, empowering them to identify and rectify their mistakes in real-time. This dynamic cycle of learning and feedback can dramatically enhance knowledge retention and overall academic performance.

Moreover, the data-driven insights unlocked by AI can transform the way we approach educational planning and intervention. By analysing vast troves of educational data, AI can uncover patterns, trends, and anomalies that might otherwise go unnoticed, equipping educators with the intelligence they need to refine their teaching strategies and address areas of concern proactively. The integration of AI and IPT also holds immense promise in the realm of language learning and natural language processing (NLP). AI-driven tools can facilitate seamless language translation, automated essay scoring, and conversational agents that can engage students in natural, intuitive dialogue breaking down barriers and making abstract concepts more accessible. But the true power of this synergy lies in its ability to create truly immersive, hands-on learning experiences. AI-powered simulations and virtual reality (VR) environments can transport students into dynamic, real-world scenarios, allowing them to apply their knowledge and hone their problem-solving skills in engaging, practical contexts.

Finally, IPT's recognition of the social dimensions of learning finds a natural ally in AI's capacity to foster collaboration and peer-to-peer engagement. AI-enabled tools can connect students for group projects, discussions, and study groups, cultivating a vibrant, interconnected learning ecosystem that mirrors the rich social tapestry of the real world. As we continue to navigate the rapidly evolving landscape of education, the fusion of Artificial Intelligence and Information Processing Theory stands as a beacon of

hope a transformative alliance that holds the power to unlock new frontiers in personalized, adaptive, and data-driven learning. By embracing this synergy, we can empower students to thrive in the ever-changing world of knowledge and discovery, preparing them for the challenges and opportunities that lie ahead.

Challenges and Ethical Considerations in Fusing IPT and AI

Integrating Information Processing Theory (IPT) with Artificial Intelligence (AI) in education promises significant advancements but also brings several challenges and ethical considerations that need to be addressed to ensure successful implementation and equitable outcomes.

Challenges

Data Privacy and Security: The use of AI in education often requires the collection of vast amounts of personal data from students. Ensuring the privacy and security of this data is paramount. Mishandling or breaches of data can lead to serious privacy violations (Eynon, 2013). Educational institutions must implement robust data protection measures and comply with relevant regulations such as the General Data Protection Regulation (GDPR) and the Family Educational Rights and Privacy Act (FERPA) (Schwartz et al., 2019). Algorithmic Bias: AI systems are only as good as the data they are trained on. If the training data contains biases, the AI can perpetuate or even exacerbate these biases, leading to unfair treatment of certain groups of students (Baker & Hawn, 2021). Continuous monitoring and updating of AI algorithms are necessary to ensure they promote fairness and do not reinforce existing inequalities. Cognitive Load Management: While AI can help manage cognitive load by tailoring content to individual students, there is a risk of either under-challenging or overloading students if the AI does not accurately gauge their cognitive state (Kalyuga, 2009). It is crucial to develop sophisticated models that can accurately assess and adapt to students' cognitive needs in real time. Technical Challenges: Implementing AI-driven educational tools requires significant technical infrastructure and expertise. Many educational institutions, especially in under-resourced areas, may lack the necessary technology and skills to effectively deploy and maintain these systems (Holmes et al., 2019).

Ethical Considerations

Equity and Access: Ensuring equitable access to AI-driven educational tools is a major ethical concern. Students from underserved communities might not have access to the necessary technology or internet connectivity, exacerbating existing educational inequalities (Reich & Ito, 2017). Efforts must be made to bridge the digital divide and ensure that all students benefit from AI-enhanced education. Informed Consent: Students and their guardians must be fully informed about how their data will be used and the implications of AI-driven learning systems. Obtaining informed consent is crucial to maintain trust and transparency (Williamson, 2017). Transparency and Accountability: The decision-making processes of AI systems should be transparent. Educators and students should understand how these systems work and the basis for the recommendations or decisions they make. Additionally, there should be clear accountability mechanisms in place for decisions made by AI systems (Luckin et al., 2016). Autonomy and Agency: While AI can provide personalized learning experiences, it should not undermine the autonomy and agency of students. It is essential to ensure that students remain active participants in their learning process and are not reduced to passive recipients of AI-generated content (Holmes et al., 2019). Ethical Use of AI: AI in education should be used ethically, ensuring that it enhances

the learning experience without manipulating or exploiting students. Developers and educators must consider the long-term implications of AI on student development and well-being (Holmes et al., 2019).

METHOD

The research method employed in this study involves a comprehensive literature review. This approach was chosen to gain a deep understanding of the existing knowledge base, theories, and empirical findings related to the topic of integrating Information Processing Theory (IPT) with Artificial Intelligence (AI) in education. The literature review method provides a systematic approach to understanding the integration of IPT and AI in education. By rigorously selecting and analysing relevant articles, this study aims to contribute valuable insights and highlight areas for future research and development.

RESULTS & DISCUSSION

This study critically and comprehensively reviewed the literature on IPT, its historical development, key concepts, theoretical underpinnings, applications, criticisms, and contemporary relevance. Further, the study reviewed how the integration of IPT with AI improves learning outcomes. The critical review of the literature found that IPT emerged in the 1960s as a response to the limitations of behaviourism in explaining complex cognitive processes. Meaning IPT developed due to the existence of a problem that cannot be adequately solved by the available educational and learning theories, therefore, it filled the gap of mental human cognition processes that were not catered to in the behaviourism theory of learning that existed earlier. According to Neisser (2014) behaviourism theory struggled to account for higher-order cognitive functions like memory and problem-solving. Therefore, Miller and Shiffrin 1960 (cited in Miller, 1956; Shiffrin & Atkinson, 1969) postulate how people perceive the situation around them, how they take knowledge into memory, and how they can later on remember what they learned. IPT emphasises key ideas in cognitive psychology that is memory and problem-solving. For example, according to Koch et al. (2020), neuroimaging techniques such as functional magnetic resonance imaging (fMRI) have provided insights into the neural correlates of memory encoding, retrieval, and forgetting, supporting the theoretical framework proposed by IPT. How human memory can effectively and efficiently be used to address problems is the top agenda of IPT. Longitudinal studies have investigated the developmental trajectory of information-processing abilities from childhood to adulthood, shedding light on the stability and plasticity of cognitive processes over the lifespan (Korzeniowski et al., 2021).

IPT is widely applied in areas such as the technology user interface designs and information systems for human-computer interaction. The neural mechanisms underlying information processing could enhance our understanding of how cognitive processes are instantiated in the brain (Sternberg, 2020). IPT in the classroom, for managing student learning through well-prepared multi-modal instructional designs, according to Khalil and Elkhider (2016) instructional design theories support the selection and preparation of effective instructions that ease learner cognition. The current applications of IPT are in the development of artificial intelligence (AI) models such as the cognitive functions and intelligent systems models, which mainly support the cognitive aspects of learning. This shows the wide relevance of cognitive theories in the development of AI models that support learning. This finding agrees with a study by Cardona et al. (2023), which found that the foundational theories and principles that guide the development of AI-powered

educational tools and systems include cognitive learning theory, computer-supported collaborative learning (CSCL) principles, and the universal learning design (UDL) framework. Additionally, Computational modelling approaches have been used to simulate information processing mechanisms in the human brain, further elucidating the underlying processes and mechanisms proposed by IPT (Friston, 2022). Among the issues with IPT is the oversimplification of human cognition and neglecting the influence of emotions, motivation, and individual differences, noted by Anderson (1995) IPT oversimplifies human cognition and neglects the role of emotions, motivation, and individual differences, inaccurate computer analogy the human brain, neglects fundamental developmental changes, especially external ones but only focuses on internal changes, not adequately considering the impact of emotions or behaviours on cognition or account for individual and cultural differences. This means, however great the relevance of IPT in wide fields, it's inadequate in addressing some of the issues it puts forth. Another significant finding of the study further reveals that the integration of IPT and AI fosters active engagement and understanding, manages cognitive load, instant feedback, language learning, and natural language processing, and provides hands-on experience through virtual realities, collaboration, and peer-to-peer engagement. This shows the effectiveness of IPT in fostering the development of the current AI models such as cognitive functions and intelligent systems models, thus supporting its application in education. The finding complies with the study by Cardona et al. (2023), which found cognitive learning theory a foundational guide for the development of AI-powered educational tools and systems. Further, Chen et al. (2020) suggest that the identification of educational theory is fundamental in adopting artificial intelligence in education. Thus, through the integrative approach of intersecting educational theory and technological implementation, positive pedagogical changes can be realised in education. Thus, enhancing learning outcomes.

CONCLUSION

Information processing theory has had a profound impact on the field of cognitive psychology, providing a framework for understanding how the mind processes information. Its emphasis on mental operations and information-processing mechanisms laid the groundwork for research in memory, attention, perception, and problem-solving. While IPT has its limitations, it remains relevant in contemporary cognitive psychology, shaping our understanding of cognition and informing research in various domains. Further, integrating IPT with AI in education has the potential to revolutionize learning outcomes. However, addressing the associated challenges and ethical considerations is crucial for ensuring that these technologies are implemented in a way that is fair, equitable, and beneficial for all students. Robust data protection, continuous monitoring for biases, equitable access, transparency, and maintaining student autonomy are key factors that must be prioritized.

Moreover, educators should focus on understanding the interconnectedness between the existing educational and learning theories or develop new educational theories to harness the development of teaching and learning in the new artificial intelligence era. This is because educational theories support the effective implementation of new technologies without causing further problems regarding the existing issues in the education realm such as inequality, equity, and injustice. Thus, future studies should focus on identifying emerging

technologies such as future advancements in AI, such as more sophisticated natural language processing and machine learning algorithms, and how they can be implemented through the guidance of the existing educational theories or the development of new educational theories. Further, through interdisciplinary research: Collaboration between cognitive scientists, AI developers, and educators is crucial for developing effective educational tools. Research should focus on understanding the nuances of human learning processes and how AI can be designed to support these processes. Through these approaches the education stakeholders can realize effective achievement in the learning outcomes in the current AI era.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https:// 10.31316/icasse.v1i1.6828

AI KNOWLEDGE EXPLORATION IN CLASSROOM

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Abstract

Evolution of technology has contributed an impact to various industries and aspect of life including education. Educators and learners have experienced a breakthrough during the teaching and learning thus shown that Artificial Intelligence (AI) as a prevalent force in a learning environment. AI classrooms appeared to have strong personalization, interactivity, flexibility and responding to fast results. Development of future teaching has started with exploration of new technology with the support of high-technology equipment, systems, teaching materials, tools and approaches. AI knowledge exploration has its own benefits and challenges. Whatever it takes, human thought and action are still required in making educational practice in place.
Keywords: Artificial Intelligence, Knowledge, Classroom, Technology, Learning

INTRODUCTION

AI has transformed various sectors and industries including education. Integrating AI in the classroom can revolutionize the process of teaching and learning. The involvement of algorithms that allow computers to perform tasks that require the simulation of human intelligence is basically what AI does. The tasks cover learning, reasoning, problem-solving, understanding natural language and recognizing patterns. Educators have recognised that intelligent teaching setting and support can actually meet the learning objectives and needs of the learners thus improved teaching quality (Wang, 2023). This is supported by Tsai et al. (2012) that mentioned on learners' learning environmental preferences during the software and hardware development stage that stimulate effective learning environment design.

Lai (2021) has found out in a study on exploring university students' preferences for AI-assisted learning environment that learners preferred personalized learning modes in AI learning environments with the support of relevant instructional guidance that include course content, teaching materials and life applications. Within this context, learners anticipated robot or social learning companion to be with them during the learning process. This is prevalent as learners should be offered with AI-assisted learning for them to explore more and enhance their creativity and innovativeness as far as educational transformation is concerned.

AI classrooms represent the development of artificial intelligence technology and the demand for educational reform, representing innovation and progress in the field of education(Xu Hongkai & Xie Jie,2023). The new nature of learning using AI has significantly become an effective tool with its own distinctive values that include intelligence, automation, personalization and at the same time boost creation, innovation and motivation. These values can enhance physical and mental health and improve teaching quality among the educators to the learners. In essence,

AI has revolutionized the way educators teach and learners gain their knowledge.

AI in CLASSROOM

Interestingly, this is excerpted from Cope et al. (2020, p.3): "artificial intelligence" was created in 1955 by John McCarthy, then an assistant professor at Dartmouth College, in the title of a workshop proposal for the Rockefeller Foundation. Here, McCarthy defined artificial intelligence as "making a machine behave in ways that would be called intelligent if a human were so behaving" From the start, the problem has been whether, in such a definition, digital computers be intelligent in ways that make them like humans, and if not, what are their differences?

As highlighted earlier, AI uses intelligent software and machines to support, enhance and automate aspects of the learning environment. Here, learning environment is defined as the physical environment, the people involved like the educators/teachers and learners/students, the teaching and learning process, objectives, materials, modules, tools, approaches and the tasks/assignments that learners need to complete (de Kock et al., 2004). Looking at technology kind of environment, learners gain knowledge and use to e-learning and mobile environments. Chuang and Tsai (2005) have highlighted that learners were seeking on negotiation, inquiry learning, reflective thinking, relevance, ease of use and challenge in Internet-based learning environments.

AI classroom has sensor, network, rich media, artificial intelligence and other high developed technology in the information age to support the teaching and learning process. If compared to multimedia, AI is more advanced in enhancing the multimedia to the next level with evolution to it. The learning environment using AI is distinctive and exclusive where it has the ability to elevate the presentation of teaching delivery, enable access to learning resources, encourage interactive classroom activities, prompt findings, quick search and other immediate assistance and support (Huang et al., 2012).

BENEFITS of AI EXPLORATION in CLASSROOM

Educators and learners can gain various advantages on AI exploration in classroom. Learners' interest can be stimulated, enhanced their creativity and innovativeness, encouraged problem solving abilities, developed critical and analytical skills and improved their global and ethical way of thinking. The benefits of AI exploration in classroom are listed below.

1. Personalized Learning

AI allows personalized learning experience by adapting content and teaching methods to individual learner needs. This type of adaptive learning platforms analyze student performance in real-time, adjusting the difficulty of tasks and providing targeted support where needed. Learners can acquire the knowledge at their own pace and in a way that suits their learning style as every individual has different needs. Massive online courses, digital classrooms and e-learning platforms have served much support in the learning process.

2. Enhanced Educator Support

AI can assist educators by automating administrative tasks such as grading, attendance, and even creating lesson plans. This allows educators to focus more on teaching and interacting with learners. AI-powered tools can also provide educators with insights into student progress, helping to identify those who may need additional help. Intelligent tutoring system is also an AI computer system that emulate human tutors and can offer instant feedback and instruction to learners without the involvement of a human educator. Virtual AI tutors can assist learners with homework, offering explanations and guidance. AI can analyze students' strengths, weaknesses, and learning styles, providing personalized learning paths and resources tailored to individual needs.

AI-powered virtual tutors can provide students with instant feedback and support outside of classroom hours. These tutors can answer questions, explain concepts, and guide students through complex topics. Virtual

assistants can also help students stay organized by reminding them of deadlines and helping with time management.

3. Smart Content Creation

AI can generate and curate educational content, such as quizzes, flashcards, and even interactive simulations. Quizizz and Kahoot are examples of AI game based approach that are exciting and interactive. Incorporating AI into educational games can make learning more engaging, offering personalized challenges and rewards based on student performance. This helps to create a more encouraging and effective learning environment. AI can also update content dynamically, ensuring that it remains relevant and up-to-date. AI can recommend articles, videos, and other resources relevant to the topics being studied, ensuring that students have access to a wide range of high-quality materials. AI can track student progress and provide encouragement or adjustments to keep students motivated and on track.

4. Data-Driven Insights

AI systems can analyze vast amounts of data to provide insights into student behaviour, learning patterns, and outcomes. This data-driven approach helps educators to make informed decisions about curriculum design, teaching strategies, and resource allocation. AI can analyse data for future references that include identifying learners who are having problems and requiring support during learning process, recognizing learners who excel and providing them with assistance to further their studies. Not only that, data driven by AI can also look into forecasting resource needs for the next intake.

5. Global Learning Access

AI can break down geographical and linguistic barriers, providing access to quality education for students around the world. AI-driven translation tools, for example, can allow students to access educational content in their native language, making learning more inclusive. Global classrooms can be made available to all learners including to those who might have visual and hearing impairments and speak different languages. One of the AI tools is a presentation translator that creates subtitles in real time for what the educator is saying. AI tools can support students with disabilities by providing text-to-speech, speech-to-text, and other accessibility features.

Integrating these approaches can make AI education both engaging and impactful for students, preparing them for a future where AI plays an increasingly significant role and serves a lot of benefits. Some of the benefits in education are on efficiency where AI automates routine tasks, allowing educators to focus more on personalized instruction and student engagement. Another benefit is on scalability as AI tools can serve a large number of students simultaneously, making it easier to provide quality education at scale. Data-driven insights can make AI analyses vast amounts of educational data to provide insights into student performance, helping educators make informed decisions. Finally, on engagement where AI-driven interactive tools and gamified learning experiences can increase student engagement and motivation.

CHALLENGES of AI

While AI offers numerous benefits, it also raises ethical concerns such as data privacy, bias, and the potential for over-reliance on technology. Ensuring that learner data is protected is crucial when implementing AI tools. Data privacy is at risk as far as machine intelligence is concerned. It is to note that, AI systems are trained on immense amounts of data and biases might arise as it become fixed in AI algorithms and show unfair result. AI systems can inadvertently perpetuate biases present in the data they are trained on, which requires careful monitoring and adjustment.

Transparency and accountability are another issue as AI systems often operate in a “black box,” where these systems offer limited interpretability of how they work and how they arrived at certain decisions. Creativity and ownership are another adding concerns when intellectual property is involved. When a sculptor finishes a sculptor art, it belongs to the maker, but when someone develops a piece of digital art into an AI education system that was

initiated or programmed by a separate entity for example, it is still unclear who owns it, who can commercialize it, who is actually making infringement and who has the rights to the invention or innovation. It is essential for educators and policymakers to address these issues to ensure that AI is used responsibly in education.

Another challenge is on educator training. Educators need training to effectively integrate AI into their teaching strategies. Numerous exploratory tools can be offered to learners during teaching and learning and educators need to know them first before teaching. Simulations and virtual labs is an AI powered simulations that allow learners to experiment with concepts in a virtual environment, exploring different scenarios and outcomes. Another tool is on AI driven research where AI can assist learners in exploring large datasets, conducting research, and even discovering patterns or insights that might be difficult to find manually. All of these must be explored, learned and practiced by the educators so as to make the educators feel at ease while imparting knowledge.

CONCLUSION

AI is reshaping education by making learning more personalized, efficient, and accessible. As AI continues to evolve, its role in the classroom is likely to expand, offering new opportunities and challenges for educators and learners alike. Embracing AI in education can enhance the learning experience, but it is crucial to do so thoughtfully, considering both the benefits and the potential risks. Integrating AI into classroom settings for knowledge exploration can greatly enhance the learning experience.

Classroom with AI facilities has the potential to revolutionize how learners explore knowledge, making learning more personalized, engaging, and accessible. However, careful implementation and ongoing evaluation are essential to maximize the benefits and mitigate potential risks. AI has the potential to significantly enhance the educational experience by providing personalized, efficient, and data-driven learning opportunities. However, its successful implementation requires careful consideration of ethical, practical, and equity-related factors. As AI continues to evolve, it will play an increasingly important role in shaping the future of education. Within this context, several approaches with AI have been highlighted and discussed to make teaching and learning more advanced, creative and innovative.

It cannot be denied that to meet the goals in an education setting, it needs commitment and participation from every organisation members (Mahmod et al., 2006). It is being reiterated that progress towards the achievement of goals can be monitored by looking for the signs of a healthy learning organisation. Syed Marzuki (2003) has emphasized on a well-balanced education that should embrace analysis and the acquisition of knowledge. It must also include the exercise of creative skills, the competence to undertake and complete tasks and the ability to cope with everyday life and also doing all these in co-operation with other stakeholders.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6794

IMPLEMENTATION OF MERDEKA FLOW IN IMPROVING LEARNING ACTIVENESS, PROBLEM SOLVING SKILLS, AND LEARNING OUTCOMES STUDENTS OF SENIOR HIGH SCHOOL 1 BANDONGAN

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Abstract

This study is motivated by the low learning activeness, problem solving skills, and student learning outcomes in class X E.9 SMA Negeri 1 Bandongan. One solution to overcome this problem is by applying the MERDEKA flow learning method. The purpose of this study is to describe the improvement of learning activeness, problem solving skills, and learning outcomes of students in class X E.9 SMA Negeri 1 Bandongan. This research method is Classroom Action Research (PTK) which was conducted in two cycles. Each cycle consists of three meetings and four stages, namely planning, implementation, observation and reflection. The research subjects were 36 students of class X E.9, with 16 male students and 20 female students. Data collection techniques were documentation, observation, and tests. Data analysis techniques using descriptive quantitative and qualitative with percentages. The results showed that student learning activeness in Cycle 2 had increased compared to Cycle 1, which was indicated by the average value of Cycle 2 of 77.78% (high), higher than Cycle 1 which only reached 63.10% (medium). Students' problem solving skills also increased compared to Cycle 1, which is indicated by the average value of Cycle 2 of 68.05% (medium), higher than Cycle 1 which only reached 59.03% (medium). Meanwhile, student learning outcomes seen from the average post-test score increased by 19.44% from the Criteria for Achieving Learning Objectives (KKTP) in the application of the MERDEKA flow learning method in Cycle 1 (23 students or 63.89%) compared to the application of the MERDEKA flow learning method in Cycle 2 (30 students or 83.33%). So it can be concluded that the application of the MERDEKA flow learning method can improve learning activeness, problem solving skills, and student learning outcomes in class X E.9 SMA Negeri 1 Bandongan.

Keywords: MERDEKA Flow, Learning Activity, Problem Solving Skills, Learning Outcomes

PENDAHULUAN

Dengan kemajuan teknologi dan informasi saat ini, pendidikan memiliki peran besar dalam meningkatkan kemampuan dan keterampilan sumber daya manusia agar mampu bersaing di era revolusi industri 5.0 ini. Pendidikan di abad ke 21 merupakan sebuah tantangan. Dunia pendidikan mempunyai tanggung jawab besar dalam menghadapi tantangan tersebut. Hal ini sesuai dengan *21st Century Skills Characteristics* yang diterbitkan oleh *21st Century Skills Partnership*, yang menyatakan siswa abad 21 harus dapat mengembangkan keterampilan kompetitif yang dibutuhkan di abad 21 yang berkaitan dengan pengembangan Keterampilan Abad 21. Keterampilan abad 21 yang harus dimiliki generasi muda adalah memiliki keterampilan berpikir kreatif (*creative thinking*), berpikir kritis dan pemecahan masalah (*critical thinking and problem solving*), berkomunikasi (*communication*), dan berkolaborasi (*collaboration*).

Pembelajaran bukan lagi sekadar kegiatan mentransfer pengetahuan dari guru kepada siswa, tetapi bagaimana siswa mampu memaknai apa yang dipelajarinya. Siswa menjadi subjek dalam proses pembelajaran: merasakan makna belajar, apa tujuan belajar, apa kebutuhannya dan bagaimana mencapainya. Siswa perlu terhubung dengan lingkungan sekitar dan menyadari bahwa apa yang telah dipelajarinya akan relevan dalam kehidupannya. Oleh karena itu, proses pembelajaran harus terjadi secara kontekstual agar siswa bisa adaptif terhadap segala

perubahan dan menjadi pembelajar yang lebih mandiri dan berkesinambungan.

Dalam membangun ekosistem pembelajaran, pemahaman dan akselerasi peran guru menjadi bagian yang sangat vital dan penting. Selain dapat membangun kemandirian siswa, pemahaman dan akselerasi peran guru juga menunjang proses pengenalan diri, penggalian potensi diri, mengasah daya kritis-kreatif dan semangat inovatif siswa. Proses pembelajaran harus dapat memberikan ruang seluas-luasnya kepada siswa sehingga siswa dapat menemukan makna dari proses dan hasil belajarnya. Guru bertugas sebagai arsitek yang membangun ekosistem pembelajaran yang kondusif untuk proses pembelajaran yang kontekstual dan mandiri.

Peran utama guru tidak lagi sebatas pengampu mata pelajaran, karena kemajuan teknologi telah memudahkan ketersediaan dan akses terhadap sumber-sumber belajar yang lebih kompeten dan kaya. Guru diharapkan tidak hanya dapat beradaptasi dengan kemajuan teknologi namun juga dapat memanfaatkan teknologi sebagai bagian dari upaya untuk membangun ekosistem pembelajaran. Oleh karena itu, peran utama guru bertransformasi menjadi mitra belajar siswa, yang membantu siswa untuk dapat mengenali potensi diri dan kebutuhan belajar siswa yang sesuai, agar tujuan pembelajaran tercapai dengan maksimal.

Berdasarkan hasil observasi permasalahan yang dijumpai di SMA Negeri 1 Bandongan yakni: (1) Kurang aktifnya siswa dalam kegiatan pembelajaran, (2) Kemampuan siswa dalam pemecahan masalah masih kurang, (3) Siswa kurang memberi respon terhadap pertanyaan yang diajukan guru, (4) Siswa belum memahami dan mengembangkan secara maksimal materi yang disampaikan, dan (5) Kurangnya penerapan model pembelajaran yang cocok untuk karakteristik siswa.

Keaktifan belajar dan keterampilan pemecahan masalah dianggap penting namun dalam kenyataannya nilai siswa masih tergolong rendah. Hal ini terbukti dari hasil pengambilan data pra-siklus yang dilaksanakan oleh peneliti dengan rata-rata kelas masing-masing indikator keaktifan belajar, yakni memperhatikan penjelasan guru sebesar 72,22, mengajukan pertanyaan sebesar 27,78, merespon pertanyaan sebesar 61,11, berdiskusi dalam kelompok sebesar 55,56, mencatat rangkuman materi pelajaran sebesar 63,89, menyampaikan ide/gagasan sebesar 22,22, dan mempresentasikan hasil kerja kelompok sebesar 72,22 sehingga rerata kelas untuk seluruh indikator sebesar 53,57 pada kategori sedang. Sedangkan indikator keterampilan pemecahan masalah diantaranya mengidentifikasi masalah sebesar 69,44, merumuskan masalah sebesar 55,56, melaksanakan strategi sebesar 47,22, dan memverifikasi solusi 38,89 sehingga rerata kelas untuk seluruh indikator sebesar 52,65 pada kategori sedang.

Mengantisipasi masalah tersebut, dalam proses pembelajaran harus digunakan model pembelajaran yang sesuai agar hasil belajar siswa dapat meningkat. Strategi pembelajaran yang diharapkan peneliti adalah penggunaan model pembelajaran yang mampu membantu siswa menjadi aktif, mampu memecahkan permasalahan, kreatif, serta dengan mudah mempelajari konsep sehingga tujuan pembelajaran dapat tercapai. Untuk meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa, salah satu model pembelajaran yang dapat diterapkan sesuai dengan karakteristik siswa adalah menggunakan alur MERDEKA.

Alur pembelajaran Merdeka adalah sebuah pendekatan yang memberikan guru kebebasan untuk merancang strategi pembelajaran yang inovatif sesuai dengan karakteristik siswa. Pendekatan ini bertujuan untuk menciptakan lingkungan belajar yang lebih menarik dan relevan bagi siswa, serta mempersiapkan mereka untuk menghadapi tantangan global di masa depan. Alur pembelajaran MERDEKA merupakan akronim dari Mulai dari diri, Eksplorasi konsep, Ruang kolaborasi, Demonstrasi kontekstual, Elaborasi pemahaman, Koneksi antar materi, dan Aksi nyata. Oleh karena itu proses pembelajaran terdiri dari tujuh (7) langkah dengan setiap kegiatannya sesuai dengan akronim di atas.

Melalui penerapan model pembelajaran alur MERDEKA diharapkan dapat meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa sehingga fokus bahasan riset dalam penelitian ini adalah untuk mengetahui apakah dengan penerapan model pembelajaran alur MERDEKA dalam pembelajaran Sosiologi dapat meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil

belajar siswa di kelas X E.9 SMA Negeri 1 Bandongan.

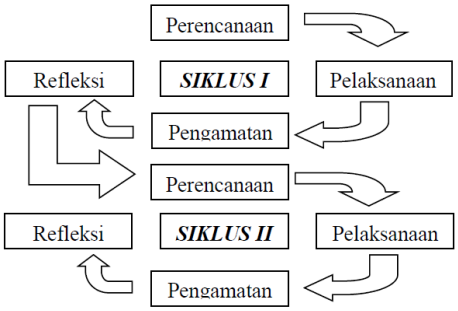
METODE PENELITIAN

Penelitian ini merupakan penelitian tindakan kelas (*Classroom Action Research*), pada tingkat kelas yang direncanakan dalam beberapa siklus. Apabila dalam beberapa siklus 75% dari jumlah siswa belum mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) 75, maka dilanjutkan ke siklus berikutnya sampai dengan 75% dari jumlah siswa mencapai nilai ketuntasan 75. Tindakan yang dilakukan yakni dengan menggunakan metode pembelajaran melalui alur MERDEKA dengan tahapan: mulai dari diri, eksplorasi konsep, ruang kolaborasi, demonstrasi kontekstual, elaborasi pemahaman, koneksi antar materi, dan aksi nyata. Penelitian tindakan kelas merupakan sebuah proses investigasi yang berdaur ulang dan bersifat reflektif yang dilakukan oleh guru yang memiliki tujuan untuk melakukan perbaikan sistem, cara kerja, proses, isi, kompetensi, atau situasi pembelajaran. Penelitian dilaksanakan di SMA Negeri 1 Bandongan pada 36 siswa kelas X E.9 yang dilaksanakan dalam rentang waktu 3 bulan yakni bulan Februari sampai dengan bulan April 2024.

Prosedur dalam setiap siklusnya diawali dengan perencanaan tindakan (*planning*), penerapan tindakan (*action*), pengamatan (*observing*) dan mengevaluasi (*reflection*), dan seterusnya sampai perbaikan tercapai atau ada temuan tindakan yang tepat berdasarkan kriteria keberhasilan tertentu. Teknik pengumpulan data yang digunakan dalam penelitian ini, diantaranya: (1) metode observasi, (2) metode dokumentasi, digunakan untuk memperoleh data terkait perangkat pembelajaran, (3) metode wawancara, dilaksanakan untuk memperoleh informasi yang diperlukan peneliti. Selanjutnya, dilaksanakan observasi siswa di tiap pertemuan selama penerapan alur MERDEKA. Adapun peningkatan maupun penurunan keaktifan belajar dan keterampilan pemecahan masalah siswa dapat dilihat pada hasil observasi dari pra siklus, siklus 1 hingga siklus 2. Sedangkan hasil belajar siswa dapat diketahui melalui instrumen tes yang diberikan pada setiap akhir siklus.

HASIL DAN PEMBAHASAN

Skenario tindakan dibuat untuk mempermudah gerak peneliti dalam mengimplementasikan alur MERDEKA melalui mata pelajaran Sosiologi pada materi Ragam Gejala Sosial. Secara lengkap, skenario tindakan dari mulai pra penelitian hingga penelitian siklus 2 secara sederhana sebagaimana yang digambarkan pada gambar berikut.



Gambar 1. Siklus Penelitian

Hasil

Penerapan Alur Merdeka Belajar

Alur MERDEKA merupakan suatu konsep pembelajaran yang diterapkan dalam Kurikulum Merdeka. Alur MERDEKA terdiri dari langkah-langkah sebagai berikut: Penerapan pembelajaran alur MERDEKA setiap siklus dilaksanakan sesuai dengan ciri-ciri pembelajaran alur MERDEKA, antara lain: Mulai dari Diri, Eksplorasi Konsep, Ruang Kolaborasi, Demonstrasi Kontekstual, Elaborasi Pemahaman, Koneksi Antar Materi, dan Aksi Nyata.

Berdasarkan langkah-langkah di atas, maka deskripsi pelaksanaan pembelajaran dengan penerapan alur MERDEKA pada penelitian ini meliputi beberapa langkah, yaitu:

1. Persiapan yang dilakukan guru dengan mempersiapkan Modul Ajar dan Lembar Kerja Peserta Didik (LKPD) pada mata pelajaran Sosiologi tingkat SMA/MA dengan ketentuan:
   a. Alur Tujuan Pembelajaran (ATP):
      10.6. Menganalisis ragam gejala sosial sebagai dinamika dalam kehidupan masyarakat multikultural dan mengevaluasinya dengan berdasarkan pada fakta-fakta sosial yang aktual terjadi dimasyarakat.
   b. Tujuan Pembelajaran (TP):
      1) Menggunakan teori yang dipelajari guna melakukan pengamatan berbagai gejala sosial sehari-hari.

2) Mengidentifikasikan berbagai gejala sosial dalam kehidupan sehari-hari dari konsep/teori yang telah dipelajari.

2. Pelaksanaan pembelajaran dengan menerapkan alur MERDEKA dalam upaya meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa, yakni meliputi:
   a. Mulai dari diri
      Dalam kegiatan belajar ini, siswa diminta melakukan refleksi awal mengenai materi yang akan dibahas. Siswa akan diberikan pertanyaan pemantik untuk mengetahui sejauh mana pengetahuan awal yang dimilikinya tentang materi yang akan dipelajari. Pada tahap ini guru bisa juga langsung melakukan pemetaan kemampuan dan kecenderungan belajar siswa untuk memudahkan guru dalam membersamai siswa mencapai tujuan pembelajaran.
   b. Eksplorasi konsep
      Pada tahap ini siswa akan diminta untuk membaca materi maupun menonton video yang berkaitan dengan materi yang sedang dipelajari. Tujuan dari kegiatan ini adalah untuk menemukan, mengenali, memperdalam, dan menguatkan konsep materi yang akan dipelajari.
   c. Ruang kolaborasi
      Dalam ruang kolaborasi, siswa diminta untuk berkolaborasi dengan siswa lain dalam kegiatan kelompok. Dalam kegiatan ini siswa diberikan sebuah topik untuk didiskusikan dan dipresentasikan bersama anggota dalam satu kelompoknya. Setelah diskusi dan presentasi, guru memberikan penguatan dan umpan balik.
   d. Demonstrasi kontekstual
      Pada tahap ini siswa diminta untuk membuat sebuah rencana penerapan materi yang dipelajari di kelas. Siswa diminta membuat atau mengerjakan tugas berupa artikel, video, komik, poster, lagu, puisi, dan sebagainya sesuai materi yang dipelajarinya.
   e. Elaborasi pemahaman
      Siswa akan diajak untuk berdiskusi bersama guru maupun narasumber lain. Dalam kegiatan ini, siswa diberikan kesempatan untuk mengajukan pertanyaan dari materi yang belum dipahami untuk mendapatkan pemahaman yang utuh dari materi yang dipelajarinya.
   f. Koneksi antar materi
      Dalam kegiatan ini, siswa diminta untuk membuat kesimpulan dari keseluruhan materi yang sudah dipelajari hari itu. Selain itu siswa diminta untuk membuat keterkaitan antara materi hari itu dengan materi lain yang sudah dipelajari sebelumnya.
   g. Aksi nyata
      Dalam kegiatan ini siswa akan diminta menerapkan pengetahuan yang diperoleh di kelas dalam bentuk proyek baik dikerjakan secara individu maupun kelompok.
3. Evaluasi dan refleksi dengan subjek penelitian tentang hambatan yang ditemui dalam penerapan alur MERDEKA dalam upaya meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa.

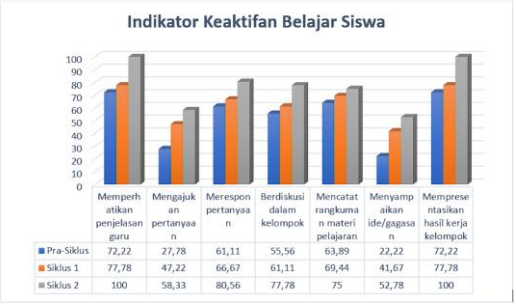
Peningkatan Keaktifan Siswa

Adapun analisis data hasil observasi terhadap keaktifan belajar siswa dalam penerapan pembelajaran alur MERDEKA pada siklus 1 dan siklus 2 secara rinci dapat dilihat pada tabel di bawah ini.

Tabel 1. Hasil Observasi Keaktifan Belajar Siswa dalam Penerapan Alur MERDEKA

No	Indikator Keaktifan Belajar	Pra-Siklus		Siklus 1		Siklus 2	
		Skor	Keterangan	Skor	Keterangan	Skor	Keterangan
1	Memperhatikan penjelasan guru	72,22	Sedang	77,78	Tinggi	100	Tinggi
2	Mengajukan pertanyaan	27,78	Rendah	47,22	Rendah	58,33	Sedang
3	Merespon pertanyaan	61,11	Sedang	66,67	Sedang	80,56	Tinggi
4	Berdiskusi dalam kelompok	55,56	Sedang	61,11	Sedang	77,78	Tinggi
5	Mencatat rangkuman materi pelajaran	63,89	Sedang	69,44	Sedang	75	Tinggi
6	Menyampaikan ide/gagasan	22,22	Rendah	41,67	Rendah	52,78	Sedang
7	Mempresentasikan hasil kerja kelompok	72,22	Sedang	77,78	Tinggi	100	Tinggi
Jumlah		375		441,67		544,45	
Rata-rata		53,57%	Sedang	63,10%	Sedang	77,78%	Tinggi

Keaktifan belajar siswa dalam penerapan pembelajaran alur MERDEKA yang diukur dengan menggunakan lembar observasi berdasarkan tujuh (7) indikator keaktifan belajar siswa. Penjelasan lebih lanjut dapat dilihat pada grafik berikut ini.



Gambar 2. Peningkatan Keaktifan Belajar Siswa dalam Penerapan Alur MERDEKA

Secara keseluruhan berdasarkan tabel dan gambar di atas, menunjukkan bahwa secara visual sudah terdapat perubahan tiap-tiap indikator keaktifan belajar siswa dalam penerapan alur MERDEKA. Keaktifan belajar siswa pada siklus 2 mengalami peningkatan dibandingkan siklus 1, yakni ditunjukkan dengan nilai rata-rata siklus 2 sebesar 77,78% (tinggi) lebih tinggi dibandingkan siklus 1 yang sebesar 63,10% dengan kategori sedang. Adapun indikator keaktifan belajar siswa yang rendah berdasarkan tabel dan juga gambar adalah menyampaikan ide/gagasan dimana pada siklus 1 mendapatkan skor 41,67 dengan kategori rendah dan pada siklus 2 mengalami peningkatan menjadi 52,78 dengan kategori sedang.

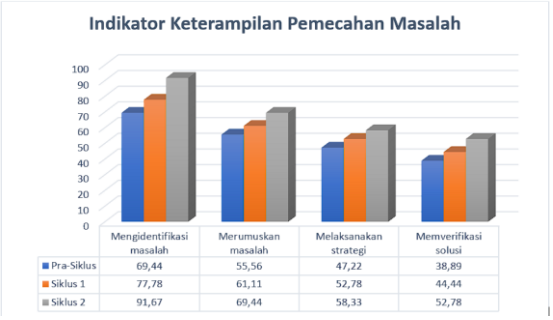
Peningkatan Keterampilan Pemecahan Masalah Siswa

Adapun analisis data hasil observasi terhadap keterampilan pemecahan masalah siswa dalam penerapan pembelajaran alur MERDEKA pada siklus 1 dan siklus 2 secara rinci dapat dilihat pada tabel di bawah ini.

Tabel 2. Hasil Observasi Keterampilan Pemecahan Masalah Siswa dalam Penerapan Alur MERDEKA

No	Indikator Keaktifan Belajar	Pra-Siklus		Siklus 1		Siklus 2	
		Skor	Keterangan	Skor	Keterangan	Skor	Keterangan
1	Mengidentifikasi masalah	69,44	Sedang	77,78	Tinggi	91,67	Tinggi
2	Merumuskan masalah	55,56	Sedang	61,11	Sedang	69,44	Sedang
3	Melaksanakan strategi	47,22	Rendah	52,78	Sedang	58,33	Sedang
4	Memverifikasi solusi	38,89	Rendah	44,44	Rendah	52,78	Sedang
Jumlah		210,61		236,11		272,22	
Rata-rata		52,65%	Sedang	59,03%	Sedang	68,05%	Sedang

Keterampilan pemecahan masalah siswa dalam penerapan pembelajaran alur MERDEKA yang diukur dengan menggunakan lembar observasi berdasarkan empat (4) indikator keterampilan pemecahan masalah siswa. Penjelasan lebih lanjut dapat dilihat pada grafik berikut ini.



Gambar 3. Peningkatan Keterampilan Pemecahan Masalah Siswa dalam Penerapan Alur MERDEKA

Secara keseluruhan berdasarkan tabel dan gambar di atas, menunjukkan bahwa secara visual sudah terdapat perubahan tiap-tiap indikator keterampilan pemecahan masalah siswa dalam penerapan alur MERDEKA. Keterampilan pemecahan masalah siswa pada siklus 2 mengalami peningkatan dibandingkan siklus 1, yakni ditunjukkan dengan nilai rata-rata siklus 2 sebesar 68,05% (sedang) lebih tinggi dibandingkan siklus 1 yang sebesar 59,03%. Adapun indikator keterampilan pemecahan masalah siswa yang rendah berdasarkan tabel dan juga gambar adalah memverifikasi solusi dimana pada siklus 1 mendapatkan skor 44,44 dengan kategori rendah dan pada siklus 2 mengalami peningkatan menjadi 52,78 dengan kategori sedang.

Peningkatan Hasil Belajar Siswa

Hasil belajar siswa diperoleh berdasarkan penilaian dari aspek kognitif, yakni berdasarkan nilai yang diperoleh dari instrumen tes di setiap akhir siklus, baik siklus 1 maupun siklus 2. Hasil nilai tersebut akan dibandingkan dengan Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) pada mata pelajaran Sosiologi kelas X E.9, yakni ≥ 75. Berikut ini data hasil belajar siswa dengan penerapan alur MERDEKA sebagaimana yang dipaparkan pada tabel 2.

Tabel 3. Hasil Belajar Siswa dalam Penerapan Alur MERDEKA

No	Skor/Kriteria	Siklus 1		Siklus 2	
		Frek.	%	Frek.	%
1	≥ 75 (Tuntas)	23	63,89	30	83,33
2	< 75 (Belum Tuntas)	13	36,11	6	16,67
Jumlah		36	100	36	100

Berdasarkan pemaparan pada Tabel 3 di atas dapat disimpulkan bahwa ketuntasan hasil

belajar siswa pada siklus 1 belum mencapai 75% dari jumlah siswa, yaitu hanya terdapat 23 siswa atau sebanyak 63,89% yang telah memenuhi Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Sedangkan, pada siklus 2 telah menunjukkan adanya peningkatan hasil belajar siswa, yakni terdapat 30 siswa atau sebanyak 83,33% yang telah memenuhi Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Sehingga didapatkan bahwa setelah diterapkannya pembelajaran dengan menggunakan alur MERDEKA rata-rata nilai hasil belajar siswa di setiap akhir siklus mengalami peningkatan dengan N-Gain sebesar 0,48 dengan kategori sedang berdasarkan kriteria skor *gain*. Oleh karena itu, berdasarkan tabel di atas dapat disusun grafik ketuntasan hasil belajar siswa sebagai berikut.



Gambar 4. Hasil Belajar Siswa dalam Penerapan Alur MERDEKA

Refleksi

Setelah dilaksanakan pembelajaran Sosiologi pada materi Ragam Gejala Sosial di kelas X E.9 di SMA Negeri 1 Bandongan selama tiga (3) pertemuan pada siklus 1 dan tiga (3) kali pertemuan pada siklus 2 dengan menerapkan pembelajaran alur MERDEKA, terdapat beberapa catatan yang dapat dijadikan sebagai pembelajaran dalam penerapan alur MERDEKA di akhir siklus. Beberapa catatan tersebut, diantaranya:

1. Penugasan LKPD secara berkelompok menjadi mudah diamati, namun pembagian tugas diantara anggota kelompok menjadi sangat dominan kepada satu (1) atau dua (2) siswa saja.
2. Siswa sudah terlihat bersemangat dan tidak bingung terhadap tahapan pembelajaran alur MERDEKA.
3. Siswa sudah mulai bekerja sama dan berdiskusi dengan temannya sehingga tidak terlihat lagi siswa yang mendominasi dalam mengerjakan LKPD.
4. Seluruh siswa sudah mulai aktif mengemukakan pendapat atau menjawab pertanyaan tanpa ditunjuk oleh guru, karena guru memberikan motivasi dengan memberikan skor atau nilai tambahan kepada mereka sebagai tambahan penilaian aspek afektif dan psikomotorik.
5. Siswa sudah mulai terampil dalam memecahkan permasalahan yang diajukan dalam LKPD.
6. 75% dari jumlah siswa sudah mengalami ketuntasan belajar yaitu lebih dari Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) yang telah ditentukan yaitu 75 untuk mata pelajaran Sosiologi materi Ragam Gejala Sosial.
7. Siswa telah memberikan respon yang lebih positif dalam mengikuti kegiatan pembelajaran pada siklus 2 dibandingkan pelaksanaan siklus 1.

Pembahasan

Pembelajaran dengan alur MERDEKA mengacu pada konsep "Merdeka Belajar" dalam sistem Pendidikan di Indonesia. Sistem ini memberikan kebebasan kepada guru untuk membuat pembelajaran lebih menyenangkan dan menarik bagi siswa (Sopacua, 2022:8) (Witasari, 2021:5). Tidak hanya guru, siswa juga memiliki kebebasan dan kemerdekaan dalam belajar sehingga dapat memenuhi kebutuhannya (Ngaisah et al., 2023:19). Oleh karena itu, guru diharapkan dapat merencanakan, melaksanakan, dan mengevaluasi program pembelajarannya secara mandiri.

Kebebasan yang diberikan kepada siswa pada alur MERDEKA diharapkan dapat meningkatkan kemampuan berpikir. Salah satu bentuk kemampuan berpikir ialah berpikir tingkat tinggi yang terwujud dalam berpikir kritis dan kreatif (Saputra et al., 2020:40) (Simanjuntak et al., 2019:214-215). Dengan alur MERDEKA, siswa dapat mengembangkan keterampilan berpikir kritis dan kreatif yang dibutuhkan untuk memecahkan masalah, berargumen, berhipotesis, dan mengkonstruksi penjelasan.

Pada umumnya, pelaksanaan kegiatan pembelajaran yang telah dilaksanakan oleh guru pada mata pelajaran Sosiologi sudah baik. Hal ini dapat dilihat dari guru telah menyusun

Modul Ajar dan LKPD selama proses pembelajaran. Dalam rencana yang telah disusun oleh guru sudah tertulis rencana pembelajaran menggunakan model pemecahan masalah. Penerapan model ini mendukung terlaksananya pembelajaran yang aktif, kreatif, efektif dan menyenangkan (PAKEM). Siswa akan terlibat penuh dalam proses pembelajaran, karena siswa bertindak sebagai subjek pembelajaran (*student centered learning*) sesuai dengan konsep alur MERDEKA (Hartatik, 2023:338).

Pembelajaran merupakan upaya yang dilakukan oleh guru, instruktur dan pembelajar dengan tujuan untuk membantu siswa atau pelajar (*learner*) agar ia dapat belajar dengan mudah. Alur MERDEKA diterapkan pada lingkungan belajar siswa sebagai sarana untuk memudahkan mereka dalam mempelajari suatu konsep dan mengkonstruk sendiri pemahaman tersebut terhadap konsep-konsep yang diajarkan. Proses pembelajaran ini mendorong siswa untuk berperan aktif selama kegiatan belajar mengajar berlangsung dengan adanya sistem diskusi kelompok dalam pemecahan masalah yang diberikan oleh guru, sehingga membuat siswa tertarik dalam mengikuti kegiatan belajar secara keseluruhan. Berawal dari rasa tertarik ini dapat membuat siswa menjadi lebih berpikir kreatif untuk memecahkan masalah yang diberikan secara mandiri atau kelompok dan siswa menjadi lebih mudah menerima semua materi atau konsep yang diajarkan.

Implementasi alur MERDEKA pada mata pelajaran Sosiologi kelas X E.9 SMA Negeri 1 Bandongan dilaksanakan dengan adanya refleksi pada setiap siklus. Dari tiap refleksi, didapati faktor penghambat dan pendukung keberhasilan alur MERDEKA. Adapun faktor penghambat dari penerapan alur MERDEKA di siklus 1, meliputi: (1) kurangnya pengalaman siswa dalam mengikuti alur MERDEKA di kelas, (2) alokasi waktu yang kurang tepat dalam pelaksanaan setiap alur, serta (3) kurangnya kerjasama siswa dalam satu kelompok. Sedangkan, faktor pendukung dari penerapan alur MERDEKA ini, diantaranya: (1) guru dan siswa dapat saling melengkapi dalam proses belajar mengajar, (2) siswa dapat menggunakan alat pencarian (*google* ataupun *bing*) dengan baik, serta (3) siswa dapat menguraikan masalah yang diberikan dan membahasnya melalui praktik di lapangan.

Evaluasi yang dilakukan dalam penerapan alur MERDEKA ini tidak hanya menilai hasil akhir dari pengetahuan siswa, melainkan seluruh aktivitas yang mencakup pelaksanaan alur MERDEKA yang melibatkan keaktifan belajar dan keterampilan pemecahan masalah siswa. Keaktifan belajar siswa dinilai dengan lembar observasi peningkatan keaktifan belajar. Berdasarkan tabel 1 yang mendeskripsikan pengamatan terhadap indikator-indikator keaktifan belajar. Dapat diperhatikan bahwa seluruh indikator mengalami peningkatan dengan baik, diantaranya keaktifan belajar, yakni memperhatikan penjelasan guru, mengajukan pertanyaan, merespon pertanyaan, berdiskusi dalam kelompok, mencatat rangkuman materi pelajaran, menyampaikan ide/gagasan, dan mempresentasikan hasil kerja kelompok. Sedangkan berdasarkan gambar 2. di atas menunjukkan bahwa indikator keaktifan belajar yang paling dominan mengalami perkembangan dalam proses pembelajaran dari siklus 1 dan siklus 2 dengan menerapkan alur MERDEKA adalah indikator memperhatikan penjelasan guru dan mempresentasikan hasil kerja kelompok. Keterampilan pemecahan masalah siswa dinilai dengan lembar observasi peningkatan keterampilan pemecahan masalah. Berdasarkan tabel 2 yang mendeskripsikan pengamatan terhadap indikator-indikator keterampilan pemecahan masalah. Dapat diperhatikan bahwa seluruh indikator mengalami peningkatan dengan baik, diantaranya keterampilan pemecahan masalah, yakni mengidentifikasi masalah, merumuskan masalah, melaksanakan strategi, dan memverifikasi solusi. Sedangkan berdasarkan gambar 3. di atas menunjukkan bahwa indikator keterampilan pemecahan masalah yang paling dominan mengalami perkembangan dalam proses pembelajaran dari siklus 1 dan siklus 2 dengan menerapkan alur MERDEKA adalah indikator mengidentifikasi masalah.

Berdasarkan hasil evaluasi, rendahnya hasil belajar siswa pada siklus 1 diduga karena adanya beberapa kelemahan, diantaranya: tidak semua siswa ikut aktif dalam proses belajar mengajar, hal ini menyebabkan ada siswa yang tidak mendapatkan pengalaman belajar utuh. Selain itu, siswa terbiasa menjalani kegiatan belajar dengan mendengarkan ceramah dan

penyajian materi dari guru. Siswa kurang terbiasa dalam penguraian masalah kedalam proses *sains*. Kegiatan diskusi didominasi oleh siswa tertentu saja. Alokasi waktu yang terbatas membuat peserta didik kurang leluasa dalam menjalani kegiatan belajarnya. Serta peserta didik kurang mempersiapkan pengetahuan awalnya terhadap materi sehingga dalam kegiatan yang membutuhkan keterampilan dalam pemecahan masalah siswa masih kurang terampil.

Pada siklus 2 setelah dilakukan beberapa koreksi dan perbaikan berdasarkan dari hasil refleksi dan analisis di siklus 1, hal ini menunjukkan terdapat peningkatan hasil belajar siswa melalui penilaian kognitif. Peningkatan hasil belajar ini terjadi karena siswa mulai terbiasa dengan kegiatan belajar yang digunakan oleh guru. Peserta didiik mulai terbiasa dalam melaksanakan diskusi dan memecahkan masalah walaupun tidak jarang ada siswa yang membutuhkan tuntunan lebih lanjut, terbiasa bekerja sama dengan sistem pembagian tugas, terbiasa mengerjakan soal-soal latihan, dan terbiasa melakukan pembelajaran secara mandiri tanpa terlalu mengandalkan peran guru. Selain itu, alokasi waktu belajar di siklus 2 sudah lebih baik dibandingkan pada siklus 1 sebelumnya. Sehingga siswa dapat melaksanakan kegiatan belajar yang lebih bermakna tanpa terburu-buru. Dengan demikian dapat disimpulkan secara keseluruhan bahwa hasil belajar siswa menunjukkan progres yang positif dari siklus 1 ke siklus 2, baik dalam rata-rata kelas, nilai individu, serta ketuntasan di atas nilai ketuntasan yang telah ditentukan.

Peningkatan keaktifan belajar dan keterampilan pemecahan masalah siswa tidak hanya dapat ditingkatkan dengan menggunakan metode alur MERDEKA. Adapun penelitian lain menunjukkan keaktifan belajar dan keterampilan pemecahan masalah siswa dapat ditingkatkan dengan metode belajar, diantaranya: (1) *Project Based Learning* (PjBL), metode ini melatih siswa untuk merancang dan membuat proyek yang berkaitan dengan materi IPA atau kebutuhan masyarakat dengan cara yang kreatif dan kolaboratif (Handoko et al., 2022:177) (Wicaksana & Sanjaya, 2022:197). (2) Metode kreatif mandiri, metode ini menekankan pada proses pembuatan suatu karya yang baru dan bermanfaat dengan kemampuan yang dimiliki siswa. (3) *Contextual learning*, proses pembelajaran ini memungkinkan siswa menghubungkan isi materi dalam mata pelajaran akademiknya dengan konteks kehidupan sehari-hari untuk menemukan makna baru (Dewi et al., 2019:237) (Lagun Siang et al., 2020:44). (4) Pembelajaran berbasis masalah, model ini menggunakan masalah pada dunia nyata sebagai konteks dalam proses pembelajarannya, sehingga siswa dapat menemukan masalah, mengajukan dugaan, merencanakan penyelesaian, dan mengelaborasi hasilnya dengan berpikir lancar, luwes, original dan terperinci (Saputra et al., 2020:40) (Simanjuntak et al., 2019:215). (5) Model pembelajaran kooperatif tipe *Teams Game Tournament* (TGT), merupakan salah satu model pembelajaran kooperatif dimana siswa memainkan permainan dengan hasil belajar pada anggota-anggota tim lain untuk memperoleh tambahan poin untuk skor tim mereka. Dalam model pembelajaran kooperatif tipe TGT ini siswa diberi kesempatan untuk berinteraksi dengan siswa lain (N. A. G. Saputra & Sridiyatmiko, 2022:320). (6) Penerapan *Student Facilitator and Explaining*, merupakan suatu model pembelajaran yang memiliki konsep memberdayakan peserta didik untuk aktif dalam belajar (Setyawati & Setiawati, 2022:405). (7) Model pembelajaran *Numbered Head Together*, merupakan salah satu model pembelajaran kooperatif yang menempatkan peserta didik untuk saling berdiskusi, bertukar ide, serta bertukar pendapat di dalam kelompok yang dibagi guru secara heterogen (Kurniyanti & Sunarti, 2022:477).

Refleksi dilaksanakan di setiap akhir siklus pembelajaran. Refleksi ini digunakan sebagai tahap untuk memperoleh data mengenai tanggapan, hambatan yang dirasakan siswa dalam pembelajaran. Hambatan yang dialami dari sisi siswa, meliputi: keterbasan sumber belajar yang relevan sehingga dalam proses diskusi untuk memperoleh suatu solusi pemecahan masalah terkadang kurang tajam dan kendala yang ditemui dalam kelompok kecil yaitu ada beberapa siswa yang tidak proaktif dalam kegiatan observasi karena pasif dalam berkomunikasi.

KESIMPULAN

Penerapan alur MERDEKA pada siswa kelas X E.9 di SMA Negeri 1 Bandongan terbukti dapat membantu dalam mengembangkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa. Keaktifan belajar dan keterampilan pemecahan masalah perlu ditingkatkan oleh siswa sebagai upaya memperluas cara berpikir dan mengasah kemampuan untuk melihat masalah dari sudut pandang yang berbeda. Adapun langkah-langkah dalam alur MERDEKA yang digunakan, meliputi: (1) mulai dari diri, (2) eksplorasi konsep, (3) ruang kolaborasi, (4) demonstrasi kontekstual, (5) elaborasi pemahaman, (6) koneksi antar materi, dan (7) aksi nyata. Pelaksanaan pembelajaran dengan alur MERDEKA, meliputi: (1) persiapan yang dilakukan guru dengan mempersiapkan Modul Ajar dan Lembar Kerja Peserta Didik (LKPD), (2) Pelaksanaan pembelajaran dengan penerapan alur MERDEKA dalam upaya meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa, serta 3) evaluasi dan refleksi dengan subyek penelitian tentang hambatan yang ditemui dalam penerapan alur MERDEKA dalam upaya meningkatkan keaktifan belajar, keterampilan pemecahan masalah, dan hasil belajar siswa. Peningkatan keaktifan belajar dan keterampilan pemecahan masalah dinilai dengan lembar observasi keaktifan belajar dan keterampilan pemecahan masalah, sedangkan peningkatan hasil belajar dinilai dengan soal *post-test*.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6840

VALUE AND TECHNOLOGY: MAINTAINING BALANCE IN SOCIAL SCIENCE EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE

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Abstract

In the era of Industrial Revolution 4.0, technology, especially artificial intelligence (AI), has brought major changes to various aspects of life, including education. Social science education now faces challenges in maintaining moral and ethical values amidst the rapid adoption of technology. This research aims to explore how values and technology can go hand in hand in social science education in the AI era. Using a qualitative approach and literature analysis, this research finds that AI has the potential to enrich social science learning through personalized learning and in-depth data analysis. However, the integration of these technologies also poses risks, such as algorithm bias and reduced human interaction. Therefore, it is important to maintain a balance between the application of technology and the cultivation of human values, with strategies that prioritize the development of critical and ethical thinking skills. It is hoped that this research can provide guidance for educators in integrating AI into the social science curriculum without ignoring essential humanist aspects.

Keywords: **Values, Technology, Balance, Social Science Education, Era of Artificial Intelligence**

INTRODUCTION

In the era of Industrial Revolution 4.0, technology has become an integral part of human life. Artificial intelligence (AI) is present as one of the most impactful technological innovations, influencing various aspects of life, including the world of education. AI offers a variety of solutions that can revolutionize the way we learn and teach, from adaptive learning systems that can adapt material according to student needs, to the use of chatbots that can provide real-time guidance. In this context, social science education cannot be separated from the influence of AI.

Although AI can enrich the social science learning process by providing deeper data and analysis and helping students understand social phenomena more comprehensively through simulations and predictive models, these technological advances also present major challenges. One of the main challenges is how social science education can continue to instill moral, ethical and humanitarian values amidst the increasingly dominant wave of digitalization. These values are important for forming individuals who are not only intellectually intelligent but also have social sensitivity, ethical awareness, and critical thinking abilities.

However, there are concerns that a focus on technology, especially AI, could shift attention away from essential human aspects. For example, the use of algorithms in decision making can give rise to unconscious bias, and reliance on AI in the learning process can reduce the human interaction that is an important basis in social studies teaching. Furthermore, excessive use of AI in education can reduce students' critical abilities in evaluating information and fostering empathy for social issues.

This issue raises critical questions regarding how to maintain a balance between the application of technology and the instillation of human values in social science education. This balance is not only important for the sustainability of social science education itself, but also to ensure that students are able to face future challenges wisely, with integrity, and with a high sense of social responsibility.

This research aims to examine how values and technology can go hand in hand in social studies education in the AI era, as well as identifying effective strategies to maintain this balance. The novelty in this research lies in exploring the integration between technological advances and the instillation of humanist values in social science education, a topic that is rarely studied in depth. Thus, it is hoped that the results of this research can contribute to the development of social science education theory and offer practical guidance for educators in applying AI wisely without ignoring human values which are at the core of social life.

METHOD

This research uses a qualitative approach with literature analysis methods to explore how values and technology can go hand in hand in social science education in the AI era. Literature analysis was chosen as a method because it allows researchers to examine and interpret various academic and non-academic sources that are relevant to the research topic, so as to obtain an in-depth understanding of the issue being researched.

- Research Type: Qualitative with literature analysis methods.
- Data Collection Techniques: Data was collected through literature studies, including scientific journals, books, research reports, and other relevant sources. This literature was selected systematically to ensure relevance to the topic of values and technology in education.
- Respondents/Participants: In the context of qualitative research using literature analysis methods, there are no direct respondents or participants who are interviewed or observed. Instead, this research relies on data already available in the relevant literature.

RESULTS AND DISCUSSION

Results

Introduction to AI in Education

Artificial Intelligence, also known as AI, has become an important part of many fields, including education. It is possible that artificial intelligence can play an important role in teaching ethical and moral values in value-based education. In(Fauziyati, 2023) Artificial intelligence (AI) explains that AI is a branch of science that allows machines, such as computers, to carry out tasks that are usually carried out by humans. AI aims to develop intelligence in machines that resembles or even surpasses human capabilities. In AI, there are four main approaches: act like humans, think like humans, think rationally, and act rationally. AI is used for tasks such as speaking, hearing, seeing, learning, thinking, and problem solving, and is applied in a variety of contexts such as web search, voice recognition, facial recognition, language translation, product recommendations, data analysis, and graphic arts production.

Artificial intelligence-based chatbots help students by providing instant academic advice. AI enables adaptive learning systems to adapt learning materials and methods to meet students' unique needs, improving student understanding and performance. AI grades student work automatically, saving teachers time and providing immediate feedback. In vocational education, simulations and virtual reality (VR) allow students to gain practical skills in a safe virtual environment. Additionally, AI uses a data-driven recommendation system to help students choose educational programs that suit their interests and talents. Additionally, artificial intelligence has the ability to identify patterns and trends in educational data, which can help improve learning effectiveness.(Muhammad Yahya et al., 2023)

In addition to providing automated feedback and suggestions, AI tutor systems use machine learning technology to aid teaching and learning. Student engagement analytics systems

track how students participate in learning activities and provide recommendations on how to increase student engagement. Plagiarism detection systems find cases of plagiarism by seeing whether documents are similar to previous work. In addition, the intelligent recommendation system provides study material that suits students' needs, the sentiment analysis system assesses students' feelings towards the study material, the emotion detection system assesses students' emotional expressions on the face and body language, the automatic evaluation system assesses students' answers on tests or quizzes, the system machine learning helps students learn interactively, speech and writing recognition systems identify sounds and writing, and speech and writing recognition systems It is hoped that educational institutions can use all these types of artificial intelligence to produce efficient, effective and fast education in the management of related data with their education.(Apriadi & Sihotang, 2023)

There is great potential to improve teacher capabilities by applying artificial intelligence (AI). AI enables the development of programs tailored to students' unique needs, and helps teachers create better learning materials. Artificial intelligence technology has the ability to analyze students' learning history to find their shortcomings and suggest the most suitable courses to improve the quality of their learning. ChatGPT and Perplexity.AI for natural language processing and Semantic Scholar for contextual scientific search are some of the artificial intelligence tools released. AI-based learning systems, virtual assistants, educational data analysis, interactive digital curriculum, automated evaluation, student progress monitoring, teacher development suggestions, AI-based counseling, parental involvement, and educational research are some examples of the use of AI in the field of Education.(Aceng et al., 2024)

AI has many benefits for education. One of the main benefits is the personalization of learning. Through AI, the system can collect data about each student's strengths and weaknesses and then design learning programs to suit individual needs. AI is also able to provide appropriate study material recommendations and analyze students' feelings about the material. This really helps teachers understand students' emotional responses and needs, allowing them to provide more appropriate support.(muqorrobin et al., 2024)

Studies also show that student collaboration does not occur spontaneously. For example, group members may not have the social interaction skills necessary to collaborate well. This can be a big challenge in online collaboration contexts where participants rarely meet in person. AIEd can help with this. have investigated a number of methods, but concentrated on four: adaptive group formation, expert facilitation, virtual agents, and intelligent moderation.(Griffiths & Forcier, 2016)

Challenges in AI integration

Challenges to be overcome include interpreting the results produced by the algorithm. Understanding mathematical concepts and intellectual elements is still done by humans, although AI can provide solutions. To solve this problem, artificial intelligence experts and mathematicians must work together. Additionally, ethical issues arise regarding the use of artificial intelligence algorithms in mathematics, such as questions of fairness, transparency, and accountability. It is important to ensure that the results produced by artificial intelligence systems are not only accurate but also ethical when used.(Khalisa Nada, 2023)

Ethical challenges in the technological age: Harari reminds us of ethical issues in the technological age. He stated that technologies such as online tracking and big data have made people vulnerable to invisible surveillance and manipulation. He emphasized that personal data security and privacy are important parts of human freedom. Harari stressed the importance of considering the ethical consequences and long-term implications of technological advances. He encouraged society to take a responsible approach, involving ethical participation in technology policymaking and open discussion.(Faiz et al., 2022)

The use of AI in education faces a number of significant challenges. One of the main

challenges is data security and privacy. With the widespread implementation of AI, there are major risks regarding student privacy and data that must be addressed carefully. Additionally, it is important to ensure that AI is used as a supporting tool in the learning process, assisting teachers and not replacing their role. AI should enable teachers to focus more on interactions with students and provide more personalized support. Another challenge is control and supervision. An active role is needed from educators, parents and the government to monitor the use of AI, so that this technology can be used wisely and professionally, ensuring that educational goals are maintained and important values in learning are not neglected.(muqorrobin et al., 2024)

There is a conflict between technological progress and moral responsibility due to the development and ethics of AI. Even though many countries and large companies are investing heavily in AI research and development, strict ethical standards are still needed. Research and development that considers ethics must be conducted to address ethical issues such as unemployment caused by automation, algorithmic bias, and privacy concerns. To ensure that this technology is applied in a way that is fair and beneficial to society, AI must focus on technical progress and cultural evolution.(Michael Reskiantio Pabubung, 2021)

Technology should not be the primary driver of instruction, but should be incorporated into the curriculum. Millennials want learning processes and content that they can create themselves, work together, and use advanced technology. But also pay attention to people's understanding of technology as the ultimate goal. Emphasize that technology cannot replace good instruction.(Kayworth & Whitten, 2012)

Balance between Technology and Social Science Education

In seminars(Halim et al., 2019)the importance of preparing oneself for the Industrial Revolution 4.0, which focuses on the dominance of digital technology and maintaining the cultural values and character of the Indonesian nation in accordance with the Pancasila Ideology. Pancasila education in universities is very important to face this challenge because it gives students a deep understanding of the ideology so that they can maintain national identity in a global society.

Ethical principles in Islam emphasize that technology must be used in accordance with Islamic ethical principles, including noble goals (maqasid al-syariah), justice, humanity, sustainable development, and example. The use of technology should promote virtue and morality. Islamic philosophers such as Al-Ghazali emphasized the importance of moral education and character development to achieve balance between worldly life and the afterlife. Meanwhile, Al-Farabi emphasized that technology must be used for ethical purposes and promote human happiness. Technology must be used wisely and based on Islamic moral values.

The views of Western philosophers, such as Plato, emphasize the importance of considering the moral and ethical implications of using technology to achieve goodness and justice in society. Yuval Noah Harari emphasized the need for ethical thinking in the development of modern technology, such as artificial intelligence and biotechnology, as well as the importance of protecting individual freedom and privacy.

The implications of technology for ethics include the potential for uncontrolled use of technology, which can lead to moral lapses, social isolation, and difficulty distinguishing between good and bad. Reasoned education about Islamic values, digital ethics, and awareness of the consequences of technological activities are essential to overcome the negative effects of technology on ethics.(Faiz et al., 2022)

Uncontrolled use of technology and social media can lead to moral deviance, social isolation and the spread of hoaxes, so it is important to have high moral standards and be responsible when using them. President Joko Widodo said that higher standards of morality are needed when using technology. The Big Indonesian Dictionary (KBBI) says that morality includes things such as manners, values and norms. Responsibility is awareness of bearing the consequences of decisions that have been made. Having a strong commitment to the circumstances and risks faced is very important. Ethical responsibility refers to

a state of mind that encourages the wise use of knowledge, respect for others, and human dignity.

How technology affects ethics and obligations can have both positive and negative impacts. Humani can process, communicate and disseminate information with the help of information technology, which consists of various hardware and software facilities. However, this technology can also be used for bad purposes such as harassment and spreading pornography. Therefore, it is very important to inform people, especially the younger generation, about how to use technology in a moral way. Information technology is intended to solve problems, encourage creativity, and increase work efficiency and effectiveness. Society must follow these technological advances carefully and adhere to moral and ethical principles so that technology can be utilized optimally for the benefit of humans.(Dewantara et al., 2023)

From the perspective of a human values-centered approach, AI tools should be designed to expand or enhance human intellectual abilities and social skills, and not weaken, conflict or usurp them. It has long been hoped that AI tools can be further integrated as an integral part of the tools available for human values to support analysis and action for a more inclusive and sustainable future.(Fajrillah, Muhammad Razali, Jam'an Amadi, 2024)

DISCUSSION

Values and Technology in Social Sciences Education in the AI Era

1. The Role of AI in Social Studies Education

The era of artificial intelligence (AI) has brought major changes in various aspects of life, including in the world of education. AI is not just a technological tool, it has become a transformational force that is changing the way we teach, learn and understand the world. In social studies education, AI offers tremendous potential in facilitating information access, data analysis, and creating more personalized and relevant learning experiences.

Research shows that AI enables personalized learning experiences, where the technology is able to adapt course material to students' needs, strengths and interests. AI analyzes data and student learning behavior patterns to offer appropriate learning resources, provide feedback, and adjust the difficulty level of assignments. In this way, AI improves student engagement, academic performance, and student retention in social studies education.(Harry, 2023)

Furthermore, AI can enrich social science education by offering complex simulations and analysis of large and complex social data. This enables a deeper, data-driven understanding of complex social phenomena, such as migration patterns, economic trends, or demographic changes. AI also supports more personalized and adaptive learning, where the technology recognizes individual learning patterns and provides appropriate feedback

2. Challenges of Technology Integration in Social Sciences Education

While the potential of AI in education is enormous, significant challenges also arise. One of the main challenges is how to ensure that technology does not replace the humanist aspects of social studies education. Social sciences have traditionally focused on developing critical thinking skills, sensitivity to ethical issues, and a deep understanding of social values such as justice, freedom, and solidarity.

Challenges in implementing AI in education, including the need for accurate and reliable data, training for teachers, concerns about data privacy and security, implementation costs, and potential bias in AI systems. Additionally, there are ethical challenges that need to be addressed, such as ensuring accessibility, transparency and fairness in the use of AI(Harry, 2023)

However, along with the potential that AI offers, significant challenges also arise. One of the main challenges is ensuring that technology does not replace the humanist aspects of social studies education. Social sciences have traditionally focused on developing critical thinking skills, sensitivity to ethical issues, and a deep understanding of social values such as justice, freedom, and solidarity. There is a risk

that an overemphasis on technology and data could obscure the importance of these aspects.

AI, for example, can carry hidden biases in the algorithms it uses, which could reinforce social inequalities if not carefully controlled. AI algorithms used in education may not be completely neutral, and without proper oversight, can reflect or even exacerbate existing biases in society. For example, in social data analysis, AI may ignore important cultural and social context, or fail to recognize ethical nuances in complex issues.

Furthermore, over-reliance on technology can reduce the human interaction that is an important part of social studies education. Learning that is too technology-based risks alienating students from direct and contextual learning experiences, where discussion, debate and direct social interaction become an integral part of the learning process.

Including a UNESCO report emphasizing that appropriate regulations are needed for using AI in education. While AI can be beneficial, there are risks to be aware of, such as discrimination, bias and impact on the role of teachers. Therefore, regulations and protections are needed to ensure that AI is used responsibly, while taking into account the interests of students and broader educational values.(Fajrillah, Muhammad Razali, Jam'an Amadi, 2024)

3. The Importance of Values in Social Studies Education

Moral and ethical values are at the core of social studies education. These values help students understand the social world around them and become responsible citizens with high social awareness. Social science education aims to develop critical awareness of issues such as social justice, human rights, diversity, and tolerance.

It is important for education professionals to consider how AI is applied in various educational contexts and its social impact. The history of the application of technology in education shows that its impact is rarely as ideal as promised. Therefore, a productive future for AI in education (AIED) requires deeper engagement between application developers and critical voices from the social sciences and history.(Williamson, 2024)

In the context of AI, it is important to maintain and even strengthen the focus on these values. Technology must be seen as a tool that can support, not replace, values education. For example, AI can be used to facilitate deep learning about ethics by providing simulated scenarios in which students can explore the consequences of various moral choices. However, this technology must always be complemented by critical discussions guided by educators to ensure that students truly understand the complexity of these ethical issues.

4. Seeking Balance between Technology and Values

AI has great potential to improve education and social development, but also requires a holistic and inclusive approach to address the associated ethical, social and technical challenges. Thus, cross-disciplinary collaboration and stakeholder engagement are critical to maximizing the positive impact of AI for individual empowerment and social progress.(Krisnawati et al., 2022)

To maintain a balance between technology and values in social studies education, several important strategies must be implemented:

First, education must remain focused on developing critical thinking skills, with technology as a tool, not an end in itself. Technology should support in-depth discussion of social and ethical issues, not just be a means of processing information efficiently.

Second, it is important to ensure that students are taught about technology itself—how technology operates, what its limitations are, and how technology can impact society. Digital literacy should be an integral part of the social studies curriculum, where students learn to use technology wisely and critically, including understanding how AI can be used for good purposes such as promoting social inclusion, as well as its potential risks and negative impacts.

Third, educators must be involved in the development and application of educational technology so that educational values are not lost amidst the focus on technology. Educators need to

be given adequate training to integrate technology into teaching without sacrificing the humanist dimension of education.

Fourth, it is important to involve communities and other stakeholders in discussions about the use of technology in education. This will ensure that technology adoption is not only based on efficiency and results, but also on broader ethical and social principles.

With these strategies, social studies education in the AI era can remain relevant and effective in forming individuals who are not only skilled in the use of technology but also have a deep understanding of the social and ethical values that underlie social life. A balance between values and technology is key to ensuring that social science education remains an important pillar in creating a just, inclusive and sustainable society.

5. Strategies for Maintaining Balance

Holistic Curriculum Integration: Social studies education must integrate a curriculum that not only teaches the use of technology but also emphasizes the importance of moral and ethical values. Students need to be taught how technology, especially AI, can be used for social good and how to prevent misuse of technology that could harm society. Learning should include critical discussions about the impact of technology on social life, including issues such as privacy, algorithmic bias, and social responsibility.

Development of Critical and Ethical Thinking Skills: Students must be trained to think critically about information presented by AI. They must be able to evaluate the data and conclusions generated by the technology, consider the ethical implications of using the technology, and understand the limitations of AI in a social context. Education that encourages students to question and reflect on the social consequences of technology will help in maintaining a balance between values and technology.

Leveraging Technology to Increase Empathy and Social Understanding: AI and other technologies can be used to develop learning tools that increase empathy and social understanding. For example, AI-based simulations can allow students to experience multiple perspectives and complex social situations, helping them understand issues such as inequality, discrimination, and social conflict in a more immersive and personalized way.

Collaboration between Technology and Humanist Education: In the application of technology, it is important to involve educators and experts in the field of social sciences in the development and application of AI in education. This collaboration will ensure that the technology used in education does not only focus on quantitative learning outcomes but also on developing student character and values. Thus, social science education can utilize technology to enrich learning without sacrificing its humanistic essence.

Supportive Policies and Regulations: Governments and educational institutions must develop policies and regulations that ensure that the application of technology in education is based on ethical and social principles. These policies may include guidelines for responsible use of AI, protection of student privacy, and efforts to ensure that technology does not ignore human values in the educational process.

CONCLUSIONS AND SUGGESTIONS

The era of artificial intelligence (AI) has brought significant transformation in education, including in the field of social sciences. AI offers various benefits, such as more personalized and adaptive learning, as well as deeper analysis of social data. However, AI adoption also poses challenges, especially related to how social, moral and ethical values can be maintained and strengthened amidst rapid technological developments.

It is important to ensure that technology is used as a tool to enrich education without sacrificing the humanist essence underlying social sciences. The integration of technology in education must be done carefully, paying attention to the potential for algorithmic bias and other negative impacts. Social studies education must continue to focus on developing critical

thinking skills and a deep understanding of social values, while leveraging technology to support more inclusive and responsive learning.

A balance between technology and values can be achieved through a holistic curriculum, development of critical and ethical skills, use of technology to increase empathy, and collaboration between technology and humanist education. Supportive policies and regulations are also important to ensure that the use of AI in education always takes ethical and social principles into account. With this approach, social science education in the AI era can remain relevant and effective in forming individuals who are not only technologically skilled, but also have high social awareness.

Based on research that has been conducted, it is recommended that educators and students receive adequate digital literacy training, especially in the use of AI, in order to understand its potential and risks in social science education. Social studies curricula need to be updated holistically by integrating technology and social values, while remaining focused on developing critical and ethical thinking skills. Additionally, cross-disciplinary collaboration between technologists, educators, and social scientists is essential to design AI solutions that meet educational needs and take ethical values into account. Continuous monitoring and evaluation also needs to be implemented to ensure that the use of AI supports the achievement of educational goals without neglecting human aspects.

Recommendations from this research suggest that governments and educational institutions establish firm policies regarding the use of AI, while maintaining ethical principles and social values. It is also important to continue conducting research into the long-term impact of AI in social studies education, especially regarding its influence on the development of students' ethics and social values. The role of teachers as facilitators must be strengthened with active participation in the application of educational technology, to ensure learning remains centered on human aspects. AI should be used as a supporting tool that enriches the learning process, increases efficiency without replacing the role of teachers, and still maintains meaningful human interaction.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6920

IMPLEMENTATION OF ICT (INFORMATION COMMUNICATION TECHNOLOGY) BASED LEARNING MEDIA IN INCREASING LEARNING INTEREST AND LEARNING OUTCOMES IN SOCIAL SCIENCE

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Abstract

This research aims 1) to describe the use of ICT-based learning media in Social Sciences (IPS) subjects. 2) to increase learning interest and learning outcomes in Social Sciences (IPS) subjects. 3) To find out the factors that support and hinder the use of ICT-based learning media. 4) To find out the benefits of using ICT-based learning media in class VIII social studies subjects. This type of research is qualitative research. This research was carried out at SMP Negeri 6 Sungai Rotan. The time of the research is January – March 2024. The research subjects are curriculum assistants, teachers and students. Primary data was obtained from interviews with the head of curriculum, teachers and students, as well as observations of various activities in the field. Secondary data is obtained from relevant books, school documents, archives and other data owned by the school. Data collection methods use interviews, observation and documentation. Data validity techniques use triangulation. The conclusions in this research are 1) the use of ICT learning media in social studies subjects for class VIII students by using laptops and using LCD projectors and sound systems. 2) Using technology-based learning media in social studies learning can increase interest and learning outcomes in social studies, this can be seen from students having high curiosity, students being able to think critically, students being enthusiastic when learning social studies, and social studies learning outcomes also increasing as seen from the results of working on evaluation questions given by the teacher. 3) Supporting factors in ICT learning include supporting facilities such as the availability of laptops, LCD projectors, quality sound systems, adequate computer laboratories, strong internet networks, and teachers who have expertise or competence in operating technology, while inhibiting factors in its use ICT-based learning media are 1) there are still teachers who do not have the competence/expertise in operating ICT-based media 2) the availability of LCDs is not sufficient in each class, 3) there is a lack of effective learning time because teachers have to prepare related devices by preparing laptops/LCDs in class 4) The benefits of using ICT-based learning media are a) the teacher can easily explain the learning material, b) it can make it easier for students to understand the material. c) Teachers can make the class interactive and make learning fun.

Keywords: ICT-based media, learning interest, learning outcomes

PENDAHULUAN

Pendidikan merupakan suatu interaksi, yang terjadi dalam lingkungan pendidikan, dengan melibatkan pendidik dan peserta didik, untuk mencapai tujuan pendidikan. Interaksi dalam dunia pendidikan, bertujuan untuk menjangkau pada keseluruhan potensi, kecakapan, keterampilan peserta didik dari segala aspek baik dalam aspek intelektual, aspek sosial, aspek afektif, maupun aspek fisik motorik (Sukmadinata, 2016). Dalam hal ini, pendidikan sebagai kebutuhan pada setiap individu dalam membentuk karakter generasi di masa mendatang. Bentuk usaha untuk membentuk karakter dalam pribadi seseorang melalui pendidikan membutuhkan beberapa proses yang tidak dapat dilakukan dengan segera untuk menciptakan sebuah hasil yang diinginkan. Dalam proses tersebut diperlukan suatu rancangan yang tepat berdasarkan teori yang ada, sehingga kesalahan dalam pembentukan karakter peserta didik dapat

Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6920

dihindarkan.

Model dan media pembelajaran sangat penting diterapkan pendidik/guru untuk mencapai tujuan pembelajaran. Tetapi masih banyak pendidik yang belum menggunakan model dan media pembelajaran untuk menunjang proses pembelajaran. Apabila pendidik menggunakan model dan media pembelajaran menarik, waktu penyampaian materi pembelajaran peserta didik lebih senang dan semangat mengikuti kegiatan belajar. Karena media pembelajaran sangat membantu pendidik untuk menyalurkan materi pembelajaran kepada peserta didik, tentunya media sangat membantu peserta didik menyerap materi dan pemahaman materi pembelajaran. Permasalahan yang lain adalah sekolah-sekolah tersebut memiliki guru-guru yang inovatif dalam pembelajaran, baik dalam penggunaan metode maupun media, termasuk menggunakan media computer dalam pembelajaran (Sunarti, 2016).

Kurikulum merupakan unsur penting dalam setiap bentuk dan model pendidikan yang ada dimana pun, tanpa adanya kurikulum sangat sulit bahkan tidak mungkin bagi para perencana pendidikan untuk mencapai tujuan pendidikan yang direncananya, mengingat pentingnya peranan kurikulum dalam mensukseskan program belajar mengajar, maka kurikulum perlu dipahami dengan baik oleh semua unsur yang terlibat dalam pengelolaan pendidikan terutama para pendidik atau guru (Yudi Candra Hermawan, 2020).

Mata pelajaran Ilmu Pengetahuan Sosial (IPS) sebagai bagian integral dari kurikulum sekolah, memerlukan guru yang mampu melaksanakan pembelajaran yang efektif, dalam arti menguasai materi, mampu memilih permasalahan yang layak diangkat sebagai bahan belajar, serta mengembangkan strategi pembelajaran yang mampu mengoptimalkan pencapaian kompetensi. Proses pembelajaran Ilmu Pengetahuan Sosial (IPS) di SMP Negeri 6 Sungai Rotan pendidik kurang optimal baik dalam memanfaatkan maupun memberdayakan sumber pembelajaran, karena dalam proses pembelajaran Ilmu Pengetahuan Sosial (IPS) cenderung masih monoton dan menggunakan metode ceramah yang belum melibatkan media pembelajaran. Sehingga peserta didik merasa bosan dan jenuh saat mengikuti proses pembelajaran. Pendidik juga memberikan fasilitas untuk semua peserta didik agar lebih aktif mengikuti proses pembelajaran dengan cara melibatkan peserta didik saat proses pembelajaran. Hal ini bertujuan untuk mendorong peserta didik aktif, antusias, berpikir kristis dan mampu berinteraksi dengan lingkungan sekitar. Pentingnya pendidik mengembangkan media pembelajaran agar lebih bervariasi, inovatif dan menyenangkan saat proses pembelajaran.

Media pembelajaran berbasis ICT *(Information Communication Technology)* merupakan media pembelajaran yang memadukan komponen-komponen yang terdapat pada ICT. Media tersebut bersifat teknologi, baik itu berupa internet, penggunaan video, LCD dan lain- lain. Suatu proses pemanfaatan media pembelajaran berbasis ICT sangat memungkinkan peserta didik untuk bisa bereksplorasi, berkreatifitas, menyesuaikan diri dengan perkembangan zaman, dan tentunya menambah wawasan dan ilmu pengetahuan. Demikian pula dalam masalah penerapan media pembelajaran, pendidik harus memerhatikan perkembangan jiwa keagamaan peserta didik, karena faktor inilah yang justru menjadi sasaran media pembelajaran. Tanpa memerhatikan serta memahami perkembangan jiwa anak atau tingkat daya pikir peserta didik, pendidik akan sulit diharapkan untuk dapat mencapai sukses.

Model pembelajaran inovatif salah satu pembelajaran yang dapat mencangkup modifikasi pembelajaran, baik dari segi sarana prasarana maupun model pembelajaran yang diterapkan. Pembelajaran inovatif bersifat menyenangkan dan membutuhkan kreatifitas pendidik dalam proses pembelajaran untuk dapat membuat peserta didik aktif selama pembelajaran berlangsung sehingga lebih efektif dalam pencapaian tujuan pembelajaran (Hartono, 2018).

Hasil belajar merupakan tolak ukur keberhasilan dalam proses pendidikan. Ini mencakup pencapaian siswa dalam memahami, menerapkan, dan mengingat informasi serta keterampilan yang mereka peroleh selama pembelajaran. Hasil belajar tidak hanya terbatas

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6920

pada kemampuan akademik, tetapi juga mencakup perkembangan sosial, emosional, dan moral siswa. Ini mencerminkan sejauh mana siswa telah menginternalisasi nilai-nilai, sikap, dan pengetahuan yang diberikan oleh pendidikan. Evaluasi hasil belajar menjadi kunci dalam menyempurnakan metode pengajaran dan merancang program pendidikan yang lebih efektif. Oleh karena itu, pemahaman yang mendalam tentang konsep hasil belajar sangat penting dalam perbaikan sistem pendidikan dan perkembangan individu.

Berdasarkan dokumen daftar nilai dari guru Ilmu Pengetahuan Sosial (IPS) menunjukkan bahwa hasil belajar Ilmu Pengetahuan Sosial (IPS) siswa kelas VIII SMP Negeri 6 Sungai Rotan belum maksimal. Masih terdapat siswa yang nilainya di bawah Kriteria Ketuntasan Minimum (KKM). Dari 90 siswa kelas VIII yang mendapatkan nilai IPS di bawah KKM sejumlah 60 siswa. Hal itu berarti hasil belajar yang diperoleh siswa kelas VIII belum optimal dan menarik untuk diteliti.

Adanya permasalahan yang ditemukan di SMP Negeri 6 Sungai Rotan, sangatlah diperlukan penggunaan media pembelajaran berbasis ICT untuk memotivasi belajar peserta didik di kelas VIII. Media ICT adalah sebuah sajian pemandangan dengan menampilkan materi pembelajaran berupa video melalui *power point* yang dilengkapi dengan gambar-gambar yang sudah diedit terlebih dahulu melalui aplikasi.

Berdasarkan uraian latar belakang atas peneliti tertarik untuk melakukan penelitian berjudul "Implementasi Media Pembelajaran Berbasis ICT *(Information Communication Technology)* Dalam Peningkatan Minat Belajar Dan Hasil Belajar Ilmu Pengetahuan Sosial Siswa Kelas VIII SMP Negeri 6 Sungai Rotan Tahun Ajaran 2023/2024".

METODE PENELITIAN

Bentuk penelitian yang digunakan adalah tipe penelitian *field reserch* (penelitian lapangan) dimana peneliti melaksanakan penelitian di lokasi penelitian guna mendapatkan data serta informasi dengan cara *refleks*. Umumnya prosedur penelitian dimaknai serupa dengan metode ilmiah guna memperoleh data yang memiliki arah manfaat khusus (Sugiyono, 2014). Pada penelitian ini pengambilan sampel sumber data dilakukan secara *purposive* dan *snowball*, teknik pengumpulan dengan tringulasi (gabungan), analisis data bersifat induktif atau kualitatif, dan hasil penelitian kualitatif lebih menekankan makna dari pada generalisasi (Falaq, 2020).

Penelitian ini telah dilaksanakan pada bulan Januari 2024 dan lokasi penelitian dilakukan di SMP Negeri 6 Sungai Rotan. Di Jalan Harapan Desa Tanding Marga, Kecamatan Sungai Rotan Kabupaten Muara Enim Provinsi Sumatera Selatan. Subyek yang diteliti dalam penelitian kualitatif dinamakan informan, yang nantinya akan dijadikan sebagai teman, bahkan konsultan untuk menggali informasi yang dibutuhkan oleh peneliti. Informan yang akan dipilih nantinya harus benar-benar mengetahui dan memahami, serta terlibat langsung dalam situasi yang sedang dikaji oleh penelitian (Moleong, 2013). Adapun yang menjadi subyek dalam penelitian ini diantaranya: Waka kurikulum, 3 pendidik/guru, dan 10 siswa di SMP Negeri 6 Sungai Rotan. Sumber data yang digunakan dalam penelitian ini terdiri dari dua macam sumber data, diantaranya (Pratiwi, 2017) yaitu : 1) Data primer : observasi, wawancara, dan 2) Data Sekunder : catatan (dokumen), dan buku-buku serta jurnal ilmiah.

Pengumpulan data merupakan poin yang paling penting dalam suatu penelitian tertentu, karena tujuan utama dari penelitian adalah memperoleh suatu data (Sugiyono, 2014). Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode observasi (pengamatan), yakni peneliti melakukan pengamatan secara langsung tempat untuk penelitian yakni lembaga sekolah yang diteliti. Kemudian peneliti juga memanfaatkan metode interview (wawancara), yakni peneliti melakukan wawancara secara langsung kepada guru IPS yang menggunakan ICT selama kegiatan pembelajaran IPS berlangsung. Adapun metode pengumpulan data yang penulis gunakan adalah sebagai berikut: 1) Observasi, 2) Wawancara, dan 3) Dokumentasi.

Analisis data dalam penelitian kualitatif mulai dari awal penelitian sampai penelitian

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ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6920

berakhir. Aktivitas dalam analisis data yaitu *data redukction, data display*, dan *conclusion drawing/verification* (Sugiyono, 2014). Setelah memperoleh data tersebut, peneliti menggunakan teknik analisis data yang mengacu pada model Miles and Huberman. Menurut Miles and Huberman (Moleong, 2013) yang dilakukan dalam teknik analis data ini terdiri dari pengumpulan data, reduksi data, pemaparan data dan penarikan kesimpulan.

HASIL PENELITIAN DAN PEMBAHASAN

1. Penggunaan media pembelajaran berbasis ICT *(Information Communication Technologi)* pada mata pelajaran Ilmu Pengetahuan Sosial (IPS)

Pembelajaran di era sekarang menuntut guru untuk dapat menggunakan media pembelajaran berbasis ICT (*information communication technology*) dimana dalam pembelajaran guru dituntut untuk mampu menggunakan teknologi informasi dalam pembelajaran. Pentingnya penggunaan ICT tersebut sebagai sumber informasi bagi peserta didik agar mempunyai pengetahuan yang luas selain itu peserta didik dapat mengakses berbagai informasi ketika guru menggunakan media ICT.

Berdasarkan pengamatan yang dilakukan peneliti terhadap proses pembelajaran IPS dapat dilihat guru menggunakan media pembelajaran ICT dalam pelajaran IPS guru memanfaatkan LCD proyektor dengan menggunakan laptop. Guru juga memanfaatkan sound system agar siswa yang duduk di belakang terdengar. Berdasarkan hasil observasi, sekolah menyediakan berbagai fasilitas untuk mendukung implementasi ICT, dengan begitu ketika guru akan menggunakan peralatan tersebut sudah sudah menyediakannya, sekolah juga mempunyai ruang laboratorium komputer yang dapat dimanfaatkan dalam pembelajaran IPS, selain itu guru juga terkadang meminta siswa membawa HP (jika punya) untuk dibawa ke sekolah, hal ini digunakan untuk mengakses informasi terkait materi pembelajaran. Penggunaan media pembelajaran ICT pada mata pelajaran IPS di SMP Negeri 6 Sungai Rotan yaitu guru menggunakan LCD Proyektor dan menggunakan power point dalam pembelajaran IPS. Guru juga memanfaatkan vidio pembelajaran dalam menyampaikan materi, seperti diketahui pada saat ini banyak sekali contoh-contoh vidio pembelajaran terkait dengan materi yang dipelajari oleh siswa sehingga guru dapat mengakses vidio tersebut untuk menambah informasi ataupun wawasan pengetahuan peserta didik. Selain itu guru juga memanfaatkan aplikasi canva dalam pembelajaran IPS.

Aplikasi Canva saat ini sangat membantu guru dalan menyampaikan materi, guru dapat mengembangkan kreativitasnya dalam membuat bahan ajar, dengan penggunaan canva guru dapat menambah gambar, membuat huruf yang kreatif, grafis, vidio, animasi ataupun template. Dengan penggunaan media berbasis teknologi dapat meningkatkan kepercayaan diri siswa dan dapat menumbuhkan pola berpikir kritis. Tidak hanya pembuatan materi bahan ajar, guru juga dapat menyusun lembar kerja peserta didik (LKPD) yang menarik dan interaktif, gurujuga dapat meminta siswa untuk membuat proyek kolaboratif antar kelompok, dan dapat menyajikan presentasi interaktif. Dengan penggunaan media pembelajran berbasis ICT ataupun teknologi ini dapat mempermudah guru dalam menyampaikan materi pembelajaran IPS kepada siswa.

Dengan demikian penggunaan media pembelajaran ICT pada mata pelajaran IPS siswa kelas VIII di SMP Negeri 6 Sungai Rotan dengan memanfaatkan laptop dan penggunaan LCD proyektor serta sound system, guru juga memanfaatkan media power point ataupun canva dalam menyampaikan materi pembelajaran. Dengan penggunaan media pembelajran berbasis ICT ataupun teknologi ini dapat mempermudah guru dalam menyampaikan materi pembelajaran IPS kepada peserta didik. Penggunaan media pembelajaran berbasis ICT membuat siswa termotivasi untuk belajar, pembelajaran lebih menarik karena guru dapat menyajikan materi secara menarik, kreatif dan interaktif sehingga suasana pembelajaran lebih kondusif.

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DOI: https://doi.org/10.31316/icasse.v1i1.6920

2. Peningkatan minat belajar dan hasil belajar pada mata pelajaran Ilmu Pengetahuan Sosial (IPS)

Minat belajar peserta didik terkadang mengalami pasang surut dalam proses pembelajaran. Agar tidak terjadi seperti itu, maka semua komponen dalam pembelajaran dioptimalkan khususnya dalam memanfaatkan media pembelajaran berbasis teknologi informasi yang sangat diharapkan agar dapat menimbulkan minat peserta didik dalam belajar. Dengan penggunaan media pembelajaran berbasis ICT guru dapat menciptakan suasana yang menarik di dalam kelas agar siswa dapat aktif dan dapat berinteraksi dengan baik antara guru dengan siswanya. Tujuannya yaitu agar di dalam sebuah pembelajaran siswa bukan hanya menjadi sebuah objek yang dipimpin oleh seorang guru. Dengan adanya media pembelajaran ICT dapat menyalurkan dan menyampaikan pesan secara sistematis dari guru untuk membuat suasana belajar yang baik, di mana antara siswa dan guru dapat melakukan proses pembelajaran secara baik dan benar.

Dalam proses pembelajaran guru harus mampu menciptakan berbagai cara untuk membuat siswanya semangat dalam belajar agar apa yang disampaikan oleh guru dapat dipahami dan di mengerti siswa. Guru juga harus bisa meningkatkan minat belajar siswanya dengan cara menarik perhatian siswa. Minat belajar yang dimiliki oleh siswa merupakan hal paling utama yang harus dimiliki siswa untuk melancarkan proses pembelajaran, apabila siswa tidak memiliki minat untuk belajar sudah pasti siswa tersebut tidak akan mendapatkan hasil apa pun dari pembelajaran yang sudah dilakukannya. Saat guru mampu menciptakan situasi belajar dan menggunakan media pembelajaran yang tepat siswa akan aktif dan berani mengajukan sebuah pertanyaan yang tidak di pahami dan melakukan diskusi dengan teman lainnya. Dengan adanya media pembelajaran berbasis teknologi yang diterapkan guru dalam proses pembelajaran di kelas bukan hanya menguntungkan siswa saja, namun guru juga mendapat keuntungan seperti guru tidak terus-terusan melakukan pengajaran kepada siswa yang monoton dan berfokus pada buku saja dan Siswa juga akan melihat bahwa guru juga semangat dalam melakukan pembelajaran. Model Pendidikan Karakter Terintegrasi dalam Pembelajaran dan Pengembangan Budaya Sekolah (Sukadari, 2015).

Penggunaan media pembelajaran berbasis teknologi dalam pembelajaran IPS membuat siswa mempunyai rasa ingin tahu yang tinggi, karena guru menggunakan vidio sehingga dapat memancing siswa untuk mengetahui lebih lanjut tentang pelajaran pada hari itu. Guru juga menyajikan vidio pembelajaran terkait kehidupan sehari-hari sehingga menarik siswa untuk berpikir kritis dan mengaitkan pembelajaran pada kehidupan nyata. Hal ini sangat mendorong minat siswa untuk belajar IPS, sehingga secara tidak langsung menjadi faktor pendorong meningkatnya hasil belajar IPS. Pemakaian media pembelajaran dapat menumbuhkan minat siswa untuk belajar hal baru dalam materi pembelajaran yang disampaikan oleh guru sehingga dapat dengan mudah dipahami. Media pembelajaran yang menarik bagi siswa dapat menjadi rangsangan bagi siswa dalam proses pembelajaran. Hasil belajar IPS itu sendiri dipengaruhi oleh banyak faktor salah satunya minat belajar siswa, ketika minat belajar siswa terhadap mata pelajaran IPS maka siswa akan antusias untuk belajar dan berusaha untuk menyelesaikan soal evaluasi yang diberikan oleh guru.

3. Faktor – faktor yang mendukung dan menghambat penggunaan media pembelajaran berbasis ICT *(Information Communication Technologi)* pada mata pelajaran IPS

Faktor pendukung dalam pemanfaatan media pembelajaran berbasis teknologi (ICT) adalah seorang guru harus mempunyai kompetensi dan keahlian dalam mengoperasikan teknologi seperti laptop dan proyektor. Guru harus dapat mengoperasikan berbagai program-program aplikasi di dalam laptop untuk membuat bahan ajar yang kreatif sehingga dapat menumbuhkan minat belajar siswa, akhir-akhir ini yang sering digunakan adalah program aplikasi Canva, karena program ini mudah ditambah setiap guru mempunyai

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ISSN: XXXX-XXXX (Online)
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akun belajar id sehingga memudahkan guru dalam membuat materi pembelajaran. Faktor pendukung yang lain adalah ketersediaan fasilitas yang disediakan oleh sekolah, sekolah memiliki laboratorium yang memadai, jika tidak digunakan pada jam pelajaran komputer, bisa digunakan untuk pembelajaran IPS. Guru juga dapat memanfaatkan HP dalam pembelajaran IPS, pemanfaatan HP ini juga termasuk dalam pemanfaatan ICT, siswa diperboleh untuk mengakses dari HP masing-masing dengan perjanjian bahwa setelah pembelajaran selesai, HP dijaga oleh guru BK agar tidak disalahgunakan oleh siswa. Faktor pendukung yang lain adalah akses internet yang tinggi, sekolah memiliki akses internet yang tinggi, selain untuk mendukung program sekolah yang sekarang membutuhkan akses internet yang kuat, pemasangan *rooter* di berbagai titik dimaksudkan agar guru dapat dengan mudah mengakses berbagai materi yang akan diajarkan oleh siswa.

Dengan demikian banyak faktor pendukung dalam pembelajaran ICT pada siswa kelas VIII SMP Negeri 6 Sungai Rotan antara lain fasilitas yang mendukung seperti ketersediaan laptop, LCD Proyektor, sound system yang berkualitas, laboratorium komputer memadai, jaringan internet yang kuat, serta guru-guru yang memiliki keahlian ataupun kompetensi dalam mengoperasikan teknologi dalam pembelajaran IPS.

Faktor penghambat pemanfaatan media pembelajaran ICT adalah masih terdapat guru yang belum bisa mengoperasikan laptop dengan baik atau bahkan membuat power point yang digunakan sebagai bahan ajar/materi ajar. Biasanya guru-guru ini merupakan guru senior yang usianya sudah tua sehingga mereka ketinggalan terhadap perkembangan teknologi yang begitu cepat. Dari segi usia, terkadang guru yang lebih tua merasa kesulitan mengikuti perkembangan arus perkembangan teknologi yang begitu pesat, sehingga membuat mereka kewalahan dalam menggunakan perangkat tersebut untuk menunjang materi yang diajarkan. Seorang guru sejatinya harus mampu menggunakan Information and Communication Technology dalam kegiatan pembelajaran, oleh karena itu bapak/ ibu guru di sekolah meminta bantuan operator sekolah untuk membuat bahan ajar seperti power point, walaupun kurang kreatif tetapi setidaknya guru tersebut berusaha untuk menampilkan bahan ajar yang kreatif tidak melulu menulis di papan tulis ataupun ceramah. Guru memegang peranan penting dalam pelaksanaan proses belajar mengajar, oleh karena itu pengetahuan, keterampilan, dan penguasaan Information and Communication Technology untuk membantu proses pembelajaran sangat penting saat ini. Selain masih terdapat guru yang belum memiliki keahlian dalam menggunakan laptop ataupun aplikasi dalam menyusun bahan ajar, masih terdapat faktor penghambat lainnya yaitu jumlah LCD yang terbatas, tidak semua ruang kelas terpasang LCD sehingga guru harus bergantian dengan guru lain, harus ada koordinasi antar masing-masing guru.

Dengan demikian faktor penghambat dalam pemanfaatan media pembelajaran berbasis ICT di sekolah adalah 1) masih terdapat guru yang belum mempunyai kompetensi/ keahlian dalam mengoperasikan media berbasis ICT seperti laptop ataupun LCD, 2) ketersediaan LCD yang belum mencukupi di setiap kelas sehingga harus bergantian meminjam LCD sekolah, 3) kurangnya waktu pembelajaran efektif karena guru harus mempersiapkan perangkat terkait dengan menyiapkan laptop/ LCD di kelas.

4. Manfaat dari penggunaan media pembelajaran berbasis ICT *(Information Communication Technology)* pada mata pelajaran IPS.

Perkembangan teknologi yang sangat cepat membuat setiap guru harus mampu mengimbangnya dengan mempunyai banyak keterampilan dan keahlian untuk dapat memanfaatkan teknologi tersebut dalam dunia pendidikan. Dengan munculnya berbagai alat elektronik seperti laptop yang saat ini sangat familiar mempunyai andil pengaruh besar dalam perkembangannya. Selain itu, dengan adanya jaringan internet pada saat ini sehingga memudahkan dalam mengakses internet, sehingga dapat dikatakan dalam proses pembelajaran pada era globalisasi ini tidak akan lepas dari ICT.

Pemanfaatan media berbasis IT dalam

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6920

pembelajaran IPS di sekolah memberikan kemudahan bagi guru dalam menjelaskan materi ajar kepada siswa, membuat bahan ajar yang kreatif sehingga siswa akan tertarik dengan pembelajaran IPS, selain itu pemanfaatan IT dalam pembelajaran juga bermanfaat sekali untuk siswa, karena siswa diberikan kebebasan untuk mengakses informasi terkait materi yang dipelajari. Guru dapat mudah menjelaskan materi pembelajaran yang rumit menjadi pembelajaran yang menarik, karena pendidik bisa menggunakan berbagai alat yang ada dalam penggunaan ICT dan dapat memudahkan peserta didik dalam memahami materi pembelajaran dengan mudah. Guru dapat menjadikan kelas dengan cara yang interaktif dan membuat pembelajaran menjadi menyenangkan dan dapat membuat peserta didik bersemangat dalam belajar. Dengan penggunaan media pembelajaran berbasis IT siswa akan lebih cepat menangkap materi pelajaran. Karena materi dan penjelasan yang di berikan oleh guru dijelaskan dengan menggunakan sebuah tampilan media yang dilihat siswa secara langsung dan siswa akan dengan mudah mengingatnya.

KESIMPULAN DAN SARAN

Kesimpulan

Penggunaan media pembelajaran ICT pada mata pelajaran IPS di sekolah dengan memanfaatkan laptop dan penggunaan LCD proyektor serta sound system, guru juga memanfaatkan media power point ataupun canva dalam menyampaikan materi pembelajaran IPS.

Dengan penggunaan media pembelajaran berbasis teknologi dalam pembelajaran IPS dapat meningkatkan minat dan hasil belajar IPS, hal ini dilihat dari siswa mempunyai rasa ingin tahu yang tinggi, siswa mampu berpikir kritis dengan mengaitkan pembelajaran pada kehidupan nyata, siswa antusias saat pembelajaran IPS, dan hasil belajar IPS juga meningkat dilihat dari hasil dari pengerjaan soal evaluasi yang diberikan oleh guru.

Faktor pendukung dalam pembelajaran ICT pada siswa antara lain fasilitas yang mendukung seperti ketersediaan laptop, LCD Proyektor, sound system yang berkualitas, laboratorium komputer memadai, jaringan internet yang kuat, serta guru-guru di sekolah yang memiliki keahlian ataupun kompetensi dalam mengoperasikan teknologi dalam pembelajaran IPS, sedangkan faktor penghambat dalam pemanfaatan media pembelajaran berbasis ICT di sekolah adalah 1) masih terdapat guru yang belum mempunyai kompetensi/ keahlian dalam mengoperasikan media berbasis ICT seperti laptop ataupun LCD, 2) ketersediaan LCD yang belum mencukupi di setiap kelas sehingga harus bergantian meminjam LCD sekolah, 3) kurangnya waktu pembelajaran efektif karena guru harus mempersiapkan perangkat terkait dengan menyiapkan laptop/ LCD di kelas

Manfaat dari penggunaan media pembelajaran berbasis ICT *(Information Communication Technology)* pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) kelas VIII di sekolah adalah a) guru dapat mudah menjelaskan materi pembelajaran yang rumit menjadi pembelajaran yang menarik, karena guru bisa menggunakan berbagai alat yang ada dalam penggunaan ICT , b) dapat memudahkan peserta didik dalam memahami materi pembelajaran dengan mudah. c) Guru dapat menjadikan kelas dengan cara yang interaktif dan membuat pembelajaran menjadi menyenangkan dan dapat membuat peserta didik bersemangat dalam belajar.

Saran

Sekolah hendaknya dapat menyediakan berbagai fasilitas untuk mendukung pemanfaatan pembelajaran berbasis ICT.

Guru selalu meningkatkan dan mengembangkan kemampuan dalam menggunakan teknologi informasi dan komunikasi dalam pembelajaran. Dalam proses pembelajaran, hendaknya guru mempersiapkan perangkat pembelajaran berbasis ICT secara matang sebelum melakukan kegiatan pembelajaran.

Peserta didik memanfaatkan waktu pembelajaran yang ada dengan sebaik mungkin, sehingga mendapatkan pemahaman yang maksimal.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6914

DEVELOPMENT OF SCAN LEARNING MEDIA ANDROID-BASED BARCODES IN LEARNING SOCIAL SCIENCES

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Abstract

Social studies learning in the world of education needs to get special attention, in general social studies learning is done through books and teacher delivery. So that student motivation is still lacking. Students now are generation Z who have a very high intensity of the use of information and communication technology. Many students have an Android-based mobile phone that can help students learn at home. The development and research aims to produce social studies learning media using barcode scanning applications that can be run on Android-based devices. The results showed that the learning media developed met the criteria very well, based on the results of the assessment of learning media experts which included several aspects including appearance, operations, interaction with an average of 3.68 Likert scale. So that it can be used by students to support independent learning at home. While the students' response to this learning media is very good to support learning at home which shows an average score of 3.64 on the Likert scale.

Keywords: media development, barcode scanning, social sciences

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PENDAHULUAN

Pembelajaran Ilmu Pengetahuan Sosial atau sering disingkat dengan IPS menjadi pelajaran yang sudah diampu oleh siswa sejak berada di jenjang sekolah dasar. Bahkan pada jenjang menengah atas, IPS dijadikan sebagai salah satu jurusan yang harus dipilih oleh siswa untuk menekuni bidang keahliannya. Terlebih lagi Ilmu Pengetahuan Sosial (IPS) merupakan pelajaran yang materinya lebih didominasi oleh deskripsi, cerita dan hal-hal lain yang menuntut adanya kemampuan guru untuk menjelaskan dengan lebih banyak menggunakan metode ceramah, dan siswa lebih banyak mendengarkan yang menuntut mereka harus terampil mengingat dan menghafalkan materinya. Makanya tak heran jika pelajaran IPS dianggap oleh kebanyakan siswa sebagai pelajaran yang menjenuhkan. Hal ini senada dengan hasil kajian Setyowati & Firmansyah (2018) yang menguraikan tentang fakta yang terjadi di sekolah bahwa tidak semua siswa memiliki persepsi yang positif terhadap pembelajaran IPS. Materi IPS yang diajarkan di sekolah cenderung bersifat tekstual. Hal ini bisa diketahui dari guru yang lebih banyak mengajarkan konsep-konsep yang ada dalam buku dan tidak diaplikasikan dalam kehidupan sehari-hari

Padahal kalau mau dikaji lebih mendalam, IPS merupakan pelajaran yang penting, sebab didalamnya dibahas tentang berbagai bidang keilmuan, seperti sejarah, ekonomi, politik, geografi, teknologi, dan lain sebagainya [1]. Pada materi IPS dapat dimanfaatkan oleh guru maupun siswa sebagai sarana pemecahan masalah dalam kehidupan sehari-hari. Terlebih lagi kondisi sosial ditengah perkembangan teknologi informasi juga relevan untuk dijadikan momentum dalam mengembangkan pembelajaran IPS agar lebih inovatif lagi sesuai dengan perkembangan abad 21.

Pada Abad 21 terjadi perubahan paradigma pembelajaran yang ditandai dengan perubahan teknologi, media dan kurikulum. Hal ini disebabkan adanya perubahan yang sangat pesat tentang perkembangan Ilmu Pengetahuan dan Teknologi (IPTEK) [2]. Salah satu tuntutan

pembelajaran abad 21 adalah pembelajaran berbasis teknologi informasi dan Komunikasi (TIK). Pembelajaran abad 21 terutama dalam kurikulum 2013 adalah pembelajaran yang mandiri dengan memanfaatkan lingkungan baik didalam maupun diluar sekolah. Secara tidak langsung dengan adanya wabah pandemi covid-19, maka dilaksanakan program *stay at home* sebagai upaya dalam menekan perluasan covid 19. Sehingga pembelajaran dilaksanakan secara virtual. Hal ini secara tidak langsung pembelajaran menggunakan teknologi informasi yang mendorong kesiapan dan penguasaan teknologi. Seperti hasil penelitian Ratu,dkk (2020) menunjukkan 82% mahasiswa mendukung dan semakin semangat dalam menyiapkan teknologi untuk modus baru pembelajaran menggunakan tuweb [3].

Keberhasilan pembelajaran ditentukan oleh dua komponen utama yaitu media pembelajaran dan metode pembelajaran, kedua komponen ini saling berkaitan. Pemilihan dan penggunaan metode mengajar juga berpengaruh terhadap jenis media pembelajaran yang digunakan. Fungsi media dalam proses belajar mengajar untuk meningkatkan rangsangan peserta didik dalam kegiatan belajar [4]. Menurut Ali (2005) bahwa penggunaan media pembelajaran berbantuan computer mempunyai pengaruh yang signifikan terhadap daya Tarik siswa dalam mempelajari kompetensi tertentu. Salah satu manfaat media pembelajaran dapat meningkatkan motivasi belajar siswa, menghemat waktu persiapan mengajar, dan mampu mengurangi miskonsepsi terhadap penjelasan yang diberikan pendidik.

Abad 21 merupakan era generasi Z yang sangat berbeda dengan generasi lama. Sangat diperlukan sebuah inovasi dalam mendidik anak generasi Z, karena mereka memiliki konsep berfikir yang berbeda. Lingkungan generasi Z tidak hanya dalam dunia nyata melainkan juga dunia maya. Perkembangan teknologi juga mempengaruhi dibidang pendidikan. Inovasi-inovasi baru lahir seiring dengan berkembangnya teknologi dan kebutuhan pendidik dan terutama peserta didik. Hidup di zaman yang katanya zamannya generasi Z di mana generasi ini terbiasa mendapatkan informasi beragam dalam waktu yang sangat singkat dengan hanya menekan tombol semua bisa di akses [5]. Peserta didik sekarang memiliki kebiasaan bahkan tidak bisa jauh dari penggunaan *smartphone.* Hal ini juga telah mempengaruhi kebiasaan kebiasaan belajar siswa yang berbeda dengan generasi sebelumnya. Pada saat ini, sebagian besar siswa telah fasih dalam menggunakan teknologi informasi dan komunikasi [6]. Oleh sebab itu perlu untuk mengoptimalkan penggunaan *smartphone* dalam proses pembelajaran di era digital ini. Dengan berkembangnya ilmu pengetahuan dan teknologi juga mempengaruhi bidang perusahaan retail yang menggunakan system pemeriksaan barang dengn teknologi batang (*barcode*). Yudhanto mendefinisikan Kode batang (barcode) adalah suatu kumpulan data optik yang dibaca mesin [7]. Oleh sebab itu, barcode sering kita jumpai pada saat membeli barang atau produk pada saat di swalayan atau supermarket. Barcode umumnya digunakan pada aplikasi *database* dimana data pada *barcode* hanya memuat indeks *database*, menghubungkan database yang memuat informasi lebih lengkap [8]. Barcode digambarkan dalam bentuk baris hitam tebal dan tipis dan disusun berderet sejajar horizontal [9].

Pada proses pembelajaran Ilmu Pengetahuan Sosial (IPS) belum banyak memanfaatkan media pembelajaran yang bervariasi. Di era digital sekarang ini guru dituntut untuk membuat media pembelajaran berbasis teknologi yang dapat membantu siswa dalam mencapai tujuan pembelajaran dan menjawab tantangan pembelajaran Abad 21. Pengembangan tidak harus membuat sesuatu hal yang baru atau belum ada sebelumnya. Pengembangan dapat juga memodifikasi sesuatu yang sudah ada, kemudian dikemas sesuai dengan perkembangan zaman dan kepentingan tertentu. Untuk memudahkan siswa dalam memahami materi guru dapat membuat rangkuman materi yang dapat digunakan dasar siswa untuk mempelajari materi tertentu.

Berdasarkan paparan diatas, maka penelitian yang berjudul Pengembangan Media Pembelajaran Scan Barcode berbasis android dalam Pembelajaran IPS ini perlu dilakukan untuk meningkatkan motivasi siswa dalam pembelajaran IPS. Karena pada umumnya guru IPS tidak menggunakan media pembelajaran yang berbasis digital. Sebagian besar guru

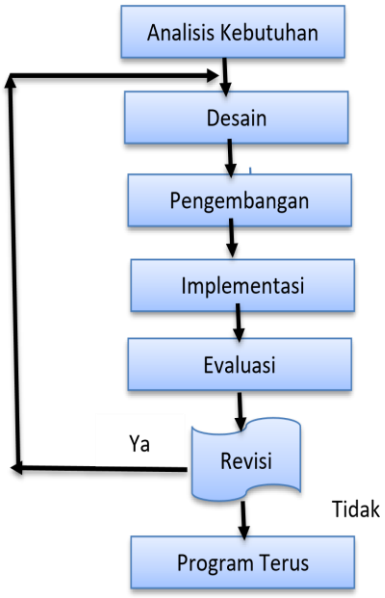
masih lebih sering meggunakan metode ceramah atau pemanfaatan alat yang sudah disediakan di sekolah seperti *LCD Proyektor* dan papan tulis. Media pembelajaran dengan teknik pengkodean *barcode* ini diharapkan dapat digunakan oleh guru sebagai alternatif pilihan media pembelajaran yang dapat digunakan dalam berbagai skenario pembelajaran Ilmu Pengetahuan Sosial (IPS) di sekolah.

2. Metode Penelitian

Jenis penelitian yang digunakan untuk mengembangkan media pembelajaran dengan teknik pengkodean *barcode* mata pelajaran IPS ini adalah penelitian pengembangan. Menurut *Borg & Gall (1983: 772) "Educational research and development (R & D) is a process used to develop and validate educational products". (Research and Development).* Jadi penelitian pengembangan dipenelitian ini adalah suatu proses yang digunakan untuk mengembangkan dan memvalidasi produk pendidikan yaitu media pembelajaran dengan teknik pengkodean *barcode* mata pelajaran IPS. Adapun perancangan dan pengembangan media pembelajaran dengan teknik pengkodean *barcode* mata pelajaran IPS ini melalui lima tahap diantaranya:

a. Analisis Kebutuhan
b. Perancangan Media
c. Pengembangan Media
d. Pengujian
e. Implementasi

Secara lebih rinci bagan Tahapan-tahapan Umum Pengembangan dapat dilihat pada gambar di bawah ini:



Gambar 1. Bagan Tahapan-tahapan Umum Pengembangan

Sedangkan metode dan instrument pengumpul data dilakukan dengan cara sebagai berikut:

a. Berkaitan dengan aspek desain tampilan, operasional, kemanfaatan dan interaktifitas penggunaan media, dilakukan dengan cara direview oleh ahli pembelajaran dan ahli media untuk mereview terhadap media pembelajaran dengan teknik pengkodean *barcode* mata pelajaran IPS yang dikembangkan.
b. Untuk mengukur kualitas media pembelajaran yang dikembangkan ini, dilakukan dengan menyebarkan angket terhadap pengguna media pembelajaran ini.

Dalam proses validasi media pembelajaran yang dikembangkan dalam kelompok kecil, maka diberikan alat pengumpul data dalam bentuk angket dengan *skala likert*. Skor yang didapat dengan menggunakan *skala likert* akan dirata-rata. Masing-masing jawaban yang diperoleh akan diberi skor untuk keperluan analisis kualitatif.

Tabel 1. Skor pada *Skala Likert*

Kriteria	Skor
Sangat Baik	4
Baik	3
Cukup	2

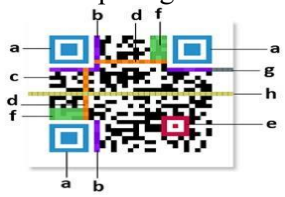
Kurang	1
Sangat Kurang	0

3. Hasil dan Pembahasan

3.1 Pengembangan Media Pembelajaran Menggunakan Barcode

Barcode adalah suatu kumpulan data optik yang dibaca mesin. Barcode mengumpulkan data dari lebar garis dan spasi garis paralel dan dapat disebut sebagai kode batang atau simbologi linear atau 1D (1 dimensi). Selain dalam bentuk garis barcode juga memiliki bentuk persegi, titik, heksagon dan bentuk geometri lainnya di dalam gambar yang disebut kode matriks atau simbologi 2D (2 dimensi). Selain tak ada garis, sistem 2D sering juga disebut kode batang" [10].

Dalam QR (*Quick Response)* barcode memiliki sembilan anatomi yang perlu dipahami sebelum melakukan pengembangan media dengan aplikasi ini, secara visual QR barcode bisa dilihat pada gambar 2 di bawah ini.



Gambar 2. Anatomi QR barcode

Berasarkan gambar 2 diatas kemudian dilengkapi penjelasan untuk beberapa anatomi barcode sebagai berikut[11]:

a. *Finder Pattern,* merupakan anatomi yang berfungsi untuk melakukan identifikasi letak *QR Code*.
b. *Format Information,* merupakan anatomi yang berfungsi untuk menagkap informasi tentang *error correction level* dan *mask pattern*.
c. Data, merupakan anatomi yang berfungsi untuk menyimpan data yang di kodekan.
d. *Timing Pattern* merupakan pola yang berfungsi untuk identifikasi koordinat pusat.
e. *QR Code*, merupakan anatomi yang berbentuk modul hitam putih.
f. *Alignment Pattern* merupakan pola yang berfungsi memperbaiki penyimpangan *QR Code* terutama distorsi *non linier*.
g. *Version Information* merupakan anatomi versi dari sebuah *QR Code*.
h. *Quiet Zone* merupakan daerah kosong di bagian terluar *QR Code* yang mempermudah mengenali pengenalan QR oleh sensor CCD.
i. *QR Code version* adalah versi dari *QR Code* yang digunakan.

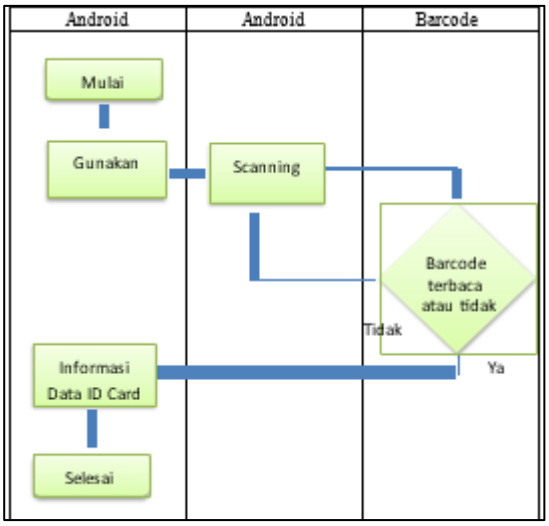
QR barcode ini merupakan aplikasi yang nanti secara sistem akan muncul saat guru telah melakukan penyiapan materi yang telah didesain sebelumnya yang akan disinkronkan dengan aplikasi ini. Kemudian barcode yang telah muncul diberikan kepada siswa untuk bisa diakses di androidnya masing-masing. Secara visual penggunaan barcode untuk dapat diakses di android siswa bisa dilihat pada gambar 3 di bawah ini.



Gambar 3. Contoh bentuk barcode yang bisa diakses pada android untuk mengakses materi

Secara teknis pengembangan media pembelajaran dengan menggunakan sistem aplikasi scanning barcode berbasis smartphone android yang membutuhkan perangkat keras dan lunak, untuk pengguna berupa smartphone android minimal versi 2.2 (Froyo) yang memiliki kamera belakang sebagai media scan kode barcode yang telah disiapkan oleh guru, dan laptop untuk web server lokal, pendistribusian data dari siswa ke web server memerlukan web service. Sehingga proses transaksi dapat dilakukan secara *real time*.

Adapun flowmap Diagram Aplikasi pemanfaat barcode sebagai pengembangan media pembelajaran IPS berbasis android dapat dilihat pada gambar 4 di bawah ini.



Gambar 4. Flowmap Diagram Aplikasi

Penelitian ini menggunakan materi mata pelajaran IPS pada siswa SMP Negeri 2 Campurdarat kelas VIII tentang penyimpangan sosial. Subyek penelitian sebanyak 25 siswa yang dipilih secara *purposive random sampling*. Untuk menggunakan barcode dalam pembelajara IPS, siswa memulai dengan mendownload di aplikasi *play store* yaitu *scanner barcode*. Setelah siswa memiliki aplikasi ini maka siswa dapat mempelajari materi dengan melakukan scan barcode yang sudah disediakan oleh guru melaui gambar-gambar penyimpangan sosial. Media pembelajaran ini diharapkan mampu meningkatkan motivasi siswa dalam mempelajarai materi IPS. Adapun salah satu contoh media pembelajaran materi IPS dengan menggunakan sistem barcode dapat dilihat pada gambar 5 di bawah ini.



Gambar 5 Materi penyimpangan sosial yang dilakukan oleh para remaja

3.2 Validasi Ahli Media Pembelajaran

Mekanisme validasi yang dilakukan oleh ahli media pembelajaran dengan cara mengirim hasil pengembangan media pembelajaran yang sudah selesai kemudian para ahli media memberikan penilaian terhadap media pembelajaran tersebut dalam bentuk angket isian melalui google form. Adapun ahli media pembelajaran yang memvalidasi terhadap media pembelajaran ini sebanyak 3 dosen yang memiliki kualifikasi akademik S3 Teknologi Pembelajaran. Adapun isi angket yang harus diisi oleh para ahli media pembelajaran meliputi (1) Aspek tampilan, (2) Aspek Operasional dan (3) Aspek Interaksi. Hasil validasi oleh para ahli media pembelajaran dapat dilihat pada table 2 di bawah ini.

Tabel 2 Penilaian oleh Para Ahli Media Pembelajaran

No	Aspek	Jumlah Butir	Rata-rata skor	Presentase
1	Tampilan	15	3,73	86,67
2	Operasional	5	3,80	92,00
3	Interaksi	4	3,50	92,50
Total		24	3,68	90,39

Berdasarkan tabel 2 diatas menunjukkan bahwa skor persentase aspek tampilan yang diberikan para ahli media pembelajaran adalah 86,67 %. Sedangkan untuk aspek operasional skor persentase 92,00% dan untuk aspek interaksi para ahli memberikan skor persentase sebesar 92,50%. Sehingga dapat disimpulkan bahwa media pembelajaran yang dikembangkan dapat dikategorikan media pembelajaran sangat baik sehingga layak untuk dimanfaatkan sebagai pendukung pembelajaran mandiri di rumah.

3.3 Ujicoba ke Siswa

Setelah media pembelajaran IPS dengan system barcode sudah mendapatkan validasi dari para ahli media pembelajaran maka tahapan selanjutnya adalah melakukan uji coba media pembelajaran yang sudah dirancang kepada para siswa, Sebelumnya dijelaskan mengenai mekanisme penggunaan media pembelajaran ini. Salah satunya siwa harus memiliki aplikasi scan barcode pada HP Android masing-masing. Kemudian menscan barcode sesuai tema materi pelajaran IPS. Siswa dapat melakukan secara mandiri di rumah.

Tahapan selanjutnya setelah semua siswa sudah melakukan pembelajaran mandiri dengan media pembelajaran yang diberikan. Maka dilakukan pengukuran terhadap media ini dengan memberikan angket yang di isi oleh

siswa. Dari hasil angket tersebut kemudian dirata-rata siswa yang menyatakan ketertarikannya dalam penggunaan media ini dan mampu meningkatkan motivasi mereka. Sehingga media ini memiliki manfaat bagi mereka yang belajar IPS secara mandiri di rumah. Adapun nilai siswa terhadap media pembelajaran ini dapat dilihat pada table 3 di bawah ini.

Tabel 3. Nilai siswa terhadap media pembelajaran

No	Aspek	Jumlah Butir	Rata-rata skor	Presentase
1	Tampilan	10	3,70	85%
2	Interaksi	7	3,57	75%
3	Manfaat	5	3,60	80%
4	Belajar Mandiri	6	3,67	82,5%
Total		28	3,64	80,63

Kriteria yang diberikan meliputi aspek tampilan, aspek interaksi, aspek manfaat dan aspek belajar mandiri. Adapun nilai angket siswa dapat diketahui bahwa Aspek tampilan mendapatkan skor 3,70, aspek interaksi 3,57, aspek manfaat 3, 60 dan aspek belajar mandiri 3, 67. Berdasarkan kriteria pada skla likert skor rata-rata sebesar 80,63 sehingga dapat dikatakan bahwa media pemebelajaran yang dikembangkan dapat dikategorikan baik. Dan memberi manfaat bagi para siswa dalam melakukan proses belajar secara mandiri. Guru hanya sebagai fasilitator siswalah yang berperan aktif dalam proses pembelajaran. Hal ini sesuai dengan kurikulum 2013 dalam rangka meningkatkan keterampilan abad 21.

Pembelajaran IPS cenderung membosankan dibandingkan pelajaran lainnya. Namun apabila guru mampu menggunakan media pembelajaran yang menarik maka siswa akan termotivasi untuk aktif dalam proses pembelajaran. Dengan demikian, guru memiliki peran yang sangat penting dalam membentuk sikap siswa tentang pelajaran ilmu pengetahuan sosial. Guru yang memiliki keativitas tinggi, lalu bersedia untuk membantu siswa dalam belajar, menunjukkan antusiasme di dalam kelas, dan mencermati kebutuhan siswa ternyata memiliki efek yang kuat pada siswa dalam dalam memandang IPS. Guru yang efektif mampu menciptakan iklim belajar yang positif di dalam kelas [12].

Selain itu, berdasarkan hasil survey, media pembelajaran yang menarik dapat membantu para siswa dalam mendapatkan dan memahami materi pembelajaran dan mampu meningkatkan semangat belajar siswa. Hal ini disebabkan pembelajaran didukung dengan android yang dimiliki masing-masing siswa. Sebagaimna kita ketahui bahwa Generasi Z merupakan orang-orang yang lahir pada kurun waktu sejak tahun 1995 sampai dengan tahun 2010. Generasi ini memiliki intensitas yang tinggi penggunaan teknologi informasi dan komunikasi. Mereka perlu dibekali dengan ketrampilan berpikir kritis, berpikir inovatif, pemecahan masalah dan interaksi social [13].

Selain itu, pemanfaatan media yang kontekstual sesuai dengan perkembangan teknologi informasi dapat memicu motivasi siswa dalam mempelajari materi IPS. Hal ini senada dengan hasil penelitian yang menyimpulkan bahwa pemanfaatan media digital memiliki dampak yang signifikan terhadap minat baca masyarakat [14]. Situasi ini tentu sangat relevan untuk menjadikan momentum pemanfaatan media berbasis teknologi informasi untuk peningkatan pembelajaran IPS.

4. Kesimpulan

Berdasarkan hasil dari pembuatan media pembelajaran dengan system barcode, pengujian oleh ahli media pembelajaran dan pengguna media pembelajaran sekaligus pembahasannya. Maka dapat disimpulkan bahwa media pembelajaran tersebut memenuhi kriteria sangat baik. Hal ini dilihat dari hasil penilaian para ahli media pembelajaran yang mencakup beberapa aspek diantaranya tampilan, operasional, interaksi dengan rata-rata 3,68 *skala likert*. Sehingga dapat digunakan oleh siswa untuk mendukung pembelajaran mandiri di rumah. Sedangkan respon dari siswa terhadap media pembelajaran tersebut baik untuk mendukung belajar mandiri mereka. Siswa sangat terbantu dan termotivasi karena pembelajaran juga memanfaatkan teknologi android siswa. Sebagimana diketahui bahwa generasi Z memiliki intensitas yang tinggi dalam penggunaan teknologi informasi dan komunikasi. Hal ini ditunjukkan dari skor rata-rata penilaian siswa terhadap media

pembelajaran tersebut, yakni 3,64 pada *skala likert*.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6911

DEVELOPMENT OF PROJECT-BASED SOCIAL SCIENCE TEACHING MATERIALS AND 21ST CENTURY SKILLS FOR JUNIOR HIGH SCHOOL GRADE VII STUDENTS

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Abstract

The purpose of this review is to develop project-based junior high school social studies teaching materials containing 21st century skills for class VIII students. Teaching materials are structured to assist students in understanding social studies lessons with a project learning approach (PjBL) as well as to train students' 21st century skills. Project learning activities adopt project learning steps from Laboy Rush which consist of steps of Reflection, Reseach, Discovery, Application, and Communication. The 21st century skills that are integrated in teaching materials include creative thinking skills, critical thinking skills, communication skills and collaboration skills. The literature review that supports the research is junior high school social studies learning, project-based learning, 21st century skills and the development of teaching materials. This research method uses research and development (R & D) methods with research procedures adopting the Design by Research (DBR) model from Reeves. The subject of this research involved the MGMP IPS team of SMP kab. Blitar. The teaching materials validator team consists of social studies material experts, design experts and social studies learning practitioners in junior high schools. This development stage consists of preparing the prototype design of teaching materials, confirming the prototype design of teaching materials, expert validation tests and revisions based on the results of the validation tests. According to the characteristics of Design by Research, these development stages can be repeated cycles according to the findings. Data collection methods at the development stage are through interviews and questionnaires. Data were analyzed descriptively quantitatively and qualitatively. The results of this study produce project-based and 21st century social media teaching materials for SMP that are suitable for use by junior high school students

Keywords** : **Social Studies Teaching Materials for SMP, Project-Based Learning, 21st Century Skills

PENDAHULUAN

Program pembelajaran sosial memiliki tujuan utama membantu peserta didik mengembangkan kemampuan membuat keputusan yang cerdas sehingga mereka dapat menyelesaikan permasalahan dirinya sendiri, melalui tindakan sosial. National Council for the Social Studies (NCSS) merilis bahwa visi Ilmu sosial adalah "*help young people make informed and reasoned decisions for public good as citizens of a culturally diverse, democratic society in an interdependent world*". Tujuan mata pelajaran IPS di Indonesia yakni mengembangkan kemampuan berpikir kritis, inkuiri, pemecahan masalah, dan keterampilan sosial, membangun komitmen dan kesadaran terhadap nilai-nilai kemanusiaan, dan meningkatkan kemampuan berkompetisi dan bekerja sama dalam masyarakat yang majemuk, baik dalam skala nasional maupun internasional. [1]

Peserta didik sebagai subjek pembelajaran yang kelak akan menjadi pemeran utama dalam kehidupan masyarakat di masa depan, perlu dibekali dengan keterampilan-keterampilan yang relevan dengan zamannya. [2] Pembelajar 4.0 ini membutuhkan pendidikan dan pembelajaran yang mampu mengembangkan potensi diri mereka untuk mampu berpikir kritis, berpikir kreatif, membangun kolaborasi positif dan berkomunikasi secara efektif. Pembelajaran berbasis proyek menjadi salah satu pembelajaran yang direkomendasikan untuk menghadapi abad 21. Karena pembelajaran proyek melatih keterampilan mengorganisasi, kolaborasi, dan manajemen waktu kepada peserta didik untuk dapat digunakan dalam karir akademik mereka selanjutnya [3].Pembelajaran proyek memacu kreativitas berpikir, pemecahan masalah, serta interaksi dalam penyelesaian masalah-masalah nyata peserta didik. Pembelajaran proyek memiliki kegiatan belajar dengan durasi waktu yang lebih panjang, bersifat holistic dan interdisipliner, berpusat pada peserta didik, dan sangat kontekstual bahkan terintegrasi dengan

praktik dan isu-isu nyata yang ada di masyarakat. [4]

Ketrampilan Abad 21 perlu diintegrasikan dalam pembelajaran di ruang-ruang kelas. Untuk itu guru perlu menyusun sebuah rencana yang jelas dan terarah dalam kegiatan pembelajarannya agar peserta didik dapat mengembangkan keterampilan 4C tersebut dalam pembelajaran yang diikutinya. [5]. Pada abad pengetahuan ini, dibutuhkan reformasi untuk mengubah paradigma belajar yang dikembangkan menjadi paradigma belajar yang lebih berorientasi memecahkan masalah, melakukan proyek, melakukan penyelidikan (inquiry), melakukan penemuan dan penciptaan. Pembelajaran yang hanya berorientasi pada pengembangan sisi kognitif saja, diakui menjadi kurang efektif saat ini. Selain alasan kurang sesuai dengan kebutuhan kompetensi yang harus dimiliki oleh generasi masa depan (generasi 4.0), dalam praktiknya kegiatan belajar yang *cognitif oriented* dan *teacher oriented* menimbulkan kejenuhan pada peserta didik dan terkesan sangat konvensional.

Beberapa penelitian mendukung penerapan pembelajaran proyek untuk mendukung peningkatan ketrampilan abad 21 peserta didik. Penelitian Chi Syan Lin dkk, [6] menemukan bahwa pembelajaran proyek telah membuat peserta didik lebih baik dalam hal komunikasi dan kolaborasi, kreativitas, berfikir kritis, ketrampilan teknologi, rasa tanggung jawab ,dan manajemen waktu. Selain itu peserta didik juga menganggap membuat proyek adalah sesuatu yang menyenangkan untuk dilakukan. Penelitian Marlinda [7] menunjukkan, terdapat perbedaan kemampuan berpikir kreatif dan kinerja ilmiah antara kelompok peserta didik yang belajar dengan metode pembelajaran proyek (*PjBL*) dan kelompok peserta didik yang belajar dengan metode pembelajaran konvensional. Hasil penelitian Rais dkk [8] menunjukkan dengan pembelajaran berbasis proyek terjadi peningkatan yang cukup signifikan terkait kecakapan akademik (soft skill) yang meliputi kemandirian belajar peserta didik, motivasi belajar peserta didik, dan kemampuan pemecahan masalah menjadi lebih baik dari sebelumnya. Siti Fatimah [9] dalam penelitian pengembangannya menyimpulkan bahan ajar tematik berbasis proyek efektif meningkatkan keterampilan berpikir kreatif dan karakter wirausaha peserta didik tunanetra.

Fakta hasil observasi di 2 SMP di kabupaten Blitar yakni di UPT SMPN 1 Panggungrejo dan UPT SMPN 1 Sutojayan, menunjukkan pembelajaran IPS masih didominasi oleh metode konvensional. Guru lebih berfokus pada penguasaan konten dan latihan soal dengan metode pengajaran didominasi metode ceramah, diskusi dan penugasan. Hal ini berdampak pada minat siswa terhadap pembelajaran IPS juga rendah. Siswa menilai mata pelajaran IPS kurang menarik karena materinya padat, banyak hafalan dan pembelajarannya monoton. Permasalahannya guru kesulitan menemukan perangkat pembelajaran inovatif dan kreatif. Dari analisis kebutuhan ditemukan guru membutuhkan bahan ajar yang bisa membantu melaksanakan langkah-langkah pembelajaran berbasis proyek. Siswa membutuhkan bahan ajar yang dapat melatih ketrampilan-ketrampilan abad 21 sebagai bekal masa depan. Tema-tema yang menarik dan dekat dengan kehidupan nyata siswa, diharapkan menjadi daya tarik bahan ajar. Permasalahan tersebut dirumuskan dalam pertanyaan penelitian : Bagaimana prosedur pengembangan Bahan Ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 pada siswa kelas VIII ? Untuk itu tujuan penulisan artikel ini adalah mendeskripsikan pengembangan bahan ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 pada siswa kelas VIII.

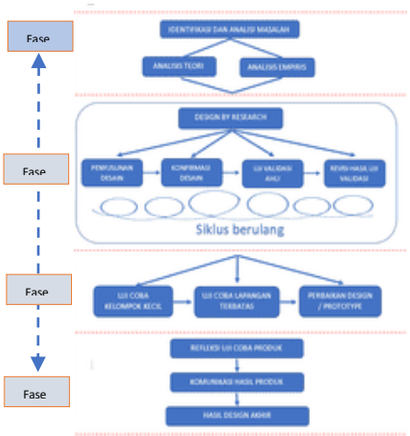
METODE PENELITIAN

Agar rumusan masalah terjawab dan tujuan yang dirumuskan tercapai, metode penelitian yang digunakan adalah penelitian pengembangan mengadopsi model *Design by Reseach* (DBR) dari Reeves [10]. Pemilihan pendekatan *Design-Based Reseach* dilatarbelakangi pemikiran bahwa *Design-Based Reseach* merupakan salah satu pendekatan yang cocok digunakan untuk penelitian pengembangan pendidikan (*development study educational materials*) [11]. Alasan berikutnya dengan pendekatan *design by reseach* dan melibatkan guru-guru calon pengguna bahan ajar sebagai *Focus Group Discussion (FGD),* produk yang dikembangkan lebih sesuai dengan kebutuhan lapangan. Metode pengumpulan datanya menggunakan wawancara semi terstruktur dan kuisioner (angket). Data penelitian dalam tahap pengembangan ini adalah tanggapan responden terhadap produk, skor validasi instrument, skor validasi bahan ajar, tanggapan validator ahli terhadap bahan ajar. Analisis yang dilakukan terdiri dari analisis data deskriptif kualitatif dan analisis data deskriptif kuantitatif.

Kegiatan pengembangan ini merupakan fase ke-2 dari pendekatan *Design*

by Reseach (DBR yang dilakukan. Langkah pokoknya meliputi : (1) Penyusunan desain prototype, (2) Konfirmasi desain prototype (3) Uji Validasi Ahli (4) Revisi hasil uji validasi. Tahap-tahap tersebut diatas dilakukan secara spiral/berulang sesuai hasil yang diperoleh.

Secara keseluruhan prosedur penelitian dan pengembangan dengan pendekatan *Design-Based Reseach* dapat digambarkan sebagai berikut :



Gambar 1. Prosedur Penelitian dan Pengembangan (dikembangkan dari pendekatan *desain based research* dari Amiel dan Reeves 2008)

Pada langkah awal pengembang melakukan kajian pustaka tentang pembelajaran IPS SMP, pembelajaran berbasis proyek, ketrampilan abad 21 dan teori pengembangan bahan ajar. Langkah berikutnya adalah tahap pengembangan desain bahan ajar. Obyek penelitian dalam pengembangan ini adalah prototype bahan ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 pada siswa kelas VIII. Sedangkan sumber data berasal dari responden. Responden adalah penanggap atau orang yang dimintai pendapat terhadap obyek penelitian. [12] Responden dalam tahap pengembangan ini adalah praktisi/guru IPS SMP anggota MGMP IPS kab. Blitar dan validator ahli.

HASIL DAN PEMBAHASAN

Berdasar penjelasan yang dipaparkan dalam metode penelitian, diperoleh hasil-hasil penelitian sesuai tahap-tahap pengembangan sebagai berikut :

(1) Tahap penyusunan desain

Bahan ajar dikembangkan mengacu pada pendapat Goudas (2006) dalam Susilowati [13] yang menuliskan bahwa bahan ajar merupakan segala bentuk bahan yang digunakan untuk membantu guru dalam melaksanakan kegiatan belajar mengajar di kelas. Dari hasil kajian terhadap teori pengembangan bahan ajar yang disampaikan Kosasih [14]Karakteristik bahan ajar yang dikembangkan diringkas dalam tabel berikut :

Tabel 1 Karakteristik Bahan Ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 yang dikembangkan

Aspek Tinjauan	Karakteristik yang dimiliki oleh bahan ajar yang dikembangkan
Subyek	Bahan ajar yang sengaja dirancang (didesain) untuk pembelajaran
Jenis	Bahan ajar cetak
Cakupan Materi	Meliputi aspek kognitif, aspek afektif dan aspek psikomotor
Penentuan urutan materinya	Menggunakan pendekatan hirarkis
Fungsinya	Bahan ajar pendukung proses pembelajaran
Cara penyusunannya	*Informastion Repacking* (penyusunan kembali informasi)

Komponen-komponen bahan ajar mengacu pada pendapat Yuberti [15] bahwa bahan ajar harus memuat komponen-komponen (a). Petunjuk belajar (petunjuk guru dan siswa), (b). Kompetensi yang akan di capai, (c) Informasi pendukung, (d) Latihan-latihan, (e) Petunjuk kerja, dapat berupa lembar kerja (LK), (f) Evaluasi. Bahan ajar disusun dengan garis besar sistimatika informasi umum, komponen inti dan lampiran. Sistimatika ditetapkan untuk memudahkan implementasi langkah-langkah kegiatan proyek dan pengembangan ketrampilan abad 21 (4C) siswa. Misalnya pada bagian "pertanyaan pemantik" merupakan bagian dari langkah pembelajaran proyek melakukan refleksi (*reflection)* dan mengasah ketrampilan abad 21 pada kemampuan berpikir kritis (*critical thinking*). Perbandingan sistimatika bahan ajar yang dikembangkan dengan bahan ajar yang sebelumnya digunakan oleh guru adalah sebagai berikut :

Tabel. 2 Perbedaan sistimatika bahan ajar yang digunakan responden/guru dan yang akan dikembangkan

Bahan Ajar yang digunakan saat ini	Bahan Ajar yang akan dikembangkan
a. Buku Teks dari pemerintah berupa buku siswa yang memuat sistimatika : 1) Judul 2) Kata pengantar	Bahan Ajar Pendukung berbasis proyek dan bermuatan ketrampilan abad 21, yang memuat sistimatika : 1) Informasi Umum (a) Sampul/Judul (b) Kata Pengantar (c) Daftar Isi (d) Alur Kegiatan Proyek

Bahan Ajar yang digunakan saat ini	Bahan Ajar yang akan dikembangkan
3) Daftar Isi (a) Bab I :… (b) Bab II : … dst (c) Rangkuman 4) Uji Kompetensi 5) Refleksi b. Buku LKS dari penerbit yang memuat sistimatika : 1) Judul 2) Uraian Materi 3) Latihan Soal	(e) Relevansi Proyek Untuk Satuan Pendidikan 2) Isi (a) Identitas (b) Indikator Capaian Pembelajaran (c) Apersepsi (d) Ringkasan Unit (e) Pertanyaan Pemantik (a) Lembar Kerja Proyek (b) Bahan Bacaan (c) Pengayaan Materi (d) Lembar Refleksi (e) Evaluasi 3) Lampiran (a) Rubrik Penilaian (b) Glosarium (c) Daftar Pustaka

Setelah ditetapkan karakteristik dan sistimatikanya, maka disusunlah informasi-informasi yang sudah dikumpulkan untuk bahan ajar yang dikembangkan. Judul bahan ajar adalah "Aku Masih Indonesia". Muatan materi bahan ajar meliputi sejarah tumbuhnya nasionalisme di Indonesia, peran kaum muda dalam berkembangnya semangat kebangsaan (nasionalisme) di Indonesia, upaya merawat semangat kebangsaan (nasionalisme) di kalangan anak muda. Organisasi penyajian bahan ajar ini disajikan secara lengkap mulai informasi umum yang terdiri dari sampul kulit depan, sampul dalam, kata pengantar, daftar isi, alur kegiatan proyek, dan relevansi proyek untuk satuan Pendidikan. Bagian isi memuat (a) Identitas, (b) "Indikator Capaian Pembelajaran",





(c)"Apersepsi", (d) "Ringkasan Unit", (e)"Pertanyaan Pemantik", (f)"Lembar Kerja Proyek", (g) "Bahan Bacaan", (h)"Pengayaan Materi", (i)"Lembar Refleksi", (j)"Evaluasi". Sedangkan bagian lampiran dilengkapi rubrik penilaian, glosarium dan daftar pustaka. Beberapa bagian gambar bahan ajar dapat dilihat dalam gambar berikut :

Gambar 2. Gambar Sampul Luar dan Sampul Dalam Bahan Ajar

(2) Konfirmasi desain

Setelah desain selesai disusun, langkah selanjutnya adalah melakiukan review internal melalui *focus discussion group* (FGD). FGD dilakukan bersama 5 orang praktisi (guru IPS SMP anggota MGMP IPS kabupaten Blitar) yang telah terbiasa menggunakan bahan ajar dalam kegiatan pembelajarannya. Pada kegiatan ini pengembang melakukan wawancara semi struktur untuk memperoleh tanggapan terhadap desain bahan ajar. Dari kegiatan ini diperoleh data sebagai berikut :

Tabel 3. Rekapitulasi Tanggapan Responden terhadap Desain Bahan Ajar

No	Aspek Pengembangan Bahan Ajar	Tanggapan, Kritik, Saran Responden
1.	Materi / Isi	• Materi banyak yang sama dengan buku siswa. Materi perlu dikembangkan lagi.
2.	Lembar Kerja	• Tugas proyek jangan terlalu sulit. Karena dalam kelas siswa campur-campur kemampuannya. • Tuliskan urutan kegiatan proyek dengan lebih jelas untuk memudahkan siswa melaksanakannya.
3.	Evaluasi	• Tambahkan rubrik penilaian evalusi • Tambahkan rubrik penilaian hasil proyek
4.	Sistimatika Bahan Ajar	• Belum ada petunjuk penggunaan bahan ajar
5.	Bahasa	• Banyak Bahasa asing yang belum dituliskan terjemahannya • Sebaiknya bahasanya lebih sederhana.
6.	Kegrafikan	• Desain cover sudah bagus. Menarik • Bukunya dibuat kecil saja, agar praktis dibawa, apalagi fungsinya sebagai buku pelengkap.

Setelah memperoleh tanggapan dari responden guru dalam FGD, maka dilakukan perbaikan sesuai tanggapan yang diperoleh. Perbaikan pertama adalah pada muatan materi. Karena bahan ajar berbasis proyek, maka materi perlu disusun agar selaras dengan kegiatan proyek. Untuk itu materi dirubah agar selaras dengan tema yaitu lebih menonjolkan Peran Kaum Muda dalam tumbuhnya semangat kebangsaan/nasionalisme di Indonesia. Untuk melatihkan kebiasaan berliterasi, dalam bahan ajar berbasis proyek ini, uraian bahan ajar tidak harus dibuat sangat lengkap. Tetapi penulis memberikan daftar referensi agar peserta didik dapat memperkaya bacaan untuk lebih memahami materi. Perbaikan berikutnya adalah pada lembar kerja. Urutan /langkah-langkah kegiatan peserta didik pada bahan ajar dibuat lebih runtut. Perbaikan berikutnya adalah dengan menambahkan terjemahan untuk istilah-istilah bahasa asing yang digunakan. Selanjutnya dilakukan penambahan seusai tangapan yaitu rubrik penilaian evalusi, rubrik penilaian hasil proyek dan petunjuk penggunaan bahan ajar.

Setelah dilakukan perbaikan maka kembali dilakukan konfirmasi ulang desain bahan ajar kepada responden melalui

FGD. Pengembang menunjukkan perbaikan dan penambahan komponen bahan ajar sesuai tanggapan yang diperoleh pada FGD sebelumnya. Kemudian dilakukan wawancara semi terstruktur dengan pedoman wawancara untuk kembali memperoleh tanggapan dari responden. Berikut rekapitulasi tanggapan yang diperoleh setelah revisi :

Tabel 4. Rekapitulasi Tanggapan Responden terhadap Bahan Ajar setelah Revisi

No	Aspek Pengembangan Bahan Ajar	Tanggapan, Kritik, Saran Responden
1.	Materi / Isi	• Materi sudah memadai.
2.	Lembar Kerja	• Lembar Kerja sudah runtut dan jelas. Tetapi tetap butuh penjelasan guru agar peserta didik lebih mudah memahami.
3.	Evaluasi	• Evaluasi di akhir unit sudah memadai untuk penilaian formatif. Untuk sumatif disarankan guru menyusun tes lagi.
4.	Sistimatika Bahan Ajar	• Sudah bagus.
5.	Bahasa	• Sudah ada terjemahan untuk istilah asing. • Sudah ada glosarium untuk kata-kata sulit.
6.	Kegrafikan	• Desain cover sudah bagus dan menarik. • Ukuran buku sudah sesuai.

Dari tabel di atas terlihat bahwa desain bahan ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 telah memperoleh tanggapan yang bagus dari praktisi. Selanjutnya desain tersebut diwujudkan dalam produk bahan ajar. Produk bahan ajar tersebut selanjutnya akan divalidasi oleh validator ahli. Pengembang bahan ajar bersama FGD menyiapkan instrument validasi yang akan digunakan validator ahli untuk menilai produk bahan ajar tersebut.

Instrumen validasi ahli disiapkan untuk validator ahli materi dan validator ahli desain bahan ajar. Untuk ahli materi akan menilai produk bahan ajar dari aspek muatan/isi, lembar kerja dan evaluasi. Sedangkan ahli desain akan menilai produk bahan ajar dari aspek sistimatika, kebahasaan dan kegrafikan. Instrumen validasi yang akan digunakan terlebih dahulu diuji validitas dan reliabilitasnya. Hasil uji reliabilitas angket validasi ahli materi diperoleh angka koofisien reliabilitas 0,87 dan validasi angket ahli desain angka koofisien reliabilitas 0,89. Perhitungan angka koofisien reliabilitas tersebut keduanya menunjukkan bahwa kedua angket instrument validasi sangat valid dan reliabel sehingga layak digunakan.

Validator ahli yang ditetapkan untuk meguji produk bahan ajar adalah validator ahli materi dan ahli desain bahan ajar. Rincian indicator penilaian pada instrument yang akan digunakan untuk menguji validitas terlihat pada tabel berikut ini :

Tabel 5. Rincian Indikator Penilaian Materi Bahan Ajar

Aspek	Indikator
Muatan Isi	Kesesuaian materi dengan kurikulum
	Kesesuaian materi dengan tujuan pembelajaran
	Materi kontekstual dan kekinian
	Merupakan materi yang esensial bagi peserta didik
	Kesesuaian materi dengan pendekatan proyek yang digunakan
	Kesesuaian materi dengan upaya peningatan ketrampilan abad 21 berupa communication skill, collaboration skill, critical thinking, creative thinking dan pembiasaan literasi.
LK Proyek	LK mendorong peserta didik untuk dapat melakukan refleksi dan berpikir kritis untuk memahami masalah
	LK mendorong peserta didik untuk melakukan riset dan mengidentifikasi pemecahan masalah
	LK mendorong peserta didik untuk berpikir kreatif menemukan rancangan proyek
	LK mendorong peserta didik untuk berkolaborasi mengaplikasikan rancangan proyek
	Kegiatan yang disajikan dapat meningkatkan kebiasaan literasi peserta didik
	Kegiatan yang disajikan dapat membiasakan ketrampilan abad 21 berupa communication skill, collaboration skill, critical thinking, creative thinking dan pembiasaan literasi.
Evaluasi	Soal sesuai indikator
	Soal berbasis HOTS
	Soal memiliki kontruksi yang baik
	Soal menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia

Tabel 6. Rincian Indikator Penilaian Desain Bahan Ajar

Aspek	Indikator
Sistimatika	Kejelasan tujuan bahan ajar
	Keruntutan isi bahan ajar
	Konsistensi isi bahan ajar
	Materi disajikan secara sistematis
	Kelengkapan bagian-bagian bahan ajar
Kebahasaan	Kesesuaian Bahasa dengan tingkat kognitif peserta didik
	Kesesuaian Bahasa dengan emosional dan social peserta didik
	Bahasa yang digunakan dalam bahan ajar sudah jelas dan mudah dipahami peserta didik (*user friendly*)

Aspek	Indikator
	Penggunaan bahasa dalam bahan ajar sudah efektif dan efisien
Kegrafikaan	Desain cover/kulit bahan ajar menarik
	Desain isi bahan ajar menarik
	Jenis dan ukuran font yang digunakan dalam bahan ajar pembelajaran sesuai dan menarik
	Kesesuaian pemberian ilustrasi, grafis dan gambar lain sudah tepat dan menarik
	Lay out bagian-bagian bahan ajar sudah bagus dan memudahkan bahan ajar untuk dibaca

Pada uji validasi siklus I, diperoleh hasil uji validasi ahli materi dan ahli desain sebagai berikut :

Tabel 5. Rekapitulasi Hasil Validasi ahli materi pada siklus ke-1

No	Indikator Penilaian	Skor				Jml Skor	Skor Mak	(%)	Ket.
		4	3	2	1				
A.	**Muatan Materi / Isi**	**1**	**5**	**-**	**-**	**19**	**24**	**79%**	**Valid**
B.	**LK Proyek**	**2**	**4**	**-**	**-**	**20**	**24**	**83%**	**Valid**
C.	**Evaluasi**	**2**	**2**	**-**	**-**	**14**	**16**	**88%**	**Valid**
	Jumlah Total	**6**	**10**	**-**	**-**	**54**	**64**		
	Rata-rata							**83%**	**Valid**

Tabel 6. Rekapitulasi Hasil Validasi ahli desain pada siklus ke-1

No	Indikator Penilaian	Skor				Jml Skor	Skor Mak	(%)	Ket.
		4	3	2	1				
A.	Sistematika	3	2	-	-	18	20	90%	Valid
B.	Kebahasaan	2	2	-	-	14	16	88%	Valid
C.	Kegrafikan	2	2	-	-	14	16	88%	Valid
	Jumlah Total	**7**	**6**	**-**	**-**	**46**	**52**		
	Rata-rata							**88%**	**Valid**

Setelah diperoleh hasil validasi, kemudian diinterprestasikan ke dalam kriteria penilaian validitas bahan ajar dengan menggunakan kriteria sebagai berikut :

Tabel 7. Kriteria Penilaian Validitas Bahan Ajar

No	Interval Skor Hasil Penilaian	Kategori Penilaian	Keterangan
1.	86% - 100%	sangat valid	Dapat digunakan tanpa revisi
2.	76% - 85% :	valid	Dapat digunakan dengan sedikit revisi
3.	66% - 75%	Cukup valid	Dapat digunakan dengan cukup banyak revisi
4.	56% - 65%	Kurang valid	Dapat digunakan dengan banyak revisi
5.	0% - 55%	Tidak valid	Tidak dapat digunakan

(*Modifikasi dari: Ratumanan dan Laurens, 2006*)

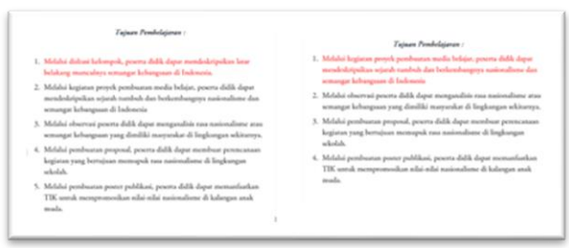
Dari hasil validasi siklus 1 diatas, berdasarkan penilaian validator ahli materi bahan ajar dapat digunakan dengan sedikit revisi. Revisi yang dilakukan didasarkan pada saran dari validator ahli yang dituliskan di kolom komentar instrument validasi seperti terlihat dalam rekap berikut :

Tabel 8. Rekapitulasi Komentar Validator Ahli Terhadap Bahan Ajar Pada Uji Validasi Siklus Ke-1

No	Validator	Komentar
1.	Ahli Materi	• *Tujuan pembelajaran lebih baik disesuaikan dengan kegiatan proyek. Perbaiki materi agar lebih sesuai dengan pendekatan proyek yang digunakan sebagai pendekatan utama.* • *Selain itu materi juga perlu lebih disesuaikan dengan tujuan pembelajarannya.*
2.	Ahli Desain	• *Penggunaan bahasa diharapkan lebih efektif dan efisien.* • *Kesesuaian pemberian ilustrasi, grafis dan gambar lain diharapkan lebih banyak dan menarik.*

(3) Perbaikan produk bahan ajar berdasarkan hasil uji validasi ahli. Dari hasil validasi dan komentar yang diperoleh pada kegiatan validasi siklus 1, peneliti melakukan perbaikan sesuai saran validator. Perbaikan yang dilakukan diantaranya perubahan tujuan pembelajaran, dengan memfokuskan tujuan sesuai kegiatan proyek yang dilakukan, seperti gambar berikut :

Gambar 2. Contoh Perubahan bahan ajar setelah setelah dilakukan validasi siklus 1.



(4) Uji Validasi ahli Siklus ke- II

Kegiatan ini dilakukan setelah pengembang melakukan perbaikan produk berdasarkan masukan dari kegiatan validasi siklus ke-1. Rincian

skor perolehan setiap indikator dapat dilihat pada tabel berikut.

Tabel 9 . Hasil validasi Ahli Materi Pada Kegiatan Validasi ke-2

No	Indikator Penilaian	Skor				Jml Skor	Skor Mak	(%)	Ket.
		4	3	2	1				
A.	Muatan Materi/Isi	2	4	-	-	20	24	83%	Valid
B.	LK Proyek	4	2	-	-	22	24	92%	Valid
C.	Evaluasi	2	2	-	-	14	16	88%	Valid
	Jumlah Total	**6**	**10**	**-**	**-**	**54**	**64**		
	Rata-rata							**88%**	**Valid**

Sedangkan dari validasi dari ahli desain memperoleh penilaian seperti pada tabel berikut :

Tabel 10 Hasil Validasi Ahli Desain Pada Kegiatan Validasi Siklus Ke-2

No	Indikator Penilaian	Skor				Jml Skor	Skor Mak	(%)	Ket.
		4	3	2	1				
A	Sistematika	3	2	-	-	18	20	90%	Valid
B	Kebahasaan	3	1	-	-	15	16	94%	Valid
C	Kegrafikan	2	2	-	-	14	16	88%	Valid
	Jumlah Total	**11**	**6**	**-**	**-**	**46**	**52**		
	Rata-rata							**91%**	**Valid**

Hasil validasi ahli materi pada kegiatan validasi siklus ke-II memperoleh skor 88%, pada kategori sangat valid dan dapat digunakan tanpa revisi. Sedangkan hasil validasi ahli desain pada kegiatan validasi ke-2 memperoleh nilai rata-rata 91% dalam kategori sangat valid. Selain hasil skor penilaian secara kuantitatif, validator juga memberikan catatan-catatan yang akan menjadi masukan bagi pengembang untuk memperbaiki produk bahan ajar. Catatan-catatan yang diperoleh dari validator ahli materi pada validasi silus ke-2 adalah sebagai berikut :

Tabel 11. Rekapitulasi Komentar Validator Ahli Terhadap Bahan Ajar Pada Uji Validasi Siklus Ke-1I

No	Validator	Komentar
1.	Ahli Materi	• *Materi pada ringkasan unit sebaiknya sudah mengarah kepada kegiatan pembelajaran proyek yang akan dilakukan peserta didik. Sehingga siswa memeproleh gambaran tentang tujuan pembelajaran proyek yang akan dialkuakannya.* • *Untuk sumber belajar dan pengayaan materi hendaknya lebih diperluas lagi.*
2.	Ahli Desain	• *Pada produk akhir bahan ajar, lengkapi bagian-bagian bahan ajar sebagai sebuah buku, misalnya tambahkan petunjuk penggunaan, daftar isi, dan kata pengantar.* • *Ilustrasi, gambar, grafik bisa diperbanyak agar bahan ajar lebih menarik.*
		• *Cek ulang pengetikan atau penulisan dengan ejaan yang sesuai EYD*

Berdasarkan hasil validasi pada siklus ke-II, dilakukan beberapa perbaikan produk. Contoh perbaikan produk diantaranya menambah alinia pada ringkasan unit yang berisi materi yang memancing peserta didik untuk tertarik melaksanakan kegiatan pembelajaran.



Gambar 3. Contoh Perubahan bahan ajar setelah setelah dilakukan validasi siklus 2

Hasil uji coba sebanyak 2 siklus, produk bahan ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 yang dikembangkan dinyatakan layak untuk diujicobakan.

KESIMPULAN

Berdasarkan hasil uji pengembangan produk, hasil validasi ahli materi pada siklus I memperoleh skor 83% dan skor 88% pada siklus II. Rata-rata skor yang diperoleh adalah 86%, dengan kriteria layak digunakan tanpa revisi. Sedangkan secara desain, validator ahli desain memberikan skor 88% pada siklus I dan 91% pada siklus II. Rata-rata skor penilaian desain bahan ajar adalah 90%, dengan kriteria layak digunakan tanpa revisi. Hasil uji validitas menunjukkan produk bahan ajar IPS SMP berbasis proyek dan bermuatan ketrampilan abad 21 pada siswa kelas VIII dengan tema "Aku Masih Indonesia" sangat layak untuk digunakan. Produk ini dapat dinilai sebagai bahan ajar yang berkualitas dengan telah memenuhi syarat ketepatan, kegunaan, keterlaksanaan dan kemenarikan. Diharapkan produk bahan ajar ini akan membantu guru-guru IPS untuk melaksanakan pembelajaran IPS yang lebih bermakna dengan pendekatan pembelajaran berbasis proyek (PjBL). Penggunaan produk bahan ajar ini juga diharapkan akan melatih ketrampilan abad 21 peserta didik berupa keckapan berpikir kritis (*Critical thinking*), kecakapan berpikir kreatif (*Creative Thinking*), ketrampilan komunikasi (*Communication*

skill)dan ketarmpilan berkolaborasi (*Collaboration Skill*).

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6997

AI IN EDUCATION: A REVOLUTION IN SOCIAL SCIENCE LEARNING

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Abstract

Artificial Intelligence (AI) in education has become a subject that has attracted the attention of academics and educational practitioners. In today's digital era, the field of education has witnessed a significant transformation through the integration of AI. The aim of this research is to determine the impact of AI in social science learning. The research approach that the author uses is a qualitative method with a type of literature study. Data was collected through various relevant article sources. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of this research are that the use of AI in learning has a significant impact on social studies learning, the application of new technology and new programs certainly has positive and negative impacts depending on how it is used. So it can be concluded that AI in social studies learning, if used properly and correctly, will have a positive impact and avoid negative impacts.

Keywords: artificial intelligence, social studies learning

INTRODUCTION

Advances in information technology have brought significant changes in various sectors, including the world of education. In this digital era, Artificial Intelligence (AI) is one of the leading innovations that offers great potential to revolutionize the learning process, including in the field of Social Sciences (IPS). With AI's ability to process and analyze data quickly and accurately, this technology provides opportunities to create more personalized and adaptive learning experiences (Chassignol, Khoroshavin, Klimova, & Bilyatdinova., 2018).

The rapid development of AI technology has made the application and use of AI in education increasingly widespread (Paek & Kim, 2021). The rapid development of AI technology in recent years has had an impact on the world of education. The use of AI in education is becoming increasingly evident (Huang, Saleh, & Liu., 2021). Education is a field that is growing rapidly along with the
development of digital technology. AI has a fundamental and far-reaching impact on education. Education that was previously based on knowledge transfer has now shifted to education based on creative convergence. In the midst of these changes, the use of AI technology-based learning has become a topic that is receiving increasing attention in the learning context, including Social Sciences (IPS) learning.

Social Sciences, as a scientific discipline that covers various aspects of human life such as history, geography, sociology and economics, often requires a diverse and contextual learning approach. However, conventional teaching methods are often less effective in capturing the diversity of students' needs, so that learning outcomes are not optimal. In this context, AI can play an important role by providing an approach that is more tailored to individual student characteristics, ensuring that each student gains a deep understanding of the material being taught (Dogan, Goru Dogan, & Bozkurt., 2023).

The main challenge in learning social studies is the complexity and amount of information that students must master. AI can help by simplifying complex material and presenting it in a more interactive and easy-to-understand form. By utilizing technology such as Natural Language Processing (NLP), AI is able to transform dense scientific texts into narratives that are more interesting and easy to understand, making it

easier for students to understand the concepts being taught (Vincent & Van Der., 2020).

The development of AI in education allows the creation of a more dynamic and interactive learning environment. Through AI-based simulations, students can experience historical events or social phenomena virtually, which not only enhances their understanding but also makes learning more interesting and relevant. This interactive learning can help students to be more involved and motivated in studying social studies, which is often considered a tough and boring subject (Setiawi, Patty, & Making., 2024).

AI opens up opportunities to increase the accessibility of social studies education for students with special needs. Technologies such as speech recognition, data visualization, and image-based learning allow students with disabilities to more easily interact with course material. In this way, AI supports inclusivity in education, ensuring that all students, without exception, can reach their maximum potential in studying social sciences. (Jaiswal, A., & Arun, C. J, 2021).

AI offers many benefits in social studies education and also presents its own challenges. One of them is how to effectively integrate AI into the existing curriculum, and how to ensure that this technology truly supports, not replaces, the role of teachers in the learning process. Therefore, further research is needed to explore the best ways to utilize AI as an aid in effective social studies teaching (Zhang, Pei, Zhen, & Liang, 2023).

It is important for educators and policy makers to understand the potential of AI and how this technology can be optimized in order to face challenges to support social studies learning. Thus, AI is not only a technological tool, but also an integral part of educational strategies that focus on improving the quality of learning and student learning outcomes (Paek & Kim, 2021).

Social studies learning must be able to provide learning experiences that are oriented towards student learning activities, involving students in learning activities so that they have the ability to solve problems in a learning environment that is created according to actual reality. In the digital era, educators face various challenges that affect their roles and responsibilities. In addition, each student has different learning styles and needs. By using AI technology, educators can better face the challenges of the digital era and can design learning experiences that suit students' needs (Sugihartomo, 2020).

The use of AI helps increase efficiency, personalize learning, improve feedback, influence teaching effectiveness, and prepare students for an increasingly technology-dominated world. AI technology-based learning helps educators improve the social studies learning experience for students (Jaiswal & Arun, 2021).

There are several studies that discuss the role of AI in the world of education. Sugihartomo (2020) in his research examined the implementation of AI in Indonesia. According to Jaiswal & Arun (2021), in their research they examined the potential of artificial intelligence for transforming the education system. Paek & Kim (2021) in their research examined the impact of artificial intelligence in education. According to Huang, Saleh, & Liu, (2021) studied the application of AI in the field of education, such as adaptive learning, teaching evaluation, virtual classes, and others. (Setiawi, Patty, & Making, 2024) studied the impact of artificial intelligence (AI) in high school learning. However, several existing studies have not specifically discussed AI in social studies learning. The existence of AI in the world of education is not only considered a new trend, but also a revolution that has a significant impact on the learning and development of students.

This research aims to examine and explore the role and potential of AI in social studies learning. By better understanding the contribution of AI in achieving the goals of social studies education, it is hoped that this research can provide a foundation for the application of AI in social studies learning in the future. Apart from that, it is also hoped that this research can contribute to the development of social studies learning.

METHOD

Research based on subjective experiences experienced by individuals. This approach is related to a personal view of the world and interpretation of various events that one encounters. Phenomenological research aims to interpret and explain the experiences a person experiences in life, including experiences when interacting with other people and the surrounding environment.

There are two focuses in phenomenological research, namely textural description and structural description. Textural description, what the research subject experiences about a

phenomenon. Structural description, how the subject experiences and interprets his experience. This description contains subjective aspects. This aspect concerns opinions, judgments, feelings, hopes and other subjective responses from research subjects related to their experiences (Nasution, 2023). The data source in this research is a secondary data source, namely obtained based on literature or documents. The data collection technique used is through document study techniques. Meanwhile, data analysis techniques are data reduction, data presentation, verification and drawing conclusions.

RESULTS AND DISCUSSION

In the 21st century, technology has become increasingly developed and sophisticated. There are many advanced technology products that can make human work and activities easier. One of them is artificial intelligence (AI). Artificial intelligence (AI) has experienced major developments in recent years and is a new technology that will revolutionize the way humans live and can help human work and activities in various fields, one of which is education (Dogan, Goru Dogan, & Bozkurt, 2023). This technology was introduced in the field of education, although many educators are not yet aware of its scope, especially what it contains (Hinojo-Lucena at all., 2019).

AI is a system or machine that can carry out tasks that require human intelligence. The goal is to create non-biological entities capable of understanding, learning, solving problems, and making decisions similar to humans. The development of artificial intelligence technology drives innovation in various sectors, including the development of new applications, products and services. AI enables the creation of solutions that can address complex problems and offers new approaches to problem solving.

AI has opened the door to a revolution in the social studies learning process, from conventional teaching methods to intelligent learning methods to improve students' learning experience (Jaiswal, & Arun, 2021). By using artificial intelligence, social studies learning has become more personalized, efficient, and accessible to everyone.

The implementation of AI is beneficial in social studies learning for students and educators because it can create a learning environment and provide collaborative learning, both between one student and another and also between students and educators. The use of AI in the learning process can help educators and students gain more educational experience (Aldosari, 2020). The use of AI can improve educators' skills in implementing the learning process (Jaiswal & Arun, 2021). AI also introduces adaptive teaching strategies, namely an alternative learning process. The use of AI is called adaptive learning because when designing learning, educators must consider the availability of tools, conditions and learning environment of students. This consideration of course aims to maximize student learning outcomes.

Adaptive learning involves the delivery of learning experiences that are tailored to meet each individual's unique ocus fish needs. Adaptive learning leverages timely feedback, multiple learning paths, and unique resources. The concept of adaptive learning is nothing new, with the help of modern technological developments, including artificial intelligence (AI), this concept is becoming more common and sophisticated. Adaptive learning technology takes a data-driven approach, collecting information from individual students and using that data to adapt e-learning content to suit students' needs.

Traditionally, manual grading of assignments or exams is a time-consuming process and is prone to bias and human error. However, with the emergence of automatic assessment systems supported by artificial intelligence (AI), educators no longer need to spend a lot of time checking students' work results. AI is able to evaluate students' answers quickly and provide instant feedback (Chassignol, Khoroshavin, Klimova, & Bilyatdinova, 2018). AI-based scoring systems use natural language processing (NLP), which allows machines to understand and interpret human language. This technology has the potential to facilitate the acquisition of foreign language skills (Vincent & Van Der, 2020). Apart from that, the AI system can also assess essays based on various parameters, such as clarity of language, relevance to the topic, grammar, punctuation, and spelling.

The existence of AI can also help students with special needs (Chassignol, Khoroshavin, Klimova, & Bilyatdinova, 2018). An example is Parrotron, a technology designed to help students with speech disorders. Parrotron is able to understand speech that cannot be heard clearly due to speech disorders, and then convert it into clearer

sentences that can be heard and understood by others. AI can also be an assistant that can search for information, summarize material, provide practice questions, and much more. Thus, AI has great potential to become a learning companion that supports the development of students with special needs.

Apart from providing many benefits, there are several challenges that need to be considered in using AI in social studies learning. These challenges are; (1) Cost, AI is an expensive technology, so not all schools can access it; (2) Availability of resources, AI requires large resources, such as data and experts, which are not always available in all schools, with the rapid growth of AI technology, there is a shortage of talented people who have the ability to continue developing and researching AI technology as well as those who can train it professionally (Paek & Kim, 2021); and (3) Ethics, there are several ethical issues associated with the use of AI in fish ocus, such as potential discrimination and privacy.

Despite some challenges, AI has the potential to revolutionize social studies learning. By using AI, you can create a more personal, effective and interesting learning experience for students (Dogan, Goru Dogan, & Bozkurt, 2023). This will help students to learn faster, more effectively, and be more motivated (Vinichenko, Melnichuk, & Karácsony, 2020). In addition, AI can help educators be more efficient in teaching, so they can focus on more important tasks, such as providing guidance and support to students.

The use of AI in social studies learning can create an exploratory learning environment, meaning that students can explore their learning according to their own wishes. Exploratory learning environments can provide automatic feedback to correct learner learning outcomes. Thus, learners are encouraged to actively construct their own knowledge by exploring and manipulating elements of the learning environment rather than following a set step-by-step sequence (Paek & Kim, 2021).

CONCLUSIONS

The use of artificial intelligence (AI) in education, especially in Social Sciences learning, has shown great potential to revolutionize teaching and learning methods. AI enables more effective personalization of learning, increases the accessibility of educational materials, and provides faster and more accurate feedback for students. In addition, AI also enriches the scientific research process with more sophisticated data analysis.

However, the application of AI in education also presents challenges, including ethical issues related to the privacy of student data and the potential for over-reliance on the technology. Therefore, although AI offers a variety of significant benefits, its use must be managed carefully and wisely to ensure that this technology truly makes a positive contribution to the learning and development process of students.

By considering the existing benefits and challenges, the integration of AI in social studies education can be seen as an important step forward in efforts to improve the quality and effectiveness of learning in the digital era.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6876

IMPROVING ACADEMIC ACHIEVEMENT THROUGH SOFT SKILLS AND SOCIAL ENGAGEMENT IN BORDER STUDENTS

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Abstract

This article aims to discuss how to improve students' academic achievement in border areas, specifically at SMK Negeri in Entikong, West Kalimantan, where this can be achieved through soft skills development and social engagement. Using qualitative and quantitative MIXED METHODS research methods, this study found that academic ability alone is not enough to achieve optimal achievement. Soft skills, such as communication, cooperation, and time management, as well as social engagement in various community activities, have a significant influence on student academic achievement. Students who learn and develop soft skills and are actively involved in social activities show significant improvements in their academic performance. This research highlights the importance of integration between formal education and soft skills development and social engagement to achieve better learning outcomes. The findings provide insights for educators and policy makers on the importance of a holistic approach in education, especially for students residing in border areas.

Keywords: Academic achievement, soft skills, social engagement, border students, education

INTRODUCTION

Student academic achievement is often the main benchmark in assessing the success of an education system. However, in recent years, research has shown that soft skills development and social engagement also play an important role in improving student academic achievement, especially in border areas. Border areas often face various challenges, including limited educational resources, lack of access to technology and low socio-economic conditions. Therefore, efforts to improve student academic achievement in border areas require a more holistic approach.

Soft skills, such as communication, leadership and teamwork skills, are increasingly recognized as important components of education. According to research conducted by the OECD (2015), soft skill development has a direct impact on an individual's success in the world of work, and these abilities are also closely related to students' academic achievement. Moreover, according to a study by Schleicher (2018), these non-cognitive skills play an important role in student learning, where they help build character traits that can influence learning motivation and academic outcomes.

Meanwhile, social engagement, which includes active participation in community activities and strong social relationships, is also considered an important factor affecting academic achievement. Research by Zins et al. (2015) showed that high social engagement can increase students' intrinsic motivation and help them feel more connected to their learning environment. This is in line with the findings revealed by Greenberg, Weissberg, and O'Brien (2016), who asserted that socially engaged students tend to have better academic performance because they feel more motivated and responsible for their learning tasks.

In the context of border areas, the integration of soft skills development and social engagement becomes even more crucial. The study by Wang et al. (2017) shows that a holistic approach that includes non-academic aspects such as soft skills and social engagement can help address the challenges faced by students in less developed areas. By developing soft skills and encouraging social engagement, students in frontier areas will not only see improvements in their academic performance, but will also be well prepared to become active and productive citizens.

In this article, we will discuss how the integration of soft skills and social engagement can positively impact student academic achievement in border areas, as well as strategies that educators and policymakers can implement to achieve this goal. Recent research and current literature will be used to support these arguments and provide insights into how these approaches can be effectively implemented in the border education context.

In addition, the importance of soft skills development and social engagement in education has become a major focus in many developed countries. For example, OECD countries have adopted a broader approach to education that focuses not only on academic achievement, but also the development of students' social and emotional competencies. This is in line with the more holistic goal of education, which aims to form individuals who are not only intellectually intelligent, but also have strong interpersonal skills and are able to contribute positively to society.

In border areas such as Entikong, West Kalimantan, the challenges faced by students are more complex than in other areas. Limited access to adequate educational resources, geographical isolation and socio-economic pressures are significant barriers to improving academic performance. Therefore, soft skills development and social engagement become crucial elements in overcoming these challenges, by providing students with the skills needed to face and overcome these obstacles.

Furthermore, the role of educators and educational policies in supporting the development of soft skills and social engagement cannot be ignored. Educators need to be able to integrate these aspects into the daily learning process, while policy makers need to create an environment that supports the development of these skills. Through a coordinated approach between formal and non-formal education, students in border areas can gain richer and more relevant learning experiences, which will ultimately improve their academic performance and prepare them for future challenges.

METHODS

This study used a mixed methods approach that combined quantitative and qualitative approaches to gain a more comprehensive understanding of the relationship between soft skills, social engagement, and student academic achievement. The quantitative approach is conducted through surveys to collect numerical data that allows researchers to measure and analyze the relationship between variables. In this case, the survey used standardized measurement tools to assess students' soft skills, social engagement, and academic achievement (Creswell & Plano Clark, 2018). Meanwhile, the qualitative approach involves in-depth interviews and *Focus Group Discussions* (FGDs) to dig deeper into students' perspectives regarding their experiences in developing soft skills and social engagement, and how these contribute to their academic achievement (Guest, Namey, & Mitchell, 2017).

This study was conducted at a senior high school in a border area of Indonesia, specifically at SMK Negeri 1 Entikong, West Kalimantan. The research sample was selected using a random sampling technique, with 200 students taken as respondents for the quantitative survey. In addition, 20 students were selected by purposive sampling to participate in interviews and FGDs, ensuring diversity in their backgrounds and levels of social engagement (Teddlie & Tashakkori, 2015).

Quantitative data were collected through a questionnaire that assessed students' soft skills such as communication, cooperation, leadership, and time management (Goleman, 2015), as well as social engagement measured based on students' participation in social activities at school and community (Putnam, 2016). Academic achievement was measured based on students' average report card score at the end of the semester (Hattie, 2017). Qualitative data were collected through semi-structured interviews designed to understand students' experiences related to soft skills development and social engagement.

Data analysis was conducted in two stages. First, quantitative data were analyzed using descriptive and inferential statistics, such as linear regression analysis, to identify the influence of soft skills and social engagement on students' academic achievement (Field, 2018). Secondly, qualitative data were analyzed using thematic analysis methods, which allowed researchers to identify key themes that emerged from the interviews and FGDs (Braun & Clarke, 2019). The integration of

both types of data was done to provide a more complete picture of how soft skills and social engagement interact and influence students' academic achievement.

The research procedure began with planning which included the selection of schools in border areas, approval from the schools, and the preparation of research instruments. Quantitative data were collected through distributing questionnaires to students, while qualitative data were obtained through interviews and FGDs conducted after the survey was completed. After all data were collected, analysis was conducted in parallel between quantitative and qualitative data, then the results of the integration of the two data were compiled in the final research report which included findings, analysis, conclusions, and recommendations based on the research results (Johnson, Onwuegbuzie, & Turner, 2016). This methods section provides a detailed and systematic description of how the study was designed and conducted, and how the different types of data were analyzed to achieve the research objectives.

RESULTS AND DISCUSSION

Results

This study aims to understand the impact of soft skills development and social engagement on students' academic achievement in border areas, with a particular focus on students at SMK Negeri 1 Entikong. The method used in this research is mixed method, which combines quantitative and qualitative approaches to provide a comprehensive picture of the factors that influence students' academic achievement.

In the data collection, 200 students participated in the study. Data analysis showed that soft skills, such as communication skills, cooperation, and time management, had a very significant influence on students' academic achievement. In addition, social engagement also plays an important role in supporting their academic achievement. The results revealed that students who have good soft skills and are active in social activities tend to experience significant improvements in their academic performance.

Table 2. Validity Test

Variables	Regression Coefficient	Significance Value
Soft Skills	0.45	0.001
Social Engagement	0.39	0.005

Based on the validity test results shown in Table 2, it can be seen that the soft skills variable has a regression coefficient of 0.45 with a significance value of 0.001, while the social engagement variable has a regression coefficient of 0.39 with a significance value of 0.005. Both variables show significant positive regression coefficients, meaning that improvements in soft skills and social engagement correlate with improvements in students' academic performance.

The results of this study confirm the importance of soft skills development and social engagement in education, especially in border areas. By strengthening soft skills and encouraging social engagement, schools can help students achieve better academic performance while preparing them for the challenges of the world of work and community life.

In addition, the data analysis also showed that social environmental factors, such as support from family and peers, play a role in improving students' academic performance. Students who receive moral and motivational support from their surroundings tend to be more motivated to learn and achieve better academic results. This reinforces the importance of collaboration between school, family and community in creating an environment that supports students' soft skills development and social engagement. With strong support from various parties, students in border areas can be better prepared for the academic and social challenges they face.

Discussion

This research shows that the development of soft skills, such as communication skills, cooperation, and time management, has a very significant influence on students' academic achievement at SMK Negeri 1 Entikong. These soft skills enable students to manage their tasks more effectively, collaborate with classmates, and communicate clearly with teachers. The results of

this study underline that students with good soft skills tend to have higher academic achievement compared to students who lack these abilities.

In addition to soft skills, social engagement was also found to play an important role in supporting students' academic achievement. Social engagement includes participation in extracurricular activities, positive interactions with classmates and involvement in the school community. Socially active students tend to feel more connected to school, which in turn increases their motivation and engagement in learning activities. This indicates that positive social engagement can be a driving factor in achieving better academic performance.

The research findings showing regression coefficients of 0.45 for soft skills and 0.39 for social engagement with significance of 0.001 and 0.005 respectively strengthen the argument that these two variables have a significant relationship with student academic achievement. These positive regression coefficients indicate that any increase in soft skills and social engagement has the potential to increase students' overall academic achievement. This result is consistent with the theory that non-academic factors such as soft skills and social engagement play an important role in academic success.

This research also provides insights for educators in border areas on the importance of integrating soft skill development and social engagement in the school curriculum. By encouraging students to engage in activities that develop these two aspects, schools not only increase students' chances of achieving better academic performance but also help them prepare for challenges outside the school environment. A holistic approach that combines academic teaching with interpersonal skill development and social engagement can be the key to achieving a more comprehensive education.

Furthermore, the results of this study are relevant in the context of education in border areas such as Entikong, where geographical and social challenges may be greater compared to urban areas. By paying special attention to soft skills development and social engagement, schools in border areas can overcome some of these challenges and help students reach their full academic potential. It also shows that quality education focuses not only on academic achievement, but also on developing students' character and social skills.

Overall, this research reinforces the importance of a balanced approach to education that pursues not only academic achievement, but also the development of interpersonal skills and social engagement. In an increasingly complex global context, the ability to communicate well, cooperate in teams and participate in communities is becoming increasingly important. Therefore, the findings of this study provide a strong basis for efforts to improve the quality of education in border areas, particularly at SMK Negeri 1 Entikong.

CONCLUSIONS AND SUGGESTIONS

Conclusion

This study confirms that the development of soft skills, such as communication, cooperation, and time management skills, as well as social engagement, has a significant influence on improving students' academic achievement in border areas. Students who develop soft skills and engage in social activities show better academic results compared to students who are less active in both aspects. This research emphasizes the importance of a holistic approach to education that focuses not only on academic achievement, but also on developing interpersonal skills and social engagement.

In the context of border areas such as Entikong, soft skills development and social engagement become even more important given the geographical and social challenges faced by students. This approach not only helps students achieve higher academic performance but also prepares them to face challenges in the world of work and community life. Therefore, the integration between formal education and soft skills development and social engagement needs to be prioritized in education policy in border areas.

Advice

Educators in border areas such as SMK Negeri 1 Entikong are advised to integrate soft skills development and social engagement in the school curriculum. This can be done through extracurricular activities, soft skills training, and structured social engagement programs. Thus, students can develop their interpersonal and social

skills which will have a positive impact on their academic performance.

Education policymakers in border areas need to consider providing adequate resources to support soft skills development and social engagement programs in schools. This includes training for teachers to teach soft skills and manage social activities, as well as providing facilities that support students' participation in social activities. With the right support, schools in border areas can help students reach their full academic and personal potential.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6850

POLITICAL EDUCATION IN THE DIGITAL ERA TO ENCOURAGE FIRST-TIME VOTER PARTICIPATION

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Abstract

Political education is crucial in shaping a politically aware and active society. In today's digital era, where information and communication technology are central to daily life, political education faces new challenges and opportunities. This article discusses how political education in the digital age can enhance the participation of first-time voters by focusing on its definitions, challenges, the role of technology, and implementation strategies. Political education encompasses understanding government structures and electoral processes and developing critical thinking skills, media literacy, and political knowledge. In the digital era, broad access to information can be beneficial and problematic, such as the spread of invalid information and the digital divide. Although technology presents challenges, it offers significant opportunities to improve political education through access to information, interactive educational platforms, and digital campaigns. Effective strategies include intensive digital literacy training, innovative curricula, partnerships with tech companies, and social media campaigns. By wisely leveraging technology, digital-era political education can enhance first-time voter engagement and prepare them to participate in democracy actively. Research is conducted using qualitative methods. Risalt political education in the digital era is critical to increasing first-time voter involvement in the democratic process. By leveraging technology wisely, we can address challenges like misinformation and the digital divide while taking advantage of opportunities to develop critical skills and media literacy among younger generations. Thus, digital-era political education aims to prepare first-time voters for elections and enable them to actively contribute to shaping their country's political future.

Keywords: Political Education, Digital Era, First-time Voters

INTRODUCTION

Political education is crucial in shaping a politically aware and active society. As a foundation in the democratic process, political education aims to enhance the public's understanding of government structure, electoral processes, and political decision-making mechanisms. First-time voters tend to use social media as their primary source of political information and as a place to interact with political views that align with their beliefs (Maghrifa Razaqa, 2022). In today's digital age, where information and communication technology is rapidly evolving and transforming how we interact, access information, and participate in various aspects of life, political education faces new challenges and significant opportunities.

The rapid technological changes provide more significant and faster access to political information but also introduce challenges such as the spread of inaccurate information, hoaxes, and disinformation. This directly impacts voters, particularly new voters who may not yet fully grasp the media and critical literacy skills required to navigate the online information available. Additionally, the digital divide between individuals with access to technology and those without can widen the gap in balanced and comprehensive political education.

In this context, it is essential to understand how political education can be adapted and enhanced in the digital age to engage new voters. Technology can be a highly effective tool in disseminating political knowledge, providing interactive educational platforms, and increasing young voter engagement. However, to maximize this potential, a strategic approach is needed to address existing challenges and leverage the opportunities offered by technological advancements.

This article will discuss how political education in the digital era can play a vital role in increasing new voter participation. The main focus will include defining political education, the challenges faced in the digital age, the role of technology in political education, and practical strategies that can be implemented to ensure that new voters not only understand the political process but also actively participate in their country's political life.

METHOD

This research adopts a qualitative approach to examine how political education delivered through digital platforms impacts new voter participation. The focus is on capturing the perspectives of individuals and groups by collecting non-numerical data. Methods such as interviews, observations, and content analysis are employed to understand better these perspectives and the dynamics involved in the digital political education process.

The research design integrates case studies and thematic analysis. Case studies are utilized to investigate various digital platforms that provide political education, emphasizing the strategies they implement. Thematic analysis is employed to uncover recurring themes and patterns within the data collected from interviews and observations, providing insight into the experiences and perspectives of participants. Data from various locations, including universities and digital platforms like websites, apps, and social media, focuses on new voter education.

A combination of in-depth interviews, participatory observations, and content analysis is utilized to collect data. Detailed interviews with platform managers, political education instructors, experts, and new voters provide valuable insights, while participatory observation involves monitoring political education sessions and interactions on digital platforms. Content analysis assesses the quality and relevance of educational materials on these platforms, ensuring the research captures a comprehensive view of how political education materials impact new voters. Data analysis uses thematic analysis and data triangulation to ensure the validity of findings and reduce bias, offering a thorough understanding of the challenges and opportunities in digital political education for new voters.

This qualitative research method is designed to provide in-depth insights into how political education in the digital age can affect new voter participation, as well as understanding the challenges and opportunities in this process.

RESULTS AND DISCUSSION

A. Understanding Political Education

Political education is a learning process that develops individuals' understanding and skills related to political systems, government structures, and democratic processes. Beyond merely studying the formal mechanisms of government and elections, political education encompasses several profound and significant aspects.

In general, political education has several main components:

1. Knowledge about Political Systems: Political education involves a deep understanding of how political systems function, including government structures, the roles of state institutions, and political decision-making mechanisms. This includes knowledge of citizens' rights and responsibilities, legislative processes, and electoral systems.
2. Critical and Analytical Skills: Political education aims to develop critical skills that enable individuals to objectively analyze and evaluate political policies and decisions. This includes understanding political arguments, assessing the implications of specific policies, and recognizing biases or interests that may influence political information.
3. Media Literacy: In the fast-paced information era, media literacy has become crucial to political education. This involves sifting through and assessing information sources, distinguishing between valid and invalid news, and understanding how media can influence public opinion and political decisions. According to Sri Astuti (2024), the advent of digital technology, which is now transitioning to the 5th generation or more commonly referred to as 5.0, continues to push for the mediation of Gen-Z's interests in appreciating political democracy, becoming increasingly vigorous. From conventional communication behavior patterns, moving

towards the 4.0 acceleration and now shifting to the 5.0 function using artificial intelligence (AI), the communication and information warfare in social media spaces is becoming more refined

4. Participation Skills: Political education is about understanding theory and developing practical skills for participating in the political process. This includes ways to engage in political activities such as voting, campaigning, and advocacy and understanding the active roles that can be played in society.
5. Social Awareness and Responsibility: Political education also instills a sense of social awareness and responsibility, including understanding how political decisions impact society and the importance of active participation to advance common interests.

   According to Nuraida (2024) in her journal, Artificial Intelligence (AI) can also help enhance transparency and trust in the election process, thereby increasing public confidence in election results.

   Thus, political education empowers individuals with the knowledge, skills, and attitudes necessary to be active, informed, and responsible citizens. It is crucial to ensure that society can effectively participate in the democratic process and contribute to fair and transparent decision-making.

B. Challenges in Political Education in the Digital Era

Political education in the digital era faces various new challenges that were not encountered in previous times. Here are some main challenges in the context of political education in the digital age:

1. Spread of Invalid Information: One of the biggest challenges in the digital era is the spread of invalid information, including hoaxes and disinformation. Incorrect or misleading information spreads quickly through social media and online news platforms, confusing voters, especially those less experienced. This requires voters to have strong media literacy skills to distinguish between valid and invalid information.
2. Skepticism towards Media and Information: With the increasing amount of information available online, often accompanied by false or biased news, the public may become skeptical of all sources of information. This can reduce the effectiveness of political education to provide accurate and helpful information. Voters may struggle to trust the information presented, impacting their engagement in the political process.
3. Digital Divide: The digital divide is a significant issue affecting access to political education in the digital era. Not everyone has equal access to technology and the internet, which can exacerbate inequalities in opportunities to obtain adequate political information. This divide often occurs between younger and older groups or urban and rural areas.
4. Dependence on Digital Platforms: Political education in the digital era often relies on digital platforms to disseminate information and interact with audiences. However, this dependence can lead to issues such as algorithms restricting information reach, data theft, or other privacy concerns. It can also cause information fragmentation, where individuals are only exposed to viewpoints that align with their preferences, reducing the diversity of information they receive.
5. Varied Digital Literacy Levels: Varying levels of digital literacy among individuals also pose a challenge. Not everyone has the same skill level in using technology or assessing the quality of online information. This can affect the effectiveness of political education, as individuals with lower digital literacy may not be able to utilize available resources effectively.
6. Influence of Manipulation and Propaganda: In the digital era, political propaganda and information manipulation are often done through social media campaigns and digital ads. Using big data to target audiences with tailored political messages can increase political polarization and influence how individuals view political issues. Political education must address these challenges by helping individuals recognize and understand these manipulation techniques.

   Addressing these challenges requires a holistic approach to political education, including the development of media and digital literacy skills, providing reliable information sources, and efforts to bridge

the digital divide. With the right strategies, political education in the digital era can more effectively empower individuals to actively and informatively participate in the democratic process.

C. The Role of Technology in Political Education

Despite the challenges, technology also offers significant opportunities to enhance political education. With further advancements in digital technology, the use of AI and deepfake technology has opened a new chapter in political communication. These technologies offer new possibilities in political campaigns, allowing candidates to deliver messages more effectively and innovatively. (Arfan Santiko, Bahri 2024)

Here are some roles of technology in supporting political education in the digital era:

1. Access to Information: The internet provides easy and quick access to various sources of political information, including social media platforms, online news sites, and online discussion forums. New voters can access diverse perspectives and opinions to understand political issues better.
2. Interactive Educational Platforms: Digital applications and platforms can provide interactive and engaging political education, such as election simulations, educational games, and online courses. This helps young people learn practically about the political process and the consequences of political decisions they make.
3. Digital Political Campaigns: Political campaigns can leverage social media and digital technology to reach young voters effectively. Campaign videos, political podcasts, and live discussions with candidates can help spark interest and engagement among new voters.
4. Media and Critical Literacy: Technology can be used to develop media and critical literacy skills. Political education programs can teach young people how to recognize invalid information, identify news biases, and objectively evaluate political claims.

D. Effective Strategies in Political Education in the Digital Era

To effectively engage new voters, here are some strategies that can be implemented in political education in the digital era:

1. Digital Literacy Training: Political education programs should include intensive digital and media literacy training. This includes teaching how to access, evaluate, and use political information found online.
2. Innovative Curriculum: Developing political education curricula that integrate technology and provide meaningful learning experiences, such as interactive discussions, online case studies, and collaborative projects.
3. Partnerships with Technology Industry: Collaborating with technology companies to develop innovative political education apps and accessible educational platforms for young people.
4. Social Campaigns and Advocacy: Using social media to campaign for the importance of active political participation among youth, including organizing events, hosting public debates, or spreading information about the electoral process.

CONCLUSION AND RECOMMENDATIONS

I. Conclusion

Political education in the digital era plays a crucial role in increasing new voter participation and strengthening the democratic process. Amidst rapid information and communication technology advancements, political education faces unique challenges and opportunities. Significant challenges include the spread of invalid information, the digital divide, reliance on digital platforms, and variability in digital literacy skills. However, technology also offers various opportunities, such as quick access to information, interactive educational platforms, and enhanced media literacy skills.

To leverage these opportunities and address existing challenges, digital-era political education strategies should be carefully designed. This includes incorporating intensive digital literacy training, developing innovative curricula integrating technology, partnering with technology companies to create inclusive educational platforms, and using social media campaigns to promote active political participation.

Effective political education in the digital era aims to prepare new voters for elections and empower them to contribute actively to their country's political life. With the right approach, political education in the digital era can help individuals become informed and engaged voters, contributing to the strengthening of democracy and the creation of a more inclusive and transparent political future.

II. Recommendations:

A. **Integration of Technology in the Curriculum**: Political education should be integrated into school curricula using digital technology. Utilizing online platforms, educational apps, and social media can make learning more interactive and engaging for new voters.

B. **Partnerships with Digital Platforms**: Governments and educational institutions must partner with digital platforms and social media to disseminate quality and accurate political information. Such collaborations can help reach a broader audience and facilitate access to relevant information.

C. **Digital Literacy Training**: New voters need training on digital literacy, including evaluating the credibility of information sources and avoiding fake news. These skills will help them make better-informed political decisions.

D. **Active Participation in Political Discussions**: Encourage new voters to engage in online political discussions constructively and critically. This can help them develop a more diverse understanding of political issues.

E. **Enhanced Accessibility**: Ensure that educational materials and election information are easily accessible to all, including those with limited access to technology.

By following these recommendations, it is hoped that new voter participation in the political process will increase, and they will be better prepared to engage in democracy actively.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6883

KAMPUNG MAHMUD, A PORTRAIT OF SOCIAL, CULTURAL, AND TECHNOLOGICAL TRANSFORMATION

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Abstract

Identity, lifestyle, and overall societal structure are often influenced by socio-cultural transformations. Kampung Mahmud has undergone socio-cultural transformation marked by the influx of technology and the onset of globalization, leading to social, cultural, and local lifestyle changes. The aim of this research is to depict the social and cultural changes in Kampung Mahmud and the impact of technology introduction on the local community. This study employs a qualitative approach involving interviews and documentation. The research aims to determine the questions to be investigated, and how socio-cultural transformations occur in Kampung Mahmud, including the role of traditional elders in managing these changes. The findings indicate that the community of Kampung Mahmud has experienced socio-cultural and technological transformations influenced by technology, politics, and cultural interactions. The village elders lack authority to prohibit or prevent these changes; instead, it is the responsibility of the villagers to adhere to or reject the rules established by their ancestors. These results contribute to the literature on socio-cultural transformation in traditional societies and provide recommendations for stakeholders to incorporate them into school curricula.

Keywords: Kampung Mahmud, Transformation, Social-Culture, Technology

INTRODUCTION

Mahmud traditional village is located on the outskirts of Bandung city, in RW 04 of Mekarrahayu Village, Marga Asih Subdistrict, South Bandung Regency. It is approximately 6 kilometers from the capital of Bandung Regency, Soreang. Kiayi Haji Nuron (Nuron, 2024), an elder of Kampung Mahmud and the 11th descendant of Eyang Dalem Abdul Manaf, states that the people of Kampung Mahmud are very loyal to the traditions passed down by their ancestors. In daily life, Kampung Mahmud adheres to many religious rules and principles. Kampung Mahmud is currently influenced by the wave of modernization, which affects the social and cultural life of the community. According to Koentjaraningrat,modernization means living in accordance with the times and how the world is currently organized (Murdiyatmoko, 2007). Kampung Mahmud has changed. Today, Mahmud Village faces many challenges (Danasetya, et al., 2023).

Modern life has become an integral part of this village. Consequently, the progress of the times has become one of the biggest challenges for the people of Kampung Mahmud. Technological change is one of the biggest socio-cultural changes happening in Kampung Mahmud. Some of the technological changes include, initially, the people of Kampung Mahmud were not allowed to use radios, but now, thanks to technological advancements from outside Kampung Mahmud, the community can use radios. The people have even started using mobile phones.

Today, the people of Kampung Mahmud can be said to be more open and more actively interacting with people from other villages. The culture brought by people from other villages is not immediately rejected by the people of Kampung Mahmud. This indicates a shift from a traditional society to a modern society, although the traditional teachings of their ancestors are still upheld in this village. This change is what is referred to as the transitional phase of the Kampung Mahmud community from a traditional society to a modern society. The people of Kampung Mahmud themselves cannot reject or blame the development of technology because they need technology in

their daily lives; however, in terms of its use, the people of Kampung Mahmud are better able to discern which technology is permissible and which is not.

The introduction of technology to Kampung Mahmud signifies the community's transition toward a more advanced life. Technology enhances productivity. Communication devices and television are clear examples of technological advancements that have entered the community's life as tools to support daily information needs. Due to technological advancements and changing geographical conditions, things that were previously deemed inappropriate are now being reinterpreted. At this stage, Kampung Mahmud has entered a new window of understanding the outside world; its social order has physically changed as a result of external cultural influences, but substantially, its cultural values remain intact even as the community's life continues to evolve (Hermawan, 2019)

At this point, Kampung Mahmud can be considered to have opened a new window to the outside world, something that was previously forbidden in this village. Additionally, these changes are clearly due to technological advancements. For example, there has been a shift in building materials that were considered irrelevant and hard to find, replaced by materials deemed more advanced. This also happened in Kampung Mahmud. As a result of the clash with modernity, the culture of the Kampung Mahmud community has evolved into a modern society. However, from another perspective, the cultural structure of Kampung Mahmud remains unchanged; cultural and traditional values continue to develop in line with the times, and the social structure physically persists.

Kampung Mahmud is one of the traditional villages that passes down values to the younger generation. Therefore, it is important to preserve and protect its existence so that the younger generation can understand these values in the context of cultural heritage.

METHOD

To obtain accurate and representative data in this research, the author conducted interviews with traditional elders and residents of Kampung Mahmud. Observations were made to gather information that was not revealed through interviews. Here, the researcher directly observed various traditions present in the Kampung Mahmud community. As previously mentioned, other data collection methods were also used, particularly in the preliminary study, by employing the literature review method, which involves obtaining secondary data from written sources.

Document analysis has long been used as a source of data in qualitative research because it is very useful, as the data collected can answer the researcher's questions. The collected data was analyzed, reduced, and presented in the form of narrative text to provide a general overview of the collected data, as well as specific parts of it, followed by clarification. The final step is to draw conclusions or verify findings to seek meaning or provide explanations of the collected data by identifying important aspects or making in-depth conclusions about the data by searching for data relevant to this research, which can be used for comparison.

FINDINGS AND DISCUSSION

A. Socio-cultural transformation in Kampung Mahmud

Kampung Mahmud is located in Bandung Regency, and is not far from the outskirts of Bandung city, making it a fringe area. Kampung Mahmud also has specific land-use regulations due to its status as a traditional settlement. This allows for the construction of supporting facilities, enabling the development of buildings that support the main functions and activities of the area for public purposes, necessary roads, rural settlements, and tourism and agrotourism (Widiana, 2018).

According to theory, people living in peripheral areas are vulnerable to the influence of various transformations and lifestyles (Nurrohman & Sahid, 2015) Around 200 households live in Kampung Mahmud, which covers an area of four hectares, and all residents are Muslims, with most of them working as farmers. However, residents also earn income from household crafts, such as furniture makers who sell their products throughout West Java.

Changes in values, norms, beliefs, behaviors, and the social structure of a society or cultural group are known as "socio-cultural changes." These changes can occur over time and include shifts in patterns of interaction,

social relationships, institutions, and cultural practices. Socio-cultural changes can be caused by various factors, including, but not limited to, technological developments, migration, demographic changes, economic developments, political changes, and environmental factors. The social order will change, and community life will be compared (Hati, 2021) (Anugerah, 2023).

The transformation of social structures, values, norms, customs, and cultural practices that occurs within a society over time is known as socio-cultural transformation. Socio-cultural change is a common phenomenon reflecting the alteration of social structures and cultural patterns within a society and happens over time, in line with the inherent nature of humans who always seek change. Hirscman argues that change is driven by human boredom (Abdullah, 2011). Social and cultural changes have one thing in common: they are related to changes or improvements in how a society meets its needs (Soekanto, 2011)

National values derived from the values of Pancasila and deeply rooted in Indonesian culture serve as a filter for the younger generation in light of technological and informational developments and the increasingly strong influence of foreign cultures. These values serve as the foundation of the state, the national ideology, and the nation's identity (Budijarto, 2018).

Many factors can influence this transformation. These include interactions with other cultures, technology, economy, and politics (Adi, 2020). Kampung Mahmud is gradually experiencing changes or violations that should have been prohibited by its own residents. The traditions and culture of the Kampung Mahmud community are very strong. This prohibition, which has existed since the 16th century, how has it remained in the community and not faded with time?

Not many traditions have changed significantly, but there is no doubt that as time passes, there is evidence that some traditions have disappeared among those that exist. In the late 1980s, Kiayi Haji Nuron, an elder of Kampung Mahmud, attempted to modify these traditions. He tried to do so for several reasons considered outdated, one of which was to build a mosque permanently using brick material. The following photo shows the brick building and the use of glass in Kampung Mahmud.



Source: Researcher's Document, 2024

Figure 1. A building made of brick and glass in Kampung Mahmud

Additionally, there are radios and televisions, and the rural electrification program has begun to operate. Furthermore, the habit of bathing and fetching water from the Citarum River started to be replaced by the presence of wells in several homes, although not all houses might have had them at that time. The following photo shows that Kampung Mahmud has begun using technology to avoid using Citarum River water for daily bathing and washing.



Source: Researcher's Document, 2024

Figure 2. The people of Kampung Mahmud have been using water tanks to store clean water reserves from wells with the help of a water pump

Since firewood has become scarce in the gardens, gas stoves are more practical than *hawu* or cooking stoves made from cement melds that use wood as fuel.



Source: Researcher's Document, 2024

Figure 3. The people of Kampung Mahmud no longer use traditional stoves (hawu) and have switched to gas for cooking and other purposes

According to Kiayi Haji Nuron, due to its function, the rules of Kampung Mahmud will continue to evolve and change. He believes that the rules in place are highly relevant. Kampung Mahmud is increasingly positioned as a religious village due to its prohibitions and regulations (Rosyadi, 2011). The people of Kampung Mahmud are Sunni Muslims who follow the teachings of the four schools of Islamic jurisprudence (Maliki, Hanbali, Hanafi, and Shafi'i). Therefore, the people of Kampung Mahmud are more flexible, tolerant, and inclusive in facing diversity and traditions. This respect is shown by building, maintaining, and venerating the graves of their ancestors. In Kampung Mahmud, there are three sacred graves— the grave of Eyang Abdul Manaf, the grave of Sembah Eyang Dalem Abdullah Gedug, and the grave of Sembah Agung Zaenal Arif. Pilgrims come here with the hope of receiving blessings from the ancestors of Kampung Mahmud through the graves they visit. The local economy flourishes and becomes an integral part of this grave pilgrimage tradition. It is not surprising that this village is always filled with pilgrims due to the grave pilgrimage rituals that have become a tradition on certain nights and days.





Source: Researcher's Document, 2024

Figure 4. Kampung Mahmud has become a pilgrimage site for people from various regions in West Java, with the number of pilgrims reaching hundreds or even thousands on certain days.

B. The role of traditional elders in minimizing the undergoing changes

Kiayi Haji Nuron, the traditional elder of Kampung Mahmud, stated that the weakening of these traditional functions is unavoidable. Due to its location in the city center, Kampung Mahmud finds it difficult to resist foreign cultures and to change the perspectives of its residents. Therefore, religious practices continue. The culture may have started to change. However, the Islamic values passed down by Eyang Dalem will never fade. As a renowned spiritual leader, Eyang Dalem H. Abdul Manaf imparted Islamic teachings to his community through a simple and sincere way of life (Dwiyanti, 2022).

As long as these changes do not contradict Islamic law, the elders cannot reject them and will accept them with open hearts. The existing prohibitions and traditions stem from the Islamic beliefs of the Kampung Mahmud residents.

1. Prohibition against building permanent houses (using bricks and glass). Violating this prohibition will result in danger to the individual who builds the house and their family. Misfortune could include household problems or accidents involving family members.
2. Prohibition against digging wells on land because one must bathe in the Citarum River for daily activities, farming, and planting. However, when the Citarum River became polluted, the situation changed. After careful

consideration, the religious leaders and elders of Kampung Mahmud sought permission from the ancestors to allow the construction of wells in each home. They stated that the water in Citarum was no longer pure and safe to use for ablution.

3. Prohibition against keeping geese (soang), which symbolized the Dutch colonizers, who were strongly opposed to religious practices. The prohibition by the ancestors of Kampung Mahmud against raising geese reflects their hatred of the colonizers.
4. Prohibition against using radios and other electronic devices; at that time, radios and other electronics were foreign items, associated with the work of European colonizers. However, from an economic perspective, this prohibition became more valuable as awareness grew of the need for these items, supported by the economic power to purchase them.
5. Prohibition against sounding the gong; the real meaning of this was to avoid making loud music to attract the attention of the colonizers.

Kampung Mahmud faces differences and various changes within society. In the Kampung Mahmud community, the mindset derived from religious traditions shapes their thinking and behavior, which affects their overall behavior and personality. The pregnancy and birth ceremonies in Kampung Mahmud are similar to other Sundanese traditions. Some people believe that these customs may be observed as long as they do not conflict with Islamic teachings. This approach can answer questions about the religious meaning or significance of religious phenomena. Therefore, a phenomenological approach is an appropriate method and approach to understanding these religious phenomena.

CONCLUSION AND RECOMMENDATION

Social life in Kampung Mahmud is quite similar to that of the Sundanese community in general. Since Sembah Eyang Abdul Manaf, the founder of Kampung Mahmud, who is considered a semi-saint, spread Islam in the area, it is not surprising that all aspects of community life are influenced by Islamic teachings. Patterns of behavior, obedience, and social piety are determined by Islamic elements. The people of Kampung Mahmud are very religious. However, elements of Sundanese culture are deeply ingrained in the daily lives of the residents. This is evident in the Sundanese customs in social interactions and daily communication, manners, etiquette, respect for elders, hospitality towards strangers (guests), and mutual cooperation.

Islamic behavior as a cultural practice is combined with adherence to tradition and acceptance of modernity, without opposing it. This characterizes the community in three dimensions: Islamic, traditional adherence, and openness to modernity. The people of Kampung Mahmud have a high level of tolerance due to the strength of their Sunni traditions. As a result, their religious practices align with what is described as syncretic and animistic. Their religious devotion and adherence to ancestral traditions are driven by the flexibility and inclusiveness of the Kampung Mahmud community towards the cultures and traditions they cherish and uphold. Therefore, it is sometimes difficult to determine whether tradition influences religion or vice versa. In the Kampung Mahmud community, religion and tradition become two inseparable components.

One of the prominent local wisdoms in Kampung Mahmud is the high level of respect and reverence for ancestors. This results in polite behavior that highly honors the living elders. In daily life, it is observed that people are very courteous. For example, when asked to explain various aspects of the village, a person may know the answer but will defer to a more senior individual, stating that they cannot provide the answer and directing us to the elder authorized to explain.

In this context, we can learn about the wise customs of Kampung Mahmud, particularly the respect for elders, which is an extraordinary politeness rooted in tradition. This Sundanese courtesy is a valued trait and a source of national pride as an Eastern identity. The wisdom of respecting, preserving, and maintaining the ancestral heritage of Kampung Mahmud—a traditional village that honors and protects its culture, ancestral legacy, and various traditional customs.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6868

USE OF ECOBRICKS AS A SOURCE OF LEARNING SCIENCE FOR CLASS V PRINCIPAL STUDENTS IN SOUTHEAST PONTIANAK

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Abstract

Study this aim for study effectiveness use *ecobricks* as a Natural And Social Science learning media, as well impact to understanding draft environment And involvement participant educate in activity learning. Method research used is approach qualitative with technique data collection via observation, interviews, and documentation. Study done at school base with involve participant educate class V as subject study. Results study show that use *ecobricks* as source study no only increase understanding participant educate about Natural and Social Sciences concepts such as cycle repeat and style life sustainability, however also increase motivation study and involvement participant educate in activity practical. Use *ecobricks* as a learning medium give benefit double: educational and environment. Participant educate study for manage waste plastic in a way creative and responsible answer, as well apply deep Natural and Social Sciences knowledge life daily. That is, improvement in quality learning and interaction with participant educate. *Ecobricks* can become source effective learning in Natural And Social Science, helpful develop character care environmental, creative, and responsible answer on participant educate.

Keywords : Ecobricks, Source Study, Natural and Social Sciences.

INTRODUCTION

In the era of globalization and rapid technological development, environmental challenges are increasingly complex and require serious attention from various parties, including the world of education. One environmental problem that continues to increase is the uncontrolled production of plastic waste. Plastic, as a material that is difficult to decompose, has a significant negative impact on the ecosystem if not managed properly. Therefore, creative and educational solutions are needed to overcome this problem while simultaneously building environmental awareness in the younger generation. One innovation that has developed as a solution to the problem of plastic waste is *ecobricks* , namely plastic bottles filled solidly with non-organic waste, especially plastic, which can then be used as an alternative building material. *Ecobricks* not only reduce plastic waste, but also open up opportunities to be used as contextual learning media that are relevant to students' daily lives.

Fatmawati et al (2023) are not only used in developing media instruments for learning, but supporting media in education can be through *ecobrick learning media* . Plastic is widely used in various aspects of human life. This includes materials for food packaging and materials needed to make building materials. Plastic is the material most commonly used in popular automotive and is used as a material for making car components that are not made from ferrous metals. The main problem with plastic is that it is waste that cannot be decomposed naturally. It takes a very long time to remove plastic waste from the ground. In addition, because the use of plastic is relatively low it can be controlled. Apart from that, plastic makes the air temperature hotter day by day, because the polymer has no pores (Suminto, 2017) .

In the context of education in Indonesia, the implementation of the Independent Curriculum prioritizes project-based learning and environmental exploration as learning sources. The use of *ecobricks* as a natural sciences (natural and social sciences) learning resource is in line with these efforts. *Ecobrick* -based learning allows students to not only understand science concepts theoretically, but also apply them in real actions that have an impact on the environment. Critical thinking is not only done in the school

environment but also in the surrounding environment in everyday life, namely caring for the environment (Puspitasari et al., 2016) . This approach helps students to develop critical and creative thinking skills, as well as a caring and responsible attitude towards the environment.

Ecobricks not only have the function of destroying plastic waste, but also extending the life of these plastics which have many benefits for human life (Zuhri et al., 2020) . The use of *ecobricks* as a learning resource has the potential to strengthen students' character. The learning process that involves making *ecobricks* can teach the values of togetherness, cooperation, perseverance and social responsibility. Sitepu (2017) explains that learning resources can be grouped on the basis of sharing points of view seen from how to obtain information. Learning resources can be divided into visual, audio and audiovisual types. Learning resources in school learning influence student learning outcomes. Teaching and learning activities are not only students and educators interacting but also include learning resources to achieve the desired results so that the learning process can be achieved inside and outside the classroom. Supriadi (2015) explains that learning resources are all sources such as people, tools, materials, techniques, messages and places that students use as resources in learning activities and can increase the quality of students' learning. By utilizing plastic waste as the main material *for ecobricks* , students are invited to think holistically about the impact of daily consumption and how they can contribute to reducing environmental problems through simple but meaningful actions.

This research aims to examine the effectiveness of using *ecobricks* as a science learning medium, as well as its impact on understanding environmental concepts and students' involvement in learning activities, not only enriching students' knowledge, but also shaping them into individuals who are more responsible and care about the environment.

METHOD

This research uses a descriptive qualitative approach with phenomenological methods. Kurniawan (2018) stated that qualitative research is research using qualitative data so that analysis uses descriptive research methods. The qualitative research method in this research uses descriptive research methods. Descriptive research is a research method that analyzes problems in the form of current facts from objects according to what they are (Sudaryono, 2018) . The phenomenological approach is a qualitative strategy in which researchers identify the nature of human experience regarding a phenomenon as described by participants in a study.

In the qualitative method, the phenomenological approach is the presentation of descriptions and themes conveyed by participants and detailed descriptions of a person or individual. This description can also be written from a personal, first person, and subjective perspective where the researcher positions himself in his life. By using the strategy of applying qualitative methods, these results can also provide a chronological narrative in a detailed description of their or the respondent's experiences. Researchers connect themes into story lines (as in narratives) or develop them into theoretical models (as in grounded theory). These themes are analyzed for each individual case and across different cases (as in case studies) or formed into a general picture (as in phenomenology). Sophisticated qualitative studies go beyond description and identification of themes and establish complex thematic relationships (Creswell, 2014) . The phenomenological approach is a psychological theory that focuses on subjective experiences and personal interpretations of the world.

This approach includes four main components: observation, imagination, abstract thinking, and feeling/perception. Observation involves an intrapsychic replica of an object, while imagination involves seeing an object as a representation of other things. Abstract thinking, based on observation, eliminates typical characteristics to create a general idea. Feeling, a symptom of experienced consciousness, is closer to humans than observation or imagination. These approaches aim to understand the phenomena experienced by individuals (Nuryana et al., 2019) . The research was conducted at the State Elementary School in Southeast Pontianak District with the research subjects being students in class V of Elementary Schools in Southeast Pontianak. Data was collected through observation, interviews with teachers and students and documentation.

RESULTS AND DISCUSSION

Results

Application of *ecobricks* in science learning

The results show that the application of *ecobricks* as a science and science learning resource in class V went well and received a positive response from students. In the learning process, the teacher starts with an introduction to the concept *of ecobricks*, starting from what *ecobricks are*, the materials needed, to their benefits for the environment. Students are invited to bring plastic waste to be used as *ecobricks*. This activity not only involves cognitive aspects, but also affective and psychomotor. The students seemed enthusiastic about the process of making *ecobricks* and this activity encouraged them to care more about waste management in the surrounding environment. Learning with *ecobricks* can help students understand the concepts of recycling, sustainability and social responsibility in a real way.

Students' perceptions of *ecobrick- based learning*

Results explained that the majority liked ecobrick-based learning. Some students stated that they felt they understood the science material better through direct practice with *ecobricks* compared to conventional learning methods. Students also stated that they felt more involved and motivated in learning, because they could see the real results of their efforts in making *ecobricks* .

Apart from that, there were also more than a few students who stated that this learning made them more aware of the importance of protecting the environment. They realized that plastic waste which is usually considered waste can actually be used for useful things, such as making *ecobricks* . Some students even expressed their desire to continue making *ecobricks* at home as a form of contribution to the environment.

Impact on student character development

Interviews with teachers and school principals revealed that the use of *ecobricks* as a learning resource had a positive impact on the character development of students. Teachers noted an increase in aspects of responsibility, cooperation and social awareness among students. For example, students become more responsible in collecting plastic waste and helping each other in the process of making *ecobricks*.

The principal also added that this activity helps students to develop a sense of togetherness and mutual respect. Students work in small groups to make *ecobricks* , and they learn to appreciate the contributions of each group member. This activity also strengthens students' sense of concern for the school environment and its surroundings.

Discussion

Application of ecobricks in science learning

Lestari (2018) believes that Natural Science (IPA) is rational knowledge and natural objects with all their contents also using natural methods, scientific processes and natural attitudes. Meanwhile, Surahman & Mukminan (2017) states that Social Sciences is the study of integration or combination of individual life events in all aspects of space and time with all activities that study problems in social life and the community environment for the benefit of the world of education. So science learning is a science that studies the lives of living creatures in their natural and social environments.

Zuhri et al (2020) stated that *ecobricks* are a way of processing plastic waste which is diverted into an environmentally friendly form or in other words, environmentally friendly bricks. The use of *ecobricks* not only enriches the science learning experience, but can also be a holistic approach that includes cognitive, affective and psychomotor aspects. Project-based learning and direct practice can increase students' involvement and understanding of learning material.

Students' perceptions of *ecobrick- based learning*

Slameto (2015) believes that perception is the entry of information into a person's brain which is responded to through the five senses. Meilidia et al (2022) revealed that perception is a response that is directly obtained from an individual's absorption to recognize some events through the five senses. Perception is subjective, because it depends on the conditions and abilities of each person, so people's interpretations are different. The positive response from students to *ecobrick- based learning* shows that this innovation is effective in increasing their interest and motivation to learn. Direct experiences that involve students in the learning process, such as making *ecobricks*, deepen their understanding of

IPAS concepts, especially those related to the environment and sustainability.

Impact on student character development

Strengthening the Pancasila Student Profile functions as a source of educational policy as well as guidance for teachers in developing the character and competencies of students (Fauzan, 2023) . In line with Saputra et al (2023) explain that character development is a sustainable way of educating students to care, understand and act in accordance with their moral, ethical and social values. Character development through *ecobrick -based learning* is very clearly visible in the aspects of responsibility, cooperation and social care. *Ecobrick* making activities not only teach students about the importance of managing waste, but also foster positive values that are important for their personal development. This shows that learning that is integrated with environmental values can be an effective tool for shaping the character of students. Mauludea et.al (2023) emphasized that the character of social awareness is the key in forming proactive attitudes and actions towards environmental conservation.



Figure 1. Interview documentation



Figure 2. Students' activities in making *ecobricks*



Figure 3. Students' activities installing *ecobricks* created at school

CONCLUSION AND SUGGESTION

This research shows that the use of *ecobricks* as a learning resource not only increases students' understanding of science concepts such as recycling and sustainable lifestyles, but also increases students' learning motivation and involvement in practical activities. Using *ecobricks* as a learning medium provides double benefits: educational and environmental. Students learn to manage plastic waste creatively and responsibly, as well as apply IPAS knowledge in everyday life. This means an increase in the quality of learning and interaction with students. *Ecobricks* can be an effective learning resource in science learning, helping to develop environmentally caring, creative and responsible characters in students. Overall, the use of ecobricks as a learning resource is not only successful in increasing students' understanding of science material, but also instilling environmental values that are important for character formation. learners. This learning model is in line with a holistic and integrative educational approach, in accordance

with the demands of the Independent Curriculum which prioritizes project-based and contextual learning.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6757

DEVELOPMENT OF A TOURISM VILLAGE BASED ON LOCAL WISDOM

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Abstract

This study aims to examine and analyze the development of tourism villages based on local wisdomin Indonesia. The method used in this research is a literature review, which includes the analysis of various literature related to the efforts of developing tourism villages and local wisdom. The main focus of this development includes four aspects of local wisdom: promoting traditional ceremonies, developing handicrafts as souvenirs for tourists, preserving traditional farming culture, and involving local residents as tour guides. Promoting traditional ceremonies aims to attract tourists while preserving local culture. Developing handicrafts as souvenirs not only increases community income but also introduces the richness of local culture. Preserving traditional farming culture serves as an educational tourism attraction that showcases local wisdom in natural resource management. The involvement of local residents as tour guides ensures that the information conveyed to tourists is accurate and authentic, and provides economic opportunities for the local community. The results of this study are expected toprovide insights into effective strategies for developing tourism villages based on sustainable local wisdom that benefits the local community.

Keywords: tourism village, local wisdom, sustainable tourism

PENDAHULUAN

Pariwisata telah menjadi salah satu sektor ekonomi yang penting bagi banyak negara di dunia, termasuk Indonesia. Sektor ini tidak hanya memberikan kontribusi signifikan terhadap pendapatan nasional, tetapi juga berperan dalam menciptakan lapangan kerja dan mendorong pembangunan ekonomi di daerah-daerah (Kemenparekraf, 2021). Salah satu bentuk pengembangan pariwisata yang saat ini banyak mendapat perhatian adalah desa wisata. Desa wisata merupakan suatu kawasan pedesaan yang memiliki beberapa karakteristik khusus untuk menjadi daerah tujuan wisata. Pengembangan desa wisata berbasis kearifan lokal menjadi penting karena dapat melestarikan budaya dan tradisi masyarakatsetempat, serta memberikan manfaat ekonomi bagi komunitas lokal (Nuryanti, 1993).

Pengembangan desa wisata berbasis kearifan lokal merupakan upaya untuk melestarikan dan memanfaatkan potensi lokal sebagai daya tarik wisata, serta memberdayakan masyarakat setempat dalam pengelolaannya (Pitana & Gayatri, 2005). Konsep ini menekankan pada pemanfaatan kekayaanbudaya dan tradisi yang beragam di setiap daerah sebagai fondasi bagi pengembangan desa wisata yang berkelanjutan. Contoh penerapan konsep ini dapat dilihat di Desa Wisata Pentingsari di Yogyakarta, Desa Wisata Candirejo di Jawa Tengah, dan Desa Wisata Nglanggeran di Gunung Kidul (Damanik, 2013). Masing-masing desa tersebut memiliki keunikan dan daya tarik yang bersumber dari kearifan lokal masyarakat setempat, yang mendukung pelestarian budaya dan meningkatkan kesejahteraan ekonomi.

Pengembangan desa wisata berbasis kearifan lokal menghadapi sejumlah tantangan yang signifikan dalam praktiknya. Salah satu masalah utama adalah keterbatasan infrastruktur, seperti jalan,fasilitas umum, dan akses transportasi, yang menghambat kemudahan akses bagi wisatawan dan mengurangi daya tarik destinasi. Selain itu, kurangnya kapasitas masyarakat lokal dalam hal pengelolaan pariwisata, pemasaran, dan layanan kepada wisatawan sering menjadi kendala. Masyarakatsetempat sering kali tidak memiliki keterampilan atau pengetahuan yang memadai, yang dapat memengaruhi kualitas pengalaman wisatawan dan efektivitas

pengelolaan desa wisata.

Selain masalah infrastruktur dan kapasitas lokal, dukungan dari pemerintah daerah juga sering kali minim, baik dalam bentuk pendanaan, kebijakan yang mendukung, maupun promosi. Tanpa adanya dukungan yang memadai, pengembangan desa wisata berbasis kearifan lokal cenderung terhambat dantidak dapat berkembang secara maksimal. Oleh karena itu, diperlukan kajian mendalam untuk memahami dinamika dan faktor-faktor yang mempengaruhi keberhasilan pengembangan desa wisata. Pendekatan yang sistematis dan kolaboratif antara pemerintah, masyarakat lokal, dan sektor swasta sangat penting untuk menciptakan solusi yang efektif dan berkelanjutan, sehingga desa wisata dapat memberikan manfaat ekonomi, melestarikan budaya lokal, dan meningkatkan kesejahteraan masyarakatsecara keseluruhan.

METODE

Jenis penelitian ini menggunakan metode penelitian literatur atau kepustakaan (Library Research) yaitu dengan mengumpulkan data/informasi dari berbagai sumber. Menurut Sekaran, penelitian adalah kegiatan yang terorganisir, sistematis, berdasarkan data, objektif, ilmiah dan dilakukan secara kritis untuk memperoleh suatu jawaban atau pemahaman yang mendalam atas suatu konflik. Dalam penelitian seharusnya mempunyai tahap sistemati yang terstruktur sehingga dapat memudahkan dalam kegiatan yang akan dilaksanakan dengan sempurna.

Penelitian literatur atau kepustakaan *(Library research)* ini bersifat kualitatif sehingga instrumen kuncidalam penelitian adalah human instrumen, seperti yang diungkapkan Nasution, yaitu dengan tahapan penelitian dari mengumpulkan data, menyajikan data, mereduksi data, memaknai data dan menyimpulkan hasil penelitian (Semiawan, 2010). Pengaturan natural sebagai sumber data secara langsung dan peneliti merupakan kunci instrumen dalam penelitian kualitatif. Penelitian ini bersumberdari jurnal dan buku yang menjelaskan tentang signifikansi Kebudayaan dalam Pendidikan (Nugroho, 2016).

HASIL DAN PEMBAHASAN

Promosi Tradisi Ritual Adat

Salah satu aspek penting dalam pengembangan desa wisata berbasis kearifan lokal adalah promosi tradisi upacara adat. Upacara adat merupakan manifestasi dari nilai-nilai budaya masyarakat setempat yang memiliki potensi besar untuk menarik minat wisatawan. Melalui promosi yang efektif, desa wisata dapat memperkenalkan keunikan dan kekhasan tradisi upacara adat kepada khalayak yang lebih luas.

Dalam konteks ini, upacara adat dapat dijadikan sebagai daya tarik utama bagi desa wisata. Misalnya, Desa Panglipuran di Bali terkenal dengan upacara Ngaben, yaitu upacara kremasi jenazah yang kaya akan simbol-simbol budaya dan spiritual. Upacara ini menjadi salah satu atraksi utama yang menarik minat wisatawan domestik maupun internasional (Karmini, 2018). Selain itu, Desa Tenganandi Bali juga dikenal dengan upacara Perang Pandan, yaitu pertarungan tradisional menggunakan daun pandan yang diyakini dapat membawa keberuntungan bagi masyarakat (Suartika, 2019).

Berkaitan dengan mempromosikan tradisi upacara adat, desa wisata dapat memanfaatkan berbagai media, baik online maupun offline. Melalui website, media sosial, dan platform digital lainnya, desa wisata dapat menyebarluaskan informasi dan dokumentasi visual tentang keunikan upacara adat. Selain itu, desa wisata juga dapat menggelar festival atau event khusus yang menampilkan pertunjukan dan demonstrasi upacara adat, sehingga dapat menarik minat wisatawan (Suartika, 2019).

Upaya promosi tradisi upacara adat juga harus mempertimbangkan aspek kelestarian dan keberlanjutan. Desa wisata perlu memastikan bahwa promosi yang dilakukan tidak menimbulkan eksploitasi atau komodifikasi berlebihan terhadap tradisi masyarakat. Sebaliknya, promosi harus dilakukan dengan cara yang menghargai dan melestarikan nilai-nilai budaya lokal (Karmini, 2018).

Desa wisata juga perlu melibatkan masyarakat lokal dalam proses promosi. Masyarakat lokal dapatberperan sebagai tuan

rumah yang menyambut dan memandu wisatawan dalam mengalami tradisi upacara adat secara langsung. Hal ini tidak hanya meningkatkan pengalaman wisatawan, tetapi juga mendorong partisipasi dan kebanggan masyarakat lokal terhadap warisan budaya mereka (Suartika, 2019).

Pengembangan desa wisata berbasis kearifan lokal juga membutuhkan peningkatan kapasitas masyarakat lokal. Salah satu aspek penting dalam peningkatan kapasitas masyarakat lokal adalah pelatihan dan pengembangan keterampilan. elatihan ini dapat dilakukan melalui kerjasama dengan pemerintah daerah, perguruan tinggi, atau lembaga terkait (Suartika, 2019). penguatan kapasitas masyarakat lokal juga dapat dilakukan melalui pemberdayaan ekonomi guna mendorong partisipasi danrasa memiliki terhadap pengembangan desa wisata (Karmini, 2018).

Pengembangan Kerajinan Tangan

Salah satu aspek penting dalam pengembangan desa wisata berbasis kearifan lokal adalah pengembangan kerajinan tangan. Kerajinan tangan merupakan salah satu ciri khas dari suatu daerah yang dapat menjadi daya tarik bagi wisatawan. Pengembangan kerajinan tangan dapat memberikan manfaat ekonomi bagi masyarakat lokal dan juga melestarikan budaya setempat.

Menurut data dari Kementerian Pariwisata dan Ekonomi Kreatif, pada tahun 2019, sektor kerajinan tangan memberikan kontribusi sebesar 7,05% terhadap Produk Domestik Bruto (PDB) Indonesia (Kementerian Pariwisata dan Ekonomi Kreatif, 2020). Hal ini menunjukkan bahwa kerajinan tangan memiliki potensi yang besar dalam pengembangan desa wisata.

Salah satu contoh keberhasilan pengembangan kerajinan tangan dalam desa wisata adalah Desa Wisata Gamplong di Yogyakarta. Desa ini terkenal dengan kerajinan tenun ikat yang telah diwariskan secara turun-temurun. Melalui pengembangan desa wisata, masyarakat Gamplong dapat meningkatkan pendapatan mereka dari penjualan kerajinan tangan dan juga melestarikan budaya tenun ikat (Wulandari, 2018).

Selain itu, Desa Wisata Sade di Lombok juga berhasil mengembangkan kerajinan tangan sebagai daya tarik wisata. Masyarakat Sade memproduksi kerajinan anyaman dari bambu dan rotan yang unik dan khas. Wisatawan dapat melihat langsung proses pembuatan kerajinan tangan dan juga membeli produk-produk tersebut (Kementerian Pariwisata dan Ekonomi Kreatif, 2019).

Pengembangan kerajinan tangan dalam desa wisata juga dapat dilakukan melalui pelatihan dan pembinaan bagi masyarakat lokal. Hal ini dapat membantu meningkatkan kualitas dan kreativitas produk kerajinan tangan sehingga dapat bersaing di pasar global. Selain itu, pengembangan jaringan pemasaran dan promosi juga penting untuk meningkatkan penjualan kerajinan tangan.

Dengan demikian, pengembangan kerajinan tangan merupakan salah satu aspek penting dalam pengembangan desa wisata berbasis kearifan lokal. Kerajinan tangan dapat menjadi daya tarik bagi wisatawan dan juga dapat memberikan manfaat ekonomi bagi masyarakat lokal. Pengembangan kerajinan tangan harus dilakukan secara komprehensif, mulai dari pelatihan dan pembinaan, pengembangan jaringan pemasaran, hingga promosi yang efektif.

Pelestarian Budaya Berladang

Budaya berladang merupakan salah satu bentuk kearifan lokal yang masih dilestarikan di beberapa desa di Indonesia. Kegiatan berladang ini tidak hanya menjadi sumber penghidupan bagi masyarakat, tetapi juga mengandung nilai-nilai budaya yang kaya dan unik. Dalam pengembangan desa wisata berbasis kearifan lokal, pelestarian budaya berladang menjadi elemen penting yang perlu dipertahankan dan ditonjolkan. Menurut data dari Kementerian Pertanian, terdapat sekitar 8,1 juta hektar lahan yang digunakan untuk sistem pertanian tradisional, termasuk berladang, di Indonesia (Kementerian Pertanian, 2020). Sistem pertanian tradisional ini masih banyak ditemukan di daerah-daerah pedalaman, seperti Kalimantan, Sulawesi, dan Papua. Masyarakat lokal di daerah tersebut telah mengembangkan teknik- teknik berladang yang ramah lingkungan dan berkelanjutan, seperti penggunaan pupuk organik, rotasi tanaman, dan pemilihan jenis tanaman yang sesuai dengan kondisi alam

setempat.

Kita ketahui bahwa selain sebagai sumber penghidupan, budaya berladang juga memiliki nilai- nilai budaya yang kuat. Kegiatan berladang sering kali disertai dengan ritual-ritual adat, seperti upacara pembukaan lahan, pemanenan, dan syukuran. Ritual-ritual ini tidak hanya menjadi sarana untuk memohon berkah dari Tuhan, tetapi juga memperkuat ikatan sosial dan solidaritas di antara masyarakat. Selain itu, pengetahuan tradisional tentang berladang, seperti pemilihan jenis tanaman, teknik pengolahan lahan, dan pengendalian hama, juga merupakan warisan budaya yang perlu dilestarikan (Suharjito, 2015).

Pengembangan desa wisata berbasis kearifan lokal, budaya berladang dapat menjadi daya tarik bagi wisatawan. Wisatawan dapat terlibat langsung dalam kegiatan berladang, mempelajari teknik-teknik tradisional, dan mengikuti ritual-ritual adat yang terkait dengan kegiatan tersebut. Hal ini tidak hanya memberikan pengalaman unik bagi wisatawan, tetapi juga dapat membantu melestarikan budaya berladang dan meningkatkan kesejahteraan masyarakat lokal.

Contoh keberhasilan pengembangan desa wisata berbasis budaya berladang dapat ditemukan di Desa Wae Rebo, Flores, Nusa Tenggara Timur. Desa ini telah menjadi destinasi wisata yang populer karena keunikan arsitektur rumah adat dan kekayaan budaya masyarakatnya, termasuk kegiatan berladang. Wisatawan dapat terlibat dalam kegiatan berladang, mempelajari teknik-teknik tradisional, dan mengikuti ritual adat yang terkait dengan kegiatan tersebut. Hal ini tidak hanya memberikan pengalaman unik bagi wisatawan, tetapi juga membantu melestarikan budaya berladang dan meningkatkan kesejahteraan masyarakat lokal (Suharjito, 2015).

Dalam pengembangan desa wisata berbasis kearifan lokal, pelestarian budaya berladang menjadi elemen penting yang perlu diperhatikan. Upaya-upaya untuk mempertahankan dan menonjolkan budaya berladang, seperti melalui program-program edukasi, pelatihan, dan promosi, dapat berkontribusi pada pengembangan desa wisata yang berkelanjutan dan bermanfaat bagi masyarakat lokal.

Keterlibatan Warga Lokal Sebagai Pemandu Wisata

Pengembangan desa wisata berbasis kearifan lokal merupakan salah satu strategi yang efektif untuk melestarikan budaya dan meningkatkan kesejahteraan masyarakat lokal. Salah satu aspek pentingdalam pengembangan desa wisata adalah keterlibatan warga lokal sebagai pemandu wisata. Hal ini tidak hanya memberikan kesempatan bagi masyarakat untuk terlibat secara langsung dalam industri pariwisata, tetapi juga memungkinkan mereka untuk menjadi duta budaya yang dapat mempromosikan kearifan lokal kepada para pengunjung.

Menurut data dari Kementerian Pariwisata dan Ekonomi Kreatif Indonesia, jumlah desa wisata di Indonesia terus meningkat dari tahun ke tahun, mencapai lebih dari 5.000 desa wisata pada tahun 2020 (Kemenparekraf, 2021). Namun, tidak semua desa wisata dapat memaksimalkan potensi kearifan lokal dan keterlibatan warga lokal sebagai pemandu wisata. Beberapa studi kasus menunjukkan bahwa desawisata yang berhasil dalam melibatkan warga lokal sebagai pemandu wisata memiliki beberapa karakteristik, seperti adanya pelatihan dan pemberdayaan masyarakat, serta dukungan dari pemerintah daerah dan pemangku kepentingan lainnya (Sunaryo, 2013; Hadiwijoyo, 2012).

Salah satu kunci keberhasilan dalam melibatkan warga lokal sebagai pemandu wisata adalah melalui pelatihan dan pemberdayaan masyarakat. Pelatihan dapat mencakup berbagai aspek, seperti pengenalan budaya lokal, kemampuan komunikasi, pengetahuan tentang pariwisata, dan keterampilan dalam menyampaikan informasi kepada pengunjung. Masyarakat juga dilibatkan dalam pengambilan keputusan dan pengelolaan desa wisata, sehingga mereka memiliki rasa memiliki yang kuat terhadap pengembangan desa wisata (Hadiwijoyo, 2012).

Universitas setempat juga mengambil peran untuk terlibat aktif dalam memberikan pendampingandan pelatihan bagi masyarakat, sehingga mereka dapat menjadi pemandu wisata yang handal dan mampu

mempromosikan kearifan lokal (Sunaryo, 2013). Keterlibatan warga lokal sebagai pemandu wisata tidak hanya memberikan manfaat ekonomi bagi masyarakat, tetapi juga memungkinkan mereka untuk menjadi duta budaya yang dapat mempromosikan kearifan lokal kepada para pengunjung.

Pemandu wisata lokal dapat berbagi cerita, tradisi, dan nilai-nilai budaya yang dimiliki oleh masyarakat, sehingga dapat meningkatkan pemahaman dan apresiasi pengunjung terhadap kearifan lokal. Hal ini telah berhasil meningkatkan pemahaman dan apresiasi pengunjung terhadap kearifan lokaldi Desa Brayut (Hadiwijoyo, 2012).

Meskipun keterlibatan warga lokal sebagai pemandu wisata memiliki banyak manfaat, terdapat beberapa tantangan dan kendala yang harus dihadapi. Salah satu tantangan utama adalah kemampuan dan keterampilan warga lokal dalam menjadi pemandu wisata yang handal. Tidak semua warga lokal memiliki kemampuan komunikasi, pengetahuan tentang pariwisata, dan keterampilan dalam menyampaikan informasi kepada pengunjung.

Kendala lain yang sering dihadapi adalah kurangnya dukungan dari pemerintah daerah dan pemangku kepentingan lainnya. Tidak semua daerah memiliki kebijakan dan program yang mendukungketerlibatan warga lokal dalam pengembangan desa wisata. Hal ini dapat menjadi hambatan bagi masyarakat dalam mengembangkan kapasitas mereka sebagai pemandu wisata.

Untuk mengatasi tantangan dan kendala dalam keterlibatan warga lokal sebagai pemandu wisata, diperlukan strategi yang komprehensif. Salah satu strategi yang dapat diterapkan adalah melalui pelatihan dan pemberdayaan masyarakat secara berkelanjutan. Pelatihan dapat mencakup berbagai aspek, seperti pengenalan budaya lokal, kemampuan komunikasi, pengetahuan tentang pariwisata, dan keterampilan dalam menyampaikan informasi kepada pengunjung.

KESIMPULAN

Pengembangan desa wisata berbasis kearifan lokal di Indonesia dapat dilakukan melalui empat aspek utama: promosi tradisi upacara adat, pengembangan kerajinan tangan sebagai suvenir, pelestarianbudaya berladang, dan keterlibatan warga lokal sebagai pemandu wisata. Promosi tradisi upacara adat tidak hanya bertujuan untuk menarik minat wisatawan, tetapi juga berperan penting dalam melestarikan budaya lokal yang semakin tergerus oleh modernisasi. Pengembangan kerajinan tangan sebagai suvenirmemberikan manfaat ganda, yaitu meningkatkan pendapatan masyarakat setempat dan memperkenalkan kekayaan budaya lokal kepada wisatawan.

Pelestarian budaya berladang sebagai daya tarik wisata edukatif menunjukkan kearifan lokal dalam pengelolaan alam dan memberikan edukasi kepada wisatawan tentang praktik-praktik pertanian tradisional. Keterlibatan warga lokal sebagai pemandu wisata memastikan informasi yang disampaikan akurat dan autentik, serta memberikan peluang ekonomi yang signifikan bagi masyarakat setempat. Dengan demikian, penelitian ini memberikan wawasan tentang strategi-strategi efektif untuk mengembangkan desa wisata berbasis kearifan lokal yang berkelanjutan, yang tidak hanya meningkatkan kesejahteraan ekonomi masyarakat tetapi juga melestarikan nilai-nilai budaya lokal.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7023

TRADITION OF CLAN DECLINE/NONO T-SHIRT IN COMMUNITY TRADITIONAL WEDDING CEREMONIES

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Abstract

This research aims to determine the implementation process Nono t-shirt in a traditional wedding ceremony in Naioni Village, Alak District, Kupang City and find out the meaning and function Nono t-shirt as well as customary sanctions received as a result of violating customary principles. This research is qualitative research. The data collection technique is from primary data in the form of observation, interviews and questionnaires. Meanwhile, secondary data is in the form of picture or photo documentation with informants and other written data related to the problem being researched from the Naioni sub-district office. The data analysis technique used in this research is qualitative analysis by collecting data, data reduction, data presentation and the final step of conclusions. The results of this research are first, process Nono t-shirt begins with initial preparations then continues with oko lipa and puah manus (Tanokab Noni Bijael) and the peak of the ritual Nono t-shirt. Second, the meaning and function of carrying out traditions Nono t-shirt namely marking a shift in tradition for beef noni to create social harmony, protect the family from disaster, and give recognition and honor to women who enter their husband's family. These three applications of sanctions in the Kaos nono custom play an important role in maintaining norms and balance in society. Families who do not complete the ritual Nono T-shirt face various serious consequences, including loss of inheritance rights, the return of their wives' bodies to their families of origin, and their unequal rights to their daughters' dowries.

Keywords: Decline of Marga, Kaos Nono, Traditional Marriage

INTRODUCTION

The tradition of lowering the surname or nono shirt in traditional marriage ceremonies is an important aspect of community culture in various regions in Indonesia. This tradition not only involves ritualistic aspects but also has deep meaning in the context of social structure and cultural identity. The clan or nono shirt is often considered a symbol of kinship and is an important element in continuing the lineage and maintaining cultural heritage (Dian, 2024).

Historically, surname inheritance was a way to ensure that the family lineage was maintained. In many traditional societies, the surname or family name system is not only used for identification but also reflects social status and relationships between groups. The inheritance of the surname in a marriage ceremony usually involves the transfer of the family name from the woman to the man, which is expected to strengthen familial and social relations (Junaidi, 2022).

However, along with the times and globalization, this tradition faces various challenges. Rapid social change and modernization have influenced society's perspective on the role and function of this tradition. Many individuals from the younger generation are starting to question the relevance and importance of continuing these traditions, especially when they are exposed to different global cultural values and practices.

The main challenge faced is how to maintain the relevance of tradition in the context of modern life. Many young couples find that these traditions no longer suit contemporary values or their personal needs. This creates a dilemma between preserving cultural heritage and adapting to dynamic social developments (Anderson, 2020).

Apart from that, there are also internal challenges within the indigenous communities themselves. In some cases, there are different views on how traditions should be implemented. Conflicts between older generations who want to maintain old practices and younger generations who tend to be more liberal often fuel tensions within communities.

The impact of globalization also plays an important role in changing this tradition. The influence of foreign cultures and global integration causes a shift in values that may conflict with traditional principles. This creates tension between maintaining local traditions and embracing global culture (Liunokas, 2020).

On the other hand, there are efforts from various parties to preserve this tradition. Some indigenous communities have made reforms or adjustments in the implementation of traditions to make them more relevant and acceptable to the younger generation. These efforts often involve education and outreach about the importance of traditions and their benefits for cultural identity and social solidarity.

The study of clan decline in traditional contexts is also important for understanding how social and cultural changes influence traditional practices. This research can provide insight into the dynamics involved in preserving traditions and how these traditions can adapt to the demands of the times (Utami, 2023).

The importance of this study lies not only in the academic aspect but also in the practical implications for society. Understanding how traditions can be maintained or adapted provides guidance for more effective cultural preservation policies and programs (Lee, 2022).

Apart from that, the background to this problem also includes the challenges of documenting and archiving traditions that may be starting to be forgotten. Much information about traditional practices is conveyed orally, and a lack of documentation can result in the loss of valuable knowledge.

Changes in family and community structures also influence the way these traditions are carried out. With the shift from traditional societies towards more modern family structures, there is a need to re-evaluate how clan decline can be integrated into the current social context (Salim, 2018).

It is important to explore how indigenous communities can overcome these challenges without losing the essence of tradition. Research can identify innovative practices that combine traditional elements with modern-day needs and realities.

This research aims to first find out the process of implementing nono T-shirts in traditional Timorese wedding ceremonies in Naioni Village, Alak District, Kupang City, secondly, find out the meaning and function of nono T-shirts in traditional Timorese wedding ceremonies in Naioni Village, Alak District, Kupang City, thirdly, find out the application of traditional sanctions in T-shirts. nono at a traditional Timorese wedding ceremony in Naioni Village, Alak District, Kupang City.

METHOD

The method used in this research is an ethnographic method using a qualitative approach. Research carried out in natural conditions is also called using the ethnographic method, because initially this method was used more for research in the field of cultural anthropology, because the data collected and the analysis was qualitative in nature. This research can provide a more complete picture of the Process of Implementing nono T-shirts in Timorese Traditional Wedding Ceremonies, the

Meaning and Function of nono T-shirts and the Application of Nono T-Shirt Sanctions in Timorese Traditional Wedding Ceremonies in Naioni Village, Alak District, Kupang City

The data analysis method used is ethnographic qualitative thematic analysis techniques, namely data collection, data reduction, data presentation and the final step is the conclusion.

RESULTS AND DISCUSSION

Results

The Process of Implementing Nono T-Shirts in Wedding Ceremonies

The initial process in the series of rituals (Kaos nono) of decreasing the clan, in this process married women carry out several rituals of decreasing the clan. As stated by several informants, Kaos nono includes several stages below:

1. Preparation of the male family
2. Implementation of the Nono T-Shirt Process

In implementing Nono T-shirts, there are three main points that must be considered in this process, namely the oko'lipa, puah manus and Noni bijael stages.

3. Elevating the Husband's Clan

Representatives from the male family then pull a sarong or shawl (ma'u) as a symbol of elevating the husband's clan above the bride's shoulders.

4. Welcome and Journey to the Bridegroom's House

After dropping the sarong or shawl (ma'u), the male family welcomes them with shouts and typical Timorese dancing. Then, the group prepared to leave for the groom's house.

5. Welcome to the Groom's Home

In Timorese custom, the process of welcoming the bride or bife noni when she arrives at the groom's house is greeted with cheers, traditional dances and typical Timorese music.

6. Thanksgiving Prayer

The entire family and invited guests who were present took a sitting position to wait for the arrival of the female family group. Upon arrival, spokespersons and traditional figures greeted them with traditional poems or natoni, and then a prayer of thanksgiving was held.

The meaning and function of nono shirts in traditional wedding ceremonies

1. Customary claims

Atoin meto who have carried out a traditional marriage must carry out the Kaos nono ritual so that the atoin moenfeu can be given a surname or full rights to bife noni because by the time the Kaos nono has definitely been performed oko lipa and puah manus and noni bijael but if not Kaos nono is not valid.

2. Abandoning nono mnasi (Old Tradition)

Bife meto who have carried out Kaos nono are legally permitted to abandon the habits or culture of their biological parents and follow all the traditional procedures in atoin meto.

3. Social Harmony

According to the beliefs of the people of Naioni Village, Alak District, Kupang City, if we carry out the Kaos nono ritual after the wedding, the family will always be given happiness or be blessed.

4. Avoid disaster

The nono T-shirt tradition, apart from bringing prosperity to the family, can also function to protect the family from disaster or misfortune.

5. Forms of Necessity By Atoin Moenfeu.

When the bife meto has done Kaos nono, the bife meto will enter and follow the rules and customs that already exist in the male clan, by following the existing rules the bife noni will become part of the male family and will be treated like family from the male clan. man.

Application of Traditional Sanctions in Nono T-shirts at Traditional Wedding Ceremonies

a. Wives Do Not Have Customary Rights

Bife meto does not have full rights so when the husband dies first the wife cannot inherit according to custom.

b. Bife Noni Dies to be Returned to Family

In families who have not carried out the Kaos nono rite so that when the bife noni dies they cannot return it to their family.

c. Not Entitled to Child Dowry

Where are families who live in a household but have not completed the Kaos nono ritual and have a daughter and then get married and the husband brings a dowry or belis that cannot be enjoyed by both parents but must be given to atoin mone from the mother.

Discussion

tradition of lowering the surname or nono shirt in traditional marriage ceremonies has deep and complex historical roots. In many cultures, surname functions as a cultural identification that indicates familial relationships and social status. The surname ceremony is often an important symbolic moment, where the woman accepts her husband's surname and officially becomes part of the husband's family. This practice reflects the transfer of social and cultural responsibility from one family to another (Thompson, 2024).

In a social context, clan decline has a significant role in maintaining social structures that have existed for a long time. This process is not just about changing names, but also involves rituals and ceremonies that strengthen ties between families and communities. The derivation of a clan is often accompanied by various symbolism that reflects the integration and official recognition of both sides of the family in the context of indigenous communities (ataupah, 2020).

However, with globalization and modernization, this practice faces various challenges. Changes in family structure, including a shift from traditional family models to modern family models, influence the way clan inheritance is carried out. For example, in some cases, married couples may choose not to follow these traditions or adapt them to their personal preferences, which raises questions about the relevance of traditions in the current context.

The pressure of globalization has also changed the way we view gender and roles in the family. The tradition of lowering the clan is often considered a patriarchal practice that moves women's identities into the husband's family, which can lead to criticism from a gender equality perspective. Therefore, some communities are starting to consider reforms in this practice to reflect more egalitarian values (Prasetyo, 2022).

The main dilemma faced is how to balance maintaining the authenticity of tradition and meeting the demands of modern times. Many young couples feel that continuing the tradition of descending clans is not always relevant to their dynamic lives connected to various global cultures. On the other hand, there is a push to maintain cultural heritage as part of community identity (Garcia, 2021).

In some communities, there have been efforts to adapt traditions of clan descent to better suit contemporary values. For example, some communities are adopting new forms of the ritual that are more inclusive or giving couples a choice regarding how they wish to continue the tradition. These adaptations often involve discussion and consensus among community members about how traditions can function in modern contexts (Chen, 2019).

Research on clan decline also shows variations in the implementation of this tradition in different regions. Some communities may still adhere strongly to traditional practices, while others have integrated modern elements into their ceremonies. These differences reflect diversity in how societies deal with social and cultural change.

Efforts to preserve this tradition often involve education and outreach. Training programs and community activities are designed to raise awareness about the importance of traditions and ways to adapt them without sacrificing their essence. Through education, society is expected to be able to understand and appreciate traditional values while embracing current developments

(Kumar, 2022).
Apart from that, good documentation of clan inheritance traditions is also important. Much of the information about these practices is conveyed orally, which can result in loss of knowledge if not properly documented. Therefore, creating comprehensive archives and documentation regarding traditional rituals and practices is very necessary to ensure that this knowledge is not lost (Hadi, 2020).
The decline of clans is also closely related to aspects of customary law and policy. Some regions have regulations governing the performance of this tradition, and changes in policy or law may affect how this practice is carried out. Therefore, it is important to consider how customary policies and laws influence the preservation and implementation of traditions (Smith, 2018).
Another challenge is how to utilize technology to support the preservation of traditions. Social media, video and digital platforms can be used to promote and document clan derogation practices. This technology also allows communities to share experiences and best practices in preserving their traditions.
From an academic perspective, the study of clan decline provides insight into how traditional culture interacts with social change. This research helps us understand the dynamics between tradition and modernity and how society can find a middle ground between the two. This study can also inform more effective cultural policies and preservation efforts (Arifin, 2019).
The social implications of changes in clan descent practices are also significant. Changes in traditions can affect family relationships, community structure, and cultural identity. Therefore, it is important to consider the social impact of any changes made and how this may affect community harmony and integrity (Patel, 2023).
In a global context, surname decline can also be part of a broader cultural dialogue. These traditions can be compared to similar practices in other cultures, providing perspective on how various societies deal with cultural shifts and social change. This comparison can provide additional insight into innovative ways to preserve traditions.
Overall, preserving the traditions of clan descent requires a holistic and integrated approach. Involving all parties, including community members, traditional leaders, and educational institutions, is key to ensuring that this tradition can adapt to changing times without losing its core meaning and values.
Finally, it is important to realize that traditions are part of our identity and valuable cultural heritage. Efforts to preserve or adapt traditions of clan decline must be carried out with full attention to the needs and aspirations of the community. In this way, traditions can continue to provide meaning and value for future generations.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Process Nono t-shirt The traditional Timorese wedding ceremony in Naioni Village is a series of rituals that are rich in cultural values and local wisdom. Implementation process Nono t-shirt The traditional Timorese wedding ceremony in Naioni Village, Alak District, Kupang City is a series of rituals that are rich in cultural values and local wisdom. Each stage in this process strengthens marital relationships, enhances cultural identity, and ensures the continuity of traditional values passed down from generation to generation. Meaning and function Nono t-shirt The traditional Timorese wedding ceremony in Naioni Village, Alak District, Kupang City has a deep meaning and function in the social structure of society. Nono t-shirt is a customary demand that must be fulfilled to give full rights to the bride and ensure the validity of the marriage in the customary context. This ritual also marks a shift in tradition for a woman, creates social harmony, protects the family from disaster, and gives recognition and honor to women

who enter their husband's family.

Application of customary sanctions in Nono t-shirt at a traditional Timorese wedding ceremony in Naioni Village, Alak District, Kupang City, it plays an important role in maintaining norms and balance in society. This sanction is not only punitive but also a reminder of the importance of carrying out traditional rituals correctly. Families who do not complete the ritual Nono t-shirt face various serious consequences, including the loss of inheritance rights, the return of the wife's body to the family of origin, and the ineligibility of their daughter's dowry. This tradition is still guarded very seriously because it is believed to have magical and sacred value that is closely related to the welfare and fate of the practitioners.

Suggestion

1. There needs to be an intensive education and outreach program about its importance Nono t-shirt and the cultural values contained therein through schools, traditional institutions and community organizations.
2. Documentation of process and meaning Nono t-shirt in the form of writing, video and other media is very important. This publication can be disseminated through various media, including social media, to increase awareness and understanding of the wider community about the importance of this tradition.
3. Involving the younger generation in every stage of the ritual nono t-shirt, both as participants and as trainers, ensuring that they understand and appreciate these cultural values. This training can be facilitated by traditional and senior figures in the community.
4. Traditional leaders need to be empowered and given support so they can continue to play their role in maintaining and preserving traditions Nono t-shirt. This can be done through formal recognition, training, and financial support.
5. The government and non-governmental organizations (NGOs) can collaborate to support cultural preservation Nono t-shirt. This can take the form of technical assistance, funding, and programs that support cultural activities at the local level.
6. Socialization about the consequences of not running Nono t-shirt properly needs to be improved. The public needs to understand that customary sanctions have an important meaning in maintaining social balance and harmony.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6756

THE EFFORT TO ERADICATE ILLITERACY IN THE LITERACY CULTURE THROUGH ELDERLY SCHOOLS

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Abstract

This study aims to eradicate illiteracy among the elderly through the application of literacy culture based on local wisdom in senior schools. The method used in this research is a literature review, encompassing an examination of various sources related to literacy efforts and local wisdom. The primary focus of this effort involves four aspects of local wisdom: the use of local languages and folklore, the inclusion of traditional arts and skills, the involvement of community leaders and local culture, and the utilization of local spaces and environments as learning media. The use of regional languages and local folklore is intended to enhance the connection and relevance of learning materials for the elderly. Meanwhile, traditional arts and skills such as batik, weaving, and regional music are integrated into literacy activities to increase learning interest and preserve cultural heritage. The involvement of community leaders and local cultural figures is expected to provide inspiration and motivation, as well as add deeper historical and cultural context. Finally, utilizing local public spaces such as village halls and parks as learning environments aims to create a more enjoyable and meaningful literacy process. The results of this research are expected to offer insights into effective strategies for eradicating illiteracy among the elderly through a culturally-based literacy approach grounded in local wisdom.

Keywords: ***illiteracy, local wisdom, senior schools***

PENDAHULUAN

Buta aksara masih menjadi permasalahan serius di Indonesia. Banyak faktor yang membuat komunikasi terhambat. Kegagalan mengakses informasi menjadi salah satu alasan yang saat ini terdengar sedikit menghawatirkan karena zaman yang kita anggap milenial ini ternyata masih ada beberapa individu yang masih buta aksara. Jika tidak bisa mengakses informasi tentu akan menghambat keterampilan seseorang yang akhirnya berdampak pada penurunan daya saing serta kompetisi kehidupan. Jika hal itu sudah terjadi, maka akan sulit untuk bangkit dari keterpurukan ekonomi dan yang lebih berbahaya buta aksara ini dapat diwariskan kepada keturunannya dan sebuah kelaurga tidak bisa keluar dari himpitan buta aksara.

Menurut data Badan Pusat Statistik (BPS), pada tahun 2020 terdapat sekitar 2,9 juta penduduk usia 15 tahun ke atas yang buta aksara (BPS, 2021). Parandaru (2021) juga menuliskan bahwa penyangdang buta aksara di Indonesia berdasarkan data tahun 2020 Kemenduikbud berada pada angka 2,96 juta jiwa atau 1,71%. Angka ini menunjukkan bahwa masih banyak warga negara Indonesia yang belum memiliki kemampuan membaca dan menulis yang memadai. Permasalahan buta aksara ini tidak hanya terjadi pada kelompok usia muda, tetapi juga pada kelompok usia lanjut atau lansia.

Beberapa upaya telah dilakukan diantaranya mendirikan Taman Baca Masyarakat (TBM). Menurut Muniarty (2012) manfaat TBM adalah menambah wawasan, pengetahuan dan keterampilan masyarakat. Sedangkan menurut Dewinta (2019) manfaat TBM sebagai sumber segala informasi, fasilitas Pendidikan nonformal serta sarana pengembangan seni budaya bangsa. Melihat dua pertanayan tersebut rasanya normal jika banyak kalangan mendirikan TBM sebagai salah satu usaha untuk berbuat hal baik bagi negeriini.

Berbicara mengenai masalah buta aksara di Indonesia, berbagai upaya telah dilakukan oleh berbagai pihak untuk memberantas masalah yang selalu membelenggu kehidupan masyarakat ini. Penelitian Djarto (2009) yang mengkaji tentang "Upaya Pemberantasan Buta Aksara dengan "Keterampilan Kewirausahaan" menjelaskan bahwa ketrampilan kewirausahaan perlu diberikan kepada warga belajar yang telah memiliki ketrampilan keaksaraan agar mereka dapat mengasah kemampuan baca tulisnya sebagai bekal berwirausaha.

Pada sisi yang lain upaya untuk mengentaskan buta aksara di kalangan lansia adalah melalui penyelenggaraan sekolah lansia. Sekolah lansia merupakan program pendidikan nonformal yang ditujukan untuk meningkatkan kemampuan literasi dasar bagi lansia. Melalui sekolah lansia, para lansia diberikan kesempatan untuk belajar membaca, menulis, dan berhitung secara intensif (Kementerian Pendidikan dan Kebudayaan, 2019). Hal ini diharapkan dapat membantu mengentaskan buta aksara di kalangan lansia dan mendorong terciptanya budaya literasi yang lebih kuat di masyarakat.

Keberadaan sekolah lansia diharapkan dapat berkontribusi dalam membangun budaya literasi yang lebih inklusif dan merata di Indonesia. Dengan memberikan akses pendidikan bagi lansia, diharapkan dapat mengurangi kesenjangan literasi antara generasi muda dan tua, serta mendorong lansia untuk terlibat lebih aktif dalam kegiatan-kegiatan yang berhubungan dengan literasi (Kementerian Sosial, 2018).

Selain budaya literasi, faktor Kesehatan mental para lansia juga tidak bisa kita pandang sebelah mata, karena Komisi Nasional Lanjut Usia (2010) juga menyebutkan bahwa kondisi degeneratif tersebut menjadikan lansia rentan terhadap penyakit, termasuk depresi. Penelitian yang dilakukan di Monroe County New York oleh Lyness et.al (2009) membuktikan bahwa lansia dengan usia 65 tahun ke atas mempunyairisiko menderita depresi lebih tinggi jika dibanding dengan lansia yang berusia65 tahun.

Namun, implementasi sekolah lansia dalam upaya mengentaskan buta aksara masih menghadapi berbagai tantangan, seperti keterbatasan sumber daya, kurangnya kesadaran masyarakat, dan rendahnya partisipasi lansia. Oleh karena itu, diperlukan upaya yang komprehensif dan kolaboratif antara pemerintah, masyarakat, dan pemangku kepentingan lainnya untuk memastikan keberhasilan program sekolah lansia dalam meningkatkan budaya literasi di kalangan lansia.

METODE

Jenis penelitian ini menggunakan metode penelitian literatur atau kepustakaan (Library Research) yaitu dengan mengumpulkan data/informasi dari berbagai sumber. Menurut Sekaran, penelitian adalah kegiatan yang terorganisir, sistematis, berdasarkan data, objektif, ilmiah dan dilakukan secara kritis untuk memperoleh suatu jawaban atau pemahaman yang mendalam atas suatu konflik. Dalam penelitian seharusnya mempunyai tahap sistemati yang terstruktur sehingga dapat memudahkan dalam kegiatan yang akan dilaksanakan dengan sempurna.

Penelitian literatur atau kepustakaan *(Library research)* ini bersifat kualitatif sehingga instrumen kuncidalam penelitian adalah human instrumen, seperti yang diungkapkan Nasution, yaitu dengan tahapan penelitian dari mengumpulkan data, menyajikan data, mereduksi data, memaknai data dan menyimpulkan hasil penelitian (Semiawan, 2010). Pengaturan natural sebagai sumber data secara langsung dan peneliti merupakan kunci instrumen dalam penelitian kualitatif. Penelitian ini bersumber dari jurnal dan buku yang menjelaskan tentang signifikansi Kebudayaan dalam Pendidikan (Nugroho, 2016).

HASIL DAN PEMBAHASAN

Penggunaan Bahasa dan Cerita Rakyat Lokal

Pendekatan yang dapat digunakan dalam upaya mengentaskan buta aksara di sekolah lansia adalah dengan memanfaatkan bahasa dan cerita rakyat lokal. Bahasa daerah dan cerita rakyat yang kaya akan nilai-nilai kearifan lokal dapat menjadi media yang efektif dalam pembelajaran

membaca dan menulis bagi para lansia (Suryaman, 2010). Hal ini dikarenakan bahasa dan cerita rakyat lokal lebih dekat dengan kehidupan sehari-hari mereka, sehingga dapat meningkatkan motivasi dan minat belajar.

Penelitian yang dilakukan oleh Suyanto (2017) di Desa Wonorejo, Jawa Tengah menunjukkan bahwa penggunaan cerita rakyat Jawa dalam pembelajaran membaca dan menulis di sekolah lansia dapat meningkatkan pemahaman dan kemampuan literasi para peserta didik. Cerita-cerita rakyat Jawa yang sarat dengan nilai-nilai kearifan lokal, seperti gotong royong, keharmonisan, dan penghargaan terhadap alam, dapat dengan mudah dipahami dan dihayati oleh para lansia. Hal ini berdampak positif pada peningkatanmotivasi belajar dan keaktifan mereka dalam mengikuti kegiatan pembelajaran.

Penggunaan bahasa daerah juga dapat membantu para lansia dalam memahami konsep-konsep dasar dalam membaca dan menulis. Penelitian yang dilakukan oleh Nugroho (2019) di Sekolah Lansia Desa Karanganyar, Jawa Tengah menunjukkan bahwa penggunaan bahasa Jawa dalam pembelajaran literasi dapat meningkatkan pemahaman dan kemampuan para lansia dalam menguasai keterampilan membaca dan menulis. Hal ini dikarenakan bahasa Jawa yang digunakan sehari-hari oleh para lansia lebih familiardan mudah dipahami.

Penggunaan bahasa dan cerita rakyat lokal dalam pembelajaran literasi di sekolah lansia juga dapat membantu melestarikan budaya dan kearifan lokal. Hal ini sejalan dengan pendapat Suryaman (2010) yang menyatakan bahwa budaya literasi berbasis kearifan lokal dapat menjadi sarana untuk memperkenalkan dan melestarikan nilai-nilai budaya lokal kepada generasi muda. Melalui pembelajaran literasi yang memanfaatkan bahasa dan cerita rakyat lokal, para lansia dapat menjadi agen dalam menyampaikan dan menanamkan nilai-nilai kearifan lokal kepada generasi penerus.

Inklusi Seni dan Keterampilan Tradisional

Salah satu pendekatan yang efektif untuk mengentaskan buta aksara di kalangan lansia adalah dengan mengintegrasikan seni dan keterampilan tradisional ke dalam kurikulum pembelajaran. Pendekatan ini tidak hanya meningkatkan minat dan motivasi peserta didik, tetapi juga melestarikan warisan budaya lokal yang terancam oleh globalisasi (Suryani, 2018). Aktivitas kreatif seperti pembuatan batik, anyaman bambu, dan kerajinan tangan lainnya memberikan kesempatan bagi lansia untuk belajar membaca dan menulis, sekaligus mengekspresikan diri dan mengembangkan keterampilan, serta membangun rasa kebanggaan terhadap identitas budaya mereka (Nugroho, 2019).

Implementasi dari pendekatan ini dapat dilihat di Sekolah Lansia Desa Sumberejo, Jawa Tengah, di mana para peserta didik lansia diajarkan berbagai keterampilan tradisional (Lestari, 2020). Aktivitas ini tidak hanya meningkatkan kemampuan literasi, tetapi juga membantu lansia tetap aktif secara fisik dan mental, serta memelihara koneksi sosial dengan komunitas (Utami, 2021). Penelitian menunjukkan bahwa keterlibatan dalam seni dan keterampilan tradisional dapat meningkatkan kesejahteraan dan kualitas hidup lansia (Sulistyowati, 2019), serta memperkuat identitas budaya lokal.

Pendekatan ini memerlukan kolaborasi antara pihak sekolah, komunitas lokal, dan pemangku kepentingan terkait. Sekolah harus mampu mengidentifikasi dan mengintegrasikan seni serta keterampilan tradisional yang sesuai dengan konteks budaya setempat, sedangkan komunitas lokal berperan dalam menyediakan sumber daya dan dukungan logistik (Lestari, 2020). Keterlibatan pemerintah daerah dan organisasi nirlaba juga penting untuk memastikan keberlanjutan program (Utami, 2021). Dengan memadukan literasi dasar dengan seni dan keterampilan tradisional, diharapkan program ini dapat efektif dalam mengentaskan buta aksara sambil melestarikan budaya lokal dan meningkatkan kesejahteraan lansia (Sulistyowati, 2019).

Keterlibatan Tokoh Masyarakat dan Lingkungan Lokal

Keterlibatan tokoh masyarakat dan budaya lokal merupakan elemen kunci

dalam upaya mengentaskan buta aksara melalui budaya literasi di sekolah lansia. Tokoh masyarakat seperti pemimpin adat, pemuka agama, dan tokoh informal lainnya memainkan peran aktif dalam mendorong partisipasi lansia dalam kegiatan literasi (Suryadi, 2018). Dengan memanfaatkan pengaruh dan kewibawaan mereka di masyarakat, mereka dapat menekankan pentingnya literasi dalam kehidupan sehari-hari. Ruang dan lingkungan lokal yang familiar bagi lansia dapat digunakan sebagai tempat penyelenggaraan kegiatan literasi serta sebagai sumber bahan ajar dan media pembelajaran yang relevan dengan kehidupan mereka. Warga lansia merasa lebih nyaman dan terlibat aktif dalam pembelajaran yang dilakukan di tempat-tempat yang akrab dengan mereka. Selain itu, pemanfaatan lingkungan lokal, seperti kebun, pasar, dan tempat ibadah, juga dapat digunakan sebagai sumber bahan ajar dan media pembelajaran yang relevan dengan kehidupan sehari-hari warga lansia. Penggunaan bahan ajar yang menggunakan contoh-contoh dari lingkungan sekitar, seperti nama-nama tanaman, hewan, dan benda-benda di sekitar rumah, memudahkan warga lansia untuk memahami dan mengingat materi pembelajaran.

Budaya lokal juga dapat diintegrasikan ke dalam kegiatan literasi di sekolah lansia. Misalnya, pemanfaatan cerita rakyat, permainan tradisional, atau kesenian daerah sebagai media pembelajaran membaca dan menulis (Suhardi, 2017). Hal ini tidak hanya meningkatkan minat dan motivasi warga lansia, tetapi juga membantu melestarikan warisan budaya lokal. Melalui kegiatan literasi berbasis kearifan lokal, warga lansia dapat belajar sambil mengenal dan menghargai tempat-tempat bersejarah atau tempat-tempat yang memiliki nilai budaya dapat membantu warga lansia untuk lebih mengenal dan menghargai warisan budaya mereka.

Penelitian yang dilakukan oleh Suryadi (2018) di sebuah desa di Jawa Tengah menunjukkan bahwa keterlibatan tokoh masyarakat dan integrasi budaya lokal dalam program literasi di sekolah lansia dapat meningkatkan partisipasi dan antusiasme warga lansia. Tokoh masyarakat yang terlibat, seperti kepala desa dan ketua RT, aktif mempromosikan program literasi dan mengajak warga lansia untuk berpartisipasi. Sementara itu, pemanfaatan cerita rakyat dan permainan tradisional sebagai media pembelajaran membuat proses belajar menjadi lebih menarik dan bermakna bagi warga lansia.

Penelitian yang dilakukan oleh Suhardi (2017) di sebuah desa di Sulawesi Selatan juga menunjukkan bahwa integrasi budaya lokal dalam kegiatan literasi di sekolah lansia dapat meningkatkan rasa memiliki dan kebanggan warga lansia terhadap warisan budaya mereka. Warga lansia antusias untuk mempelajari dan mempraktikkan keterampilan membaca dan menulis melalui media yang akrab dengan mereka, seperti nyanyian daerah dan kerajinan tangan tradisional.

Maka dari itu keterlibatan tokoh masyarakat dan integrasi budaya serta lingkungan llokal dalam program literasi di sekolah lansia merupakan strategi yang efektif untuk meningkatkan partisipasi dan antusiasme warga lansia. Melalui pendekatan ini, warga lansia tidak hanya belajar membaca dan menulis, tetapi juga dapat melestarikan dan menghargai warisan budaya lokal mereka.

Implementasi Sekolah Lansia

Pemerintah memiliki peran penting dalam mendukung penyelenggaraan sekolah lansia. Pemerintah dapat menyediakan anggaran, menyiapkan tenaga pengajar yang terlatih, dan mempromosikan program sekolah lansia kepada masyarakat. Selain itu, pemerintah juga dapat bekerja sama dengan organisasi masyarakat, lembaga swadaya masyarakat, dan sektor swasta untuk mendukung penyelenggaraan sekolah lansia (Kementerian Sosial, 2018). Sekolah lansia merupakan program pendidikan nonformal yang diselenggarakan oleh pemerintah, organisasi masyarakat, atau lembaga swadaya masyarakat untuk memberikan layanan pendidikan bagi lansia. Program ini bertujuan untuk meningkatkan kemampuan literasi dasar, seperti membaca, menulis, dan berhitung, serta mendorong partisipasi aktif lansia dalam kehidupan sosial dan budaya (Kementerian Sosial,

2018).

Implementasi sekolah lansia di Indonesia telah dilakukan di berbagai daerah, dengan dukungan dari pemerintah pusat maupun pemerintah daerah. Misalnya, Kementerian Pendidikan dan Kebudayaan telah menyelenggarakan program Sekolah Pemberdayaan Lansia (SEPALA) di beberapa provinsi, seperti JawaTengah, Jawa Timur, dan Sulawesi Selatan (Kemendikbud, 2019). Program ini memberikan pelatihan dan pendampingan bagi lansia untuk meningkatkan kemampuan literasi dasar.

Peran masyarakat juga sangat penting dalam mendukung keberhasilan sekolah lansia. Masyarakat dapat berpartisipasi dalam penyelenggaraan sekolah lansia, misalnya dengan menjadi sukarelawan pengajar atau menyediakan fasilitas pembelajaran. Masyarakat juga dapat mendorong lansia di lingkungannya untuk berpartisipasi dalam kegiatan sekolah lansia (Kementerian Sosial, 2019). Selain itu, beberapa organisasi masyarakat dan lembaga swadaya masyarakat juga telah menyelenggarakan sekolahlansia di berbagai daerah. Misalnya, Yayasan Sosial Marga Bhakti di Yogyakarta telah menyelenggarakan program Sekolah Lansia sejak tahun 2010 (Yayasan Sosial Marga Bhakti, 2020). Program ini tidak hanyafokus pada peningkatan literasi dasar, tetapi juga pada pengembangan keterampilan hidup, kesehatan, dankegiatan sosial bagi lansia.

Dalam implementasinya, sekolah lansia menggunakan pendekatan pembelajaran yang disesuaikan dengan kebutuhan dan karakteristik lansia. Metode pembelajaran yang diterapkan, antara lain, ceramah, diskusi, praktik, dan kunjungan lapangan. Selain itu, materi pembelajaran juga dirancang untuk memperkuat kemampuan literasi dasar, seperti membaca, menulis, berhitung, serta keterampilan hidup sehari-hari (Kementerian Sosial, 2018). Kolaborasi antara pemerintah dan masyarakat dalam mendukung sekolah lansia diharapkan dapat meningkatkan efektivitas program ini dalam mengentaskan buta aksara di kalangan lansia. Dengan demikian, budaya literasi di Indonesia dapat semakin diperkuat, terutama di kalangan lansia.

Keberhasilan implementasi sekolah lansia dalam mengentaskan buta aksara di Indonesia tidak terlepas dari peran serta berbagai pemangku kepentingan, seperti pemerintah, organisasi masyarakat, dan lembaga swadaya masyarakat. Kolaborasi dan koordinasi yang baik antara pemangku kepentingan tersebut sangat penting untuk memastikan keberlanjutan dan efektivitas program sekolah lansia dalam meningkatkan literasi di kalangan lansia.

Tantangan dalam Penyelenggaraan Sekolah Lansia

Penyelenggaraan kegiatan-kegiatan yang melibatkan lansia di dalam masyarakat diharapkan dapat mengatasi permasalahan psikologis yang sering dialami oleh lansia. (Deshinta, 2018). Perubahan lingkungan sosial, seperti keluarga dan masyarakat yang cenderung bersifat individualis, juga berkontribusi pada penurunan kondisi psikologis lansia. Kondisi ini dapat semakin memburuk jika lansia menghadapi lingkungan fisik yang kotor, kumuh, dan tidak nyaman, sehingga mereka berisiko mengalamistres, depresi, hingga skizofrenia. Oleh karena itu, penting untuk menciptakan lingkungan yang ramah terhadap lansia, sesuai dengan karakteristik dan kebutuhan mereka. Aspek lain yang harus dipenuhi untuk menciptakan lingkungan yang aman dan nyaman bagi lansia agar bisa melakukan aktifitasnya dan bisa memenuhi kebutuhan hidupnya adalah partisipasi, penghormatan dan inklusi sosial, dan dukungan komunitas (Iwarsson, 2007).

Meskipun sekolah lansia telah menjadi salah satu upaya penting dalam mengentaskan buta aksara di Indonesia, implementasinya masih menghadapi beberapa tantangan. Salah satu tantangan utama adalah terbatasnya sumber daya, baik dari segi pendanaan, sarana prasarana, maupun tenaga pengajar yang memiliki kompetensi khusus dalam mengajar lansia (Kementerian Sosial, 2018). Kurangnya kesadaran masyarakat tentang pentingnya literasi bagi lansia juga menjadi tantangan dalam penyelenggaraan sekolah lansia. Banyak keluarga dan masyarakat yang belum memahami manfaat program ini bagi lansia, sehingga partisipasi lansia dalam sekolah lansia masih rendah (UNESCO, 2016).

Tantangan lain yang dihadapi adalah rendahnya motivasi dan minat belajar pada sebagian lansia. Beberapa lansia merasa bahwa belajar di usia tua sudah terlambat atau tidak lagi relevan dengan kehidupan mereka. Selain itu, kondisi fisik dan kesehatan lansia yang semakin menurun juga dapat menjadi hambatan dalam mengikuti kegiatan pembelajaran di sekolah lansia (Kementerian Sosial, 2018). Keterlibatan atau peran dari anggota keluarga menjadi penting perlu adanya himbauan dan pemahaman kepada keluarga yang memiliki anggota keluarga yang berusia lanjut tentang pentingnya keikutsertaan dalam kegiatan (Deshinta, 2018).

Kurangnya koordinasi dan sinergi antara berbagai pemangku kepentingan, seperti pemerintah, organisasi masyarakat, dan lembaga swadaya masyarakat, juga menjadi tantangan dalam penyelenggaraan sekolah lansia. Hal ini dapat menyebabkan program-program yang dilaksanakan menjadi tidak terkoordinasi dan kurang efektif dalam mencapai tujuan (Kementerian Pendidikan dan Kebudayaan, 2019). Untuk mengatasi tantangan-tantangan tersebut, diperlukan upaya yang komprehensif dan kolaboratif dari berbagai pemangku kepentingan. Pemerintah, organisasi masyarakat, dan lembaga swadaya masyarakat harus bekerja sama untuk meningkatkan dukungan sumber daya, meningkatkan kesadaran masyarakat, dan mengembangkan metode pembelajaran yang lebih menarik dan sesuai dengan kebutuhan lansia.

KESIMPULAN

Penelitian ini menyimpulkan bahwa penerapan budaya literasi berbasis kearifan lokal merupakan strategi efektif dalam mengentaskan buta aksara di kalangan lansia. Melalui penggunaan bahasa dan cerita rakyat lokal, seni dan keterampilan tradisional, keterlibatan tokoh masyarakat serta pemanfaatan ruang lokal, program literasi dapat menjadi lebih relevan dan menarik bagi lansia. Integrasi elemen budaya lokal tidak hanya memperkaya materi pembelajaran tetapi juga membantu lansia untuk lebih terhubung denganmateri tersebut serta menjaga dan melestarikan warisan budaya mereka.

Keterlibatan aktif tokoh masyarakat dan budaya lokal memainkan peran penting dalam memotivasi dan menginspirasi lansia untuk berpartisipasi dalam kegiatan literasi. Pemanfaatan ruang-ruang publik lokal juga berkontribusi pada menciptakan lingkungan belajar yang menyenangkan dan bermakna. Dengan mengadopsi pendekatan ini, diharapkan program literasi dapat lebih efektif dalam mengurangi buta aksara di kalangan lansia sambil memperkuat identitas budaya lokal dan meningkatkan kualitas hidup mereka.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6993

THE INFLUENCE OF CHANGES TO INDEPENDENT CURRICULUM ON STUDENT LEARNING

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Abstract

Curriculum and materials are very important tools for educational success. Curriculum changes are needed to keep up with current developments and improve the quality of education. The purpose of this paper is to determine the effect of changes to the independent curriculum on student learning. The method in this writing uses a literature study method by collecting previous research results with relevant journal sites. The results obtained include a curriculum concept designed by the Minister of Education and Culture which aims to provide more freedom for schools and teachers in designing their curriculum, the curriculum changes are driven by developments over time and the increasingly complex and diverse needs of society. And has a positive impact, namely the curriculum becomes easier and more enjoyable because the focus of learning is on developing student potential and is given the freedom to learn according to their wishes. The conclusion of this study is that changes to the general curriculum in Indonesia have a major impact on the world of education. The challenge in implementing the independent curriculum is to equip students with *soft skills* through school activities and learning. The Independent Curriculum contains a project to strengthen students' Pancasila which can be directly applied in everyday life. Students are accustomed to using the resources around them as effectively as possible.

Keywords: Iinfluence, Change, Curriculum, Learning

INTRODUCTION

Given the need for broad changes in curriculum design and implementation strategies, the effectiveness of the curriculum in certain contexts is increasingly being questioned. Once learning resumes, schools will have the freedom to choose their curriculum. As part of efforts to support Indonesia's educational vision and restore learning, the Merdeka Curriculum focuses on essential content and develop students' character and abilities. This curriculum was developed as a more flexible curriculum framework. Systematic curriculum changes are expected to improve and restore classroom learning. The existence of a new curriculum should provide an opportunity to determine what content will be taught in class. The curriculum can also affect the accuracy teaching methods used by teachers to meet students' learning needs.

The Independent Learning Curriculum is a new policy of the Indonesian Minister of Education and Culture which aims to encourage or encourage students to acquire scientific abilities in the field of education that will help them realize their dreams. In this independent curriculum, it occupies an important place in the world of education, because it is closely related to the process of educational management and the process of determining the qualifications of graduates of educational institutions. The curriculum includes educational plans and activities for schools, classrooms, communities, and countries.

Students are expected to be able to understand how the curriculum system changes. The problem faced by Indonesian students is that many students do not fully understand the curriculum used, but must re-familiarize themselves with the newly introduced curriculum in a relatively short period of time. This means that students only have time to understand changes in the curriculum system without

sufficient opportunity to optimize the potential that can be developed. Basically, the purpose of curriculum change is to be able to answer future challenges in gaining knowledge, attitudes, and skills to adapt to an ever-changing environment.

As part of the independent learning curriculum, teachers must make learning interesting and not boring so that students can answer the challenges of future civilization. The independent learning curriculum has many benefits. This includes improving programs that have been established and implemented routinely, preparing students to face the challenges of future civilization, and changing the way people think and act. Changing the independent learning curriculum in schools is a step that needs to be taken to change the learning atmosphere in madrasas and improve the quality of learning. The independent learning curriculum is a collaborative process to achieve learning goals, with an emphasis on improving the quality of interaction.

Based on the background that has been stated above, this study was conducted to provide an overview of the influence of changes in the independent curriculum on student learning. Given the background above, it is very important to conduct further research on the impact of changes on all those involved in the independent curriculum to produce valid data and results related to the problems studied.

METHOD

In this article, the author uses a literature study method by concluding (material materials) sourced from books, journals, and other sources and using qualitative data. Literature studies are carried out by collecting the results of previous studies and then compiling them into a description that can be generalized and become a conclusion.

RESULTS AND DISCUSSION

RESULTS

Curriculum Concept

The education system designed by the Minister of Education and Culture Nadiem Makarim with the concept of independent learning combines ideas developed by John Dewey, based on the fact that society needs to move with the times. Therefore, education must also be responsive to changes in the times. This is in accordance with the concept of lifelong education which emphasizes that education must adapt to the conditions of the times (Faiz and Kurniawaty 2020) .

According to Hernawan, the definition of curriculum is divided into three aspects, namely curriculum as a subject, curriculum as a learning experience, and curriculum as a learning plan. According to Sukumadinata, there are three concepts of curriculum: curriculum as content, formulation of objectives, teaching materials, teaching and learning activities, and documents containing schedules and evaluations. Curriculum as a system includes personnel structures and work processes to develop, implement, evaluate, and refine the curriculum. Curriculum as a subject of curriculum research. Curriculum is a teaching system created under the responsibility of the school to organize educational activities to provide students with potential learning experiences and enable them to think and act according to their living environment. The national curriculum is based on the same foundation: Pancasila and the 1945 Constitution. The difference lies in the focus of educational goals and the approach to achieving them (Hartoyo, Melati, and Martono 2023) .

Zainal Arifin said that the implementation of curriculum development must go through the following stages: feasibility study and needs analysis stage, curriculum planning stage, operational stage of curriculum development, limited field curriculum trial stage, stating that it needs to be done through the curriculum implementation stage and curriculum. Monitoring and evaluation stage, remediation and adaptation phase (Putri 2019) .

Although the curriculum seems like a guide to the topics covered in the lesson plan, it implicitly covers many topics. The curriculum is important in education because it covers concepts such as politics, social justice, moral values, norms, attitudes, cultural and social integration, comprehensive citizenship education, equality, solidarity, and respect. Correct handling of these concepts plays an important role in building the

lives of the new generation and their attitudes towards themselves and the nation (Özmen 2024) .The concept of the independent learning curriculum should be introduced uniformly in Indonesian educational institutions today. This concept not only has an impact on student development but also makes it easier for teachers to carry out innovative learning processes. The independent curriculum approach integrates literacy skills, knowledge competencies, skills and attitudes, and mastery of technology.

Curriculum Changes

The changes in the general curriculum in Indonesia have had a major impact on the world of education. The changes in the curriculum were driven by developments over time and the increasingly complex and diverse needs of society. This condition also demands that the curriculum used must be responsive and comprehensive. The Ministry of Education and Culture said that the Independent Curriculum is different from the 2013 Curriculum. The 2013 Curriculum will be prioritized for use by schools that are accredited A. However, the Independent Curriculum does not have special criteria for educational institutions that want to implement this curriculum, this depends on the situation of the school and whether or not the school is able to implement the curriculum. Currently, schools that are recognized as being able to implement this curriculum are selected as driving schools, and for schools that are starting to introduce their own curriculum, we provide an overview of the introduction to the system as well as examples and guidelines. The Independent Curriculum focuses on developing character, student abilities, and developing student interests and talents. This curriculum learning system aims to reduce the amount of material and assignments that students need to memorize. The 2013 Curriculum emphasizes the development and improvement of attitudes, skills, and knowledge abilities. The Merdeka Curriculum was created to produce the next generation of achievers. According to Nugraha, there are several strategies for implementing the independent learning curriculum. Namely, the gradual implementation of the Merdeka Curriculum, providing assessments and teaching resources, as well as providing independent training and learning resources for teachers, providing resources for the Merdeka curriculum, and encouraging the development of learning communities (Ningrum 2023) .

The curriculum change in Indonesia is one of the biggest changes in the world of education. Currently, the original curriculum is only an option in the world of education, and the Ministry of Education and Culture is trying first to socialize the original curriculum into a national curriculum. This unique curriculum does not need to be implemented in all schools. The Ministry of Education, Culture, Sports, Science and Technology is implementing this curriculum change method to overcome existing problems. This independent learning curriculum emphasizes the development of personality, student abilities, and fostering children's interests and talents. To reduce the amount of learning materials and assignments given to students, the 2013 curriculum only focuses on developing and improving attitudes, skills, and knowledge. The 2013 curriculum focuses on core subjects chosen by students (Rahmadhani, Widya, and Setiawati 2022) . The challenge in implementing the independent curriculum is to equip students with *soft skills* through school activities and learning. The Independent Curriculum contains a project to strengthen the Pancasila for students that can be directly applied in everyday life. Students are accustomed to using the resources around them as effectively as possible.

Factors that can trigger curriculum changes according to Soetopo and Soemanto (Putri 2019) include:

1. Liberating a certain region of the world from colonial rule. After independence, these countries realized that they had been educated in an educational system that did not meet the ideals of national independence. For this reason, they began to plan very important changes to the existing curriculum and educational system.
2. The development of science and technology is very rapid. On the one hand, the development of various fields of school science leads to the discovery of ancient

theories. Meanwhile, the development of psychology, communication, and other sciences has led to the discovery of new theories and methods in the teaching and learning process. Both of the above-mentioned developments have facilitated changes in curriculum content and delivery strategies.

3. With the rapid growth of the world's population, the number of people in need of education is also increasing. This means that the methods and approaches traditionally used in education need to be reviewed and, if necessary, modified to meet the growing educational needs.

DISCUSSION

Independent Curriculum

Independent Curriculum is a new approach in the Indonesian education system that aims to provide more freedom for schools and teachers in designing their curriculum. Independent curriculum is designed for a simpler curriculum and focuses on sensitive content and student character development. The nature and purpose of this independent curriculum is to support healing in learning. This curriculum features: project-based learning activities to develop soft skills and attributes based on pan-casual learning profiles; Focus on what is important and ensure students have enough time to learn, especially mathematics and reading; Make learning more flexible, allowing teachers to carry out different learning activities according to student abilities and adjust to local contexts and content (Rahmatul Adla and Tiara Maulia 2023) .

The implementation of this curriculum will make a major contribution to securing teacher class time and teacher allowances. In addition to support for guaranteed working hours and professional allowances, teachers are also supported by an independent teaching platform in implementing the independent curriculum. The independent education platform helps teachers easily find inspiration, references, reading comprehension, and understanding to implement the independent curriculum. The independent education platform is the driving force for teachers in educating Pancasila students. The independent education platform has three functions. That is, teaching the independent curriculum more effectively, learning new concepts, and trying to create works and products (Almarisi, 2023) .

This independent curriculum affects student learning, including student motivation. When there is a change in the curriculum, students will be able to understand the new curriculum that is introduced. For example, in the current independent curriculum, students learn more independently, and this independent learning plan also makes the learning process in the classroom more independent, making students more active (Hidayati et al. 2022) .

Impact of Curriculum Changes

The independent learning curriculum is a new policy of the Minister of Education and Culture of the Republic of Indonesia which aims to encourage or encourage students to acquire academic skills in the field of education that will help them realize their dreams. This independent curriculum occupies an important place in the world of education, because it is closely related to the process of educational management and the process of determining the qualifications of graduates of educational institutions. The curriculum includes educational plans and activities for schools, classrooms, communities, and countries.

This new curriculum is based on ensuring that the independent curriculum has an impact on all students who use it. The positive impact is that each student can explore themselves and find what they like and what they want to develop, create or design according to their talents. The impact of the change in the independent curriculum is that teachers will feel very helped if they are able to follow the structure that has been made when distributing materials and assessing students (Hartoyo et al. 2023) .

Curriculum changes can have positive and negative impacts on the quality of education. The positive impact is that students are able to learn according to their increasingly advanced level of development, with the support of school leaders, teachers, staff, students, and even the educational institution itself. The principal must have a good

relationship with his superiors and subordinates, but teachers must also have good qualities, namely that their students learn well, study hard, and are creative students in solving all problems and are critical in every lesson. The negative impact is the decline in the quality of education and the rapid changes in the curriculum give rise to new problems such as the inability of students to adapt to the new curriculum learning system, resulting in low student achievement (Ningrum 2023) . The positive impact is that the curriculum becomes easier and more enjoyable because the focus of learning is on developing students' potential and they are given the freedom to learn according to their wishes.

The Independent Curriculum has a positive and beneficial impact on teachers. This curriculum requires greater creativity and innovation and provides opportunities for professional development, but also presents challenges in terms of adapting and mastering the material. The Independent Curriculum has a positive impact on students' learning experiences by creating a more positive and rewarding learning environment, improving critical thinking skills, and enabling personalized learning experiences (Dwi Adventyana et al. 2024) .

CONCLUSION AND SUGGESTIONS

As the world of education changes, conditions continue to improve for both teachers and students, so curriculum changes are absolutely necessary to keep up with the times. For independent curriculum, curriculum implementation guidelines include a combination of learning and assessment, a combination of school-based curriculum development, a combination of project development, comprehensive implementation, and individual and consultative teaching. Independent curriculum also explores students' abilities to find what they like and what they want to develop, create or design according to their talents. Optimizing teacher skills in the learning process and introducing their own curriculum can have a significant impact on the concept of *self-directed learning* .

As the young generation of the successors of this country, who have a natural desire to advance our country and state, we ask that you continue to try as hard as possible to realize this. Teachers are the designers of the future of students, and as professional designers, teachers must try harder to develop the character of students and be willing to actively participate in realizing their future lives.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6845

ARTIFICIAL INTELLIGENCE, SOCIAL SCIENCES LEARNING INNOVATION CATALYST

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Abstract

Digital technology and artificial intelligence (AI) development has opened up new educational opportunities, including social education studies. In this digital era, improving learning quality is becoming increasingly urgent. Social education studies, which aim to shape students' understanding of society, geography, and citizenship skills, face various challenges, ranging from a lack of student engagement to limited resources. AI technology offers innovative solutions through personalized learning, quick feedback, and a dynamic learning environment. AI-based learning supports lifelong education, providing easy access to online resources for all age groups. This research aims to analyze the potential of AI in social education studies by identifying relevant AI applications, evaluating the impact of AI implementation, and developing AI-based learning models. In addition, the study identifies challenges, formulates strategies to overcome them, and formulates policy recommendations for educators and technology developers. The method used is qualitative analysis through a literature review from journals, books, and related articles in the last ten years. The study results show that AI has great potential to improve the quality of social learning studies by providing programs tailored to student needs, analyzing learning history, and developing better learning materials. Examples of AI applications in education include ChatGPT for natural language processing, AI-based learning systems, virtual assistants, and educational data analysis. With wise application, AI can improve student engagement, material comprehension, and analytical skills and prepare them for a connected and adaptive future to changing times.

Keywords*: *Artificial Intelligence, Social Sciences Education, Learning Innovation.

INTRODUCTION

Technological developments in the digital era have significantly impacted various aspects of life, including education. One of the innovations that stands out is using Artificial Intelligence/AI. Initially developed for computing and data analysis, AI has penetrated various fields, including social sciences. In social science learning, AI has great potential to become a catalyst for innovation that increases the Learning Process's effectiveness and enriches students' learning experiences.

Social science is a discipline that studies complex aspects of human society, including geography, sociology, anthropology, and economics. Learning in this field often requires a holistic and interactive approach to understanding abstract and dynamic concepts. This is where the role of AI becomes very relevant. AI can be used to develop adaptive and personalized learning tools and methods, allowing students to learn according to their abilities and needs.

Artificial Intelligence has become ubiquitous in daily life. Numerous instances demonstrate the ways in which artificial intelligence (AI) has impacted many facets of human existence, such as Web information retrieval, news and entertainment consumption, identity-based surveillance systems, financial market performance, welfare recipients, and traffic and pedestrian patterns.(Williamson, 2024)

Additionally, AI can help with more efficient data collection and analysis, allowing educators to gain deep insights into student performance and development. In this way, educators can design more effective and responsive learning strategies. AI can also support collaborative learning through digital platforms that enable interaction and discussion between students from various backgrounds, enriching their perspectives and understanding of social science.

(Chassignol et al., 2018) gives a balanced definition of artificial intelligence as a subject of study and theory. Artificial intellect (AI) is a branch of computer science that focuses on finding solutions to cognitive issues associated with human intellect, including learning, pattern recognition, and problem-solving. AI is a theoretical framework that directs the creation and application of computer systems that possess human abilities, such as speech recognition, visual perception, decision-making, and language translation.

However, the application of AI in social studies education also presents its challenges. One of the main challenges is ensuring that this technology does not replace the role of educators but instead strengthens it. Apart from that, issues related to privacy and ethics in the use of data also need serious attention to ensure that integrity and fairness in education are maintained.

Therefore, this research aims to explore the potential of AI as a catalyst for innovation in social science learning. This research will examine various applications of AI in the learning context, the benefits they offer, and the challenges that must be overcome to maximize the potential of AI in education. Thus, this research is hoped to significantly contribute to developing innovative and effective learning methods and strategies in the digital era.

METHOD

This study investigates the use of AI in social science education through a literature review methodology. With the purpose of comprehending the use of AI in educational contexts and the related advantages and difficulties, this approach entails gathering, evaluating, and synthesizing a variety of pertinent literature sources.

DISCUSSION

A. AI Applications in Social Science Learning

Artificial Intelligence(AI) covers various disciplines such as engineering, mathematics, computer science, philosophy, and linguistics. Due to its multidisciplinary nature, AI experts have not yet agreed on a general definition of AI. AI will have many applications as research advances, including Social Science (IPS) learning. The application of AI in social studies facilitates the teaching and learning process and helps make more effective decisions regarding learning strategies and student evaluation. (Aggarwal & Agrawal, 2024)

Timms notes that AI has enormous potential to transform various societal sectors, including education. In social studies learning, AI has begun to be adopted to improve student learning experiences by personalizing content and teaching methods. Based on the narrative and framework proposed by(Chassignol et al., 2018), AI has been applied in social studies learning, especially in terms of educational administration, creating learning materials, and more in-depth assessments, which directly impact the quality of student learning.

More specific applications of AI in social studies learning include various forms, such as developing learning content tailored to student needs and using intelligent tutor systems to provide immediate feedback and more accurate student assessments. Examples of AI applications include interactive learning environments (ILEs) that can help students understand concepts in social studies in more depth, as well as intelligent tutoring systems that can be used for various subjects at different educational levels.(Chassignol et al., 2018)AI also plays a role in tracking student performance in social studies and improving available pedagogical tools, which enriches the student learning experience.

AI significantly impacts social studies learning by encouraging deep understanding through more detailed explanations and personalizing content according to student abilities. Technologies such as virtual reality (VR) and simulations allow students to experience social studies learning more objectively, helping them understand social, cultural, and historical dynamics more interactively and holistically. Although there are concerns about the potential negative impact of AI, in the context of social studies learning, the benefits offered by AI are likely to be more significant, such as increasing information retention and student learning motivation(Chen et al., 2020)

Several countries, such as China, England, Thailand, Korea, and the European Union, are setting educational standards involving AI, including those in the social studies curriculum. Organizations such as the Association for the Advancement of AI (AAAI) and the Computer Science Teachers Association (CSTA) have developed national guidelines for teaching AI at the K-12 level, which are relevant to equipping students with AI literacy in social studies contexts(Yetişensoy & Rapoport, 2023)

It can be said that social studies learning aims to prepare students to become active members of society, both now and in the future, making AI literacy an integral part of social studies education. Social studies provides the knowledge, skills, and values necessary for students to participate actively in a society increasingly connected by AI technology. Social studies learning also helps students understand the role of AI in society to become conscious and wise citizens who utilize AI for broader social interests.(Yetişensoy & Rapoport, 2023)

AI in social studies learning offers various benefits, such as personalization of learning, more accurate assessments, and efficient data management. However, human intelligence remains essential, especially in the aspects of creativity, empathy, and critical thinking, to ensure that social studies learning does not lose the crucial human dimension in the educational process(Ulimaz et al., 2024)

B. Benefits of AI in Learning

AI has a significant positive impact on learning, especially in adjusting the curriculum and student learning experiences. AI-based curriculum adaptation enables dynamic adjustments to student needs using real-time data analysis, facilitating learning personalization and student progress monitoring. (Apriadi & Sihotang, 2023)

Efficiency and learning speed: AI-based social studies learning can help students save time by automating specific tasks, such as assessments and data analysis. In addition, based on student progress, social studies learning can provide learning experiences tailored to their needs, which can give immediate feedback, allowing students to deepen their understanding of social concepts more quickly. (Rebolledo Font de la Vall & González Araya, 2023)

Personalized learning experiences: A lot of AI-powered social studies learning resources employ algorithms to monitor students' progress and adjust course contents based on their aptitudes and preferred methods of learning. Because they receive content that is catered to their learning style and speed, students benefit from an enhanced and more effective learning experience.(Kessler, 2018)

Capacity to study several subjects at once: Students can study history, geography, and sociology at the same time with some AI-based social studies learning resources. It helps students who want to learn more about social and cultural issues for personal or academic reasons.

Accessibility: AI-based social studies learning resources can be easily accessed from any internet-connected device as they are frequently offered online or as mobile applications. Students can now study whenever and wherever it's convenient for them thanks to this.

Cost-effectiveness: A lot of AI-based social studies learning resources are available for free or at a reduced price, which makes them more economical than more conventional teaching strategies like in-person instruction or individual tutoring

Cultural exposure and social insight: AI-based social studies learning tools can expose students to a variety of social and cultural factors, including conventions, traditions, and social dynamics, through interactive lessons and real-life scenarios. By doing this, kids are able to comprehend and value various societies and cultures on a deeper level.

AI-based resources for social studies education have several advantages for both educators and learners. Using this application, teachers can uncover areas for growth, provide real-time feedback, and customize each student's learning more quickly and easily. AI-based resources allow students to study social studies in an engaging manner that fits their learning style and level of experience. Social studies teachers can offer more transformative learning experiences and aid students in understanding social studies by using AI-based tools into their conventional teaching techniques.

C. Challenges in implementing AI

1. Limitations of AI algorithms

   Current AI algorithms are not yet perfect and still have limitations in understanding complex patterns in social data. Even though AI technology is very advanced, there are still limitations in understanding natural language, social context, and human reasoning. This is a challenge in creating AI that can interact naturally and provide practical social studies learning feedback to students. Further research in natural language processing and emotional intelligence is urgently needed.

   Organizational systems, including those for gathering, monitoring, storing, using, archiving, and destroying data, are closely connected to data governance. The leadership and management of the company set the direction for the organization's data governance rules and processes, supported them, and communicated them. All the instruments required to guarantee general needs like availability, completeness, accuracy, integrity, consistency, auditability, and security should be included in regulations. (Owoc et al., 2021)

2. Privacy and security of student data

   Government schools are often responsible for training prospective government and civil servants. Technology and AI can automatically carry out administrative tasks, such as student data management, scheduling, and financial administration.

   The use of AI in education requires collecting large amounts of student data, so the issue of data privacy and security becomes critical. Adequate regulations and technology are needed to protect students' data.(Siti Masrichah, 2023), The use of AI in collecting and analyzing personal data poses risks to individual privacy. Robust protection of personal data and appropriate privacy policies are essential to ensure that sensitive information is not misused or accessed without permission. Additionally, AI systems are vulnerable to cyberattacks and data manipulation. Security in AI implementations must be a top priority, including data protection, computing infrastructure security, and thorough security testing.

3. High costs of AI development and research

   AI development and research require significant time, expertise, and computing costs. This is an obstacle for many educational institutions with limited resources. Cross-sector support and collaboration are needed to overcome cost barriers. In Indonesia, one of the main barriers to using AI is the high cost of installing AI devices, so not all education sectors can afford to invest in this technology.(Suryokta et al., 2023)

4. Lack of AI literacy among teachers

   Many social studies teachers are still not familiar with the concept and implementation of AI in learning. Training and outreach are needed to increase AI literacy among teachers and enable them to use it effectively in social studies learning. The government has started a new literacy initiative that focuses on three main aspects: digital literacy, technological literacy, and human literacy, which are

considered essential to face the industrial era 4.0

Some educators see AI as a tool that can help them provide a more personalized and adaptive learning experience for their students. However, the application of AI in the learning process can significantly impact teachers as long as students use it.(Safitri et al., 2023)

In the Society 5.0 era, educators must have digital skills and the ability to think creatively. They must also be more innovative in teaching by keeping up with current developments. In an increasingly modern era, educators must also be able to use various applications that support learning. (Nur et al., 2022)

5. Dependence on technology and cyberspace

High dependence on digital technology such as smartphones, laptops, and tablets can have an impact on mental health, including causing anxiety, restlessness, and sleep disorders. (Gumelar, 2023)The study referred to by Gumelar shows that dependence on the internet and technology can cause behavioral disorders such as obsession with technology, anxiety when not using digital devices, and loss of control over technology use. These findings suggest that the more often someone uses technology, the more likely they are to experience mental health problems.

D. AI Learning Innovation

Innovations in technology-based education open the door to more inclusive access to education, overcoming geographic and economic barriers so that students worldwide can access quality learning without needing to be physically present in a particular location.(Hasnah et al., 2023)Innovation in the learning process is a must, not only to meet students' learning needs in facing future challenges but also to support the vision of Society 5.0, namely a human-focused, sustainable, and driven by technology.(Hasnah et al., 2023)

AI allows teachers to implement innovative teaching strategies. With the flipped classroom paradigm, for instance, students watch videos on a subject on their own and use what they've learned during in-class activities. AI-based solutions can also be used to improve blended learning, which blends traditional classroom instruction with online learning. Artificial Intelligence (AI) has significant opportunities to enhance pedagogical approaches via features including Natural Language Processing (NLP), machine learning, and deep learning.(Jianzheng & Xuwei, 2023)

Through interactive situations, automatic dialogue completion, knowledge and style transfer, and AI-generated material review, artificial intelligence (AI) has the potential to enhance classroom instruction. These features can then promote individualized learning, boost productivity, and enhance student learning outcomes(Jianzheng & Xuwei, 2023)

CONCLUSION AND RECOMMENDATIONS

I. Conclusion

Technological developments in the digital era, especially Artificial Intelligence (AI), have significantly impacted various aspects of life, including education. In the context of Social Science (IPS) learning, AI offers excellent potential as a catalyst for innovation that can increase the effectiveness of the learning process and enrich students' learning experiences. With its capabilities in data analysis and personalization of learning, AI is essential in supporting the educational process by providing adaptive and interactive tools and methods.

Social Sciences, which include geography, sociology, anthropology, and economics, require a holistic and interactive approach. AI enables the development of learning tools tailored to individual student needs, provides immediate feedback, and supports learning experiences through digital platforms that facilitate collaboration between students from various backgrounds. Technology such as virtual reality (VR) and simulations also enrich students' understanding of social, cultural, and historical dynamics.

However, the application of AI in social studies education is not without challenges. Some of the main challenges include the limitations of AI algorithms in understanding social context and natural language, as well as privacy and security issues of student data. The high costs of AI development and research are also an obstacle for educational institutions, especially in countries with limited resources like Indonesia. In addition, teachers' low level of AI literacy requires attention to utilize this technology effectively in learning. Dependence on technology also has the potential to cause mental health problems if not appropriately managed.

Therefore, this research aims to explore the potential of AI in social studies learning, including the applications, benefits, and challenges faced. It is hoped that the findings from this research can significantly contribute to developing innovative and effective learning methods and strategies while ensuring that integrity and fairness in education are maintained in this digital era.

II. Recommendation

To effectively integrate AI into educational settings, institutions should prioritize advanced research to evaluate AI's impact on student learning outcomes and address potential risks. Collaborating with technology companies and universities can facilitate the development of innovative learning tools and create opportunities for hands-on experiences through internships and exchange programs. Developing an AI-based learning platform that offers personalized and interactive educational experiences can significantly enhance student engagement and learning. Institutions must also establish a robust system for continuous evaluation and adjustment of AI implementation, ensuring that the technology supports and enriches the educational process while maintaining the central role of educators.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6882

ANALYSIS OF THE USE OF SMART CONTENT TECHNOLOGY IN HISTORY LEARNING

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Abstract

The use of modern technology in the 4.0 era is no stranger to us, the use of this technology has advantages and disadvantages depending on the interpretation of each individual. In the context of history education, this smart technology can support effective learning media if used optimally. The purpose of this study is to discuss the challenges of how to use good smart content technology in history learning, see the advantages and disadvantages of smart content technology when used in history lessons, to interesting strategies that can be produced by Artificial Intelligence / AI. The method and approach of this research uses Library Research, this method involves data collection, evaluation, systematic synthesis of literature and information from various sources available in the library or from the internet (online) related to the research context. To ensure the truth of the sources used, accuracy in checking, viewing, rereading the sources used in compiling hypotheses. The results of the analysis show that the use of smart content technology in history learning is very good to use and can build new creations in more modern learning. The use of artificial intelligence also supports the existence of references that can be accessed by students in searching for historical sources on the internet. The task of a teacher in this case is to supervise, guide, and ensure that the use of this sophisticated technology is used as well as possible so that it does not cause errors in students in searching for information, and a teacher must ensure that the sources used are relevant and accurate so as not to cause erroneous interpretations.

Keywords : history, technology, modern, artificial intelligence

INTRODUCTION

The history of the industrial revolution starts from industry 1.0, 2.0, 3.0, to industry 4.0. The industrial phase is the real change of the changes that occur. Industry 1.0 is characterised by the development of mechanised production to support the effectiveness and efficiency of all human activities, industry 2.0 is characterised by mass production and quality standardisation, industry 3.0 is characterised by mass customisation and manufacturing flexibility based on automation and robots. Industry 4.0 then came to replace industry 3.0 which was characterised by cyber physical and collaborative manufacturing. The term industry 4.0 originated from a project initiated by the German government to promote the computerisation of manufacturing (Gani & Saddam, 2020).

The industrial revolution is certainly very much affecting human life in various aspects including education, technological advances in this millennial era not only see quality but also quantity. The balance of these two things is very important in achieving the progress of a civilisation.

The development of digital technology has had a significant impact on various fields, including education. One innovation that is gaining increasing attention is Smart Content, which is the use of smart technology to generate and manage adaptive and interactive learning materials. In the context of history learning, this technology offers great potential to enrich students' learning experience, bring historical events to life through simulation, and provide content tailored to individual needs and interests.

However, despite its great potential, the use of smart content technology has a variety of difficult challenges. Several studies have suggested that pedagogical, technical and cultural barriers hinder the full integration of the curriculum. In addition, there has been no detailed research on the impact of using smart content technology on learning history, both from the perspective of improving

understanding of historical concepts and student learning motivation (Najmi, 2022).

Smart content technology is designed to meet consumer needs by always updating accurate data, prioritising consumer satisfaction and maximising content. The following are aspects that include smart content: 1) Targeted, which is always providing what customers need and need. 2) Optimised, which is to make content more visible and easy to find. 3) Always on, which is a machine that is always optimised adaptively, dynamically, and relevantly. 4) Integrated, which is content that is always activated across all digital channels. 5) Profitable (profitable), namely because the content is fun, interesting, and changing (Zainuddin et al., 2016).

Overall, smart content is a strategic approach that combines the best practices of content marketing, search marketing, and AI to create high-performance, customer-centric content that drives engagement and conversion including in education.

This growing use of digital technology will create new problems but also facilitate human work. This AI (Artificial Intelligence`s) technology greatly facilitates human work, especially in the field of education, with the intelligence of this search robot all data on the internet can be accessed easily.

History learning in schools that is currently developing is known as a textbook and lecture system that is very monotonous, boring, and others. Often encountered in various schools in Indonesia, this seems to make history subjects uninteresting in the eyes of students. Not a few studies, theses and theses discuss the problems in learning this history, this can occur due to several factors such as inefficient learning methods from teachers who use the lecture method, decorated with questions and answers, there is also a textbook which is too focused on textbooks. Of course this makes history lessons uninteresting for students so that the image of learning history is underestimated (Agustien et al., 2018).

Indonesia has changed the learning curriculum at least 11 times, starting from the old order, new order, to reform, and in 2021 the latest curriculum was launched, namely Merdeka Belajar. In this latest curriculum, history lessons are also in the spotlight, which is stated in the Decree of Education Regulation No. 032 / H / KR / 2024 concerning Basic Learning Outcomes, Primary Education Level, and Secondary Education Level in the Merdeka Curriculum. History lessons are expected to foster historical awareness to students, students can also develop self-understanding and collective understanding as an Indonesian nation.

Teachers as educators are required to be able to at least master sophisticated technology such as this smart content. Teacher competence in the use of digital content must be able to maximise existing media, in addition to facilitating learning but also making the classroom atmosphere and interaction with students is expected to increase.

The use of smart content technology also requires teachers to combine learning with learning media such as sophisticated search engines that can be accessed by devices such as mobile phones, computers and others. Therefore, the things that will be discussed in this paper are related to: 1) Maximum use of smart content technology in learning history. 2) Supporting and inhibiting factors for the use of smart content technology. 3) The impact of using smart content on students' learning experience and outcomes. 4) The application of smart content to the history learning curriculum.

METHOD

In this research, the method used to examine the problem and research data is the Library Research method or what we are familiar with library research is a technique that involves data collection, evaluation, systematic synthesis of literature and information in various sources available in libraries or from the internet (online) related to the research context. This research uses sources on the internet ranging from articles, journals, and other documents that support the research context in this paper. (Sulasman, 2014, pp. 73-147)

RESULTS AND DISCUSSION

The Role of Technology in History Learning

In general, learning history is to foster the spirit of nationalism in students, introduce Indonesian history and culture in the past. Learners are expected to master skills in historical knowledge both in their environment, and in the wider world. Learners are also expected to have an attitude, and

knowledge about Indonesia centric.

The introduction of online schools began to be recognised in early 2020, at which time there were restrictions in all sectors including education. Covid-19 is an infectious disease caused by the SARS-CoV-2 virus that occurred in late 2019 and spread rapidly in Indonesia in 2020. Online learning innovations began to be introduced for students, allowing students to learn only from home with a hand phone and data package can be accessed various kinds of material.

Since then, many Artificial Intelligence / AI technologies have been designed and have begun to develop, with the ease of technology that is easy to access also making accelerated progress (Subandowo, 2022).

History learning in schools that we know today is a long process in the past, lecture-based learning and textbooks we know in the past make learning less interesting. In contrast to contemporary learning in the 4.0 era, in the progress of education in Indonesia, history lessons with interesting creations are also starting to be recognised.

Technological advances also have a good impact on learning history, teachers and students can be facilitated in various learning needs. The effectiveness of the use of this technology depends on teachers who should better understand its use, but not all educators understand and have competence in the field of modern technology. The utilisation of this technology certainly opens up new opportunities for teachers to support learning in the classroom, with smart content students are facilitated to find information and material that is weighted on the internet (Subandowo, 2022).

Supporting And Inhibiting Factors for The Use Of Smart Content Technology In History Learning

The use of smart content in learning has weaknesses and advantages that are supported by several factors, the following are supporting factors in the use of smart content technology in learning history:

1) Advances in digital technology

The advancement of digital technology is the main factor that encourages the use of smart content in history learning, this is in line with the progress of the times that are increasingly increasing, learning materials designed with artificial intelligence have an effective impact on the history learning process. The learning experience also becomes more effective, interactive, and tailored to the needs of students in history learning.

Smart content is also easily accessible with just a computer, tablet, or mobile phone, with a stable internet connection users can easily access all the needs in learning history (Setiawan, 2019).

2) Enrichment of learning materials

Smart content technology can make learning more interactive with animations, videos, simulations, and games that attract students in the learning process. Various types of learning around the world can be easily accessed by users, history teachers can also immediately make the atmosphere in the classroom more active by changing learning methods, making syllabus / RPP combined between curriculum and smart technology such as smart content.

Enrichment of learning materials also refers to efforts to improve quality and broad insight by utilising advanced technology. Students can also explore learning history through this smart content by creating historical light projects, can be with animation, explanatory videos about local and international history, and many things that can be collaborated with the school learning curriculum.

3) Digital literacy development

These 21st century skills allow students to develop digital literacy, critical thinking skills, and other skills needed in today's society. Digital literacy also refers to the ability of students to use digital technology, communication tools, and networks effectively and efficiently in society. Digital literacy is an important aspect in the 21st century, because almost all fields use digital technology. The things that must be done in digital literacy are technological skills, the ability to find information, digital security, digital ethics, and digital collaboration.

4) Learning Environment that Supports Collaboration

The next supporting factor is the learning environment that supports collaboration, combining learning with digital technology. In this case, smart content acts as a learning media to be a source of information for students,

because the features available in smart content facilitate collaboration between students. However, the classroom environment must also be open and flexible to collaborative learning so that the learning process can be effectively carried out and have a good impact.

These supporting factors are caused by several things including support for personalisation of learning, digital advancement, increased access to global education, and evolution of pedagogy. While the inhibiting factors on the use of smart content in learning are:

a) Limited Access to Technology

The main inhibiting factor of the use of smart content in this learning is the limited access, both in terms of infrastructure in various parts of Indonesia, where fast internet networks are currently not fully accessible, so that students and teachers cannot fully access smart content to the fullest. And this factor is also caused by the social gap between students, due to the unstable economy of students' parents to support digital-based learning, so that smart content learning is not fully recognised.

b) Limited Technology Skills

The lack of competence in the use of digital technology based on the lack of digital literacy makes it difficult for most teachers to carry out smart content-based learning. The use of digital technology should indeed have qualified skills, so that learning runs effectively and efficiently.

c) Resistance to Change

Many teachers and institutions in Indonesia are hard to leave the traditional teaching that is considered to be efficient, some of them are still stuck on learning with the lecture method and textbooks, for example in learning history. This is considered inefficient to use now because of the factors above, learning methods should be more modern by adopting technology as a new learning medium. This culture must be changed immediately by modern educational institutions to compete at the international level. Ready or not, teachers must immediately change traditional learning methods to modern learning. Smart content in this case has not been fully used because if this factor is still inherent.

The Impact Of Using Smart Content Technology In Learning History

In an increasingly advanced digital era, smart content is an effective solution that can be used in the field of education. The use of modern technology made by AI and search engines certainly has positive and negative impacts. First, smart content can improve the quality of learning, learning content can be visualised according to creativity from 2D or 3D forms. With this feature, learning will be easier to understand, for example the use of 3D in history learning to visualise Borobudur temple. Students will understand more quickly because of the extraordinary experience.

This technology is also very flexible that can be used anytime and anywhere to make activities easier. We cannot avoid the impact that technology will produce, most people are now turning to modern technology, one of which is this smart content in the learning process.

The positive impact that this will have is in the form of convenience in each of its features and is beneficial to the learning process, this artificial intelligence will also save resources such as the use of writing paper. The presentation of material that is so instant and straightforward also makes it easy for students to understand the essence of learning. Although some of the positive impacts caused by smart content can make work easier, there are also negative impacts resulting from the use of this technology in history learning.

The main negative impact that will be caused by the use of this technology is dependence on technology, students will continue to depend on this technology because it feels instant. The negative impact that will result from this dependence is the reduction of critical thinking towards a problem, weakness in understanding the material delivered by the teacher because they assume that the teacher is not smarter than AI. The next impact that will be caused by digital technology is the lack of basic skills, basic skills in students in learning history as follows, lack of ability to memorise the names of heroes in Indonesia, lack of interest in learning local and world historical events, and many more will be caused.

Implementing Smart Content in the History Learning Curriculum

The application of smart content in history learning can create new experiences and innovations for classroom learning, learning will be more dynamic, interesting, and can be adjusted to student interests. This modern technology will make it easier for teachers to learn, the first step is to identify students' interests and abilities to tailor history content to each student. Then select and develop a learning platform that is fit for effective purpose.

Teachers must always evaluate learning techniques through this smart content so that there is always something new and interesting every lesson. Teachers also need to learn more about this technology to maximise results in the field. The selection of interest-based history content will make history lessons more interesting in the future. Teachers must also be able to adjust to the applicable curriculum so that they are always directed and remain in line with the applicable curriculum.

DISCUSSION

Based on the results of the above research, the use of smart content technology in history learning can be more efficient. The combination of educational curriculum with digital technology is very necessary now, especially in the field of education. Technology development should already exist in the education system in Indonesia, seeing the development of technology in the 21st century which focuses on digital technology. smart content-based history learning can increase student learning motivation with creative and interesting visualisation, but it is unfortunate that educational institutions in Indonesia are still very minimal in using this smart content-based technology.

In addition, teachers as providers of learning materials are also very minimal who are competent in the digital field. Collaborative learning media will have a big impact on student learning in history learning. Animation and visuals in technology will facilitate the presentation of learning materials, some students sometimes do not understand the material presented by the teacher because the explanation is wide or too broad, the description of a historical event cannot be imagined by some students who listen to the teacher's explanation in front of the class. But with the smart content technology, the presentation of material by the teacher will be clearly illustrated and students will understand it more easily.

Although there are advantages and disadvantages in using this smart content, the teacher's ability must be qualified to reduce the negative impact on the use of digital technology. besides being able to maximise learning, the use of technology can also make work or daily life easier. Support from the government is needed in the implementation of digital technology, especially in education in Indonesia towards the next golden indonesia 2045.

Learning history with smart content technology is a new innovation, combining educational curriculum with technology will be very complete. Creating animations in the form of educational videos is the best solution for learning, besides being easy for students to understand, this combination will also increase students' competence in using technology. Animation can be made in the form of visual games that contain historical events or historical backgrounds, this will be perfect if handled by the right people specifically for history teachers in Indonesia.

CONCLUSION AND SUGGESTIONS

The approach to learning history with digital technology systems is indeed perfect for modern learning. Students do not have to focus on textbooks or textbooks, but with this new innovation, learning will be maximised and efficient. Although shortcomings exist in this system, teacher competence will be needed in the use of digital technology. teachers as the mediator in learning which becomes a forum for developing students' abilities. The existing advantages must be maximised for the running of this developing modern system to be able to face the challenges of future civilisation.

Educational institutions must continue to develop the capabilities of educators so that the position of teachers cannot be replaced by digital technology that is increasingly widespread. literacy about technology must be improved especially when we see that this will greatly impact both good and bad for students and teachers.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6803

THE RELATIONSHIP OF *VERBAL BULLYING* TO THE BEHAVIOR AND FORMATION OF CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS IN KUBU RAYA DISTRICT

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Abstract

The purpose of this article is to find out whether there is an influence between verbal bullying on the behavior and character formation of junior high school students in Kubu Raya Regency. The type of research used is a descriptive field as the research method. The data used in this study is primary data collected by distributing questionnaires to respondents. The population in this study is all students of SMPN 1 Kubu. The sampling technique in this study is purposive sampling so that the respondents were obtained from 50 students, namely grade VIII students of SMPN 1 Kubu. The findings of this study are that there are 17 who have been victims of bullying, especially verbal bullying, the student is the target of verbal bullying in the school environment. Verbal bullying occurs when they call them by inappropriate names (not their names), give them harsh criticism without further ado, start spreading bad rumors, and give them nicknames that their friends find offensive. The impact of verbal bullying is that students become more introverted as a result of their fear of being the focus of gossip from their peers if they are too prominent, students become more reserved, feel uncomfortable with their classmates, and lack confidence, especially when involved in school-related activities.

Keywords: Verbal Bullying, Behavior, Character Formation

INTRODUCTION

When students are often involved in deviant behavior in the school environment, it causes students to prefer to stay alone in the classroom rather than play and socialize with their peers. This can have a negative impact on student behavior and character and may affect student learning and learning outcomes. *Bullying* is a conventional term for abnormal behavior (Kaliampos et al, 2022). *Bullying* is defined as a series of violent and manipulative deviant acts, including violence and harm, committed by a person or group of individuals against others they believe to be weak for a long time to create an imbalance of power (Noviandari et al, 2022).

Bullying often involves repeated and uneven hostile behavior, causing the victim to feel distressed, all in an attempt to satisfy the bully and damage him. One type of *bullying* is verbal *bullying* , which is when someone is consistently and repeatedly subjected to acts of verbal intimidation. Apart from being carried out in person, this action can also be terrorized over the telephone or by speaking with comments that can offend other people. Victims of verbal bullying may have negative consequences. Sufferers will experience melancholy and lose self-confidence (Hapnita, 2018).

Bullying can occur anywhere and at any time, the school environment is one of the places where *bullying occurs* . A stronger person or group intentionally hitting the victim repeatedly in an effort to create an uncomfortable environment and cause depression in the victim is known as *bullying behavior* (Afriani & Afrinaldi, 2023). According to Jannah et al., (2021), *bullying* is a heinous crime committed intentionally against a person or group of people with the intention of harming others by abusing differences in power and causing bodily or mental illness.

Students who engage in bullying behavior towards other students when it occurs at school. *Bullying* at school has been around for a long time, and strangely, this abnormal behavior often occurs and is accepted as normal or everyday. Peers using *bullying* as a means of control over others in the school environment is a long-standing problem and is now present in elementary schools. (Rahayu & Permana, 2019).

Non-physical (verbal) bullying is *bullying* in the form of insults, slander, criticism, ridicule, and other actions that cause emotional stress to other people with the intention of breaking their hearts (Sari, 2020). The impact of verbal *bullying* is that it cannot be physically observed. *Bullying cases* that often occur in schools are cases of verbal *bullying* that seem innocent to the untrained eye. According to Afriani & Afrinaldi, (2023) verbal bullying can occur when someone abuses another person's words to gain respect and power over them.

Verbal bullying is a common occurrence that is generally seen as a sad and unfortunate event because students who experience it tend to be more closed, feel low self-esteem, behave alone, find it difficult to interact freely with other children, and prefer to interact with certain friends or groups that form their own circle. Students who are bullied usually lack self-confidence, are reluctant to speak, prefer to be alone, and do not want to hang out with other people, according to Setiawan in Nirwana (2024).

bullying can have an impact on students' behavior and character development. Students' emotional, psychological and motivational health are all affected by verbal bullying (Dewi, 2020). These attitudes and actions can impact children's school lives and lead to more significant effects, such as decreased student learning outcomes due to a lack of excitement for learning. Changes in student behavior and character are one of the effects that verbal bullying may cause (Muslihah, 2018).

research by Ani & Nurhayati (2019) provides support for this one. Research findings show a significant relationship between verbal bullying that occurs at school and the development of student behavior. In addition, according to Afriani & Afrinaldi's study from (2023), verbal *bullying* at school has an effect on student behavior, which includes decreased self-esteem, decreased depression, decreased socialization, and decreased academic achievement. The tendency to see themselves as the strongest, the need for respect, lack of resistance from the victim, and the habit of accepting themselves as normal are the causes of verbal *bullying* . That there is a noteworthy correlation between student behavior and verbal bullying in other studies.

Bullying behavior can be caused by the following variables:

1. Family circumstances: According to the findings of several studies, children who have parents who overprotect them are more susceptible to bullying. Depression and stress are caused by various factors, including parents' abnormal lifestyle, parents' divorce, unstable emotions and thoughts, parents insulting each other, arguing in front of children, being unfriendly and never getting along, and so on. -other. Teenagers are more susceptible to imitating negative communication patterns in their daily lives if they grow up in a household that utilizes them as harsh sarcasm.
2. School factors: In this case, the fact that schools often ignore *bullying* strengthens the hand of the children involved in *bullying* . *Bullying* can also occur in schools when there is a lack of ethical advice and oversight from teachers, harsh discipline, weak leadership, and inconsistent policies.
3. Children always imitate actions and phrases from the movies they see, thanks to the media. This can cause children to act violently and rudely, which can ultimately result in children bullying their school friends.
4. *Bullying* behavior can be caused by various variables, including cultural and criminal issues. unstable political climate, unstable economic conditions, bias and discrimination, social unrest, and ethnocentrism. This can incite children and teenagers to develop negative traits including depression, stress, arrogance, and rudeness.
5. Peer Factor: A group of friends who struggle academically will have a negative impact on other friends. acting or speaking badly toward peers and instructors, and skipping classes. When children get involved with their classmates at home and

at school, bullying can occur.

According to Charlise in Afriani & Afrinaldi, (2023) the effects of *bullying behavior* can be psychological, including feelings of isolation, guilt, desire for revenge, anxiety, depression that comes quickly, loss of self-confidence, and difficulty adjusting to the group. In addition, psychological effects include stress, melancholy, anxiety, insecurity, hatred, and a decrease in students' enthusiasm for learning, focus, creativity, and initiative. Over time, it can lead to a decline in academic performance and modification of student behavior.

According to Ani & Nurhayati (2019), behavior is a certain regularity in terms of thoughts (cognition), feelings (affection), and an individual's tendency to act in a way that is related to elements of their immediate environment. Behavior, in general, refers to all actions, including those performed by living creatures. Behavior is an organism's response to its environment through actions and reactions. This implies that when a stimulus is required to produce a response, a new behavior emerges. Therefore, the stimulus will undoubtedly produce certain behaviors as well.

When it comes to shaping humans into noble people, character is the most important component. It is clear that if someone has a high sense of self-worth, they have the potential to develop into a good person who contributes to society and the environment. According to Hidayatullah, as quoted in Khansa et al. (2020), "An individual's character is their unique personality that differentiates them from others and is a measure of their mental toughness, morality, or ethics."

behavior and character are significantly influenced by their educational environment. Formal education refers to an educational environment that is deliberately created and carried out under strict regulations, such as continuous and tiered. School is a place that functions as a means of organizing education and a setting where teaching and learning takes place to achieve certain learning goals. (Ani & Nurhayati, 2019).

Formal education refers to a deliberately created and forced learning environment known as a school, which follows strict rules including continuous and gradual teaching. To achieve its teaching goals, schools also prepare learning processes. The academic environment, which includes the facilities and methods used for teaching and learning, various extracurricular activities, and so on, is also part of the school environment.

According to a survey given to class VIII students at SMPN 1 Kubu, Kubu Raya Regency, 17 of them reported having experienced verbal bullying. Some students make fun of their peers by giving them nicknames that their friends find offensive, giving harsh criticism without further ado, spreading rumors, and so on, which is verbal bullying, these violent activities are easy to carry out but leave no evidence. Therefore, students who experience bullying become insecure and hurt.

Bullying generally occurs frequently. Based on the history of the problem and the results of the related research survey mentioned above, researchers are interested in finding out whether verbal *bullying* among students occurs in junior high schools in Kubu Raya district. In addition, the researcher aims to find out how class VIII students at Kubu Raya Middle School, West Kalimantan, behave and develop their character as a result of verbal bullying. Researchers decided to conduct research "The Relationship between Verbal *Bullying* and the Behavior and Character Formation of Middle School Students in Kubu Raya Regency".

METHOD

The author chose descriptive field research as the method of investigation. Research carried out methodically to collect data in the field is known as field research. Gathering information for descriptive research involves concentrating on determining the specific events to be examined. Thus, minimal or moderate, organized, open-ended, person, or group interview procedures are used during the data collection phase. A qualitative research approach is the approach used (Sugiyono, 2018).

The benefit of conducting research using qualitative techniques is that the findings can be more thorough, clear and comprehensive. The researcher chose this qualitative study because it will use qualitative research methods to describe and assess how verbal *bullying relates* to the behavior and character formation of students. This research

requires specific data, which can only be obtained through qualitative research methods.

The subjects of this study were 50 students of class VIII of SMPN I Kubu Raya who were selected through purposive sampling. The method of assessing research data sources is by synthesizing the criteria of the collected data into a general description of the research objectives. The method for assessing research data sources is the synthesis of collected data criteria into a broad picture of the research objectives. Data reduction, data visualization, and conclusion dryness are three steps in the data analysis process. Data validity is a key concept that has been updated from the validity over reliability paradigm. The level of truth or confidence in a verdict will vary based on the factors used. This study used several data collection methods, including direct observation, interviews, questionnaire distribution, and recording, to obtain primary data.

Table 1 Benchmarks for Questionnaire Result Categories

Mastery Level	Predicate
86% - 100%	Very high
76% - 85%	Tall
60% - 75%	Enough
55% - 59%	Low
≤54%	Very low

Source: Researcher, 2024

RESULTS AND DISCUSSION

SMP Negeri 1 Kubu is a state junior high school located in Kubu Raya Regency on Jl. Suparto No 115. In 1975, this state's first secondary school was founded. The 2013 SMP learning curriculum is now being used at SMP Negeri 1 Kubu. Under the direction of the principal of SMPN 1 Kubu, SMP Negeri 1 Kubu has A accreditation status for junior high school/equivalent level. 50 respondents or class VIII students at SMPN 1 Kubu, Kubu Raya Regency, were the research samples in this study.

Based on the findings of the field survey, which involved asking a series of questions to class VIII students and conducting face-to-face interviews with them, it was determined that out of 50 students in the class, 17 had been victims *of bullying* , specifically verbal *bullying* . 17 students reported that they were targets of verbal bullying in the school environment. The students claimed that their peers called them inappropriate names (not their own), gave them harsh criticism without mincing words, started spreading unkind rumors, and gave them nicknames that their friends found offensive.

Students who have experienced verbal bullying admit that it affects their character and behavior. Students' behavior changes, preferring to stay alone in class rather than hanging out with their friends. They become more introverted as a result of their fear of becoming the focus of gossip from their peers if they stand out too much. In addition, children who have been targets of verbal bullying also experience character transformations. Specifically, they have a more reserved demeanor, feel uncomfortable around their classmates, and lack self-confidence, especially when involved in school-related activities.

According to the findings of data processing using the percentage method, verbal *bullying* as a whole received an actual score of 8 98 with percentages 64 %, compared to the desired maximum score of 1400 so it is included in the fair or moderate category . The following can be used to explain the relationship between verbal *bullying* and student behavior and character development in detail:

1. ***bullying* that occurs in the school environment for class VIII students at SMPN 1 Kubu, Kubu Raya Regency**

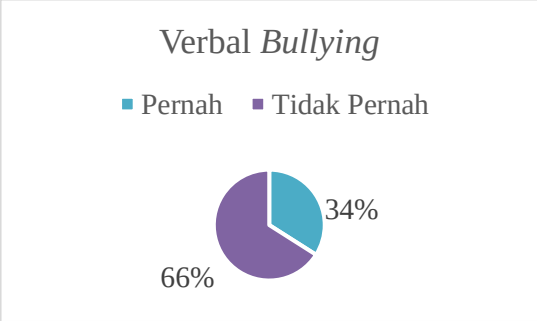


Figure 1. Respondents' answers regarding verbal bullying

Figure 1 illustrates this. Of the students, 34% admitted to having been victims of verbal *bullying* , while the remaining 66% did not report having been victims of verbal *bullying* . Thus, it can be concluded that there are cases of verbal bullying that occur at SMPN 1 Kubu, especially among class VIII students. If this behavior continues, it is feared that it will

affect the student's behavior and character in the future.

Bullying is defined as aggressive behavior that a person often carries out against someone who is weaker with the intention of hurting that person. Bullies feel no sympathy for the people they bully; on the contrary, *bullying* gives them pleasure, which is why they continue to bully others.

Bullying that is carried out verbally or through the use of words that hurt the victim is called verbal *bullying* . For example, criticism, defamation, threats, or using foul language to harm other people.

2. Behavior of Class VIII Students at SMPN 1 Kubu, Kubu Raya Regency

A person's behavior is their response to external stimuli because it is the result of their contact with their environment. Behavior is a state of mind that reflects the physical and non-physical components of an individual's opinions, thought processes and behavior. In a broader sense, behavior refers to all actions carried out by living creatures. However, behavior can also be seen as an individual's mental reactions, which are divided into two categories: active form (actual activity) and passive form (no original action).

It was found that students who had been targets of verbal *bullying* had changes in behavior after being monitored. These behavioral changes include students choosing to isolate themselves rather than interacting with their peers, feeling insecure and lacking in self-confidence, and fearing that if they stand out, other students or peers will use them as gossip. In addition, students who experience verbal *bullying* decide to close themselves off so as not to be bullied by the same person in the future.

3. Formation of Class VIII Students at SMPN 1 Kubu, Kubu Raya Regency

Character is an important component of the human experience. Everyone has a unique personality, including students. A summary of a student's characteristics, attitudes, and actions in many contexts is their "student character." Character impacts students' daily lives, both inside and outside the classroom.

Student character plays an important role in the learning process. Students with strong moral character will find it easier to overcome obstacles and make the right choices. Character impacts students' social interactions with parents, instructors, and peers. Additionally, students' characteristics may have an impact on their academic performance. Students with strong moral qualities, discipline, accountability, and perseverance, for example, perform better than those with weaker traits.

Findings in research show that verbal *bullying* influences how students develop their character. Students who have experienced bullying tend to change their character in that they become quieter, less self-confident, find it difficult to engage with other people, and become easily agitated. It's important to control verbal *bullying* and develop students' character so they can handle situations like this with more resilience.

4. The Relationship between Verbal *Bullying* and Behavior and Character Formation in Class VIII Students of SMPN 1 Kubu, Kubu Raya Regency

Verbal *bullying is very common and easy to recognize.* such as calling someone stupid, insulting , mocking, and insulting . Either with a light tone or not when used. In addition to social settings , such as family and school, verbal bullying can also occur in these settings. Verbal *bullying* occurs when parents, guardians, or members of the child's environment often use language or sentences that demean, offend , or label the child negatively, which causes the child to experience all these humiliations. Students will have relatively low self-confidence after the influence of verbal *bullying* occurs in them, which will also have an impact on their future character , both socially and personally. Sometimes . Calling them names or making fun of them by saying things that make them cry and hurt. .

The relationship between verbal *bullying* and student behavior and character development is that *bullying* is a stimulus, and the behavioral response is

the student's attitude after *bullying* . Researchers who work with victims *of bullying* often find that these students have resentment toward their teachers because the teachers have shouted at them in front of their peers, or even that some students are so bold as to say hurtful things to their teachers.

bullying is a deviant behavior that often attacks elementary school age children. Not only in elementary schools but also in secondary schools and universities. According to research, this type of *bullying* is defined as insults delivered verbally or physically for a specific cause, such as dislike or hostility towards the victim's actions, verbally or physically by parents towards a weak party. Children in elementary school prefer to play with their friends more time. Plus, kids want to hang out with their friends at school. Additionally, this may cause children to form groups or groupings that their peers think are best. Peers, then, also contribute to verbal *bullying behavior* by acting as a detrimental influence, but they do so by actively and passively spreading the notion that *bullying* is ineffective and only takes the form of a joke, which makes *bullying* seem normal if it continues (Putri, 2021) . Not only adults may experience *bullying* , which can lead to poor learning outcomes for students, but elementary school students can also experience it.

The researchers' results of this study showed that 17 students were subjected to verbal *bullying* , which traumatized them and resulted in changes in behavior and character. Students who experience verbal *bullying* report feeling offended and distressed when their classmates use hurtful language, call them bad names or nicknames, make fun of them, and other similar actions. As a result, these students tend to become more closed and reluctant to interact with other people in class. Over time, the effects *of bullying* can make it difficult for victims to build relationships based on trust. The reason is that victims usually have little trust in organizations or individuals close to the perpetrator. Additionally, because they think they will be treated the same way in social settings, bullied students may withdraw from the environment and become alone.

CONCLUSIONS AND SUGGESTIONS

The relationship between verbal *bullying* and student behavior and character development is that *bullying* is a stimulus, and the behavioral response is the student's attitude after *bullying* . Researchers who work with victims *of bullying* often find that these students have resentment toward their teachers because the teachers have shouted at them in front of their peers, or even that some students are so bold as to say hurtful things to their teachers.

The results of the research found that out of 50 class VIII students at SMPN 1 Kubu, there were 17 students who admitted to having experienced verbal bullying. 17 students reported that they were targets of verbal bullying in the school environment. The students claimed that their peers called them inappropriate names (not their own), gave them harsh criticism without mincing words, started spreading unkind rumors, and gave them nicknames that their friends found offensive.

Students who have experienced verbal bullying admit that it affects their character and behavior. Students' behavior changes, preferring to stay alone in class rather than hanging out with their friends. They become more introverted as a result of their fear of becoming the focus of gossip from their peers if they stand out too much. In addition, children who have been targets of verbal bullying also experience character transformations. Specifically, they have a more reserved demeanor, feel uncomfortable around their classmates, and lack self-confidence, especially when involved in school-related activities.

It was found that students who had been targets of verbal bullying had changes in behavior after being monitored. These behavioral changes include students choosing to isolate themselves rather than interacting with their peers, feeling insecure and lacking in self-confidence, and fearing that if they stand out, other students or peers will use them as gossip. In addition, students who experience verbal bullying decide to close themselves off so as not to be bullied by the same person in the future.

Findings in research show that verbal bullying influences how students develop their character. Students who have experienced bullying tend to change their character in that they become quieter, less self-confident, find it difficult to engage with other people, and become easily agitated. It's important to control verbal bullying and develop students' character so they can handle situations like this with more resilience.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6922

ARTIFICIAL INTELLEGENCE DENGAN FORMATION OF VALUES AND CHARACTER IN THE FIELD OF EDUCATION

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Abstract

Artificial Intelligence with the Formation of Values and Character in the Field of Education. Artficial Intelligence is a branch of computer science that emphasizes the development of machine intelligence, thinking patterns and working like humans. For example, voice recognition, problem solving, learning and planning. AI is a branch of the digital literacy system that has a major role in the intelligence development process. In the field of education it also needs innovation efforts in learning media, and one of them is the application of AI. The purpose of this research is to improve the quality of student learning and to instill values and character while adapting to the AI system. The method used uses experimental methods to find out how adaptation and student responses to the base system in overcoming the problems that occur. AI makes it easy for students and students to support their studies in a visibility and comprehensive manner. Artificial Intelligence does create a student's mindset to be more critical and observant, but it will not completely guarantee good grades and character. So, there is a need for direct guidance and direction from educators coupled with the use of artificial intelligence-based features.

Keyword : Artificial Intelligence Value & Character Education Technology

PENDAHULUAN

Penggunaan teknologi dalam pendidikan saat ini menjadi semakin penting dan tak terelakkan. Secara keseluruhan, tuntutan penggunaan teknologi dalam pendidikan semakin meningkat untuk memastikan bahwa siswa mendapatkan pendidikan yang relevan, efektif, dan sesuai dengan perkembangan zaman.

Dalam pendidikan, perlu adanya sebuah inovasi dalam mendorong kemajuan yang sebenarnya. Dan hal tersebut dapat dilakukan dengan upaya literasi digital masa kini. Menurut Paul Gilster dalam bukunya yang berjudul *Digital Literacy* (1997), literasi digital diartikan sebagai kemampuan untuk memahami dan menggunakan informasi dalam bentuk dari berbagai sumber yang sangat luas yang diakses melalui piranti komputer. Bawden (2001) menawarkan pemahaman baru mengenai literasi digital yang berakar pada literasi komputer dan literasi informasi. Literasi komputer berkembang pada dekade 1980-an, ketika komputer mikro semakin luas dipergunakan, tidak saja di lingkungan bisnis, tetapi juga di masyarakat. Namun, literasi informasi baru menyebar luas pada dekade 1990-an manakala informasi semakin mudah disusun, diakses, disebarluaskan melalui teknologi informasi berjejaring. Dengan demikian, mengacu pada pendapat Bawden, literasi digital lebih banyak dikaitkan dengan keterampilan teknis mengakses, merangkai, memahami, dan menyebarluaskan informasi.

Dalam bidang pendidikan, sering kerap terjadi sebuah permasalahan pola pembelajaran yang mencakup metode dan strategi pembelajaran yang kurang komprehensif. Baik siswa maupun mahasiswa sering kali salah tafsir dalam memahami materi yang diberikan, bukan merupakan sebuah kesalahan yang mutlak bagi pendidiknya maupun anak didiknya. Namun, perlu adanya sebuah sistem inovasi yang dapat meningkatkan kualitas pola pikir dan kompetensi sehingga dapat meminimalisir kejadian tersebut. Dengan demikian, perihal tersebut akan membawa dampak pada tingkat atau persentasi keberhasilan dalam tujuan pendidikan. Sehingga, akan lebih

berkualitas mutunya apabila terdapat sebuah sistem yang mensupportnya seperti *artificial intellegence*. Kecerdasan Buatan atau *Artificial Intelegence* (AI) adalah cabang ilmu komputer yang menekankan pengembangan intelijen mesin, pola berpikir dan bekerja seperti manusia. Misalnya, pengenalan suara, pemecahan masalah, pembelajaran, dan perencanaan.

Di Indonesia sendiri belum mencapai tingkat persentase yang cukup tinggi dalam hal mengadopsi *Artificial Intelegence*, dengan demikian perlu adanya genjotan sistem tersebut dalam bidang pendidikan.

Tujuan dengan adanya gerakan teori Artificial Intellegence adalah agar memahami benar apa itu kecerdasan dan membuat mesin lebih bermanfaat dalam pendidikan untuk memudahkan siswa dalam pembelajaran sesuai dengan pengalamannya. Mencipatakan kualitas beajar siswa lebih baik dan upaya penerapan pembentukan nilai beserta karakter siswa dan mahasiswa. Pendidikan tidak hanya berkaitan dengan kompetensi kuantitatif siswa maupun mahasiswa, namun juga berhubungan dengan nilai dan karakter yang diperoleh selama mereka mengenyam pendidikan.

Menurut artikel yang disusun oleh Billy, dkk (2017) dengan judul "Implementasi *Artificial Intellegence* pada *Game Defender of Metal City* dengan menggunakan *Finite State Machine*" menyatakan bahwa game adalah jenis perangkat lunak yang populer dewasa ini. Pada game biasa terdapat *Artificial Intellegence* (AI) yang mengendalikan pihak komputer sehingga manusia yang bermain dapat merasakan seolah mereka sedang melawan pemain manusia lain saat bermain. Salah satu jenis game yang ada ialah *tower defense* dimana pemain perlu mempertahankan *tower* atau markasnya agar tidak dihancurkan oleh pihak lawan. Untuk membuat AI untuk game berjenis *tower defense*, diperlukan algoritmayang baik untuk mengatur gerakan pasukan lawan. Penelitian ini mengusulkan penerapan AI pada game berjenis *tower defense* menggunakan *rule based Finite State Machine*. Setiap pasukan memiliki AI dengan beberapa state, pada saat terjadi suatu kondisi tertentu, maka pasukan akan berpindah dari satu state ke state lainnya berdasarkan rule yang telah ditentukan, hanya ada satu state yang bisa aktif pada suatu waktu. Pada penelitian ini AI akan dibagi menjadi 3 level yaitu *easy*, *medium*, dan *hard*. Pengujian dilakukan dengan mempertandingkan antar level AI pada semua kemungkinan tingkat kesulitan, lalu dibuat tabel derajat kemenangan atau *winning rate* dari AI yang ada. Berdasarkan hasil pengujian *Finite State Machine* dapat diterapkan pada game berjenis *tower defense* baik untuk membentuk AI yang kuat.

Artificial Intellegence (AI) atau kecerdasan buatan menjadi penggerak revolusi industri 4.0 yang menjanjikan banyak kemudahan pemerintah maupun industri. *Internet of Things* (IoT) dengan *big data* contohnya dimana AI dapat diimplementasikan, teknologi yang telah banyak diadopsi di era industri 4.0 ini mampu menghubungkan setiap erangkat, seorang dapat mengotomatisasi semua perangkat tanpa harus berada di lokasi, lebih dari itu, saat ini telah banyak mesin yang dapat menginterpretasi suatu kondisi atau kejadian tertentu dengan bantuan AI, sebagaimana telah kamera cerdas pendeteksi kepadatan volume kendaraan di jalan raya menggunakan teknologi *Deep Learning Neural Network*, yang telah diimplementasikan pada beberapa Pemerintah Derah Kabupaten dan Kota dalam mendukung program *Smart City* yang telah dicanangkan. Pada sektor industri, banyak juga dari mereka yang telah mengotomatisasi mesin produksi dan manufaktur robot dan *Artificial Intellegence*, sehingga Industri 4.0 akan meningkatkan daya saing melalui perangkat cerdas, setiap entitas yang mampu menguasai teknologi ini disitulah keunggulan kompetitifnya (*competitive advantage*). Namun di tengah perkembangan industri 4.0 yang cukup masif pemerintah harus bergerak cepat dalam mengadopsi platform ini, jika tidak, mereka akan menurunkan efisiensi proses bisnis untuk menjaga stabilitas layanan publik. Oleh sebab itu diperlukan keilmuan dan pemahaman yang benar bagi pemerintah dalam menghadapi era Industri 4.0, dimana *Chief Information Officer* (CIO) dapat mengambil peranan penting dalam memberikan dukungan.

Menurut Kirana, dkk (2020) menyatakan bahwa *Artifisial Intellegence* (AI) atau kecerdasan buatan telah berkembang pesat dalam dekade terakhir. Penggunanya banyak diimplementasikan di lintas sektor seperti Badan Usaha Milik Negara

(BUMN), Universitas, dan Pemerintahan. Studi menggunakan *Strenght- Weakness-Opportunity Threat* (SWOT) untuk mengukur implementasi AI. Sampel ditujukan pada inkubator bisnis pemerintah dan BUMN, selain itu juga menggunakan analisis konten terhadap beberapa implementasi AI yang ada. Hasil penelitian menunjukkan bahwa peningkatan efektivitas dan efisiensi perusahaan merupakan faktor utama yang mendorong tingginya tingkat implementasi AI. Namun implementasi dan pengembangan teknologi AI akan kurang maksimal jika tidak diperhatikan dengan detil atau disandingkan dengan teknologi lain (teknologi pangan dan lain-lain). Perbedaan dengan tulisan yang peneliti lakukan adalah *Artificial Intellegence* dengan pembentukan nilai dan karakter di bidang pendidikan, khususnya pendidikan IPS dengan memanfaatkan *social legacy*.

METODE

Metode dalam penelitian kali ini menggunakan metode eksperimental. Dimana dalam pengupayaan gerakan Artificial Intellegence perlu melakukan eksperimen untuk bidang pendidikan. Metode ini disesuaikan dengan minat siswa, kemampuan siswa dan pengalaman belajar siswa terlebih dalam pengoperasian teknologi berbasis e-learning serta terhadap respon siswa kedepannya yang berkaitan dengan nilai karakter. Hal ini dilakukan untuk mempertajam algoritma ketika siswa mengakses fitur atau informasi pendidikan. Selain itu, AI dapat juga disederhanakan saat melakukan proses preparing data for analytics, pengembangan model sesuai algoritma yang kemudia di integrasikan serta di interprestasikan ke dalam sebuah produk sistem. Selain itu, dapat mengodekan proyek yang menggabungkan SAS dengan bahasa lain, termasuk *Python, R, Java*, atau *Lua*.

HASIL DAN PEMBAHASAN

Perkembangan ilmu pengetahuan dan teknologi informasi mengalami pertumbuhan pesat memberikan dampak positif bagi umat manusia. Salah satu perkembangan teknologi yang sampai saat ini terus berkembang yaitu internet. Secara langsung mempengaruhi kebutuhan pokok akan informasi dalam kehidupan manusia saat ini karena informasi sangat mudah didapat dalam berbagai aspek kehidupan manusia. Perkembangan di bidang ilmu pengetahuan dan teknologi informasi senantiasa diikuti dengan adanya dampak baik secara langsung maupun tidak.

Kemajuan teknologi informasi, masyarakat memiliki ruang gerak yang lebih luas. Aktifitas manusia yang semula bersifat nasional telah berubah menjadi internasional, peristiwa yang terjadi di suatu negara dalam hitungan detik sudah dapat diketahui oleh penduduk belahan dunia lainnya. Kebutuhan akan keunggulan kompetitif di berbagai sektor strategis secara historis merupakan pendorong untuk pengembangan mekanisme baru yang lebih canggih dan cerdas serta hemat biaya dalam proses produksi dan penyediaan jasa. Dalam hal ini, dan sejak awal era industrialisasi, dari waktu ke waktu, lompatan tren teknologi terjadi dan merevolusi konsep produksi dan penyediaan jasa, hal ini yang disebut sebagai revolusi industri. Revolusi industri pertama terjadi di bidang mekanisasi dan mesin uap, revolusi industri kedua didasarkan pada penggunaan intensif energi listrik dan produksi massal, dan revolusi industri ketiga didirikan di lingkungan IT dan meluasnya domain digitasi.

Dalam beberapa dekade terakhir, inovasi menambahkan kompilasi melalui *mobile application cloud computing*, dan *big data* yang bersama-sama dapat membangun simbiosis yang sempurna, menciptakan konsep baru untuk proses simbiosis yang sempurna, menciptakan konsep baru untuk proses industrialisasi, dan menggeser model pasar ke era baru persaingan dan diferensiasi produk (Geiger & Sa, 2013). Industri 4.0 mewakili pergeseran menuju ekonomi berbasis inovasi dengan ilmu pengetahuan, data, dan IoT sebagai konsep yang terpusat. Hal ini akan mempengaruhi struktur model saat ini, pasar, dan proses bisnis zaman industri serta membuka jalan menuju era baru digitalisasi, jaringan sistem, produksi yang “lebih pintar”, dan proses bisnis yang saling berkaitan Ada tiga point yang merepresentasi revolusi industri 4.0 (Almada-Lobo, 2016; Schlectendahl, Keinert, Kretschmer, Lechler, & Verl, 2015) (1) Digitalisasi produksi-sistem informasi untuk manajemen dan perencanaan produksi; (2) Otomatisasi-sistem untuk akusisi data dari jalur produksi dan

menggunakan mesin; (3) Menghubungkan mesin manufaktur dalam rantai pasokan yang komprehensif dan pertukaran data otomatis.

Dibalik perkembangan industri 4.0, ada satu tren teknologi yang menjadi aktivator terhadap bergulirnya era ini, itulah *Artificial Intellegence* (AI) atau biasa disebut kecerdasan buatan. Pergeseran mekanisme dalam proses manufaktur akan diselesaikan dalam kerja mesin pintar yang berinteraksi satu dengan yang lain dengan pengguna. AI secara efektif dapat mengatasi tantangan yang dihadapi oleh industri manufaktur saat ini, melalui manufaktur adaptif yang didukung AI, kontrol kualitas otomatis, pemeliharaan prediktif, dan banyak lagi. AI dapat memberikan solusi seputar inspeksi visual, pengendalian dan otomatisasi, kalibrasi dan penyetelan, dan identifikasi masalah otomatis untuk mitra produsen besar. Mekanisme yang berjalan berupa algoritma *machine learning*, aplikasi, dan platform membantu produsen menemukan model bisnis baru, menyempurnakan kualitas produk, dan mengoptimalkan operasi manufaktur.

Penerapan AI di berbagai bidang kehidupan melahirkan tantangan tersendiri bagi dunia pendidikan. Perguruan tinggi berkejaran dengan waktu untuk mencetak sebanyak mungkin sarjana dengan kualifikasi di bidang AI demi memenuhi kebutuhan industri.

AI bekerja dengan menggabungkan sejumlah besar data dengan cepat, pengolahan berulang, dan algoritme cerdas, memungkinkan perangkat lunak untuk belajar secara otomatis dari pola atau fitur dalam data. AI adalah bidang studi luas yang mencakup banyak teori, metode, dan teknologi, serta sub bidang utama.

Kecerdasan buatan atau *artificial intelligence* (AI) kini telah dikembangkan besar-besaran sehingga teknologi ini akan teknologi telah menerapkan AI di antaranya Amazon, Facebook, Microsoft, hingga Google. Tetapi siapa sangka bahwa AI ini juga merambah ke dunia pendidikan. Pasalnya, sekolah-sekolah juga berkembang begitu juga teknologinya. Salah satunya adalah sebuah kursus akuntansi di Umass Lowell menggunakan buku teks online melalui *software* praktik. Pendiri *Microsoft*, Bill Gates sendiri merupakan salah satu pendukung penggunaan AI di bidang pendidikan. Gates behkan percaya AI akan memperbaiki pendidikan dalam banyak hal.

Pembelajaran dalam sistem AI ini merupakan pembelajaran yang dipersonalisasi sehingga meningkatkan pengalaman belajar siswa. Pembelajaran AI dalam sistem individual ini menunjukkan bahwa hal ini dapat meningkatkan fokus siswa. Pasalnya, AI memiliki kemampuan untuk mengajar siswa secara individu dan mengenali area yang dibutuhkan untuk menemukan cara pengajaran yang tepat pada siswa melalui kecerdasan buatan tersebut. Misalnya, jika teknologi ini tahu seseorang tertarik dengan mobil balap, maka itu yang akan digunakan sebagai analogi atau contoh untuk memahami materi pelajaran.

Kecerdasan AI bisa mengidentifikasi konsep seperti apa yang tidak dipahami oleh siswa. Sehingga nantinya AI bisa melakukan penyesuaian untuk menemukan cara baru dalam membantu pembelajaran siswa. Blackboard, salah satu alat di bidang pendidikan kini banyak digunakan perguruan tinggi. Sebuah platform online ini digunakan para profesor untuk merilis catatan, pekerjaan rumah, kuis, dan tes, dan memungkinkan siswa mengajukan pertanyaan dan tugas untuk penilaian. Alat ini juga bisa mengidentifikasi alasan di balik ketidak pahaman siswa.

Manfaat lain dari program AI yaitu menulai kedua pilihan ganda dan pertanyaan dengan jawaban singkat. Ke depannya, AI juga bisa menilai pertanyaan esai. Oleh sebab itu, para guru tidak perlu lagi menghabiskan waktu mengerjakan tugas menilai setiap jam karenaguru dapat lebih berkonsentrasi pada pengajaran dan interaksi satu lawan satu saja. Siswa juga mendapat hasil nilai langsung melalui AI. Mereka tidak perlu menunggu waktu yang lama untuk mendapatkan nilai mereka. Siswa juga akan menuai keuntungan dari guru yang memiliki waktu tambahan untuk proses belajar dan mengajar.

Penerapan AI, di sisi lain, juga telah merambah sektor pendidikan, mulai dari pendidikan dasar hingga pendidikan tinggi, bahkan pendidikan profesi. AI diyakini dapat membantu manusia untuk belajar dengan lebih baik dan mencapai tujuan pendidikan yang diinginkannya. Dengan kata lain, nilai dan karakter di bidang pendidikan juga dipersoalkan.

Salah satu tantangan terbesar di dunia pendidikan selain cara dan kecepatan belajar yang berbeda-beda pada tiap individu adalah baik

buruknya nilai yang tertanam di dalam diri mereka seusai beradaptasi menggunakan sistem berbasis artificial intellegence. Dampak yang diberikan juga memengaruhi perkembangan anak didik dalam bertindak, merespons dan menyikapi segala masalah yang ada. Baik nilai kejujuran hingga nilai kompetisi dan tanggung jawab. Secara umum aplikasi canggih berbasis IT membawa dampak yang sangat signifikan terhadap pola pikir dan pengetahuan umum siswa maupun mahasiswa, hal ini akan menuntut untuk berpikir kritis dan jeli, kemampuannya pun juga akan didukung dengan interaksi dan akses yang sangat maju. Namun, hal-hal buruk pun juga dapat terjadi seperti kebiasaan duplikat penuh tanpa memfilter terlebih dahulu.

Tantangan adanya penerapan Artificial Intellegence juga terletak pada nilai dan karakter, hal ini dapat ditunjukkan dengan adanya perlakuan dan kontrol terhadap pengelolaan dan penggunaan aplikasi pendidikan berbasis artificial intellegence. Peran pendidik, orang tua dan pemerintah juga memegang penuh dalam pengawasan anak didik agar menggunakan media aplikasi tersebut secara bijak dan profesional. Perlunya penanaman nilai dan karakter agar sistem artficial intellgence berjalan lancar dan sebagai mana mestinya.

Beberapa kasus sebelumnya juga teah terjadi dengan adanya media pembelajaran berbasis IT juga malah justru menjebak siswa ke dalam habbit yang buruk. Dengan begitu perlu adanya security apps yang memungkinkan siswa atau mahasiswa agar tidak melakukan kecurangan seperti tindak plagiasi penuh dan pelanggaran hak cipta. Berdasarkan kasus sebelumnya, diketahui bahwa terdapat data-data duplikat yang tidak sedikit oleh karena itu media berbasis IT atau Artificial Intellegence ini belum sepenuhnya menjamin kebiasaan baik siswa dalam beradapatasi dengan teknologi. Perlunya pendidikan nilai dan karakter yang fundamental untuk membarengi kemajuan sistem pendidikan tersebut.

Saat ini pun ada beberapa aplikasi pendidikan yang mengadopsi artificial intellegence seperti voice assistant yang memungkinkan siswa berinteraksi dengan materi pembelajaran tanpa harus berinteraksi dengan guru atau dosen, baik di ruang kelas maupun di rumah.

Selain memudahkan dalam penyampaian informasi serta interaksi, fitur tersebut juga dapat mengancam perilaku siswa dan mahasiswa yang berubah menjadi seorang yang pasif. Sehingga dapat disimpulkan bahwa secanggihnya Artificial Intellegence pun juga belum tentu menjadi kebiasaan baik dalam beretika dalam berteknologi, sehingga tetap perlu adanya pendidikan dan pengajaran secara langsung dalam membimbing dan mengarahkan anak didiknya.

SIMPULAN

Artificial Intellegence merupakan cabang ilmu komputer yang menekankan pengembangan intelijen mesin, pola berpikir dan bekerja seperti manusia. Misalnya, pengenalan suara, pemecahan masalah, pembelajaran, dan perencanaan. AI juga bisa diterapkan pada bidang pendidikan yang berdampak pada nilai dan karakter anak didik yakni baik siswa maupun mahasiswa untuk meningkatkan ketajaman pola pikir dan pandangan baru lainnya. AI memudahkan siswa dan mahasiswa dalam menunjang studinya secara visibilitas dan komprehensif namun secanggihnya Artificial Intellegence pun juga belum tentu menjadikan kebiasaan baik dalam beretika dalam berteknologi, sehingga tetap perlu adanya pendidikan dan pengajaran secara langsung dalam membimbing dan mengarahkan anak didiknya.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6881

PHILOSOPHY OF THE PUCUK REBUNG'S MOTIF IN THE IKATS WEAVING OF THE DAYAK VILLAGE TRIBE

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Abstract

The purpose of this study is to obtain objective information about the Philosophy of the Shoot Motif in the Dayak Desa Ikat Weaving. The type of research used in this study is descriptive research with a qualitative approach. Data collection techniques are Observation, Interview, Documentation and Literature Study. Data analysis techniques in the study are data reduction, data presentation, and drawing conclusions. The results obtained in the study are the History of Dayak Desa Ikat Weaving in Sintang is based on the Dayak culture that developed in Sintang Regency. Dayak Desa Ikat Weaving in Sintang is a cultural product that emerged from cultural elements that form the Dayak culture in Sintang Regency. This element then forms an identity that marks the Dayak Desa community in Sintang Regency. The motifs developed in Dayak Sintang ikat weaving are adopted from various objects originating from flora, fauna, living equipment, beliefs, and stories originating from the weaver's living environment. Bamboo shoots that already have segments can be used to cook rice, as side dishes, and as containers to carry water from the river to the house. The bamboo shoot motif in Sintang Dayak ikat weaving is generally at the beginning or end of the fabric, this motif is a protective fence from anything that can hurt or weaken the weaver or the user of the woven fabric. Local Wisdom of Ikat Weaving is an important symbol of the cultural identity and heritage of the Dayak Desa tribe.

Keywords: Village Dayak Tribe, Bamboo shoot motif

INTRODUCTION

Culture is one of the elements of human identity that places them in the highest position on earth. Article 32 of the 1945 Constitution explains that the Indonesian state supports the progress of Indonesian national culture. The government must directly develop existing potential, which is related to culture itself, so as to enrich Indonesian national culture (Depdikbud, 2019:1). The aim of developing culture is motivated by the need to place national culture at a high level based on the understanding that national culture, which guarantees elements of regional culture, is the identity of the nation and state which must be preserved, developed and strengthened amidst rapid global change and can threatens the identity of the Indonesian nation and state (Fransiska, 2024: 332)

One element of regional culture is traditional traditional clothing. Elements of traditional traditional clothing in real life have a function according to the cultural value messages contained therein, which are related to other aspects of culture such as economic, social, political, religious and educational. The cultural value messages conveyed can be understood through various symbols in decoration or traditional traditional clothing motifs. Nowadays, this motif is starting to be forgotten and is not popular with the younger generation. Traditional clothing is clothing that has been used for a long time in a particular society. Clothing is an identity or an identifying characteristic of the people who wear it. Traditional clothing is also referred to as traditional clothing. Traditional clothing is seen as a symbol of clothing that has the characteristics of a region, as folk clothing and/or national clothing

that expresses identity, which is usually associated with a geographical area or time period in history. Traditional clothing also shows social, marital or religious status (Boediono, 2023:433).

Sintang Regency is one of the largest districts in West Kalimantan with an area of 22,392 km. Sintang Regency is flowed by two large rivers, namely the Kapuas River and the Melawi River, these two rivers are the lifeblood of the Sintang community. There are three main ethnicities that inhabit Sintang Regency, namely the Dayak, Malay and Chinese. The Dayak, which is a native tribe of Kalimantan, gave birth to a variety of cultures which have become one of the identities of their tribe. One of the cultural products that is characteristic of the Sintang Dayak community is the Sintang Dayak Ikat Weaving product.

Special weaving activities are carried out by women to fill free time when they are not farming. Sintang Dayak Ikat Weaving is a woven cloth made in a traditional way using a gedogan loom. However, the use of a sling loom is not just a habit but is one of the characteristics of Sintang Dayak Ikat Weaving. The motifs outlined in the weaving are adaptations of beliefs, the surrounding environment, objects originating from the weaver's living environment, as well as the weaver's daily activities. There are several factors that can influence the formation of motifs or decorations, such as geographical location, nature and way of life, beliefs, customs, surrounding natural conditions, flora and fauna, and contact with external areas. This is what makes the diversity of Indonesian traditional textiles (Natalia, 2019: 1).

Of the various types of motifs in Dayak Sintang weaving, 'bamboo shoots' is the most dominant and frequently used motif. The main characteristic of the bamboo shoot motif is the triangular shape which is taken from the shape of bamboo shoots. The bamboo shoot motif is found on the headband, bottom and hem of the shirt. The bamboo shoot motif contains a symbol of good hope because bamboo is a tree that does not fall easily even in strong winds. However, the meaning and use of this motif is only known by certain communities, especially in the Sintang region which is known to be strongly influenced by Dayak culture. If studied more deeply, this motif has the potential to be developed further, and applied to other forms of products besides traditional cloth. in the form of songket or long cloth.

For weavers, bamboo shoots are known as the 'tumpal' motif. In general, this motif is placed on the head of the cloth and is the main attraction of the cloth or sarong. Furthermore, bamboo shoot motifs can be found on 'king baba' and King Bibinge. Currently, many specific motifs have been developed from the base of bamboo shoots. Some of the motifs commonly found in songket include 'lawi ayam bamboo shoots', 'struggling bamboo shoots', 'kendung bamboo shoots', 'elbow keluang bamboo shoots', 'gigi bota bamboo shoots', and 'tunjung Langit bamboo shoots'.

With a good meaning and a form that has the potential to be developed further, the application of bamboo shoot motifs to modern bridal clothing will be an interesting innovation, where there is novelty offered from the application of previously existing motifs. Motif development using exploration and background design techniques is carried out without changing the meaning contained in the motif, only using different techniques to produce interesting new effects.

In connection with the traditional traditional clothing of Sintang Regency which is rich in motifs on each island and district, it is necessary to identify bamboo shoot motifs in Dayak tribal ikat weaving to be used as a contextual learning medium for local wisdom material. Mahdayeni, et al (2023: 522) emphasized that the use of media is expected to attract students' attention to Sintang Dayak Ikat Weaving , so that they can focus their thinking and attention to increase students' involvement in learning. The breadth of social studies material and teaching materials must make teachers pay attention to choosing themes and materials that are contextual and meaningful. Sintang Dayak Ikat Woven Fabric as a cultural product is a positive factor in being a medium for conveying information to students so that the transfer of knowledge process becomes meaningful. Sintang, is the reason it is important to carry out this research.

METHOD

The method used in this research is a qualitative method (Sugiono, 2019 : 119) " defining study qualitative is tradition certain in knowledge knowledge dependent social from observations in humans ". According to Bogdan and Taylor (Moleong , 2013 : 4) " Research qualitative is a research process that produces descriptive data in the form of written and spoken words as well as behavior that can observed ". In line with the opinion above Denzin and Lincoln (Moleong , 201 3 :5) " said that study qualitative is research that uses background natural , with Meaning interpret phenomena that occur and are carried out with road involve various existing methods " . The informants in this research consisted of several sources, starting from the Village Head, Village Secretary, BPD, School Principal, School Inspector and Teachers and the Berakak Village Community, Tayan Hulu District, Sanggau Regency .

The data collection technique is a method of obtaining data using observation, interviews, documentation and triangulation (Rukajat, 2018). Data analysis used used a three-step process. The first is data reduction, and the third is data presentation or validation and drawing conclusions.

RESULTS AND DISCUSSION

Below the researcher presents a discussion based on research findings through interviews conducted according to the scale and parameters of the research:

A. History of Village Dayak Ikat Weaving in Sintang Regency

The Desa Dayak tribe is one of the Iban Dayak sub-tribes that inhabit Sintang Regency in West Kalimantan, Indonesia. One of the characteristics seen in the Village Dayak tribe is mongoloid physical characteristics, round faces, white or olive skin, slightly slanted eyes, straight hair, some are curly and relatively not tall, and are also known for their friendliness, the community The Village Dayak tribe blends in very easily with other sub-tribes. Desa Dayak is one of the Iban Dayak groups. These characteristics are based on bekana, bejandeh, old literature or stories passed down from generation to generation.

Sintang Dayak ikat weaving, which is one of the cultural artifacts of the Dayak tribe in Sintang Regency, was previously used by the ancestors of the Dayak tribe to convey messages, advice and culture of the Dayak tribe to their children and grandchildren through the motifs and stories in them. Ikat weaving is also used for daily clothing and traditional activities such as the custom of bathing children in the river, weddings, deaths, welcoming the heads of ngayau (head hunting), taking the semengat (spirit) of rice, pounding rice, gadgets to end the year or harvest and so on. (Faustinus, 2023;332)

For the Dayak people in Sintang, Ikat Weaving is a work of cultural art that cannot be produced by just anyone at any time, because it is closely related to beliefs and traditions regarding several unwritten rules from ancestors which must be understood before someone carries out weaving activities. Ikat weaving is made using a weaving technique where the fabric pattern is created by tying the threads with dyed thread. The tied thread is dyed many times to obtain the desired pattern. The thread that has this pattern is then woven. There are two types of weaving, each of which is pua kumbu because it is used as a kumbu (blanket) or used to cover the body, and kebat or tating cloth which is used as a skirt. For fabrics used at traditional events, there are certain motifs, for example rare motifs, which depict deer, humans, fish, and many more. To make a piece of pua kumbu cloth, it takes between 6 and 12 months. Meanwhile, a piece of kebat or tating cloth can generally be completed within one month. This is not due to low skills, but because they only weave in their spare time between farming activities. This weaving skill is only limited, in general the weavers are old Ketungau Dayak and Village Dayak women. They live in villages around the forest or in longhouses and weave using traditional looms (gedokan) which they can carry everywhere. Apart from that, there are also unwritten rules (oral traditions) that regulate weavers and weaving activities. Obstacles were found in the regeneration process in mastering weaving skills which was relatively

hampered. Meanwhile, marketing is almost unknown because basically this woven cloth is not for sale but for use at ceremonies or traditional parties. However, now Dayak ikat weaving is being traded at varying prices. Ikat weaving is not just a work, but is seen as something that has sacred value, spirit and life energy. The weaving process also shows the local wisdom possessed by the Dayak people in respecting their ancestors and the universe .

In the Sintang area, weaving was originally a side activity carried out by housewives and girls after working in the fields. Weaving is an activity after carving or even when you have free time. While relaxing on the ruai (bamboo bale), the group worked on their respective weavings while joking around. For your information, in the past the Dayak tribe made woven cloth sacred. According to ancestral beliefs, the world is divided into two lives, namely upper life and lower life. The sacred form of woven cloth for the Dayak people is found in the threads and motifs. Because woven cloth is a sacred object, woven cloth is mandatory clothing in every traditional ceremony of the Dayak community.

Based on the coloring technique, the types of Dayak ikat woven fabric can be divided into two types, namely, ikat weaving using chemical dyes (chemicals) and ikat weaving using natural dyes (plants). In the process of dyeing woven cloth, a Dayak weaver usually has to wear traditional cloth in the form of tating to honor their ancestors or ancestors. Many ikat motifs are made by the Dayak community. The most widely circulated motifs are geometric motifs. Some motifs are sacred and sacred motifs. Therefore, not just anyone can make it. Only parents who have a lot of experience should make these motifs. (Antonius, 2021:441)

If an error occurs in making this motif, it can result in death. Sacred motifs usually depict living creatures such as humans, dragons and crocodiles. They believe that these motifs must also receive "food", namely carrying out special rituals in the manufacturing process. Based on the results of the work, Sintang ikat woven fabric is divided into two types, namely kebat and kumbu. Kebat weaving is a type of woven cloth that is quite small in size and is only enough for women's and children's clothing. Meanwhile, ikat kumbu weaving is a tenu ikat cloth that is larger in size so it is enough to be used as material for adult clothing for men, women and children.

B.Philosophical Study of the Shoot Motif of Bamboo Shoots in Sintang Dayak Ikat Woven

The culture of weaving in the lives of the Sintang Dayak people has been around for a long time. The type of weaving that developed in the Sintang area is ikat warp weaving, where the warp threads are tied to avoid color absorption in several places and produce motifs. The motifs outlined in Sintang Dayak Ikat Weaving come from beliefs, stories, living equipment, flora, fauna, and the weavers' neighborhood. Sintang Dayak Ikat weaving is made using a simple loom known as a gedogan loom. The gedogan looms used in the Sintang area are obtained from the natural surroundings of the weaving community. The wood which is a component of weaving is obtained from the forest, weavers also have standards for the quality of the wood used. The components in the gedogan loom used to make Sintang Dayak ikat weaving include Paut, Apit, Beliak, Gelungan, Karap, Letan, Saok, and Senggang.

Weaving activities using traditional methods such as those carried out by the Sintang Dayak community require a series of long and lengthy processes. Weavers usually complete their weaving in around 2-4 months depending on the complexity of the motif, the materials used, and the time spent weaving. The weaving process begins with preparing the thread, tying or pulling the thread, tying or tidying the thread, tying or folding the thread, tying or oiling, tying or tying the motif, coloring, drying, weaving, and even twisting the ends of the fabric.

The coloring materials used initially used natural dyes obtained from the natural environment around which the weavers lived. Ingredients such as engkerebang leaves, lengkar bark, noni roots, turmeric, tarum, and so on are used to give color to woven threads. The color locking materials used are generally whiting, Tunjung, empait leaves and emerek leaves. The

technique of processing dyes is traditional knowledge passed down from parents.

Sintang Dayak Ikat weaving emerged as a cultural form of the Sintang Dayak community. This culture has been passed down from our ancestors to the Dayak people today. The meaning of Dayak Sintang Ikat Weaving is passed down orally from generation to generation. This verbal reduction in meaning results in an easy shift in meaning. The motifs of Sintang Dayak Ikat Weaving developed over time, through exploration and learning carried out by the weavers. In making Sintang Dayak Ikat Weaving, there are no special rules for making motifs. However, to make a good motif, weavers have a special calculation to determine the width of ½ of the motif. In general, weavers use a count of 30 strands for ½ motif. In one woven cloth, 15-20 motif repetitions are usually made depending on the width of the cloth being made. So the number of strands of thread used can be calculated by multiplying the number of strands of ½ motif by the number of repetitions of the desired motif.

The diversity of weaving motifs is generally adopted from various sources ranging from ancestral stories, flora, fauna, living equipment, to ritual objects. The motifs on woven cloth serve as a means of reminding the wearer of the values held by the Dayak community.



Figure 4. 1. Dayak Sintang Ikat Weaving with Bamboo Shoot Motif(source: Natalia, 2023)

The rabung motif is included in the sacred motifs. This motif is included in the sacred motif because there is a strong belief in the power of the bamboo shoot motif. Weavers believe that the ridge motif can weaken the weavers if the conditions for making this motif are not met. The adoption of bamboo shoots as a weaving motif cannot be separated from the very diverse functions of bamboo shoots. Young bamboo shoots are used as food and ingredients for medicinal medicines. Bamboo shoots that already have segments can be used to cook rice, as a side dish, and as a container to carry water from the river to the house. Old bamboo plants are used as raw materials for making houses and daily equipment. The bamboo shoot motif in Dayak Sintang ikat weaving is generally at the beginning or end of the cloth, this motif is a protective fence from anything that could hurt or weaken the weaver or user of the woven cloth .

The bamboo shoot motif contains a symbol of good hope because bamboo is a tree that does not easily fall even in strong winds. The bamboo shoot motif is based on an isosceles triangle shape which symbolizes strength in upholding customs in order to educate an individual's morals and mutual respect between fellow humans. The bamboo shoot motif is believed to have existed for centuries and has become an integral part of the culture of the Village Dayak tribe in Sintang Regency. Shoots shoots symbolize determination in achieving goals, luck and hope. This also represents the open heart and spirit of unity in the Village Dayak community in Sintang Regency. This motif is classified as a Dayak Woven Woven Cloth motif, which represents a bamboo tree that does not easily collapse, even when exposed to strong winds. This motif means that a person's life must be useful all the time. This motif tells the story that life must emulate the bamboo philosophy, where bamboo is always useful when it is young (bamboo shoots) for eating, and when it is old (bamboo) as house flooring or building materials.

C. The Value of Local Wisdom of Village Dayak Ikat Weaving in Sintang Regency

Ikat weaving from the Village Dayak tribe is a culture that originates from the ancestors of the Village Dayak tribe and is a cultural identity and tradition that must be preserved from generation to generation. One of the products from ikat

weaving is Pua/Pua Kumbu cloth which has a blanketlike shape. Pua is a fairly complicated ikat weaving product and is very much needed in traditional ceremonies of the Village Dayak community. Village Dayak Ikat Weaving contains the uniqueness of ikat weaving based on motifs, processes, manufacturing methods, loom tools and applicable taboos that make ikat woven fabric a symbol of cultural identity that is unique to the Village Dayak Tribe.

ikat weaving is one of the cultural heritages of the Desa Dayak tribe in Sintang Regency. This weaving is made using the ikat weaving technique, where threads are spun into cloth fibers and then tied to form certain patterns on the cloth. The process of making ikat weaving takes quite a long time, depending on the level of difficulty and size of the cloth to be made. The motifs used in ikat weaving include various symbolic meanings. Some motifs symbolize life, luck, prosperity and glory. These motifs are usually used in traditional ceremonies and religious rituals by the Village Dayak tribe. The tools used in the Desa Dayak ikat weaving process are quite simple. A woman would sit under a simple loom called a "serving hood", and use her hands and feet to spin the tool and weave the cloth. In addition, additional tools such as thread weft and safety pins are used to help produce the desired patterns. Ikat Woven Cloth is an important symbol of the cultural identity and heritage of the Desa Dayak tribe. Even though there is now a lot of modern technology available to produce cloth quickly, there are still people who choose to make Ikat Woven cloth using traditional techniques and maintaining the cultural wisdom inherited from their ancestors.

woven fabric for the Village Dayak Tribe is a symbol of the local culture of the Dayak Village community and the philosophical basis of local wisdom values , so that these wisdom values must become a pillar of character formation and part of improving the quality of the Village Dayak community. because there is a local culture that values local wisdom as a young generation of students. must be able to interpret woven fabric as a local culture that helps strengthen national culture in the midst of evergrowing technological developments where the government is excessive in the diffusion space, so that cultural values become one of the main factors to encourage students. generations of people. always loves textiles as a local cultural heritage that can strengthen national culture so that it remains strong and is passed down from generation to generation.

CONCLUSION

Village Dayak Ikat weaving in Sintang Regency is a cultural product as well as an identity that marks the Dayak community of Sintang Regency Village. The emergence and development of Sintang Dayak ikat weaving was influenced by several underlying factors. Based on the research that has been carried out, it can be concluded as follows:

1. The history of Village Dayak Ikat Weaving in Sintang is based on the Dayak culture that developed in Sintang Regency. Village Dayak ikat weaving in Sintang is a cultural product that emerged from the cultural elements that make up Dayak culture in Sintang district. The elements that form culture include religious and belief systems, social organizations, economic systems and livelihoods, living equipment and technology, language, knowledge systems and art. These elements then form an identity that marks the Village Dayak community in Sintang Regency.
2. Philosophy of the bamboo shoot motif Village Dayak ikat weaving in Sintang is full of meaning in every motif. The bamboo shoot motif contains a symbol of good hope because bamboo is a tree that does not fall easily even in strong winds. The bamboo shoot motif is based on an isosceles triangle shape which symbolizes strength in upholding customs in order to educate an individual's morals and mutual respect between fellow humans. The bamboo shoot motif is believed to have existed for centuries and has become an integral part of the culture of the Village Dayak tribe in Sintang Regency. Shoots shoots symbolize determination in achieving goals, luck and hope. This also represents the open heart and spirit of unity in the Village Dayak community in Sintang Regency. This motif is classified as

a Dayak Woven Woven Cloth motif, which represents a bamboo tree that does not easily collapse, even when exposed to strong winds. This motif means that a person's life must be useful all the time. This motif tells the story that life must emulate the bamboo philosophy, where bamboo is always useful when it is young (bamboo shoots) for eating, and when it is old (bamboo) as walls and floors for houses or building materials.

3. Local Wisdom Ikat weaving is an important symbol of the cultural identity and heritage of the Village Dayak tribe. Even though there is now a lot of modern technology available to produce cloth quickly, there are still people who choose to make Ikat woven cloth using traditional techniques and maintain the cultural wisdom inherited from their ancestors. Ikat woven cloth for the Village Dayak Tribe is a symbol of the local culture of the tribal community. Dayak Village and the philosophical basis of local wisdom values.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6866

DEVELOPMENT OF TEACHING MATERIALS ON THE HISTORY OF RAJA ALI HAJI FOR CLASS VIII IPS IN TANJUNGPINANG CITY

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Abstract

This study aims to develop and evaluate teaching materials on the theme of the legacy and history of Raja Ali Haji for grade VIII students in Tanjungpinang City in the subject of Social Studies. The study used a qualitative approach with the R&D method, direct research involving interviews, filling out questionnaires, classroom observations, and document analysis at MTs Negeri Tanjungpinang. The teaching materials developed consist of interactive modules that integrate the biography of Raja Ali Haji, his contribution to the world of Malay literature, and their relationship and relevance in the context of the local history of Tanjungpinang City. The results of the study showed that these teaching materials were effective in increasing students' knowledge, understanding and motivation towards their local history. Students showed higher participation and activeness in following the teaching and learning process after using these teaching materials. Researchers reported an increase in student learning motivation and the quality of classroom discussions. This study concludes that contextual and relevant teaching materials can increase positive experiences in learning Social Studies and suggests the use of these teaching materials in other schools and the need for further research to determine their long-term impact. The results of this study contribute to the development of a more contextual, inclusive and equitable Social Studies curriculum in Tanjungpinang City.

Keywords: History, Local, Heritage, Social, Learning.

INTRODUCTION

Education in Indonesia is experiencing various concomitant developments and challenges with development over time. One of challenge biggest in education is How create a teaching and learning process that is effective, relevant and appropriate for students in various level education. Subjects Knowledge Knowledge Social (IPS) at level School Intermediate First (SMP) equivalent hold role important in form character and understanding student to environment their social, cultural, historical, and geographical have. In terms of This is important teaching materials that are very contextual and relevant become the more urge For created or developed for students can understand and appreciate riches culture and history local. Raja Ali Haji is one of them figure important in history Malay whose work No only covers field of literature, but also an important pillar in development culture and identity Malay, fine That Malay, Indonesian and Malays all over the world. The existence of Raja Ali Haji and his contribution towards literature and culture Malay become inheritance necessary valuable introduced to generation successor, esp students at the SMP/MTS level in Tanjungpinang City. Unfortunately, until moment this, the legacy and history of Raja Ali Haji has not been integrated into the social studies curriculum. “Local history in the curriculum is not officially written, but students must understand the history around them to get meaningful historical learning” (Fikri et al, 2023:1435). Especially with form specific and appropriate teaching materials with need Study student.

Use approach qualitative research This used For develop relevant teaching materials with context local and needs student. With Research and Development (R&D) method which is focused on State MTs in Tanjungpinang City, research This aim For understand How teaching materials based on the heritage and history of Raja Ali Haji can be increase understanding and interest student to history local the area. Additionally, research I also want this evaluate effectiveness the teaching materials in supports the social studies teaching and learning process in class VIII.

Urgency development Teaching materials that focus on the legacy and history of Raja Ali Haji are also based on need For strengthen identity local in the center current increasingly globalization strengthen. Globalization bring broad and deep influence to various facet in activity life humans, including them field education. In one side, globalization give more access wide to information and technology, but on the other hand, This also has potential scrape values culture local If No balanced with conscious effort For look after it. Whereas culture local is identity original nation. "Identity this is very important for existence a country, without identity, a state perhaps No will recognized internationally" (Firmansyah et al, 2024: 31). Therefore that is, teaching materials that emphasize heritage and history local like Raja Ali Haji is very important in guard balance between global as well as local knowledge .

Although Thus, research about development teaching materials that are special own the focus on the legacy and history of Raja Ali Haji is still very limited. Most existing research more Lots focused around aspects general in development social studies teaching materials, without give sufficient attention to its importance context local in the teaching materials. This matter show exists gap in necessary literature equipped through study This.

Study previous ones that have been conducted by Wiyanarti et al (2020:69), shows study source Study history is very limited or depending on the source verbally, objects, and writing. if matter This utilized become activity interviews conducted by students like interview accompanied by the teacher then will become valuable experience.

Developed teaching materials in study This No only aim For give information about Raja Ali Haji, but also for teach the values contained in his work, like the importance of literature, language, and identity culture Malay. With Thus, this teaching material expected can become effective tool in help student understand and be proud on inheritance culture local them, all at once increase ability think critical and analytical in understand history and context socio-cultural that has coverage more wide.

By overall, research This try For answer questions important around development and implementation teaching materials based on the heritage and history of Raja Ali Haji. Through study This is expected can development model was discovered appropriate and relevant teaching materials, which are not only just increase understanding student to history local, but also motivating they For more appreciate, preserve and be proud on inheritance their culture have.

METHOD

Study This in a way fundamental use approach qualitative with method *Research and Development (R&D)*. Okpatrioka (2023:87) argues that "Research and Development is method purposeful research For produce products certain. Through study problem education can looking for solution his so that can develop and apply more education innovative, one of them that is research and development (R&D)". According to Cornejo et al, (2023): "Methodology qualitative has the more relevant in study during a number of year lastly, because offer approach epistemological and tools practically possible For handle multidimensionality various situations and problems social as well as individual in a way empirical, with emphasized mark from subjective processes and meanings constructed by individuals and groups" . Subject for study This is students / female students class VIII from MTs Negeri Tanjungpinang.

Research and Development Method be one a popular method in the world of research field

education. According to Waruwu (2024:1221): "Research methods development become means For give birth to innovations new with give birth to products only those who can answer every problem life man". The Research and Development (R&D) method is A approach logically possible used For develop and validate product certain, deep context This is Raja Ali Haji history teaching materials for class VIII IPS in Tanjungpinang City. Approach qualitative used aim For understand in a way deep about material local and needs special from user teaching materials, which are deep context This are teachers and students. Steps taken in study This designed For ensure that the product produced No only relevant in a way academic, but also can implemented in a way effective in context learning real.

Data is collected through interview, filling questionnaire , observation class, and analysis document with focus on development and evaluation teaching materials about History of Raja Ali Haji in Tanjungpinang. Observation class is what is most important and what is not OK missed. Observation class is part from environment any class. According to Tarusha&Bushi, (2024): "Classroom observations are part of any classroom environment. Observations are part of a teacher's entire career, regardless of whether they are part of routine supervision or monitoring by school leaders." Observation done aim For get data and information from A possibility or phenomenon in a way organized and based on goals research that has been formulated. Observation class also becomes end spear research, This because success a research determined at the time observation. Whether there There is interest shown by students or No.

So far this, Approach qualitative has give Lots convenience and variety understanding with new way. According to Rusandi & Rusli, (2020:2): "Research methods qualitative more emphasizes aspects understanding in a way deep to a problem or problem than see problem For generalized". Scope study covers school intermediate first in the region. Focus main is increase understanding student class VIII against history local through relevant and contextual teaching materials.

Study carried out at MTsN Tanjungpinang City, he chose MTsN Tanjungpinang because is the only State MTs in the city that and can made as example for MTs and other junior high schools in the city Tanjungpinang. Population consists from students and schoolgirls class VIII, temporary sample chosen purposively for ensure representation of relevant data. The main ingredients used is an e-module interactive about Raja Ali Haji in the form of a power point. Power point was chosen as media because: student tend more active moment notice material lesson through projector rather than through paper. According to Antonius et.al, (2022:1098): "E - module development will be much needed and eagerly awaited with various function and also purpose, such as used for learning media student in a way independent, as choice Study students who can involve use technologies like computer as well as increase motivation Study students, that's for sure will impact Good to adaptation ability Study student later day". Not limited the, module interactive is also influential to change style think student For more active moment Study. Student will sued more active Good That For ask, answer, or help his friend in answer questions that arise.

Temporary tool main covers questionnaire and sheet observations that have been made prepared before activity learn how to teach started. Election questionnaire because student more like moment fill in without must stare advance moment interview, however Of course just flowing interview during the learning process For dig information more is also done during the learning process.

Data collection techniques include interview and filling questionnaire with student For get perspective about needs and context teaching materials. Observation class done aim For see use and impact from material or teaching materials that will be developed. Whether the teaching materials leave an impression on students or will become teaching materials-teaching materials as in general would be forgotten by students after eye lesson end .

Data obtained analyzed in a way thematic For identify emerging patterns and themes related effectiveness teaching materials and engagement student during the teaching and learning process. According to Exposure from Alfansyur & Mariani (2020:146): “Triangulation method is one methods tried for test a information said to be valid or not No to information obtained from research”. Data triangulation was carried out For ensure validity and reliability results study. Procedure study involve development teaching materials through findings beginning, followed with classroom trials and evaluation effectiveness through bait feedback by students and researchers. Effectiveness is matter the main thing is to do it pay attention, when teaching materials reach its effectiveness then the learning process will tend nuanced positive .

RESULTS AND DISCUSSION

Research result

Study this is basically it own clear goals For develop and also improve teaching materials legacy and history of Raja Ali Haji for Class VIII eyes social studies lessons in Tanjungpinang City. Study done as much two cycle for test its validity. Data collected through questionnaire, observation classes, and studies document. Research result This covers things like analysis from the data obtained through techniques collecting the data.

Questionnaire Results

As many as 70% of students have do charging questionnaire on implementation First stated " Agree " that developed teaching materials relevant and possible help they in learn material history local . Amount This show majority student feel benefit from teachin materials provided to they previously. Then amount reduce to 60% in the second cycle.

As many as 20% of students stated "Strongly Agree", which shows If they feel very interested and motivated with This teaching material is based on First cycle. Student in amount This feel that This teaching material is very interesting and interesting they want to more control material about history as well as legacy of Raja Ali Haji. This matter is something positive in learning. Amount Then increase to 40%.

The rest , namely 10% of students , chose " Disagree ", which means There is part small students who feel this teaching material not enough or need repair For more effective and useful for they. A small percentage do n't agree with statement that material This own percentage For No suitable implemented to junior high school/ MTs students. Incompatibility is also caused by curriculum that is not apply history local on lessons and this is the first time they feel learning about history local in the classroom they. Total 10% in First cycle changed to 0% in the study both of which show development increasingly teaching materials approach succeed.

Class Observation

Observation class show that use developed teaching materials succeed increase involvement student in activity Study teach. On research First Student seen more enthusiastic and of course active participate in discussion class. On research second level enthusiasm increase with student seen more active and occasional happen debate small.

Analysis Document

Developed teaching materials covers module interactive that integrates biography of Raja Ali Haji, his contributions in Malay literature, as well its relevance in context history local. These power point slides designed For makes it easier student in understand role important Raja Ali Haji in history and culture Malay.

Interactive module This is also equipped with various pictures, video Gurindam 12, and complete with history formation the kingdom of Riau-Lingga for students more understand the material in question and add to it understanding student to material presented. Modules in the form of power points can more easy interesting attention student compared to with method lesson conventional use paper. Student easy fed up If do full learning with theory However use paper as a medium or material learning.

DISCUSSION

Research result This show that developed teaching materials succeed increase more Lots involvement student in the learning process teach in the classroom. According to Hapsari & Ikhsanudin, (2021:15): "Classroom participation is needed in the teaching and learning process to create an effective learning process". Involvement student seen from improvement more participation active in discussion class and enthusiasm they to material taught. Approach interactive in teaching materials, such as use module interactive and material contextual, proven effective in interesting interest student. Student more active ask nor discuss during the teaching-learning process, which shows that they feel more motivated with method presentation more material new.

According to theory learning constructivist, engaged learning student in a way active and giving relevant context can increase understanding they. According to Suparlan (2019:82) explains about theory constructivism, namely : "constructivism is A theory that has character build , build in question is build from facet dexterity, understanding, deep a teaching-learning process. Because with own building character so in the future expected participation active from students will increase his intelligence". Basically nature of learning constructivist emphasized that student build knowledge they Alone through experience direct and impact with environment they. In one context This is the teaching material developed help student connecting / uniting material history with life daily them, so learning become more relevant and meaningful for life they.

Additionally, results observation class show that student No only more active, but also showing more understanding deep about the material presented. They capable connect concepts history with context local, which shows that they No only memorize information, but also understand in a way deep. This is very important in learning history, where understanding contextual more important than simply remember facts.

Motivation Study students are also visible increase with use developed teaching materials about history local specifically history and legacy of Raja Ali Haji. Majority student states "Agree" and in part small "Strongly Agree" that this teaching material help they understand material with more good and improving motivation as well as desire Study they. Interactive modules that include biography of Raja Ali Haji, His Role in Malay literature, as well its relevance in context history local, interesting attention students and create learning become the more interesting.

Motivation increasing students seen from participation active they in discussion class and enthusiasm they to the material presented. Student more interested For read and study module interactive, which helps they understand material with more good and easy. Improvement motivation This important Because high motivation relate with results learn more Good. Motivated students tend will Lots trying and willing tall in the process learning, which is the end increase understanding and achievement. Besides that with increasing motivation student so He will tend more active in the class and capable compete with others.

Although majority student give response positive, yes a number of students who feel that this teaching material Still need improvements and additions. This matter show If moderate teaching materials developed Still Can improved For fulfil need Study all student. Adjustment more carry on can done with accommodate bait come back from students who feel lacking teaching materials interesting or difficult understood.

Repair can covers addition elements multimedia support, such as photos, videos and simulations others, who can help students who have style in Study visually and kinesthetically. In addition, formation more material deep For things certain from the history of Raja Ali Haji can also be done done For enrich literature class teaching materials . For example, additional information about background behind culture and social during the time of Raja Ali Haji can help student understand context history with more contextual.

Additionally, adjustments Teaching materials are also necessary consider diversity abilities possessed by students. In a class, ability student No will equally, and effective teaching materials must can conditioning difference This. Different approach will very required For students who have difficulty Study or disabled person need special. Teaching materials that can reach out all students and can customized with individual needs of each student will more effective in increase understanding and motivation.

Relevant teaching materials with material local help student connect material with life daily them and also with more history wide. According to explanation from Sariyatun & Marpelina, 2024:304-305): ”Local history, with its unique and contextual characteristics, provides an opportunity to explore historical aspects that may not be covered in national or global historical narratives”. This makes learning become more Far more useful and interesting for student. In context city Tanjungpinang, the history of Raja Ali Haji has high relevance Because is part not inseparable from history local and heritage culture. With understand history local area, students can develop curiosity and pride to identity area they . ideally they will proud with identity original they.

Approach contextual in the teaching and learning process also helps student see relevance as well as continuity from What is they learn with life daily. This is important in learning A learning history local /global, where students often feel that material taught No own relevance with life real they. With hook material with history local, students can see how far history goes local influence life they moment this and how they can Study from history for more future Good.

Study This show that development contextual and proprietary teaching materials relevance is very useful in increase students experiences in Study. Developed teaching materials For eye class VIII social studies lessons in Tanjungpinang City has proven effective in increase interest, understanding, motivation and interest student to history local. Expected development similar teaching materials can implemented in schools others, as well study more carry on can done For evaluate results or impacts latest from use material Just This in term long.

Study this also delivers contribution important to development more social studies curriculum contextual in the city Tanjungpinang. With integrate or connect history local to in curriculum study, students can develop deep understanding more qualified about identity and heritage culture local. This is important in build a sense of pride in identity local, which will be later can increase motivation and achievement.

Additionally, research This show that with involve student during development teaching materials that will be used, we can create more material in accordance with needs and interests they are diverse the. This matter important For ensure that developed teaching materials No just interesting and relevant, but also effective in increase knowledge knowledge and achievement Study student. With involve student during this process, we can identify appropriate needs like that them, which is possible used For create meaningful teaching materials good, effective, and more liked by students in the future .

Research result This show If developed teaching materials succeed reach focus main or objective from study this, that is increase understanding and interest student to history local through a modern, interactive and of course approach relevant with life they daily. This teaching material Of course just No just help student understand material in a way more good and easy, but also increases the desire knowing and involvement they during the teaching and learning process.

Study this also saw how importance development contextual and relevant teaching materials, as well necessity adjustments and improvements sustainable based on *feedback* from student That Alone For ensure effectiveness and success of the teaching and learning process. Therefore that, research This give impact as well as contribution important to development more social studies curriculum

contextual and equitable, as well give recommendation For development more teaching materials Good in the future.

Development teaching materials based on characters local also delivers chance for student For more close and cherish inheritance culture and history local they. This is important in build identity and sense of pride own history the, which is in the end can increase knowledge social and sense of belonging to culture they. Additionally, with understand contribution and struggle figures area, students can develop more perspective wide about history and role they in build public as well as achievements other.

Next, research This show that use approach qualitative R&D methods are very effective in explore and understand dynamics classroom learning. Through charging questionnaire talking, observing class, and analysis documents, research This can reach diverse and in - depth information about How teaching materials are used and welcomed with both by students and not burdensome on teachers. This method also provides chance to researcher For get outlook about determining factors success or failure a teaching materials, as well give relevant references For development teaching materials on time upcoming.

Study this also shows that No should learning history Good That history local nor will the world be abolished. With understand and know history, yes just in the future open interest new to students and open opportunities new in the increasingly world of education develop. With understand history this will happen later can give age addition to history local For Can more remembered and known by the public.

More further, research This give some simple suggestions For development future teaching materials. First, teaching materials must be continously developed and harmonized in accordance with bait come back from student. This includes renew material For show change in curriculum and adapt to history local, as well integrate technology and innovative method moment teach. Second, training or seminars for teachers are very important For ensure that they can create and practice teaching materials with effective and delivering situation positive learning for student.

Study this also emphasizes importance development inclusive and accessible teaching materials accepted and owned by anyone, including those in need special. This requires approach adaptive, which can customized based on needs and abilities individual. Inclusive teaching materials can ensure that all student own the same opportunity in demand knowledge and development, as well help create environment learn more fair and healthy.

Finally, research This give contribution important to addition as well as enrich literature about development teaching materials and materials history local. With show How relevant and appropriate teaching materials context need can increase knowledge and intention Study students, research This give strong reason For research and development more continue on the theme history local. This also highlights necessity nature approach collaborative and participatory in development classroom teaching materials, which involve various holder interest For create material that has weight and substance far value more Good.

On the way long increase quality education in Indonesia, especially in Tanjungpinang City, research This serve strong evidence that development to related teaching materials with life and have relevance is serious step. With Keep going explore and adapt teaching materials, as well supports teachers and students in the teaching and learning process, we can create environment learn more healthy and more positive, which is ultimately will increase knowledge and intelligence student.

With Thus, research This No only give benefit practical in form more teaching materials good, but also giving contribution theoretical importance for development more education inclusive and contextual in Indonesia.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Research that has been done done This aim For design, develop and evaluate material or teaching materials that focus on the legacy and history of Raja Ali Haji for students class VIII

in Science Knowledge Social in Tanjungpinang City. The final result from study This show If material or moderate teaching material developed succeed motivating as well as increase understanding and interest student to history local through interactive and relevant approach. Most of the from student give bait positive feedback to new teaching materials, with many agree that the teaching materials interesting and helpful they control material taught with more Good.

Study this also highlights importance involvement student in the development process teaching materials. With involve students, needs and preferences they can identified with more OK, so developed teaching materials more appropriate and effective. Additionally, research This show that use approach qualitative with R&D methods are very effective in explore dynamics classroom learning. Through interview in-depth, observation clas, and analysis document, researcher can gather rich and in-depth information about acceptance and use teaching materials by students and teachers.

By overall, research This conclude that development contextual and relevant teaching materials, supported by *feedback* sustainable from students, you can increase effectiveness social studies learning. Additionally, research This give strong foundation For development more social studies curriculum inclusive and contextual in the future. Varied teaching materials are also recommended so that Can reduce saturation student.

Suggestion

Teaching materials must continously developed and applied based on bait come back from students and teachers. This includes refreshing content For show change in curriculum and context history as well as culture local, also accommodate technology advanced and methodical more teaching innovative. Teacher holds role centrist in a success application teaching materials. Because that's training in form of seminars and support for teachers it will be very important For ensure that they can adapt and apply teaching materials with effective in class.

Development teaching materials must notice need all students, incl to Children with Special Needs. Inclusive teaching materials can help For convincing If all student without exception own equal opportunity in learning is also developing self. Engaging student in a way direct in the process of development and formation teaching materials available help teachers to identify needs and style Study them, so developed teaching materials Can more acceptable and effective. This also helps ensure that developed teaching materials relevant and interesting for student.

Support from party schools and makers policy education own highest role in success implementation teaching materials. This includes provision source power and good environment of course, as well ongoing policies push development and use contextual and consistent teaching materials.

Study more carry on required For evaluate impact in term long from use this teaching material and for look for other ways to increase effectiveness social studies learning. Study this can also be done hook evaluation to teaching materials in different contexts or with population distant students more wide For test generalization findings.

With implementing these suggestions, it is hoped development more teaching materials Good can implemented, so advance quality social studies education and equip student with more Good For know and appreciate history as well as culture local they. In the end, This will contribute to improvement performance students in the field academic and strengthening identity as well as pride local.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7035

EXPLORING THE UNDERSTANDING OF THE CONCEPT OF *MINDFULLNESS* AS THE BASIS FOR STRENGTHENING SOCIAL AND EMOTIONAL COMPETENCE

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Abstract

This research aims to find out how the concept of mindfulness is applied at SDN Tandonsentul I, what is meant by the concept of social and emotional competence at SDN Tandonsentul I, and what is the influence of applying the concept of mindfulness in forming social emotional knowledge? This research is a qualitative research. Qualitative research is designed loosely, not strictly, so that in carrying out research there is the possibility of experiencing changes from what was planned. The data collection technique is primary data by means of interviews and direct observation of school principals, teachers and students from SDN Tandonsentul I, SDN Tandonsentul II and SDN Lumbang II. Meanwhile, the secondary data source in this research is written data from SDN Tandonsentul I, SDN Tandonsentul II, and SDN Lumbang II. The results obtained in this research include; Mindfulness is implemented at SDN Tandonsentul I by using direct, simple and short language which is one of the characteristics of children when asked, this shows that simplicity and not beating around the bush is part of their character. Research subjects understand and can describe their identity and background well. The influence of applying the concept of full awareness in the formation of social emotional knowledge will produce students at SDN Tandonsentul I who have personalities who have full awareness and will have strong social emotional competence, social and emotional skills educate and prepare the nation's golden generation who are ready to face this very competitive development.

Keywords: Mindfulness, Strengthening Social Competence, Strengthening Emotional Competence

INTRODUCTION

Today's education and character development no longer only focus on academic achievement, but also on the development of social and emotional competence. Social and emotional competence, which includes the ability to manage emotions, empathize with others, and build healthy relationships, is essential in the lives of individuals and society. However, in the realities of daily life, many individuals, especially children and adolescents, face challenges in developing these competencies. High academic pressure, great social expectations, and intense exposure to social media have created conditions that affect the emotional well-being of many people. Many children and adolescents experience anxiety, stress, and other emotional problems that can hinder their ability to thrive socially and emotionally. In this context, traditional approaches in education may not be enough to address the problem (Goldberg et al., 2021).

One of the approaches that is increasingly being talked about in the world of education and psychology is mindfulness or mindfulness. In simple terms, mindfulness can be defined as the ability to bring your full attention to the present moment in a non-judgmental way. Research shows that mindfulness has great potential in helping individuals manage their stress and emotions, as well as in improving social competence. The practice of mindfulness helps individuals to become more aware of their feelings and thoughts, which in turn

allows them to respond to social situations in a more adaptive way. Mindfulness can also help in the development of empathy, which is a key element of social competence (Arifin & Yulianti, 2018).

However, despite the overwhelming evidence showing the benefits of mindfulness, its application in various contexts, including in schools, is still uneven. In many countries, mindfulness is still considered something new and has not been widely incorporated into the formal education curriculum. In fact, mindfulness can be an effective tool to strengthen students' social and emotional competence. The main challenge in the application of mindfulness in schools is the lack of a deep understanding of this concept among teachers and educators. Many teachers feel that they do not have enough knowledge or training to teach mindfulness to students. In addition, there are still concerns about how mindfulness, which derives from spiritual traditions, can be adapted in the context of secular education without losing its essence (Wulandari & Santoso, 2021).

On the other hand, there are also challenges in terms of structural and policy support. The implementation of mindfulness programs in schools requires support from various parties, including school management, parents, and policymakers. Without strong support from all parties, mindfulness programs may not be implemented effectively. However, there are several successful examples of the implementation of mindfulness in schools in various countries. Programs such as Mindful Schools in the United States, MindUP in Canada, and .b (dot-be) in the United Kingdom have shown that mindfulness can be integrated into school curricula and provide tangible benefits for students. These programs have been adopted by hundreds of schools and have assisted thousands of students in improving their well-being (Crane et al., 2023).

In Indonesia, the implementation of mindfulness is still in its early stages. Several schools and educational institutions have begun to explore the benefits of mindfulness, but there is no systematic and structured approach to integrating it into the educational curriculum. Therefore, it is important to further examine how mindfulness can be applied effectively in schools in Indonesia. Strengthening social and emotional competence through mindfulness is not only beneficial for students, but also for teachers and educators. Teachers who are trained in mindfulness tend to have lower stress levels and are better able to manage the classroom in a positive way. This in turn creates a better learning environment for students (Gu et al., 2020).

In addition, the application of mindfulness can also help in overcoming bigger problems such as bullying at school. By improving students' empathy and social skills, mindfulness can help reduce incidents of bullying and create a more inclusive and supportive school culture. In the long term, the development of social and emotional competence through mindfulness can make a significant contribution to the welfare of society. Individuals who have good social and emotional abilities tend to be mentally and physically healthier, more productive, and better able to contribute positively in their communities (Kabat-Zinn & Santorelli, 2018).

Therefore, it is important for educators, psychologists, and policymakers to understand the potential of mindfulness as a tool for strengthening social and emotional competence. Further research is needed to explore the best ways to integrate mindfulness into the education system, as well as how to support teachers and students in implementing this practice in daily life. In this context, the development of mindfulness training programs for teachers and students is one of the strategic steps that can be taken. This training program will not only help in understanding the concept of mindfulness, but also in developing the practical skills necessary to apply it in and out of the classroom. Thus, mindfulness has great potential to contribute to the strengthening of social and emotional competence, both at the individual and societal levels. Through proper understanding and application, mindfulness can be one of the effective tools to build a generation that is more emotionally balanced, more empathetic, and better able to face life's challenges in the future.

RESEARCH METHODS

This research method uses a qualitative approach with a case study design to explore in depth how mindfulness can contribute to strengthening students' social and emotional competence. This approach was chosen because it allows researchers to explore the experiences, perceptions, and views of students and teachers regarding mindfulness practices and their impact on social interaction and emotional management (Creswell & Lindsay, 2020).

The research locations are SDN Tandonsentul I, SDN Tandonsentul II, and SDN Lumbang II, all three of which are located in Lumbang District, Probolinggo Regency. The subject of this study was determined using *the accidental sampling* technique. *Accidental sampling* is a subject that represents the group selected voluntarily based on their comfort and willingness.

In this study, primary data sources came from school principals, teachers, and students from SDN Tandonsentul I, SDN Tandonsentul II, and SDN Lumbang II. While the secondary source is a data source that does not directly provide data to the data collector, the secondary data source in this study is written data from SDN Tandonsentul I, SDN Tandonsentul II, and SDN Lumbang II.

In carrying out research activities, the author uses several data collection techniques, including:

Interview

In this study, the researcher used semi-structured interviews. Semi-structured interviews will be conducted by providing open-ended questions, noting the key points in the questions, recording the interview process, and transcribing the interview results (Creswell, 2014). Questions will be given departing from the basic guidelines that have been prepared previously. This basic guideline is designed following the theme raised accompanied by some spontaneous additional questions to the subject.

Observation

Qualitative observation is a data collection technique where researchers make notes related to field conditions regarding the behavior and activities of subjects at the research site. Observations in this study will be made when interacting with the subject and when the subject interacts with his environment.

RESULTS AND DISCUSSION

Result

The Data-Aware Concept of Understanding Background Identity

To obtain data on understanding the concept of mindfulness, at the first interview stage with the subjects, the researcher asked about the identity of the subjects and the background of the research subjects. The answer from one of the interviewed subjects about understanding identity and background, is as follows:



Figure 01. Interview with Mrs. Erna Dewi, S.Pd. KS Tandonsentul I

"My name is Erna Dewi, I was born in Malang on February 15, 1975, currently I live in Lumbang with my husband and 2 children. As you know, I am a teacher who got an additional assignment to be the principal at SDN Tandonsentul Pendidikan in my last time, I took it at the Open University of Malang".

From the data, it illustrates that the language used by the research subjects shows that they understand their identity and understand their background and tell it straightforwardly and well. The 2nd subject is the principal and teacher of SDN Tandonsentul II and SDN Lumbang II. And the following data is obtained:



Figure 02. Interview with Mr. Tiram, S. Pd, M.Pd. as KS Tandonsentul II

"My name is Tiram Bu, my current age is 57 if based on the date written on the diploma, I was born in Probolinggo. My wife has been dead for a long time and Alhamdulillah, we are blessed with 2 children. All of them have finished college. We have lived in Lumbang since 1980 if my education, starting from elementary school, junior high school, spg for 6 years, then a bachelor graduated from the Open University of Malang and finally I took a master's program from Budi Utomo University in 2009".

According to a guardian of a student at SDN Lumbang II by the name of Siti Holila, revealed that different things with the same intention to tell identity and background. But it is different if the person we are interviewing is a student, for example as follows:



Figure 03. Interview with students of SDN Tandonsentul I

"My full name is Nuril Lailani Fitria, called Fitri, a grade VI student of SDN Tandonsentul I. Born in Probolinggo in 2011, I am the second child of three siblings. My younger brother is now in grade II also at SDN Tandonsentul I. I like to paint. My father and mother used to sell fruit ice and meatballs in front of my house".

The use of straightforward, simple and short language is indeed one of the children's characters when asked, this shows that simplicity and not long-winded are part of their character.

From some of the results of the interviews above, it shows that the research subjects have full awareness (*mindfulness*) which is shown by awareness of who they are, what their role is, and where they are

Awareness of Experiences that have already occurred

A person's awareness like this is one of the signs that a person will go to mindfulness. Erna Dewi, S.Pd., Principal of SDN Tandonsentul I when interviewed related to her life experiences, she told the following:



Figure 04. Interview with Mrs. Erna Dewi, S. Pd KS Tandonsentul I

"I was born into a farming family, my father and mother were farmers, I went to elementary school, continued junior high school, high school, then D2 and continued S-1 education. If I have been a teacher since 1999 And thank God my husband is also a teacher. There is a lot of grief and love to be a teacher. Starting from a mediocre salary, sometimes even negative finances, until now it is enough and God willing, there is more because of the teacher's professional allowance. Being a teacher for 26 years, taught me a lot of things because I had to deal with many children, many people with different backgrounds."

Meanwhile, Naning Susanti, S.Pd., a teacher at SDN Tandonsentul I about her experience as a teacher said:



Figure 05. Interview with Mrs. Naning Susanti, S.Pd Teacher of SDN Tandonsentul I

"I entered this elementary school initially as a sukwan teacher. Sukwan teachers in the early years did not receive incentives from the government. It is only the fourth year that I have received an incentive from the government of Rp. 600,000 per month. Becoming a teacher for me is a soul calling. Because I love children and I love sharing with them. The challenge of being a teacher is if there are children who are stubborn, naughty and their parents do not want to understand".

As for Hilyatul Auliya, a Grade VI student of SDN Tandonsentul I, told the researcher about his experience as follows:



Figure 06. Interview with students of SDN Tandonsentul I

"My brother used to go to school here. My brother is in grade IV, I am in grade I. Every day I go to school with my brother. Now I leave to be escorted by my father, then my father takes my brother to Lumbang Junior High School".

From some of the descriptions above, it can be understood that teachers and students have an awareness of the experiences that have occurred. Every individual must go through a period in his or her life. And every individual must have an awareness of something that has happened in the past, and make it a lesson that may happen in the future and take an anticipatory attitude to avoid bad consequences, even the worst.

Factors Affecting Mindfulness

The first factor that affects mindfulness is intention. Our intention in achieving a goal, arises when something is in our hearts and minds, therefore we will try to do something new. According to Dina Fitriyah, a teacher at SDN Tandonsentul I, told the researcher about her intention to become a teacher as follows:

"Teachers are a noble profession. That's what Mrs. Erna always echoes. Our intention to go to school must be the same, always learning and trying to learn students. A noble profession must be accompanied by a noble intention. By becoming a teacher, I can play a more role, especially for students and the surrounding community".

In addition to intention, full awareness is also influenced by the attention factor. In attention, there are several activities of the soul that involve the brain and senses. Attention arises because of a person's activity that comes from what he sees. Regarding this, Sujak, S. Pd, M.Pd., the principal of SDN Lumbang II said as follows:

"Regarding the policies at school, I can't just decide. I have to pay attention to the condition of the teacher, the parents of the students and the students themselves. I had to accommodate their aspirations and then decide them together according to the needs, abilities and circumstances of the school. This is so that all principals, teachers and parents have the same vision and views with school policies".

Another factor that is no less important that affects mindfulness is attitude. Some of the attitudes shown by school residents at SDN Tandonsentul I, SDN Tandonsentul II, and SDN Lumbang II based on some of the interview results above, include the attitude of accepting joint decisions, trying to implement joint decisions and trying to succeed programs that have been mutually agreed.

Understanding the Concept of Social and Emotional Competence

Cognitive ability, intelligence, or intelligence in thinking are not the only aspects that affect a child's behavior towards himself, others, and the surrounding environment. There is another aspect that also plays an important role in the child's learning process, namely social-emotional development. In implementing social-emotional learning, good cooperation is needed from the entire school community so that the goals of this learning are achieved.

Mindfulness Understanding

One of the guardians of SDN Lumbang II students named Siti Holila when asked about

the understanding of self-awareness, she said the following:

> "In my opinion, self-awareness is knowing who they are, knowing their feelings, knowing what they are going to do, and knowing how to do it. Everything is of course based on their respective abilities and wills".

Based on the opinion of the research subjects above, it can be concluded that the understanding of full consciousness is closely related to a person's ability to recognize one's own feelings and behaviors, recognize one's own strengths and weaknesses, and have an independent attitude to do something based on one's ability.

Discussion

This discussion will explore the findings from research on the application of mindfulness in improving students' social and emotional competence, which is collected through a qualitative approach. First of all, it is important to understand how students define and interpret mindfulness. Based on interviews, most students associate mindfulness with the ability to focus on the present moment and control their thoughts, especially when they are feeling anxious or depressed. Students also showed that they understood mindfulness as a way to relieve stress and improve concentration during learning activities (Rahmawati & Prasetyo, 2020).

Some students report that before participating in mindfulness programs, they often found it difficult to control their emotions, especially when faced with stressful situations, such as exams or conflicts with friends. After participating in the mindfulness program, they felt more able to deal with these situations calmly. They described that breathing exercises and meditation helped them to stay calm and reduce anxiety, which in turn helped them to respond situation in a more controlled and positive way (Holzel et al., 2024).

In addition, students also reported improvements in their ability to understand and manage emotions. They become more aware of their own feelings and how they can affect their actions. Mindfulness helps them not to react impulsively, but rather to take a moment to reflect before acting. This is especially important in the context of social interaction, where the ability to effectively manage emotions can reduce conflict and improve interpersonal relationships (Setiawan & Nurhidayah, 2019).

From the observations made during mindfulness sessions, it can be seen that students show an improvement in their ability to focus and calm down during the learning process. Before the program began, many students seemed restless and easily distracted, but as time went on, they became more able to maintain concentration and remain mentally present during lessons. This suggests that mindfulness not only affects their emotional well-being, but also has a positive impact on their cognitive abilities in an academic context.

The teachers involved in the study also provided valuable insights into how mindfulness affects overall classroom dynamics. Teachers reported that students who participated in mindfulness programs showed improvements in self-discipline and the ability to cooperate with classmates. They are more responsive to instructions, exhibit less disruptive behavior, and are better able to work collaboratively in groups. Teachers also noted that the classroom atmosphere became calmer and conducive to learning (Purwanti & Hidayat, 2022).

In the context of empathy, some students report that they feel more able to understand the feelings and perspectives of others after participating in a mindfulness program. They stated that mindfulness exercises helped them to pause and consider how their actions might affect others before making a decision. This suggests that mindfulness can contribute significantly to the development of empathy, which is a key element of social competence.

One of the interesting findings of this study is that mindfulness is not only beneficial for students facing stress or emotional problems, but also for those who already have good social and emotional competence. Students who initially felt they were able to manage their emotions well reported that mindfulness helped them to deepen their self-awareness and improve the quality of their relationships with others. They become more reflective and more sensitive to the feelings of others, which in turn strengthens their ability to interact effectively (Lestari & Supriyadi, 2023).

On the other hand, this study also identifies several challenges in the implementation of mindfulness in schools. Some students initially find it difficult to adapt to mindfulness exercises, especially because they are not used to activities that require them to sit still and focus on their breathing. Some students also reported that they felt awkward or uncomfortable when they first performed this exercise in front of their classmates. This suggests that it takes time and habituation for students to feel comfortable and fully engage in mindfulness practices (Baer & Lykins, 2021).

Teachers also face challenges in implementing mindfulness in the classroom. Although they see the benefits of this program, some teachers feel that they do not have adequate training to teach mindfulness in an effective way. They stated that they need more support and resources to be able to better integrate mindfulness into teaching and learning activities. This suggests that to achieve optimal results, it is important to provide comprehensive training for teachers (Fitriana & Mahendra, 2024).

In addition, there are also issues related to the sustainability of mindfulness programs in schools. Some teachers and students expressed concern that the benefits of the program may not last long if there is no ongoing support. They feel that there needs to be a consistent effort to ensure that mindfulness becomes part of the daily routine at school, not just as a temporary program. It emphasizes the importance of structural and policy support from the school to maintain the sustainability of mindfulness programs.

From the analysis of documents such as student reflection journals, it can be seen that mindfulness not only has an impact on social and emotional competence, but also on the overall well-being of students. Many students note in their journals that they feel happier, more fulfilled, and better able to face life's challenges after participating in a mindfulness program. They feel that mindfulness helps them to appreciate the small moments in life more and reduce the pressure they feel.

Teachers also recorded positive changes in students' attitudes and behaviors after participating in the mindfulness program. They reported that students became calmer, more focused, and more engaged in learning activities. This suggests that mindfulness can contribute to the creation of a more positive and supportive learning environment, which in turn can improve students' academic achievement.

However, it is important to remember that the results of this study are contextual and may not be fully generalizable to all schools or groups of students. Factors such as a student's socio-economic background, culture, and individual characteristics can influence how mindfulness is applied and accepted. Therefore, it is important to consider the specific context of each school when developing and implementing mindfulness programs.

In addition, this study also shows that the success of mindfulness programs is highly dependent on the commitment and involvement of all parties, including students, teachers, and school management. Without strong support from all parties, mindfulness programs may not be successful or provide maximum benefits. It emphasizes the importance of effective cooperation and communication between all parties involved in the implementation of the program.

The suggestion of this study is that mindfulness programs should be integrated holistically into school curricula, with adequate training support for teachers and ongoing efforts to maintain the sustainability of the program. In addition, it is also important to involve parents in this process, so that they can support mindfulness practices at home and help reinforce the benefits that students gain in school.

In the long term, mindfulness has the potential to have a significant positive impact on students' emotional and social well-being, as well as the overall school environment. With the right approach, mindfulness can be an effective tool in building strong social and emotional competence, which in turn will help students to thrive not only academically, but also in their personal and social lives.

The study also opens up opportunities for further research on how mindfulness can be applied in a variety of other educational contexts, including at higher education levels or in non-formal education programs. As such, these findings can serve as a basis for the development of broader policies and programs in an effort to improve social and emotional

well-being among students (Brown & Ryan, 2019).

Finally, the results of this study underscore the importance of a holistic approach in education, which focuses not only on academic achievement, but also on the development of social and emotional competencies that are essential for students' long-term well-being and success. Mindfulness can be one of the important components of this approach, as long as it is implemented properly and supported by the entire education ecosystem.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Mindfulness or full awareness has great potential in strengthening social and emotional competence. Mindfulness helps individuals to be more aware of their emotions, thoughts, and reactions to social situations, thus allowing for more adaptive responses and deeper empathy for others. The application of mindfulness in the school environment, both for students and teachers, can have a significant positive impact in creating a healthier and supportive learning environment. Although the implementation of mindfulness is still uneven and faces several challenges, both in terms of conceptual understanding and structural support, evidence from research shows that the integration of mindfulness into the education system can help address a wide range of emotional and social issues faced by students.

Suggestion

It is recommended that schools and educational institutions develop mindfulness training programs for teachers and students and consider integrating mindfulness into formal educational curricula. Policy and structural support from policymakers in the field of education is essential, including the provision of resources and training for educators. In addition, further research is needed to explore the effectiveness of mindfulness in various educational contexts in Indonesia, as well as socialization and education to parents about the benefits of mindfulness so that they can support this program at home. The application of mindfulness should also not only focus on students, but also on teachers to help them manage stress and create a more positive and productive learning environment. With these steps, it is hoped that mindfulness can be applied more widely and effectively, making a real contribution in improving the social and emotional competence of future generations.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6968

THE ROLE OF CIVICS TEACHERS IN BUILDING INDEPENDENT CHARACTER IN JUNIOR HIGH SCHOOL STUDENTS 1 SUNGAI KAKAP

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Abstract

This study examines the role of Civics Education teachers in building independent character in students. Civics teachers have an important responsibility in shaping students' character, especially in terms of independence. Independence as one of the important aspects of national character, requires systematic and sustainable efforts in the education process. This research is a qualitative research with a descriptive approach. This research was conducted to reveal the problem and describe the role of civics teachers in building independent character at SMP N 1 Sungai Kakap. Researchers used direct observation techniques, in-depth interviews and documentation. The results showed that the role of civics teachers in the school environment is very important, civics teachers are able to become role models for students to build independent character through habituation and communication.

Keywords: Role of Citizenship Teacher, Independent Character

INTRODUCTION

Given the importance of character in building strong human resources (HR), there is a need for proper character education. It can be said that character building is something that cannot be separated from life. Therefore, concern is needed by various parties, both by the government, society, family and schools. This condition will be built if all parties have a shared awareness in building character education. Thus, character education must accompany all aspects of life including in educational institutions. Ideally, character formation or education is integrated into all aspects of life, including school life.

With regard to the above definition, education has a very important role and responsibility in the learning process to prepare students who are qualified, knowledgeable and have traits, actions that reflect good citizenship. Efforts are made to organize educational programs that provide various skills as citizens through civics subjects.

Citizenship education functions as a vehicle or tool where to form smart, skilled, rational, characterful citizens, who are loyal to the nation and state of Indonesia by reflecting themselves in thinking and acting in the environment in accordance with the values of Pancasila so as to create the figure of a good citizen (Good Citizenship).

The efforts taken by the world of education, especially civic education, in order to improve social skills towards the creation of good citizens are by providing competencies to students. According to the curriculum center of the Ministry of Education, civic education at the junior high school level will provide a set of competencies as follows:

1. Think critically, rationally and creatively in responding to civic issues.
2. Participate responsibly, with quality and act intelligently in community, nation and state activities.
3. Develop positively and democratically to shape themselves on Indonesian characters

4. Interact with other nations in world regulations directly or indirectly by utilizing technology and information.

Education and teaching are different things that have a tremendous effect. Teaching comes from the word ajar which means instructions to people to be known (imitated) from here it can be understood that teaching is an action to make other people understand or understand something. Meanwhile, educator, whose basic word is didik, means to maintain in giving training (teachings, demands, leaders) regarding morals and intelligence of the mind. Meanwhile, the word educator means the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, the process of how to educate here we can draw a red thread that educating, educating, education is something related to morals or character, not just starting about a subject matter. The objectives of National Education in Indonesia have been set out in the National Education System Law No.20 of 2003 in article 3 which reads as follows:

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become responsible democratic citizens, with this cannot be separated from the efforts or role of teachers as educators or teachers.

This implies that after a student duplicates from his teacher, he will always modify so that he will have more than his teacher. In line with this, the definition of a teacher according to the Big Indonesian Dictionary (KBBI) is a person whose job is to teach. According to the above definition, the main task of a teacher is teaching, namely, making others understand something that has not been understood before. Indeed, the great responsibility that a teacher bears, apart from being a teacher, he should also be an educator, which means instilling good ethical and moral values. Being a teacher is not only responsible for academic problems, but also responsible for the psychological and personality development of a student. Teachers must have a strong commitment in implementing education holistically.which is a special personality that must be attached to the educator and which becomes the driving force in carrying out something.

According to Ratna Megawati (2004:95), "character education is an effort to educate children to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment". Given the importance of character, the efforts of character education are very influential for the development of students. Ari Ginanjar Agustian in Furqon Hidayatulah (2009:V) says: "that I increasingly feel how important character education is after studying the knowledge and spirit of samurai. The semurai have two things, namely "Wasa and do". Wasa means skill while Do means The way of life (principle of life) known as Bushido. Education with character means that it has a personality that is reviewed from an ethical or moral point of view, such as honesty, trustworthiness, exemplary, or other traits that must be inherent in educators.

Education with a strong character not only has the ability to teach in a narrow sense (only transferring knowledge or knowledge to students) but also has the ability to educate in a broad sense. Hamid Darmadi (Ambassador NO.286 TH.XXIV p. 2) states "That character education in this era is increasingly important and urgent because of some of the situations faced in this era such as the influence of globalization which offers in addition to a good value also centered on the potential and needs of learners to be able to capture opportunities and progress in the world with the development of science and technology. However, on the other hand, education must also be able to see the problems of the nation and the world, such as poverty, hunger, inequality, injustice, and environmental problems.

Educational institutions, especially schools, are seen as a strategic place to shape student character. It is intended that students in all their ceremonies, attitudes, and behaviors reflect good and strong character. Given the importance of character in building strong human resources (HR). Koesomo A in Furqon Hidayatulah (2008: 80) states that character is the same as personality. Personality is considered "characteristic" or character or style, a distinctive trait of a person that comes from formations received from the environment. Meanwhile, Herman Kertajaya in Furqon Hidayatulah (2010:3) states that character is a "distinctive feature" possessed by an object or individual.

Furthermore, according to the Big Indonesian Dictionary, character is the psychological, moral or ethical traits that distinguish a person from others. Ellen G. White in Sarumpaet (2001:12) argues that character building is "the most important endeavor ever given to man. Character building is the outstanding goal of a true education system." In both home and school education, parents and teachers remain aware that the development of great character is their duty.

Thus the importance of character education is to form good traits and characters that must be attached to each learner in order to avoid attitudes that are not good. And to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of noble character and morals possessed by students.

Based on pre-observation at State Junior High School 1 Sungai Kakap at a glance, the researcher saw that the role of the civic education teacher was not optimal in carrying out his duties and responsibilities as a teacher, because there were still students who did not have an independent attitude, impolite behavior, towards teachers and their friends.

In connection with the description above, the researcher is interested in researching "The Role of Civic Education Teachers in Building Independent Character in Students of SMP N 1 Sungai Kakap".

METHODS

This research is a descriptive study to reveal the problems that occurred at the time the research was conducted using a qualitative approach. The qualitative approach by Cresswell is defined as follows. "Qualitative research focuses on the process that is occurring as well as the product or outcome. Researchers are particularly interested in understanding how things occur." (John W. Creswell, Reseacrh Design: Qualitative and Approaches (California: SAGE Publication, Inc, 2009).

The definition by Cresswell above explains that qualitative research is focused on the processes that occur in research. This shows that qualitative research cannot be limited. Besides, research is an important part of research. In this study, researchers chose this approach because they wanted to explore in detail, intensively and comprehensively on building independent character in students.

The subjects of this research are Civics teachers and 8 students of SMP N 1 Sungai Kakap to find out the role of teachers in building independent character in students. The presence of researchers in the field is very important, because researchers are the main data collection instruments who go into the field. Vredenbregt (2012: 45) suggests that, "Surveys are used both for descriptive purposes and to test a hypothesis." Descriptive surveys seek the widest possible data in order to study the social conditions of a human group, the relationships among people, and also patterns of human behavior. Vredenbregt (2010:46) states that, "There are several reasons responsible for the success of the survey method, namely through surveys, researchers are able to collect data that are theoretically of great relevance and the data can be processed statistically." Based on the above opinion, the form that suits this research problem is a form of qualitative research using a survey study. Researchers use data collection techniques through direct observation, direct communication and documentation.

According to Miles and Huberman, activities in qualitative data analysis are carried out interactively and take place continuously at

each stage of the research until the data is saturated (Sugiyono, 2005: 91). Meanwhile, according to Bogdan and Biklen (in Rulam Ahmadi, 2014: 230), "Data analysis is a process of systematically investigating and organizing interview transcripts, field notes, and other materials that you collect to improve your own understanding of the data and enable you to present what you have found to other people.". So the form that suits this research problem is a form of qualitative research using a survey study, which is used to find out the Role of Civic Education Teachers in Building Independent Character in Class XI Students of State Vocational High School 5 Pontianak.

Every research conducted must refer to the research location. Nation (2000: 43), suggests that the research location is a location or situation that contains three elements, namely: place, actors and activities. Place is any location where humans do something, behavior is what people do in that social situation, while activities are what people do in that social situation, SMP N 1 Sungai Kakap is where the research was conducted.

RESULTS AND DISCUSSION

Results

According to Poerwadarminta (2007: 221) independent is not dependent on others. The ability to perform daily activities or tasks in accordance with the stages of development. According to Brawer (1993: 121) independent behavior is a belief in oneself, and the feeling of autonomy is defined as the behavior contained in a person that arises because of the strength and encouragement of a person that arises because of the strength of the inner drive not because it is influenced by others.

Based on the experts above, it is concluded that independence is an attitude that students have to do something without the help of others. Able to try yourself, tough in trying or doing something.

In this regard, the role of civic education teachers in building independent character is very important. Although other teachers can also do the same thing such as student affairs teachers, counseling guidance teachers, religious teachers and so on. Likewise in the strategies carried out by civic education teachers in building independent character in SMP N 1 Sungai Kakap students.

The first thing that civic education teachers do is to be able to build independent character in students as described by Mrs. Wahdah Haji, M.Pd as a civic education teacher on August 10, 2024 "What is used in building independent character in students is through approaches to students, through the example of a teacher, so that students can imitate what is good that the teacher has done. By doing habituation and by often communicating with students well so that the student's character can be formed. From these direct interviews obtained from the results of interviews and direct observations referring to research questions.

1. What strategies are carried out by civic education teachers to build independent character in SMP N 1 Sungai Kakap students.

The strategy used in building independent character in the SMP N 1 Sungai Kakap class is an approach strategy, namely through exemplary. For example, teachers teach students not to come late to school, submit assignments on time, and not to be late.discipline in action, and through extracurricular activities students can also form their independent character. This was obtained when researchers conducted interviews with various sources such as civic education teachers and other teachers. This is done so that students of SMP N 1 Sungai Kakap grow their independent character in doing assignments or discipline by having a good personality, and a good intellectual as well, therefore the strategy used in building independent character, school is a formal place, and it should be one of the examples or a good place to set a good example.

With the same context, namely regarding the role that civic education teachers must play regarding the role of civic education teachers in building independent character in SMP N 1 Sungai Kakap students. Based on an

interview with S.Pd as Waka kulriculum on August 10, 2024:

Independent character is a behavior possessed by every learner, providing a good example to students through the behavior of a teacher, independent in the sense of being independent in doing assignments given by the teacher, independent in daily life at home and independent is also a simple way for students to learn both at school and in the community.

Still related to the role of teachers in building independent character in students of SMP N 1 Sungai Kakap, Qeren, one of the students of SMP N 1 Sungai Kakap on August 10, 2024 stated.

Independent character is a form of a person's nature or behavior that every human being has character, or different behavioral traits, because independence is not only when we are at school but also when we are outside of school.

Then in the opinion of Syarifah, a student of SMP N 1 Sungai Kakap stated "Independent character is a personality or person who is able to stand alone, according to his abilities, does not cheat and must be independent in completing assignments from teachers".

Based on the description above, it can be interpreted that the role of the teacher is very important in building independent character in each student, both in the school environment and outside the school environment, so that independent character in students can be formed through exemplary, extracurricular activities, scouts, Paskibraka and so on that can build independent character in students.

Based on the results of observations made on August 10, the civic education teacher of SMP N 1 Sungai Kakap has carried out the role of civic education teachers in building independent character in students at the school. So it can be interpreted with the results of observations and interviews that building independent character in students has been built through exemplary, not cheating and must be manri in completing the tasks given by the teacher.

2. What factors influence civic education teachers to build independent character in students of SMP N 1 Sungai Kakap

In order to build independent character in good students, of course, it has influencing factors. So it is necessary to explain what factors are obstacles to building students' independent character.

Regarding the factors that influence civic education teachers to build independent character in SMP N 1 Sungai Kakap students, based on interviews and observations that researchers found, there are various factors that become obstacles for civic education teachers to build independent character in students, such as internal factors and external factors. Internal factors such as the character and personality of each individual, while from external factors in the form of school, social, family and community environments. From the results of researchers' interviews with civic education, counseling guidance and religion teachers (9-10 August 2024). The results of the researcher's interview with (Mr. Ismail, S.Pd. as follows:

Many factors influence teachers in building independent character in students.

1. It is difficult to determine the measuring instrument because it is related to student attitudes
2. There is no measuring tool to track the truth of the answers given by students
3. It takes a long time to connect so that his independent character is formed.

The results of the researcher's interview with (Mrs. Dwi Wahyuni.S.Pd counseling guidance teacher) are as follows: The number of students do not realize that independence is very necessary during their time as students and after they work later.

The results of the researcher's interview with the student (Nurul Zhahirah) as follows: The way the teacher teaches in building character, makes sleepy and bored and hungry.

The results of the researcher's interview with the student (Intan Nur Aini) are as follows:

Lazy, not listening when the teacher explains and less solid with the material taught by the teacher.

The results of the researcher's interview with the student (Wahyu Bisma) are as follows: Always trying to fight bad inhibiting factors, such as sleepiness, and hunger during the panlajaran course.

Based on the results of interviews with observations made, it can be interpreted that many factors become obstacles for teachers in building independent character in students, this can be seen from two factors, namely internal and external. From internal factors, it can be obtained from oneself, while external factors can be from school, family, society and relationships, and if these two factors can run well, it will make students a good person and and provide good learning results. So it can be interpreted from the results of interviews and observations of factors that hinder building independent character in students, there are two factors, namely internal factors and external factors, internal factors such as factors from the character or personality of each individual and external factors such as environmental, family and social factors.

Discussion

In this section the researcher will discuss related to the results of research on the role of civic education teachers in building independent character in students of SMP N 1 Sungai Kakap The role of civic education teachers has basically been carried out even though the results are not good, this can be seen from the results of observations and interviews directly in the field by Lisa Agistriani as a researcher. Given the importance of the role of a teacher to his students, especially his role in building independent character, the teacher should be well aware that the teacher is the second parent in the scope of education such as school, while according to Rusman (2010: 19) says that the teacher is an educator, mentor, trainer and curriculum developer who can create high learning conditions and atmosphere, conducive, namely a learning atmosphere that is fun, interesting, and explores and elaborates on his abilities. And as said above, teachers can also be said to be the second parents of students, so it should be that in addition to teaching teachers are also required to play a role in building independent character in students, because independent character is an identity that is inherent in a person, therefore independent character needs to be built through a role.

According to M. Andre Martini and Fv. Bhaskara (Sarmawijaya 2007: 17) states that the word role is a conditional effort to convey things, a conditional effort to convey things, a teacher's effort to convey things, efforts, endeavors, while according to Zuldafrial (2012: 188) states that a role is an action that a person takes in an event situation.

The purpose of the teacher's role is to form a young generation that is not only good intellectually but also good character must also be good, so that in the future a good generation can be formed to recognize the Independence of the Republic of Indonesia. Because it is one of the nation's milestones where human resources are good and supported by good character in it.

From the results of data exposure obtained by conducting research activities at SMP N 1 Sungai Kakap as follows:

1. Strategies carried out by civic education teachers to build independent character

If the purpose of the teacher's role in guiding students' independent character for a good young generation through good character as well, then the purpose of the strategy carried out by the civic education teacher to build students' independent character is for students to understand the meaning of building independent character, character education is not just teaching students knowledge about which is good and which is bad. According to Iman Wahyudi (2012: 24) there are several roles of teachers that we need to understand, because it affects the implementation of school education, namely: as educators and teachers, as members of the community, as administrators, and as managers of learning. But first, character education is the process of instilling (internalization), positive values to students through various methods and strategies. According to Sumarwijayanti

(2007:17) states that the word role is an effort to improve character education.

Conditions for conveying things, the efforts of teachers who have things, efforts. In addition, the strategies carried out by civic education teachers to build independent character in SMP N 1 Sungai Kakap students have been carried out quite well, although they still tend to have poor results, so the same thing is stated by (Mrs. Wahdah Haji, S.Pd. as a civic education teacher) who said that the strategies carried out in building independent character are through exemplary, habituation and good communication between teachers and students, not only civics teachers but also with other teachers, because independent character must be possessed by every student. Meanwhile, according to Amirulloh Syarbini (2012: 27) says that attitudes and behaviors that do not easily depend on others in completing tasks, because in independent character we are required to be independent in everything, be it independent in doing something or independent in all actions and actions.

The success of the educational process in delivering students to achieve the expected goals is inseparable from the role of the strategy used, namely according to the guidebook for the implementation of character education published by the Ministry of National Education, that the strategy for implementing character education in schools is:

a. Integrating into every subject
   Integrating into each subject aims to introduce character education values in each subject, so that they realize the importance of these values and internalize the values into the daily behavior of students through the learning process, both inside and outside the classroom.
b. School culture development
   The development of school culture is carried out through self-activities in the form of: routine activities, spontaneous activities, exemplary, and customization.
c. Through extracurricular activities
   Extracurricular activities are activities outside of subject hours in order to channel students' talents, interests and hobbies.
d. Daily activities at home
   Family or home is an important partner in the implementation of character education at school.

Based on the above statement, the strategy carried out by the teacher is very necessary to be implemented because the strategy used in building independent character in students can be a form of ethical development that is directed towards the ability to think rationally, dare to make decisions and be responsible for behavior based on the rights and obligations of citizens who in turn are able to cooperate with other communities, and besides that it can also foster mutual respect and respect, courtesy and tolerance which will form a quality young generation, both intellectually and ethically, and this can be applied through the role of civic education teachers in the learning process.

From the discussion above, it can be interpreted that the role of a teacher is very important in building independent character in students, both in teaching and learning activities and activities outside of lessons such as extracurricular activities, scouts, Paskibraka and others that can build independent character in students.

2. What factors influence civic education teachers to build independent character in students
   1) Factors are an inseparable part of the problems that a person faces in dealing with a problem, the same as the factors that influence teachers to build independent character in students, and from these factors are divided into two, namely:
      a. Internal factors such as: character is a person's personality from birth, and apart from that also from the attitude factor of each individual.
      b. External factors such as: social environment, family, and also people who are around the lives of

students who are called in their lives students at school are certainly influenced by the social environment that exists at school.

2) While the supporting factors for civic education teachers in building independent character in students, namely:
   a. Family, namely father and mother because father and mother are people who are always there for a child to grow and learn in building character in these students.
   b. Teachers, teachers are the second parents of students, teachers are people who always encourage and teach good things to students, namely through exemplary, habituation and communication,

According to the opinion of Miler Mayeer (2010: 124) which states that student participation in extracurricular activities will make a meaningful contribution for students to develop new interests, instill responsibility as citizens, through experiences and views of cooperation, and get used to independent activities. The parents of students are actually also the most determining factor for independent character in students because from the family first the formation of the individual's character, because usually the parents of students tend to release responsibility for the teacher at school.

Based on the above opinion, there are many factors that influence the growth and development of independent character not only from internal and external factors but also from factors of parents, schools and the government where someone lives, therefore all parties must be able to play a role in building independent character in students including parents, and which later can also cooperate with the environment such as the head of the RT / RW, and of course there are supporting factors as well, such as father and mother and teachers are the second person of students.

CONCLUSIONS AND SUGGESTIONS

The general conclusion of this study is that the role of civic education teachers in building independent character in junior high school students N 1 Sungai Kakap, has been going well according to observations made such as civic education teachers being able to become role models for students, through habituation and communication. Although the results are still not optimal according to the results that research obtained in the field during interviews and direct observation.

Specifically, this conclusion is shown in the results of interviews and observations from the results of this study can be concluded as follows;

1. The strategies used by civic education teachers to build independent character in students of SMP N 1 Sungai Kakap have been implemented to build independent character in students, the strategies used in building independent character in students are through example, habituation, communication has been implemented
2. Factors that influence civic education teachers to build independent character in students of SMP N 1 Sungai Kakap consisting of internal factors and external factors have received serious attention from teachers including the obstacles faced by teachers have been resolved properly. Supporting factors by working with other teachers and cooperation with the school, and between the parents of students.

Referring to the results of this study, the author can suggest things in the role of civic education teachers in building independent character in students as follows:

1. Suggestions to the principal to increase his attention to school conditions and the ability of teachers to improve education at school. Thus the learning process takes place can achieve the desired success such as building independent character in students.
2. Suggestions to civic education teachers, that teachers should strive to find as much information as possible about civic learning materials. In addition, the teacher is not only a delivery, but also must have the ability to increase learning effectiveness so

that student character can be built, especially independent character.

3. Suggestions for students to be able to take lessons well, not only civics lessons, which can build students' independent character but also with all subjects at school. In addition, they can do the tasks given by the teacher and cultivate independent character in student life.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6912

APPLICATION OF ARTIFICIAL INTELLIGENCE IN SOCIAL LEARNING (LITERATURE REVIEW ON APPLICATIONS, ETHICS, AND SOCIAL IMPACT)

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Abstract

This article examines the impact of artificial intelligence (AI) in information systems on labour and society. AI has revolutionised the way information systems work, opening up new opportunities while presenting significant challenges. In terms of benefits, AI increases efficiency and productivity, improves quality of life through more accurate medical diagnosis, and enhances customer service. In addition, AI helps optimise supply chains and enables more personalised education. However, the negative impacts include job losses, increased economic disparity, bias in algorithms, as well as privacy concerns and dependence on technology. Nonetheless, AI remains a driver of change in information systems, which requires synergy between governments, companies and society. Investments in workforce training, the development of thoughtful regulations, and the application of ethics in the use of AI are important steps towards the sustainable use of AI that benefits the entire society. This article provides a perspective on the role of AI in the transformation of modern information systems and the importance of ethical considerations in its application.

Keywords: Applications, Social Impact, Ethics, Artificial Intelligence (AI), Social Learning

PENDAHULUAN

Di era digital yang semakin maju, *Artificial Intelligence* (AI) atau kecerdasan buatan telah menjadi salah satu inovasi teknologi yang paling signifikan dan berpengaruh. Teknologi ini kini telah meresap ke hampir semua aspek kehidupan kita, termasuk dalam sistem perkembangan informasi (Wulantari et al., 2023; Rusmiyanto et al., 2023). AI merujuk pada kemampuan komputer untuk belajar dari data, beradaptasi, dan membuat keputusan secara otomatis tanpa campur tangan manusia. Kemampuan AI ini telah membawa perubahan besar dalam cara sistem informasi meliputi diimplementasikan, dioperasikan, dan dimanfaatkan.

Dalam beberapa tahun terakhir ini, penerapan AI dalam sistem informasi telah berkembang pesat. Keberhasilan teknologi ini dalam memproses data besar dan kompleks, mengenali pola, serta menghasilkan wawasan berharga telah membuka peluang baru (Tambos, 2023). Sistem informasi saat ini tidak hanya berfungsi sebagai alat untuk mengumpulkan dan menyimpan data, tetapi juga sebagai mesin cerdas yang mampu mengambil keputusan, memberikan beberapa rekomendasi, dan mengotomatisasi tugas-tugas yang sebelumnya memerlukan campur tangan manusia (Mayang Puspa, 2022).

Namun, dengan kemajuan ini, muncul berbagai pertanyaan penting mengenai aplikasi, etika, dan dampak sosial dari penerapan kecerdasan buatan dalam sistem informasi. Pertanyaan-pertanyaan tersebut yang sering timbul meliputi:

1. Aplikasi Kecerdasan Buatan dalam Sistem Informasi: Bagaimana AI diterapkan dalam manajemen data, keamanan informasi, dan pengambilan keputusan dalam konteks sistem informasi? Apa perkembangan terbaru dalam bidang ini?
2. Etika dalam Penerapan Kecerdasan Buatan: Bagaimana kita dapat memastikan bahwa penggunaan AI dalam sistem informasi dilakukan secara etis? Apa dampak kebijakan dan regulasi terkait privasi dan perlindungan

data?
3. Dampak Sosial dari Penerapan Kecerdasan Buatan: Bagaimana penerapan AI dalam sistem informasi mempengaruhi tenaga kerja dan masyarakat? Apa potensi efisiensi dan tantangan yang muncul?

Untuk menjawab pertanyaan-pertanyaan tersebut dan memahami semakin pentingnya peran kecerdasan buatan dalam sistem informasi, diperlukan tinjauan literatur yang menyeluruh. Artikel ini bertujuan untuk memberikan wawasan mendalam tentang perkembangan terkini dalam penerapan AI dalam sistem informasi, masalah etika yang menyertainya, serta dampak sosial yang muncul. Dengan pemahaman yang lebih baik mengenai topik ini, kita dapat merancang penggunaan AI yang bijak dan memastikan bahwa teknologi ini memberikan banyak manfaat yang maksimal bagi masyarakat dan organisasi.

METODE

Penelitian ini menggunakan pendekatan studi kepustakaan dengan tahapan metodologi sebagai berikut:

1. Identifikasi Sumber Informasi: Penulis mengidentifikasi berbagai sumber informasi yang relevan, termasuk jurnal ilmiah, buku, konferensi, artikel berita, dan dokumen resmi yang terkait dengan penerapan kecerdasan buatan dalam sistem informasi.
2. Pencarian Literatur: Penulis memanfaatkan basis data akademik dan perpustakaan digital untuk mencari literatur yang relevan, menggunakan kata kunci seperti "kecerdasan buatan dalam sistem informasi," "aplikasi AI dalam manajemen data," "etika AI," dan "dampak sosial kecerdasan buatan."
3. Seleksi Literatur: Penulis menyeleksi literatur yang paling relevan dan berkualitas tinggi, dengan fokus pada penelitian yang diterbitkan dalam lima tahun terakhir guna menangkap perkembangan terbaru di bidang ini.
4. Organisasi Literatur: Penulis mengorganisasi literatur berdasarkan tema utama, seperti aplikasi AI dalam sistem informasi, etika AI, dan dampak sosial AI, dengan bantuan alat seperti spreadsheet atau perangkat manajemen referensi seperti Mendeley.
5. Analisis Literatur: Setiap sumber dibaca dan ditinjau secara mendalam oleh penulis, mencatat temuan utama, konsep, teori, serta argumen yang muncul dalam literatur tersebut.
6. Penulisan Tinjauan Pustaka: Penulis kemudian menulis tinjauan pustaka dengan mengintegrasikan temuan dari berbagai sumber penelitian dan mengelompokkan informasi tersebut sesuai topik dan sub-topik yang telah ditentukan.
7. Penyusunan Struktur Artikel: Penulis menyusun struktur artikel yang mencakup bagian-bagian seperti pendahuluan, latar belakang, tinjauan literatur, kesimpulan, dan daftar pustaka.
8. Pengutipan dan Daftar Pustaka: Penulis memastikan bahwa semua sumber yang digunakan dikutip secara konsisten sesuai dengan gaya penulisan APA tipe 7 dan menyusun daftar pustaka yang mencakup semua referensi yang digunakan.
9. Revisi dan Penyuntingan: Revisi dan penyuntingan dilakukan untuk memastikan kejelasan, konsistensi, dan akurasi, serta memastikan artikel memiliki alur logis dan cukup rinci.
10. Penyusunan Abstrak: Penulis membuat abstrak yang merangkum poin-poin penting dari artikel, termasuk tujuan penelitian, metode, dan temuan utama.

Metodologi ini dirancang untuk membantu penulis dalam mengumpulkan, mengevaluasi, dan menyusun literatur yang relevan, guna menghasilkan artikel tinjauan pustaka yang informatif dan berbasis bukti terkini mengenai topik yang dibahas.

HASIL DAN PEMBAHASAN

Hasil

Penelitian ini mengeksplorasi tentang implementasi kecerdasan buatan (*Artificial Intelligence*/AI) dalam sistem informasi, dengan fokus pada aplikasi, etika, dan dampak sosialnya. Penerapan AI dalam konteks ini telah menunjukkan peningkatan signifikan dalam efisiensi operasional, proses pengambilan keputusan, dan analisis data (Devianto & Dwiasnati, 2020; Kaharudin et al., 2023). Berikut ini adalah beberapa aplikasi utama AI dalam sistem informasi:

1. Analisis Data dan Prediksi

AI digunakan untuk mengolah dan menganalisis data dalam skala besar (*big data*)

guna memprediksi tren dan pola masa depan. Penerapan ini bermanfaat di berbagai sektor seperti bisnis, keuangan, dan perbankan untuk mengidentifikasi peluang baru serta mengantisipasi potensi risiko. AI juga memungkinkan personalisasi layanan kepada pelanggan berdasarkan analisis data yang mendalam, meningkatkan pengalaman pengguna secara signifikan. Selain itu, AI membantu dalam pengambilan keputusan yang lebih cepat dan akurat dengan memberikan wawasan berbasis data yang tidak mudah diperoleh secara manual.

2. Sistem Rekomendasi

Platform seperti Netflix dan Amazon memanfaatkan AI untuk menganalisis perilaku dan preferensi pengguna, sehingga dapat memberikan rekomendasi produk, film, atau konten lain yang sesuai dengan minat individu secara lebih akurat.

3. Pengolahan Bahasa Alami (*Natural Language Processing*/NLP)

Melalui NLP, komputer mampu memahami dan berinteraksi dengan bahasa manusia secara lebih natural. Aplikasi ini mencakup pengembangan chatbot, analisis sentimen teks, dan layanan terjemahan otomatis yang semakin canggih.

4. Kecerdasan Bisnis (*Business Intelligence*/BI)

AI diterapkan dalam alat-alat BI untuk membantu organisasi mengekstrak wawasan mendalam dari data yang dimiliki. Hal ini mencakup penggunaan pemodelan prediktif, visualisasi data yang interaktif, dan otomatisasi proses pelaporan.

5. Pengoptimalan Rantai Pasokan

Dalam manajemen rantai pasokan, AI berperan dalam memantau tingkat persediaan, memprediksi permintaan pasar, dan mengoptimalkan distribusi barang dari pemasok hingga ke tangan konsumen, sehingga meningkatkan efisiensi dan mengurangi biaya operasional.

6. Manajemen Proyek

AI membantu dalam pengelolaan proyek dengan cara memantau progres secara real-time, mengidentifikasi dan mengantisipasi risiko potensial, serta menyediakan rekomendasi strategis untuk mendukung pengambilan keputusan yang lebih informed.

7. Sektor Kesehatan

Di bidang kesehatan, AI digunakan untuk membantu diagnosis penyakit, mencocokkan donor organ dengan penerima yang sesuai, merancang pengobatan berbasis data pasien, dan mengelola rekam medis secara lebih efisien dan terintegrasi.

8. Kendaraan Otonom dan Terhubung

Teknologi AI mendukung operasional kendaraan otonom melalui kemampuan pengenalan objek, navigasi yang presisi, dan pengambilan keputusan dalam situasi lalu lintas. Selain itu, kendaraan terhubung dapat berkomunikasi satu sama lain untuk meningkatkan keselamatan dan efisiensi transportasi.

9. Pendidikan

Dalam sektor pendidikan, AI digunakan untuk menyediakan pengalaman belajar yang personal dan adaptif sesuai dengan kebutuhan masing-masing siswa, termasuk melalui pengembangan platform pembelajaran online yang cerdas dan interaktif.

10. Manajemen Layanan Pelanggan

AI meningkatkan kualitas layanan pelanggan dengan menyediakan respon yang cepat dan akurat terhadap pertanyaan atau masalah melalui penggunaan chatbot dan sistem dukungan otomatis yang terus belajar dan berkembang.

11. Pengambilan Keputusan Keuangan

Dalam dunia keuangan, AI membantu dalam manajemen investasi, peramalan kondisi pasar, dan pengawasan risiko keuangan, sehingga mendukung pengambilan keputusan yang lebih tepat dan strategis.

12. Pengenalan Pola dan Citra

Teknologi AI digunakan untuk berbagai aplikasi pengenalan pola, termasuk identifikasi wajah, analisis gambar medis, dan pengawasan video untuk keamanan, yang semuanya berkontribusi pada peningkatan akurasi dan efisiensi dalam proses deteksi dan analisis.

13. Penelitian Ilmiah

AI memainkan peran penting dalam penelitian ilmiah dengan menganalisis data eksperimen secara mendalam, menjalankan simulasi yang kompleks, dan mengidentifikasi pola-pola tersembunyi dalam data ilmiah, sehingga mempercepat proses penemuan dan inovasi.

Penerapan AI dalam sistem informasi terus berkembang sejalan dengan kemajuan teknologi, mendorong organisasi di berbagai sektor untuk semakin mengintegrasikan AI dalam operasi mereka guna mencapai efisiensi yang lebih tinggi, mendorong inovasi, dan meningkatkan kualitas layanan yang diberikan.

PEMBAHASAN

Perkembangan Terkini dalam Penerapan Kecerdasan Buatan (AI) dalam Sistem Informasi

Penerapan kecerdasan buatan (AI) dalam sistem informasi telah mengalami perkembangan signifikan, terutama dalam tiga bidang utama: manajemen data, keamanan informasi, dan pengambilan keputusan. Berbagai penelitian telah mengidentifikasi inovasi dalam setiap bidang tersebut (Adi, 2022; Dewi, 2020; Wulandari, 2018; Haryansyah & Novianto, 2014). Selain itu, teknologi AI semakin memainkan peran krusial dalam mengoptimalkan efisiensi operasional dan meningkatkan kualitas hasil dalam sistem informasi. Kemajuan ini juga didukung oleh peningkatan kapasitas komputasi dan ketersediaan data dalam jumlah besar.

1. Aplikasi AI dalam Manajemen Data
   a. Pengolahan Data Otomatis: AI telah memungkinkan otomatisasi pengolahan data dengan kecepatan dan akurasi yang tinggi. Algoritma pembelajaran mesin *(machine learning)* dapat mengenali pola-pola kompleks dalam data, yang sulit dipahami oleh manusia.
   b. Analisis Prediktif: Dalam bisnis, AI dimanfaatkan untuk analisis prediktif yang memproyeksikan tren masa depan berdasarkan data historis. Aplikasi ini sangat berguna dalam peramalan penjualan, peramalan permintaan, dan manajemen risiko.
   c. Manajemen Rantai Pasokan: AI juga diterapkan untuk meningkatkan efisiensi manajemen rantai pasokan. Sistem berbasis AI memungkinkan pemantauan persediaan, prediksi kebutuhan, dan optimalisasi distribusi barang dari pemasok ke konsumen.
2. Aplikasi AI dalam Keamanan Informasi
   a. Deteksi Ancaman Siber: AI berperan penting dalam deteksi ancaman siber dengan kemampuannya mengidentifikasi aktivitas mencurigakan dan serangan siber, memungkinkan respons cepat terhadap ancaman.
   b. Pengamanan Data: Teknologi AI seperti enkripsi dan pembelajaran mesin digunakan untuk melindungi data sensitif, serta mengidentifikasi potensi pelanggaran keamanan.
3. Aplikasi AI dalam Pengambilan Keputusan
   a. Sistem Rekomendasi: AI digunakan dalam sistem rekomendasi untuk menawarkan produk, konten, atau layanan berdasarkan preferensi dan perilaku pengguna, seperti yang terlihat pada platform Netflix dan Amazon.
   b. Pengoptimalan Rantai Pasokan: AI membantu pengambilan keputusan terkait rantai pasokan, memungkinkan perusahaan merencanakan produksi dan distribusi dengan lebih efisien.
   c. Analisis Sentimen: Dalam bisnis dan pemasaran, AI digunakan untuk analisis sentimen, membantu organisasi memahami persepsi publik melalui analisis teks dan media sosial.

Inovasi AI yang berkembang termasuk penggunaan deep learning, pemrosesan bahasa alami, dan komputasi awan, semakin memperkuat kemampuan AI dalam mengelola data, meningkatkan keamanan, dan mendukung pengambilan keputusan. yang lebih cerdas. Selain itu, pengembangan etika dan regulasi seiring dengan pertumbuhan AI juga menjadi bagian penting dari perkembangan ini..

Masalah Etika yang Muncul Seiring dengan Pertumbuhan Penerapan Kecerdasan Buatan dalam Sistem Informasi

Penerapan kecerdasan buatan (AI) dalam sistem informasi menghadirkan berbagai tantangan etika. Berikut adalah beberapa masalah etika yang muncul seiring dengan perkembangan AI dalam konteks sistem informasi, serta kebijakan dan regulasi yang berkaitan dengan privasi dan perlindungan data (Firdaus, Al Azhiim, & Ardellia, 2023; Rahardja, 2022):

1. Privasi Data: Penggunaan AI sering melibatkan pengumpulan dan analisis data pribadi, menimbulkan kekhawatiran tentang pengelolaan data tersebut. Kebijakan privasi yang ketat dan regulasi, seperti *General Data Protection Regulation* (GDPR) di Uni Eropa, diterapkan untuk melindungi hak privasi individu.
2. Bias dalam Data: Data yang digunakan untuk melatih model AI dapat mengandung bias yang mencerminkan prasangka manusia. Hal ini

dapat menyebabkan diskriminasi dalam pengambilan keputusan oleh sistem AI. Oleh karena itu, penting untuk memahami dan mengurangi bias data.

3. Transparansi dan Akuntabilitas: Regulasi terkait transparansi dan akuntabilitas dalam keputusan AI menjadi semakin penting. Pengguna dan pengelola sistem AI harus memahami proses pengambilan keputusan dan bertanggung jawab jika terjadi kesalahan atau pelanggaran etika.
4. Penggunaan AI dalam Keputusan Kritis: Dalam pengambilan keputusan kritis, seperti dalam bidang medis atau kendaraan otonom, masalah etika terkait tanggung jawab dan keandalan sistem AI menjadi sangat krusial.
5. Keselamatan dan Keamanan: AI juga menimbulkan kekhawatiran etis terkait keselamatan, terutama dalam aplikasi yang berdampak signifikan pada kehidupan manusia, seperti kendaraan otonom memunculkan pertanyaan tentang bagaimana menghindari risiko dan memastikan keamanan.
6. Kecerdasan Buatan Generatif: AI mampu menghasilkan konten palsu atau manipulasi media seperti deepfake, menimbulkan tantangan etika serius, terutama dalam konteks disinformasi dan pemalsuan informasi.
7. Kontrol Manusia terhadap AI: Seiring meningkatnya kecanggihan AI, pertanyaan etis muncul tentang sejauh mana manusia harus mempertahankan kendali atas sistem AI. Diskusi tentang otonomi dan kebijakan pengendalian diperlukan.
8. Peraturan dan Kebebasan Berbicara: Regulasi AI dalam konteks media sosial dapat memunculkan dilema etika terkait perlindungan kebebasan berbicara versus pencegahan disinformasi atau ujaran kebencian.
9. Dampak pada Kualitas Hidup dan Ketenagakerjaan: AI memiliki dampak sosial yang signifikan, khususnya terkait dengan kualitas hidup dan pekerjaan. Bagaimana AI memengaruhi tenaga kerja manusia dan penghasilan mereka adalah pertanyaan etika yang penting.
10. Kebijakan Global: Beberapa negara telah mengembangkan regulasi AI, tetapi masalah etika juga muncul dalam konteks kerjasama internasional dan perbedaan budaya dalam pendekatan etika AI. Pengembangan regulasi AI yang global dan terintegrasi penting untuk mengatasi tantangan lintas negara.

Untuk mengatasi tantangan etika ini, diperlukan pendekatan holistik dan inklusif, melibatkan berbagai pemangku kepentingan, serta pengembangan regulasi yang seimbang dan berbasis bukti.

Dampak sosial penggunaan kecerdasan buatan dalam sistem informasi mempengaruhi tenaga kerja dan masyarakat

Penggunaan kecerdasan buatan (AI) dalam sistem informasi memiliki dampak yang signifikan pada tenaga kerja dan masyarakat secara keseluruhan. Ini mencakup implikasi positif dan negatif yang perlu diperhatikan (Zen & Sitanggang (2023), Pongtambing (2023) dan Manongga, dkk (2022)). Berikut adalah gambaran umum tentang bagaimana penggunaan AI mempengaruhi tenaga kerja dan masyarakat:

Implikasi Positif:

1. Efisiensi dan Produktivitas: AI dapat meningkatkan efisiensi dalam berbagai sektor, mengotomatisasi tugas-tugas rutin, dan memungkinkan tenaga kerja manusia fokus pada pekerjaan yang memerlukan kreativitas dan keputusan berbasis pengetahuan.
2. Kualitas Hidup: Di sektor kesehatan, AI digunakan untuk diagnosis penyakit, memungkinkan deteksi dini dan perawatan yang lebih efektif. Ini dapat meningkatkan kualitas hidup dan harapan hidup.
3. Pelayanan Pelanggan yang Lebih Baik: AI digunakan dalam layanan pelanggan untuk merespons pertanyaan dan masalah pengguna dengan cepat dan akurat, meningkatkan kepuasan pelanggan.
4. Pengoptimalan Rantai Pasokan: AI digunakan untuk mengoptimalkan rantai pasokan, mengurangi pemborosan, dan memastikan persediaan yang efisien.
5. Pendidikan Personalisasi: AI dapat membantu dalam pendidikan dengan memberikan pengalaman pembelajaran yang lebih personal dan menyesuaikan kurikulum dengan kebutuhan individu.
6. Meningkatkan Keamanan: Dalam keamanan dan pemantauan, AI digunakan untuk mendeteksi aktivitas mencurigakan dan

memperkuat tindakan pencegahan.

Implikasi Negatif:

1. Kehilangan Pekerjaan: Salah satu dampak negatif yang paling sering dibicarakan adalah kehilangan pekerjaan. Automatisasi yang disebabkan oleh AI dapat menggantikan pekerjaan manusia dalam beberapa industri.
2. Disparitas Ekonomi: Ada risiko bahwa penggunaan AI dapat memperdalam kesenjangan ekonomi jika pekerjaan yang digantikan oleh AI adalah pekerjaan berpendapatan rendah, sementara pekerjaan tingkat tinggi yang terkait dengan pengembangan dan pemeliharaan AI mendapatkan imbalan tinggi.
3. Bias Algoritma: Algoritma AI dapat mencerminkan bias yang ada dalam data pelatihan mereka, yang dapat mengarah pada diskriminasi dalam pengambilan keputusan oleh AI.
4. Isu Privasi: Dalam beberapa aplikasi AI, khususnya dalam pengumpulan data besar-besaran, ada masalah privasi tentang bagaimana data individu digunakan dan dilindungi.
5. Ketergantungan pada Teknologi: Terlalu banyak ketergantungan pada AI dalam beberapa aspek kehidupan dapat menciptakan kerentanan jika teknologi ini mengalami gangguan atau kegagalan sistem.
6. Kemungkinan Pengangguran Struktural: Penggunaan AI dapat menciptakan perubahan struktural dalam tenaga kerja, yang dapat mengharuskan orang untuk mengubah karier dan keterampilan mereka untuk tetap relevan.

Penting untuk dicatat bahwa dampak AI dapat bervariasi berdasarkan sektor dan lokasi geografis. Pemerintah, perusahaan, dan masyarakat harus berkolaborasi untuk mengatasi dampak negatif dan memaksimalkan manfaat positif dari penggunaan AI dalam sistem informasi. Ini mencakup upskilling dan reskilling tenaga kerja, mengembangkan regulasi yang tepat, dan mempromosikan penggunaan teknologi AI yang etis.

SIMPULAN DAN SARAN

Simpulan

Penerapan kecerdasan buatan (AI) dalam sistem informasi telah membawa perubahan mendasar pada dunia teknologi informasi, dengan dampak signifikan bagi tenaga kerja dan masyarakat secara luas. Berdasarkan kajian ini, kami menyimpulkan bahwa:

1. Penggunaan AI Meningkatkan Efisiensi dan Produktivitas: AI memungkinkan otomatisasi tugas-tugas rutin, meningkatkan efisiensi operasional, dan memungkinkan tenaga kerja manusia untuk fokus pada tugas yang memerlukan kreativitas dan pengambilan keputusan yang lebih kompleks.
2. Peningkatan Kualitas Hidup: Dalam sektor kesehatan, AI berperan dalam diagnosis penyakit, meningkatkan deteksi dini, dan mendukung perawatan yang lebih efektif, sehingga berkontribusi pada peningkatan kualitas dan harapan hidup.
3. Pelayanan Pelanggan yang Lebih Baik: AI diimplementasikan dalam layanan pelanggan untuk memberikan respons yang lebih cepat dan tepat, sehingga meningkatkan tingkat kepuasan pelanggan.
4. Pengoptimalan Rantai Pasokan: AI berkontribusi pada efisiensi rantai pasokan dengan mengurangi pemborosan dan memastikan manajemen persediaan yang lebih baik.
5. Pendidikan yang Personalisasi: AI mendukung pendidikan dengan memberikan pengalaman belajar yang lebih personal dan menyesuaikan materi ajar dengan kebutuhan individu.

Namun demikian, kami juga menyadari adanya dampak negatif seperti kehilangan pekerjaan, ketimpangan ekonomi, bias dalam algoritma, masalah privasi, dan ketergantungan yang berlebihan pada teknologi. Dampak AI bervariasi berdasarkan sektor dan wilayah geografis. Untuk menghadapi tantangan ini dan memaksimalkan manfaat AI, diperlukan kolaborasi antara pemerintah, perusahaan, dan masyarakat. Investasi dalam peningkatan dan pengembangan keterampilan tenaga kerja, pengembangan regulasi yang sesuai, serta penegakan etika dalam penggunaan AI adalah langkah penting. Dengan pendekatan yang bijaksana dan berkelanjutan, AI dapat dioptimalkan untuk meningkatkan kualitas hidup dan kemajuan Masyarakat.

Saran

Untuk lebih memaksimalkan manfaat dari penerapan AI dalam sistem informasi, akan lebih baik menjalin kolaborasi antara pemerintah,

perusahaan, dan masyarakat bekerja sama dalam menciptakan regulasi yang tepat serta memastikan penggunaan AI yang etis. Investasi dalam pendidikan dan pelatihan ulang tenaga kerja harus menjadi prioritas untuk mengatasi potensi dampak negatif seperti kehilangan pekerjaan dan ketimpangan ekonomi. Dengan pendekatan yang terintegrasi dan berkelanjutan, kita dapat memastikan bahwa AI tidak hanya meningkatkan efisiensi dan kualitas hidup, tetapi juga berkontribusi secara positif terhadap kemajuan masyarakat secara keseluruhan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6842

INNOVATIVE LEARNING STRATEGIES FOR SOCIAL STUDIES IN THE ERA OF ARTIFICIAL INTELLIGENCE

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Abstract

His study aims to identify and analyze innovative strategies in social studies (IPS) education that are relevant to the era of artificial intelligence (AI). The research method used is qualitative research with a literature review approach, where data is obtained from various sources such as scientific journals, books, and articles related to Social Studies education and AI. The research results indicate that the application of AI technology in Social Studies education can enhance teaching effectiveness and student engagement through personalized learning, data analysis, and interactive simulations. In conclusion, the use of AI in Social Studies education enables the creation of a more adaptive and dynamic learning environment with the potential to optimize student learning outcomes. The innovative strategies identified include the use of AI platforms for automated assessment, the development of adaptive learning materials, and the integration of AI technology into the Social Studies curriculum.

Keywords*: *Learning Straregies, Innovation, Social Studies, Artificial Intelligence

INTRODUCTION

The digital era, marked by the advancement of Artificial Intelligence (AI), has brought significant transformations across various sectors, including education. AI, with its ability to process big data, make algorithm-based decisions, and personalize learning, offers great potential for improving the quality and efficiency of education. However, the integration of AI in education not only opens up new opportunities but also presents complex challenges, particularly concerning the preservation of educational values and ethics that underlie the learning process**.**

The development of digital technology, especially AI, has brought about significant changes in various aspects of life, including the field of education. AI not only affects how information is presented and accessed but also transforms the overall approach to learning. In an era where technology has become an integral part of daily life, social studies (IPS) education needs to adapt quickly to remain relevant and effective.

Social Studies is an important subject because it helps students understand the social, cultural, economic, and political dynamics that shape society. However, traditional approaches to teaching Social Studies are often considered less effective in engaging students' interests and are less able to accommodate individual learning needs. Therefore, innovative strategies are needed that can leverage AI technology to enhance student engagement and personalize their learning experiences.

The application of AI in Social Studies education can provide various benefits. For example, according to Muqorrobin et al. (2024), AI can be used to make learning more adaptive, where the technology can adjust the content and teaching methods according to the student's abilities and needs. This not only increases the effectiveness of learning but also allows students to learn at their own pace, ultimately improving overall learning outcomes**.**

Additionally, AI technology can assist teachers in identifying areas that need improvement and providing faster and more

accurate feedback to students. As Hakeu et al. (2023) pointed out, AI can help create a more inclusive and supportive learning environment by monitoring students' progress and offering individualized recommendations.

However, the implementation of AI in Social Studies education is not without challenges. One of the main challenges is the readiness of technological infrastructure in schools and teachers' skills in integrating this technology into the learning process. According to Nurhidayat et al. (2022), another challenge is the resistance to change from some educators and students who are comfortable with conventional learning methods. Therefore, a well-planned implementation strategy and adequate training are needed to ensure the smooth integration of AI into Social Studies education.

Thus, to advance Social Studies education in the AI era, a deeper exploration of various innovative strategies that can be adopted is necessary. This study aims to identify these strategies, as well as assess the potential and challenges that may be encountered in their implementation. Through this approach, it is hoped that effective solutions can be found to improve the quality of Social Studies education by leveraging AI technology. This study will also attempt to systematically explain the issues, problem symptoms, problem formulation, objectives, novelty, and research contributions while identifying gaps in previous research without neglecting relevant references.

METHOD

This study employed a qualitative method through literature analysis. The data used in this writing comes from journals, books, and articles related to education, humanities, and artificial intelligence, focusing on publications from the last ten years. The study uses artificial intelligence and value-based education as material objects and the balance between technology and humanities in education as the formal object. Data collection techniques included interviews, literature reviews, and documentation, with time triangulation for validation.

RESULTS AND DISCUSSION

I. RESULTS

A. Increased Student Engagement through Gamification and Adaptive Learning:

The use of AI enables more effective implementation of gamification in Social Studies education. Gamification has been shown to enhance student motivation by integrating game elements such as points, badges, and levels that can be achieved. With the support of AI, gamification can be optimized through adaptive learning, which allows for the adjustment of learning materials based on each student's abilities and learning pace. As noted by Megahantara (2020) in his research on the impact of technology on education, AI technology has significant potential to create more personalized learning experiences tailored to individual needs.

In this study, data was collected through qualitative methods, including in-depth interviews with teachers and education experts, as well as a comprehensive literature review. Interviews were conducted to gain direct insights into educators' experiences and perspectives on the application of AI and gamification in Social Studies education. The literature review was used to examine relevant previous research, including both theoretical and empirical analyses related to the impact of AI technology and gamification in education.

The results from the interviews indicate that teachers see great potential in using AI to address existing challenges in Social Studies education, particularly in terms of increasing student engagement. However, they also recognize challenges in its implementation, such as the need for additional training and the readiness of technological infrastructure in schools. Meanwhile, the literature review supports these findings by stating that adaptive learning supported by AI can enhance student learning outcomes more effectively and efficiently.

B. Personalized Learning:

AI facilitates personalized learning by analyzing student learning data to provide material that matches their needs. According to

Apriadi & Sihotang (2023), this personalization not only helps students understand the material better but also makes the learning process more engaging and relevant to them.

C. Use of Chatbots and Virtual Assistants:

AI also enables the development of chatbots and virtual assistants that can help students understand difficult concepts in Social Studies. Chatbots, which can answer students' questions in real-time, make learning more interactive and support students outside of class hours. Yuliana et al. (2023) state that AI-powered virtual assistants can enhance learning effectiveness by providing timely and relevant assistance.

D. Project-Based and Collaborative Learning:

AI technology allows for more effective project-based learning (PBL) and collaborative learning by providing tools that help students plan, execute, and evaluate projects. According to Lestari & Kurnia (2023), technology-assisted project-based learning can improve students' critical thinking and collaborative skills, which are crucial in Social Studies education.

E. Development of Critical and Analytical Thinking Skills:

The integration of AI in Social Studies education supports the development of students' critical and analytical thinking skills. Yusnaldi et al. (2023) assert that AI can be used to challenge students with complex tasks that require deep thinking, thus enhancing their analytical abilities.

F. Faster and More Accurate Evaluation and Feedback:

AI enables faster and more accurate evaluation of learning. AI-supported evaluation systems can automatically analyze students' answers and provide in-depth feedback. Rifky (2024) emphasizes that quick and accurate feedback is essential for helping students understand and correct their mistakes promptly.

G. Challenges in AI Implementation:

Despite the many potentials AI offers in social studies education, the challenges of its implementation cannot be overlooked. Putri Supriadi et al. (2022) indicate that the lack of technological infrastructure and teachers' skills in using AI technology are major obstacles to applying these strategies in schools.

H. Need for Teacher Training:

To effectively integrate AI into learning, adequate teacher training is necessary. Fatimah et al. (2023) highlight the importance of ongoing training for teachers to ensure they have the skills and knowledge needed to implement AI technology in education.

I. Recommendations for Educational Policy:

This study recommends that educational policies be more proactive in supporting the integration of AI into the Social Studies curriculum. This aligns with findings from Afiza et al. (2024), which highlight the importance of policy support in facilitating the use of innovative technology in education, as well as arguments from Khairun et al. (2023).

J. Case Studies of AI Implementation in Schools:

Case studies from several schools that have adopted AI in Social Studies education show positive results. Hariyadi et al. (2021) report significant improvements in student engagement and learning outcomes following the implementation of AI technology, as well as arguments from Maskuroh (2023)

II. DISCUSSION

Social Studies (IPS) education in the era of Artificial Intelligence (AI) presents both new challenges and opportunities for educators. On one hand, AI opens possibilities for enhancing the quality and effectiveness of learning through innovative strategies that leverage advanced technology. On the other hand, emerging challenges, such as infrastructure readiness and educators' skills, require special attention. Therefore, innovative strategies are needed to ensure that students not only acquire knowledge but also develop essential critical, analytical, and

collaborative skills to navigate an increasingly complex world. This research addresses several key issues:

A. How can innovative strategies be applied in Social Studies education using AI technology?
B. What is the impact of AI integration in Social Studies education on student engagement and learning outcomes?
C. What challenges are faced in the implementation of AI technology in Social Studies education, and how can these be addressed?
D. What role do teacher training and policy support play in the successful implementation of AI in Social Studies education?
E. What recommendations can be made to enhance the effectiveness of AI use in Social Studies education in the future?

1. Integration of AI Technology in Social Studies Education
   One of the key aspects of innovative learning strategies is the integration of AI technology. AI enables higher personalization of learning, where materials and teaching methods can be tailored to each student's needs. According to Hasnida et al. (2024), this personalization provides a more effective and efficient learning experience and can enhance student motivation. Additionally, the use of AI in Social Studies allows for adaptive learning, which dynamically adjusts the difficulty level of materials based on student ability. Maryani & Syamsudin (2009) and Siang Tangkearung et al. (2024) emphasize that this technology can help identify students' knowledge gaps and provide timely feedback, thereby accelerating the learning process, a point reinforced by Atikah & Amelia (2024).
2. Use of Chatbots and Virtual Assistants in Learning
   AI-powered chatbots and virtual assistants can provide additional support to students outside of class hours. Gusli et al. (2023) found that chatbots can answer students' questions in real time, helping them understand difficult concepts without waiting for teacher assistance. Additionally, Qurratul & Khoiriyah (2024) argue that virtual assistants can also provide additional resources, such as explanatory videos or articles, relevant to the topics being studied.
3. Gamification as a Learning Strategy
   Gamification is a learning strategy that has been shown to increase student engagement. By incorporating game elements into the learning process, such as points, badges, and levels, students become more motivated to achieve their learning goals. Srimuliyani (2023) and Hasanah et al. (2024) suggest that when combined with AI, gamification can be optimized to provide challenges that match students' abilities and offer immediate feedback.
4. Project-Based and Collaborative Learning
   Project-based learning (PBL) and collaborative learning are increasingly relevant in the digital era, where students need to develop strong teamwork and communication skills. AI can help organize and monitor project progress and provide valuable data analysis for students. Lestari & Kurnia (2023) and Saiful Rizal (2023) demonstrate that technology-assisted PBL can enhance critical and analytical thinking skills, which are crucial in Social Studies education**.**
5. Evaluation and Feedback Enhanced by AI
   AI enables faster and more accurate evaluation processes, which are highly beneficial in education. Iman Cahyanto (2024) and Siang Tangkearung et al. (2024) note that AI-based evaluation systems can provide real-time feedback, allowing students to understand and correct their mistakes immediately. Furthermore, in-depth data analysis can help teachers identify students' learning patterns and adjust their teaching strategies.
6. Challenges in AI Implementation in Social Studies Education
   Despite the great potential of AI in Social Studies education, several challenges need to be addressed. One major challenge is the readiness of technological infrastructure in schools, which, according to Solihat & Sulastri (2023), is often limited. Additionally,

teachers' skills in using AI technology also pose a challenge. Comprehensive training for teachers is necessary to ensure they can effectively utilize AI in the learning process**.**

7. Need for Teacher Training and Policy Support
   To ensure the successful integration of AI into education, teachers need adequate training. This training should cover not only the use of technology but also how to integrate it into curricula and effective teaching methods. Emphasizing the importance of policy support from governments and educational institutions is crucial to providing ongoing training for teachers.
8. Case Studies of AI Implementation in Social Studies Education
   Case studies from various schools that have implemented AI in Social Studies education show positive results. Reports indicate significant improvements in student engagement and learning outcomes following the application of AI technology. These results suggest that with proper planning and implementation, AI can be a highly valuable tool in enhancing the quality of Social Studies education.
9. Recommendations for the Future
   Given the potential and challenges, several recommendations can be made. First, schools need to invest in adequate technological infrastructure to support the implementation of AI. Second, teacher training should be a priority to ensure they can effectively use AI technology. Third, educational policies should support innovation in learning by providing necessary resources and guidance.

CONCLUSION

This study identifies that the integration of Artificial Intelligence (AI) technology in Social Studies (IPS) education can enhance effectiveness and student engagement through personalized learning, data analysis, and interactive simulations. Proposed innovative strategies include the use of AI platforms for automated assessment, the development of adaptive materials, and the integration of AI into the Social Studies curriculum. However, challenges such as infrastructure readiness and teacher skills require special attention. To achieve success, adequate teacher training and proactive educational policy support are essential

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/110.31316/icasse.v1i1.6837

DIGITAL MARKETING TO BUILD THE ENTEPRENEURIAL SPIRIT OF TRADITIONAL CULINARY

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Abstract

The study focuses on Kampung Adat Cireundeu, a community considered a stronghold of Sunda culture in West Java. It examines the role of digital marketing in fostering entrepreneurship, especially among teenagers. This research gathers and analyzes various relevant sources to understand how digital marketing can help the growth of entrepreneurship in Indigenous villages that maintain the Sunda Wiwitan tradition. This is done using literary study methods and ethnographic approaches. Research results show that digital marketing effectively promotes traditional culinary services, such as cannabis treatments. It also gives local entrepreneurs the tools and platforms to adapt and quickly change the market. Digital marketing helps reach a wider audience at a low cost and analyzes data in real time to support better decision-making.

Keywords: Digital Marketing, Marketing Models, Entrepreneurial Spirit, Online Shop, Traditional Culinary

INTRODUCTION

Digital marketing has become an important tool in the digital age to advance various industries, including the culinary industry. Digital change gives businesses new opportunities to get closer to customers and interact with them better. Traditional culinary digital marketing is one area that has received great attention; It combines modern marketing strategies with local culinary richness.

Traditional cuisine, which is an important part of the country's culture, has enormous potential financially. However, traditional culinary businesses face special challenges in the face of global competition and changing consumer tastes. By providing a variety of tools and strategies to reach more customers, digital marketing can address this problem. Businesses can introduce goods, attract attention, and build a strong brand by using approaches such as digital advertising, social media campaigns, and content.

The goal of this study was to study digital marketing strategies that can be used to promote traditional foods and how they impact entrepreneurial spirit. By analyzing successful digital marketing strategies, this research is expected to provide insights and suggestions for traditional culinary business actors to optimize their business opportunities in the Internet era by gaining a deep understanding of digital marketing and entrepreneurship.

METHOD

Case studies and literature reviews are the two main approaches used in the methodology section of this research. The focus of this research is to analyze the digital marketing strategies used by traditional culinary businesses and how they impact the success of the business. Variable operations include digital marketing strategies, such as online advertising and social media, and business success is measured by increased sales and customer satisfaction. With the purposive sampling method, this research was conducted in the Kampung Adat Cireundeu area and involved two traditional culinary entrepreneurs who successfully used digital marketing. Data were collected through in-depth interviews with business actors and reviews of relevant literature. To compare the research findings with existing theories, the data analysis technique involves literature synthesis and qualitative analysis of interview data. To provide practical advice

on digital marketing in traditional culinary businesses, the research procedure includes preparation, data collection, analysis, and reporting of results.

RESULTS AND DISCUSSION

I. Results

According to Bala & Verma (2018), digital marketing is essential to create new opportunities, encourage innovation, and increase the competitiveness of contemporary businesses. According to Sangvikar (2018), companies can address current issues, expand market reach, and increase customer engagement by using digital tools and strategies. Digital technology and data analytics profoundly influence marketing decisions and drive entrepreneurship and business innovation (Kannan & Li, 2017; Nordin & Ravald, 2023). To improve performance, drive innovation, and foster entrepreneurship, it is essential to incorporate digital marketing into business strategies (Olson et al., 2021; Saura, 2021). According to Desai (2019), companies can overcome modern challenges and increase entrepreneurial spirit by implementing digital tools and strategies.

Digital marketing can improve innovation and efficiency by providing important insights into market changes However, issues such as technological advancements and data security risks must be considered (Khan & Siddiqui, 2020; Royle & Laing, 2014). This happens despite challenges such as technological advancements and data security threats (Veleva & Tsvetanova, 2020).

Good digital marketing capabilities allow for innovation and adaptation in the digital world, and companies must implement flexible strategies to face future challenges (Parsons et al., 1998; Royle & Laing, 2014). In today's difficult era, this research shows that digital marketing is essential to achieve business goals and attract more customers. With the right strategy, digital marketing can encourage entrepreneurship and innovation and help businesses compete (Yasmin et al., 2015).

Effective digital marketing can increase customer engagement, increase company competitiveness, and open up new opportunities (Mandal, 2017; Minculete & Olar, 2018). Digital marketing in the tourism sector helps visibility and reputation as well as entrepreneurial growth through stakeholder feedback (Abdullahi et al., 2021; De Pelsmacker et al., 2018). In addition, customer trust in brands influences digital marketing strategies as well as opens up new opportunities for innovation (Krishen et al., 2021; Shams et al., 2024).

To drive innovation and entrepreneurship, a successful marketing strategy must adapt to changing markets and the business environment (Lawton & Vassolo, 2022). Research-based marketing and investment in research and development are essential for business performance and profitability (Karna et al., 2022).

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Customer probability analysis and churn prediction models help develop more innovative marketing strategies. On the other hand, technological advances and social media support marketing strategies (Fader & Hardie, 2009; Pesa Nugraha, 2023; Tamaddoni et al., 2016). Communication-based marketing encourages innovation and competitiveness and increases customer loyalty (Duncan & Moriarty, 1997). The Customer Lifetime Value (CLV) model, which takes into account a variety of customer behaviors, can improve marketing efficiency and flexibility (Calciu, 2009).

Effective communication strategies and AI and ML understanding of customer perceptions of brand equity can improve customer engagement and market reach ((Abdoli et al., 2012; Volkmar et al., 2022; Wambar et al., 2015).

In addition to increasing competitiveness worldwide, entrepreneurship contributes to business performance through resilience, creativity, and motivation (Aramita et al., 2022; Leong, 2021; Pawitan et al., 2017). Entrepreneurship education can increase competitiveness and produce more talented entrepreneurs with the support of women entrepreneurs (Alim Bahri & Hasdiansa, 2024; Xu, 2021). An

entrepreneurship curriculum that combines an analytical and creative approach from technical education can produce more talented entrepreneurs (Article, 2020; Ventura, 1999).

Students' entrepreneurial spirit is also influenced by the educational environment, family support, and resources (Indriyani et al., 2020; Qosja & Druga, 2015). A quality and relevant education can encourage the younger generation to become entrepreneurs by providing them with the motivation, knowledge, and skills they need. To prepare students to become successful entrepreneurs, the curriculum must encourage creativity and problem-solving (Said Ahmad et al., 2023).

Compared to millennials who are not entrepreneurs, millennial entrepreneurs tend to become entrepreneurs. They are more risk-taking, more innovative, and more motivated to achieve their goals (Genoveva & Tanardi, 2020). They improve their competitiveness and business performance. In addition, the entrepreneurial spirit encourages more creative and adaptive strategic planning. In addition, this spirit encourages companies to look for new opportunities more actively (Riggs, 1987). Sustainability has the potential to encourage entrepreneurship and innovation in urban areas (Kornberger et al., 2021).

II. Discussion

In the new normal era, marketing models must respond to challenges and capitalize on opportunities by using an integrative approach. This approach not only enhances marketing strategies but also supports innovation and entrepreneurship, which is important in the rapidly growing telecommunications industry (Gómez et al., 2022; Marc Lim, 2023). To achieve good results, strategic marketing planning requires a balance between developing and executing strategies (Theoharakis et al., 2024).

In the context of entrepreneurship and innovation, it is important to change marketing strategies to adapt them to changes in the market and business environment. The importance of research in marketing strategies is demonstrated by the fact that investment in research and development (R&D) is essential to optimize business performance and profitability (Karna et al., 2022). The use of data and digital marketing also helps companies grow in global markets (García-García et al., 2022; Maucuer et al., 2022)

Marketing strategies, especially word-of-mouth marketing, are aided by technological advancements and social media. Churn prediction models and customer probability analysis help businesses create more innovative marketing strategies that support entrepreneurship ((Fader & Hardie, 2009; Pesa Nugraha, 2023; Tamaddoni et al., 2016). Communication-based marketing is essential for creating better relationships with consumers and increasing their loyalty. Communication-based marketing is essential to increase customer loyalty, innovation opportunities, and competitiveness (Duncan & Moriarty, 1997).

The Customer Lifetime Value (CLV) model that takes into account various customer behaviors can help entrepreneurship, increase the flexibility of marketing strategies, and result in a more effective marketing approach (Calciu, 2009). As Facebook-based models show, effective communication strategies can improve customer engagement and market reach, while AI and ML help understand customer perceptions of brand equity (Abdoli et al., 2012; Volkmar et al., 2022; Wambar et al., 2015).

Generation Z is heavily influenced by online content and social media in making purchasing decisions; Product reviews and influencer recommendations are very important (Mohd Johan et al., 2022). According to Wardhani (2020), user satisfaction and positive reviews can result from effective web design, which includes speed, aesthetics, and easy navigation. Effective digital leadership also improves electronic services, increases customer satisfaction, and increases customer loyalty (Purwanto, 2022).

Convenience and safety factors are important when the trend of online shopping is accelerated by the COVID-19 pandemic (Soelasih, 2024). Studies on consumer behavior, social impact, and technology used are still limited, but research on online grocery shopping shows a huge increase (Monoarfa et al., 2024).

Consumer loyalty in online shopping is influenced by product quality, competitive prices, customer service, ease of use of the app, and attractive promotions. Consumers, however, are particularly interested in sustainability aspects (Rausch et al., 2021). Confidence in the seller, perception of product quality, and a pleasant shopping experience are all factors that influence consumers' decision to buy something (Sanjaya et al., 2020; Wicaksono et al., 2023). Competitive pricing, product quality, service, and trust affect customer loyalty, all of which contribute to the Company's sustainability (Jamhadi & Rosyid, 2023). The quality of service and competitive prices, such as those found on the ShopeeFood platform, are some of the reasons why consumers prefer to shop there (Vira Wilistyorini & Herry Sussanto, 2022). Sharia compliance on several online shopping sites also makes Muslim consumers more confident (Sriani et al., 2022).

The Kampung Adat Cireundeu was occupied by the Netherlands during the colonization because of its strategic location and many crops, such as rice. Local community leader Mama Ali encourages the community to use cassava or "tuang sampeu" as a staple food (Priyanto & Desmafianti, 2022). Using all parts of the cassava plant for consumption and various processing, such as peuyeum, cimpring, rengginang, rasi (cassava rice), and others, local philosophy emphasizes food independence (Wibisono et al., 2021).

Traditional culinary delights of Kampung Adat Cireundeu, such as Awug, Eggroll, and Lidah Kucing, dendeng kulit singkong, kicipir, cireng bumbu rujak, keripik kodehel, simping, keripik bawang, and saroja, are very valuable culturally.



Figure 1 Example of a photo of processed cassava products

Online marketing through social media such as Instagram and TikTok can increase awareness and attract a larger audience. Collaboration with local cultural supporters makes the promotion more authentic. In addition, Cireundeu's traditional cuisine can strengthen its cultural identity and foster the pride of the younger generation through digital educational media (Mulyani & Wirakusuma, 2016).

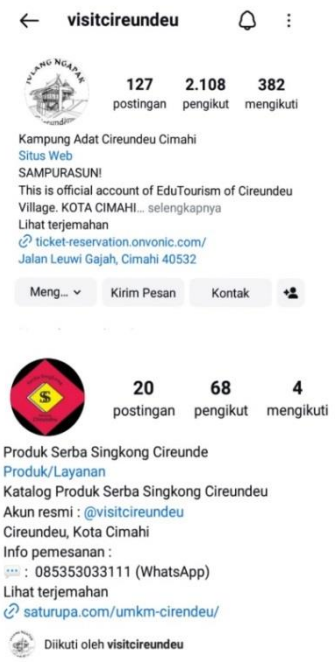


Figure 2. Instagram accounts on @visitcireundeu and @serba_singkong_cirendeu

Nonetheless, traditional food companies face difficulties when leveraging digital technology. Local governments or non-profit organizations can help people who lack digital marketing knowledge and skills by providing training and mentoring. Products must remain of good quality during storage and delivery, and this can be achieved with the help of a strong supply chain and supply chain management technology.

Kampung Adat Cireundeu products such as Cassava Rice (Rasi), Eggroll, and Kicipir can be introduced more widely in the domestic and international markets by using the right digital marketing strategy. This strengthens cultural identity while encouraging entrepreneurship in the traditional culinary industry.

CONCLUSIONS AND SUGGESTIONS

To advance the food industry, including traditional culinarys, digital marketing is now an essential tool. Traditional culinarys can be incorporated into global markets through digital transformation, improving interactions with customers, and expanding reach. With a rich culture and deep culinary value, the traditional cuisine of Kampung Adat Cireundeu has great economic potential, but its business actors face difficulties in marketing their products around the world.

Traditional culinary businesses can benefit from the right digital marketing strategies, such as the use of social media, content campaigns, and digital educational media. However, problems such as limited knowledge and skills in digital technology and maintaining product quality while expanding the market must be overcome through training and mentoring, as well as strengthening the supply chain.

This study provides information and practical advice for traditional culinary entrepreneurs in using digital marketing. Traditional culinary products from the Kampung Adat Cireundeu can be known more widely and accepted in the international market by using the right strategies and overcoming existing problems. It will also preserve cultural identity and increase entrepreneurial spirit.

Based on the results of this study, here are some suggestions for traditional culinary business actors from Kampung Adat Cireundeu in utilizing digital marketing effectively. Traditional culinary businesses from Kampung Adat Cireundeu can take advantage of digital marketing by creating high-quality visual content that highlights the cultural value and uniqueness of their products, as well as incorporating cultural elements in their campaigns. They should focus on social media that resonates with their target audience such as Instagram and TikTok, and work with local influencers to increase visibility. In addition, it is very important to create digital resources to teach about local wisdom and how to make regional specialties, such as websites or videos. In addition, training on e-commerce and social media and collaboration with government agencies to improve business digital skills will be very beneficial. To ensure that products remain of high quality during delivery, quality control and a good supply chain are necessary. Finally, creating an attractive and search-engine-optimized e-commerce website can increase sales and expand market reach.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6913

DIGITAL LEARNING WITH ARTIFICIAL INTELLIGENCE (AI): THE CORRELATION OF AI TO STUDENT LEARNING MOTIVATION

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Abstract

The use of Artificial Intelligence (AI) in the context of digital learning has become a trend in modern education. This study aims to illustrate the implications of using AI on student learning motivation. Student learning motivation is a key factor in improving academic achievement and self-development. By utilizing AI technology in the learning process, we can identify the role of AI in increasing student learning motivation. Using combined methods (qualitative and quantitative), this study involved surveys (questionnaires) and analysis of data from various relevant literature sources. The results showed that AI can contribute positively to student learning motivation in several ways. First, AI can provide personalized feedback that helps students understand their progress better. Second, AI can design learning experiences tailored to individual learning styles, thereby increasing student interest and engagement in learning. Third, AI can identify students' learning difficulties and provide additional assistance in real-time, thereby reducing students' frustration and increasing their motivation to overcome challenges. However, the study also identified several challenges that need to be addressed in the use of AI in digital learning. One of them is the issue of privacy and security of student data that must be carefully managed. In addition, the development and implementation of AI technology in an educational context requires significant investment in teacher training and technology infrastructure. Thus, the study highlights the importance of wisely integrating AI in education and emphasizes the need for attention to ethical and practical aspects.

Keywords: ***Artificial intelligence; digital learning; educational technology***

PENDAHULUAN

Pendidikan adalah salah satu pilar penting dalam perkembangan manusia, dan dalam era digital yang terus berkembang, perubahan mendasar terjadi dalam cara kita belajar dan mengajar. Teknologi telah menjadi bagian tak terpisahkan dari ruang kelas, dan salah satu terobosan paling signifikan dalam konteks pendidikan digital adalah penggunaan Kecerdasan Buatan (AI) (Pelenkahu et al., 2023), (Wang, 2021), (Xu & Margevica-Grinberga, 2021). AI adalah bidang teknologi yang memungkinkan komputer untuk belajar, berpikir, dan bertindak seperti manusia. Dalam konteks pendidikan, AI telah membuka pintu untuk berbagai kemungkinan baru yang dapat mengubah cara kita mengelola dan mengalami pembelajaran (Rodrigues et al., 2023). Berbagai sektor industri menyaksikan dampak gila (dari sudut pandang yang positif) dari Artificial Intelligence (AI) sebagai teknologi yang kuat. Ini juga berlaku untuk sektor pendidikan di seluruh dunia. Ada berbagai lembaga pendidikan di seluruh dunia yang memanfaatkan kecerdasan buatan untuk tujuan yang berbeda. Siswa, guru, orang tua, dan tentu saja lembaga pendidikan itu sendiri, sekarang melihat pendidikan dari perspektif yang sama sekali berbeda sebagai hasil dari Kecerdasan Buatan. Akibatnya, solusi pembelajaran digital khusus yang dikembangkan dengan integrasi Kecerdasan Buatan juga mendapatkan daya tarik (Sun et al., 2021), (Koraishi, 2023).

AI semakin disebarkan karena memiliki nilai strategis untuk pendidikan. Sejalan dengan hal tersebut (Klamma et al., 2020) menyarankan bahwa AI bisa menjadi alat pembelajaran yang efektif yang mengurangi beban guru dan siswa dan menawarkan pengalaman belajar yang efektif bagi siswa. Ditambah dengan reformasi pendidikan saat ini seperti digitalisasi sumber daya pendidikan, gamifikasi, dan pengalaman belajar yang dipersonalisasi, ada banyak peluang untuk pengembangan aplikasi AI dalam pendidikan. Misalnya, potensi pemodelan teknik AI telah dimanfaatkan secara sistematis untuk mengembangkan tutorial reaktif dan adaptif untuk pembangunan lingkungan belajar individual sebagai kompensasi atas kekurangan guru melalui penggunaan sistem bimbingan cerdas (ITS) (Wang, 2021), (Sun et al., 2021), (Klamma et al., 2020). ITS memberikan pengalaman belajar yang dipersonalisasi dalam empat cara utama: memantau input siswa, memberikan tugas yang sesuai, memberikan umpan balik yang efektif, dan menerapkan antarmuka untuk komunikasi manusia-komputer. Ketika lebih banyak ITS diciptakan untuk lebih banyak mata pelajaran dan topik, kemungkinan akan mengubah peran guru, dan karenanya, sekolah mungkin perlu dikonsep ulang. (Zawacki-Richter et al., 2019) memberikan penjelasan mengenai banyak kekhawatiran dan kekhawatiran di kalangan guru tentang apakah AI menantang pekerjaan mereka. Pada saat yang sama, pertanyaan-pertanyaan seperti apa yang sedang dipelajari dan bagaimana AI digunakan sedang dibahas saat ini oleh para peneliti serta oleh praktisi pendidikan. Beberapa peneliti bertanya-tanya apakah kemajuan dalam AI akan menantang atau bahkan menggantikan guru karena banyak pekerjaan lain digantikan oleh otomatisasi (Chatterjee & Bhattacharjee, 2020), (Rodrigues et al., 2023). Ada pengakuan yang muncul bahwa peran profesional guru perlu disesuaikan seiring kemajuan AI dan ini akan memicu bentuk organisasi baru (Yang et al., 2021). Tantangan yang muncul juga termasuk sikap siswa terhadap perubahan ini (Guo et al., 2023), (Zawacki-Richter et al., 2019). Sampai batas tertentu, siswa sebagai warga digital dapat memanfaatkan AI untuk meningkatkan hasil pembelajaran. Meskipun demikian, mereka mungkin gagal menggunakan teknik AI yang sesuai dengan tepat untuk konteks pembelajaran tertentu, yang akan menghasilkan sikap negatif terhadap pembelajaran (Zhang et al., 2022).

AI dalam pendidikan mengacu pada penerapan teknologi AI, seperti chatbots, sistem penandaan otomatis, sistem bimbingan cerdas, dan platform prediksi kinerja siswa yang mendukung dan meningkatkan pendidikan (Fernández-Martínez et al., 2021). Sebagian besar studi kecerdasarn buatan dalam dunia pendidikan berfokus pada pengembangan alat dan sistem AI yang melibatkan efektivitas algoritma pembelajaran, serta etika AI dan hak-hak dasar peserta didik yang menggunakan AI (Tsz et al., 2021), (Ouyang et al., 2022), (Guo et al., 2023). Tinjauan sistematis tentang AI-Educational Implemented menunjukkan bahwa teknologi AI telah diintegrasikan ke dalam empat domain pendidikan utama: pengajaran, pembelajaran, penilaian, dan administrasi (Xia et al., 2022), (Liando et al., 2023). Misalnya, sistem bimbingan cerdas dapat merekomendasikan konten dan tugas subjek, dan strategi pengajaran; chatbots dapat menawarkan; chatbots dapat memberikan umpan balik untuk mendorong pembelajaran yang diatur sendiri oleh siswa, dan menjawab pertanyaan siswa tentang administrasi; Sistem penandaan otomatis dapat menawarkan penilaian yang lebih efektif. Studi-studi ini telah menyoroti bahwa AI saat ini dalam penelitian pendidikan mencerminkan hubungan yang lemah dengan perspektif pedagogis atau pendekatan instruksional, dan mengabaikan tantangan multi-segi yang kompleks dan risiko belajar dan mengajar dengan AI (Edwards et al., 2019), (Pu et al., 2021), (Yan & Yang, 2021). Bagaimana siswa berinteraksi dan menggunakan teknologi AI dengan cara pedagogis yang sehat masih belum jelas. Oleh karena itu, perlu untuk lebih memahami pemanfaatan AI di kelas saat ini.

Faktanya, motivasi belajar adalah kunci keberhasilan belajar (Martín-Núñez et al., 2023). Literatur mengungkapkan bahwa keterlibatan belajar (Liando, Rorimpandey, et al., 2022), (Liando et al., 2023), (Lengkoan & Rombepajung, 2022) dan hasil belajar (Lengkoan et al., 2022), (Tatipang et al., 2022) dapat mempengaruhi motivasi belajar peserta didik. (Conijn et al., 2023) melaporkan bahwa keterlibatan belajar siswa adalah prediktor kuat motivasi belajar (dan sebaliknya). Selanjutnya, (Zawacki-Richter et al., 2019), (Rodrigues et

al., 2023), (Lumentut & Lengkoan, 2021) menunjukkan bahwa strategi pengajaran eksplisit dapat meningkatkan motivasi belajar dan hasil belajar; Temuan ini menyiratkan bahwa motivasi belajar dan hasil belajar berkorelasi. Pendidik semakin mengadopsi pendekatan pendidikan yang menarik seperti pembelajaran berbasis permainan (Edwards et al., 2019), (Fernández-Martínez et al., 2021), (Wang, 2021) dan pembelajaran seluler (Fitria, 2021), (Guo et al., 2023), (Zhang et al., 2022) untuk merangsang motivasi belajar intrinsik siswa dan meningkatkan hasil belajar mereka. Perangkat pembelajaran tersebut dapat meningkatkan minat belajar siswa, sehingga merangsang motivasi intrinsik mereka dan meningkatkan kinerja akademik mereka.

Oleh karena itu, penelitian menginformasikan kepada kita bahwa motivasi siswa memiliki dampak langsung pada pendekatan belajar mereka, tingkat keterlibatan mereka, ketekunan mereka dalam mencapai tujuan, dan mempengaruhi proses berpikir dan pendekatan belajar mereka (Rodrigues et al., 2023), (Zhang et al., 2022), (Zhai et al., 2021), (Yan & Yang, 2021). Sangat mungkin bahwa motivasi siswa untuk berinteraksi dan belajar dengan teknologi AI akan dipengaruhi oleh seberapa baik teknologi tersebut diterapkan dalam praktik. Karena masa remaja adalah tahap yang sangat genting untuk motivasi (Wu et al., 2022), (Pu et al., 2021), (Wang, 2021), mempelajari motivasi siswa di sekolah sangat penting dalam penelitian dan praktik dalam AI-Educational yang dilaksanakan. Oleh karena itu penting untuk mengeksplorasi hubungan antara motivasi siswa dan implementasi AI dalam proses pembelajaran. Selain itu, memahami peran guru, sebagai fasilitator inti motivasi siswa dan kemajuan akademik, dalam menengahi dan mendukung pembelajaran dengan teknologi AI di kelas, akan memberikan pemahaman yang jelas tentang bagaimana teknologi tersebut dapat digunakan dalam praktik.

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METODE PENELITIAN

Untuk mencapai pemahaman yang komprehensif tentang topik ini, pendekatan metode campuran diadopsi, mengintegrasikan metode penelitian kuantitatif dan kualitatif. Metodologi ini memungkinkan kami mengumpulkan kumpulan data kaya yang mengeksplorasi sifat multifaset dampak AI terhadap motivasi siswa. Pendekatan ini sangat cocok untuk mengeksplorasi fenomena kompleks dan beragam seperti dampak AI pada motivasi. Melibatkan kelas X terdiri dari 20 siswa SMK Negeri 1 Rejotangan, sebagai sampel penelitian. Desain ini melibatkan pengumpulan data kuantitatif terlebih dahulu, diikuti oleh data kualitatif untuk menjelaskan dan memberikan wawasan yang lebih dalam tentang temuan kuantitatif (Liando et al., 2022). Untuk mengumpulkan data, kami menggunakan, Kuesioner Survei (dengan scala likert) sebagai bagian dari data kuantitatif, kuesioner survei terstruktur akan diberikan kepada siswa yang telah mengalami alat pembelajaran berbasis AI. Kuesioner dirancang untuk mengukur aspek motivasi terhadap AI. Selain itu, untuk data kualitatif, dokumen/studi literatur sebelumnya tersirat. Setelah pengumpulan data kuantitatif, dipilih subset penelitian sebelumnya terkait implementasi AI terhadap motivasi belajar siswa untuk analisis dokumen/literatur untuk mendapatkan data mendalam terkait AI dan motivasi belajar siswa.

HASIL DAN PEMBAHASAN

Di era yang ditandai dengan kemajuan teknologi yang pesat dan lanskap global yang terus berkembang, ranah pendidikan berdiri sebagai wadah inovasi dan transformasi yang dinamis. Di antara segudang alat dan teknologi yang membentuk kembali pedagogi, Kecerdasan Buatan (AI) telah muncul sebagai pesaing yang menjanjikan dengan potensi untuk merevolusi cara siswa terlibat dengan pengalaman belajar mereka (Guo et al., 2023), (H., 2018), (Wang, 2019). Potensi transformatif ini sangat signifikan dalam domain proses pembelajaran di bidang pendidikan, di mana memotivasi siswa untuk terus-menerus dan antusias belajar bahasa baru telah lama menimbulkan tantangan yang cukup besar.

Ketika para pendidik dan peneliti bergulat dengan lanskap pendidikan yang berkembang, satu pertanyaan penting tetap penting: Bagaimana AI memengaruhi motivasi siswa? Pertanyaan ini terletak di jantung upaya penelitian kami, yang telah berusaha untuk mengeksplorasi secara komprehensif implikasi AI pada motivasi proses belajar siswa. Pada bagian ini, kami menyajikan puncak dari temuan penelitian kami, menawarkan perspektif

bernuansa tentang interaksi antara teknologi AI dan faktor motivasi yang mendorong siswa.

Kecerdasan Buatan (AI) pada dasarnya membentuk kembali pendidikan di seluruh dunia, dan proses belajar mengajar di kelas tidak terkecuali. Ketika kita melangkah lebih jauh ke abad ke-21, kita menemukan diri kita di persimpangan teknologi mutakhir dan inovasi pedagogis. Integrasi AI ke dalam proses belajar mengajar sangat menjanjikan, mengantarkan era baru pengajaran dan pembelajaran (Chatterjee & Bhattacharjee, 2020), (Rodrigues et al., 2023). Pengantar ini mengeksplorasi dampak transformatif AI di kelas, menjelaskan bagaimana teknologi ini merevolusi cara kita memperoleh, mengajar, dan menggunakan teknologi sebagai bagian dari era pengembangan.

Dalam dunia yang semakin saling terhubung sekarang ini, Pendidikan khususnya pengajaran dan proses bersandar telah memantapkan dirinya sebagai suatu keharusan untuk saat ini. Kemahiran dalam menggunakan dan mengimplementasikan teknologi bukan hanya keterampilan; itu sering menjadi prasyarat untuk sukses di bidang akademisi, bisnis, diplomasi, dan seterusnya (Guo et al., 2023). Akibatnya, permintaan untuk pendidikan yang berbasis teknologi sekarang ini yang efektif telah meroket, mendorong pendidik untuk mencari solusi inovatif untuk memenuhi beragam kebutuhan peserta didik di seluruh dunia. AI, dengan kapasitasnya untuk beradaptasi, personalisasi, dan skalabilitas, muncul sebagai mercusuar harapan dalam pengejaran ini.

Teknologi berbasis AI mengubah proses belajar mengajar dengan berbagai cara, meningkatkan pengalaman belajar bagi siswa dan pendidik (Chatterjee & Bhattacharjee, 2020), (Zawacki-Richter et al., 2019), (Chiu & Chai, 2020). Dari sistem bimbingan cerdas dan alat penilaian otomatis hingga agen percakapan (chatbots), AI mengubah lanskap proses dan instruksi belajar mengajar (Zhai et al., 2021). Transformasi ini lebih dari sekadar otomatisasi; Ini menyentuh inti pedagogi dengan mengatasi beberapa aspek yang paling menantang dari proses pembelajaran, seperti individualisasi, keterlibatan, dan aksesibilitas.

Pada intinya, penggabungan AI dalam proses belajar mengajar berupaya menciptakan lingkungan yang lebih responsif, efisien, dan berpusat pada siswa. Ini memungkinkan pendidik untuk mempersonalisasi instruksi untuk memenuhi kebutuhan unik dan gaya belajar masing-masing siswa (Conijn et al., 2023), (Chiu & Chai, 2020), (Pu et al., 2021). Algoritme AI menganalisis kinerja siswa, mengidentifikasi area peningkatan, dan menyesuaikan materi dan aktivitas pembelajaran yang sesuai. Kemampuan beradaptasi ini sangat selaras dengan prinsip-prinsip instruksi yang berbeda, memastikan bahwa setiap pelajar dapat maju dengan kecepatan mereka sendiri. Selain itu, AI membawa dimensi baru untuk penilaian dan umpan balik. Sistem penilaian otomatis dapat dengan cepat mengevaluasi tugas tertulis, memberikan umpan balik terperinci yang membantu siswa dalam meningkatkan keterampilan mereka. Ini tidak hanya mengurangi beban pendidik tetapi juga memastikan bahwa siswa menerima bimbingan tepat waktu, meningkatkan pengalaman belajar mereka.

Selain personalisasi dan penilaian, AI mendorong keterlibatan dalam pengajaran dan pembelajaran di kelas. Seperti yang disebutkan (Yang et al., 2021), elemen Gamification, chatbot, instruktur virtual, dan simulasi imersif semuanya berfungsi untuk membuat proses pembelajaran menjadi usaha yang lebih interaktif dan menyenangkan. Teknologi ini memanfaatkan motivasi ekstrinsik siswa sementara juga memelihara motivasi intrinsik melalui kenikmatan semata-mata dari proses pembelajaran. Aksesibilitas adalah dimensi penting lainnya di mana AI bersinar (Zawacki-Richter et al., 2019). Alat penilaian, pengenalan suara, dan aplikasi text-to-speech memecah beberapa hambatan pembelajaran, membuat proses pembelajaran lebih inklusif dan adil. AI meratakan lapangan bermain, memungkinkan siswa dari beragam latar belakang pengetahuan dan kemampuan untuk mengakses instruksi pembelajaran berkualitas tinggi.

Namun, saat kita menavigasi dunia AI baru yang berani ini dalam proses belajar mengajar, kita juga harus menghadapi pertimbangan etis, kekhawatiran tentang privasi data, dan pertanyaan tentang peran pendidik dalam lanskap yang berkembang ini. Mencapai keseimbangan yang tepat antara interaksi manusia dan instruksi berbasis AI adalah tantangan utama. Bagaimana pendidik dapat

memanfaatkan AI sebagai alat pelengkap daripada pengganti? Bagaimana kita bisa memastikan bahwa AI menghormati latar belakang budaya dan pengetahuan siswa yang beragam?

Dalam makalah ini, integrasi AI ke dalam proses belajar mengajar menandakan perubahan paradigma yang luar biasa di bidang pendidikan (Xia et al., 2022), (Tsz et al., 2021), (Zawacki-Richter et al., 2019). Pengantar ini menetapkan panggung untuk eksplorasi implikasi, tantangan, dan peluang multifaset yang dibawa AI ke dunia pendidikan khususnya proses belajar mengajar di kelas. Saat kami mempelajari lebih dalam bagian-bagian berikut, kami akan mengungkap bagaimana AI membentuk kembali desain kurikulum, praktik penilaian, strategi pedagogis, dan sifat dasar pengajaran dan pembelajaran. Perjalanan baru saja dimulai, dan kemungkinannya tidak terbatas.

Hasil penelitian yang disajikan di sini menawarkan perspektif beragam tentang implikasi AI terhadap motivasi siswa. Dari data kuantitatif yang menunjukkan peningkatan motivasi intrinsik dan ekstrinsik hingga narasi kualitatif yang menjelaskan aspek pribadi dan langsung dari dampak AI, temuan kami menggaris bawahi potensi transformatif AI dalam proses belajar mengajar (Martín-Núñez et al., 2023), (Lee et al., 2022), (Zawacki-Richter et al., 2019). Namun, sangat penting untuk menyadari bahwa integrasi AI yang efektif dalam proses pendidikan juga memerlukan penanganan pertimbangan etis, memastikan kesetaraan dan aksesibilitas, dan menjaga keseimbangan antara instruksi yang digerakkan oleh AI dan yang dipimpin manusia.

Hasil penelitian ini berdiri sebagai sumber daya berharga bagi pendidik, pembuat kebijakan, dan pemangku kepentingan di bidang pendidikan, memberikan panduan dan wawasan tentang memanfaatkan potensi AI untuk mendorong pelajar yang bertahan lama dan termotivasi di dunia yang semakin didorong oleh teknologi. Ketika kita menyelidiki implikasi AI terhadap motivasi siswa, menjadi jelas bahwa perpaduan teknologi dan pedagogi ini memegang kunci untuk membuka cakrawala baru dalam proses pengajaran dan pembelajaran bidang pendidikan. Oleh karena itu, tanpa basa-basi lagi, mari kita melangkah ke hasil penelitian kita dan mendapatkan wawasan baru yang berharga di bidang ini. Pada tahap awal penyajian data, terdapat interpretasi data mengenai kecerdasan buatan dan motivasi Siswa, dimana kedua variabel ini disajikan dalam dua tabel terpisah, yaitu tabel 1 dan 2. Lebih jelasnya dapat dilihat di bawah ini:

Tabel 1. Penggunaan AI Dalam Pembelajaran

Category	N	Min	Mx	Mean	Std	Ket
Implementasi AI	20	2.0	7.5	3.68	.70	High

Berdasarkan hasil yang dikemukakan pada tabel 1 di atas, didapatkan bahwa tingkat pennggunaan AI dalam proses pembelajaran berada pada tingkat tinggi dengan mean = 3,68. Dengan demikian, dapat dikatakan bahwa umumnya semua siswa di sekolah menengah kejuruan ini (sampel) menggunakan beberapa jenis kecerdasan buatan (AI) baik itu Chat GPT, Ask AI, chatbots, videoeditor AI, ImageAI, dan teknologi lainnya dalam pembelajaran untuk membantu dalam memperoleh informasi dan pengalaman baru dalam belajar, memahami materi pelajaran yang diberikan oleh guru, dan membuat mereka lebih mudah untuk mengingat pelajaran. Analisis selanjutnya adalah dengan melihat mean tingkat motivasi belajar, hal ini dapat dilihat pada tabel 2 di bawah ini:

Tabel 2. Motivasi Siswa Dalam Pembelajaran

Category	N	Min	Mx	Mean	Std	Ket
Motivasi sisswa	20	2.0	8.0	4.65	.80	Very High

Mengacu pada hasil analisis pada tabel 2 di atas tentang motivasi siswa kelas X SMK Negeri 1 Rejotangan di Tulungagung, ditemukan bahwa motivasi belajar siswa berada pada tingkat sangat tinggi dengan mean = 4,65. Oleh karena itu, melalui hasil tersebut dapat dikatakan bahwa motivasi dapat membuat siswa rajin mengerjakan soal dan latihan yang guru berikan, menyediakan waktu khusus untuk belajar, menggunakan waktu belajar tepat waktu, siap menjawab pertanyaan yang guru berikan dan tertarik dengan materi pelajaran

yang guru sampaikan. Terakhir, untuk analisis akhir dalam penelitian ini adalah uji korelasi antara Kecerdasan Buatan yang digunakan dengan motivasi belajar siswa, hal ini dapat dilihat pada tabel 3 di bawah ini:

Tabel 3. Korelasi AI dan Motivasi Siswa

Korelasi	Implementasi AI	Motivasi
Pearson Correlation	1	.969
Sig. (2-tailed)		.000
N	20	20
Pearson Correlation	.969	1
Sig. (2-tailed)	.000	
N	20	20

Melalui pemaparan tabel 3, dapat diketahui bahwa terdapat hubungan yang signifikan antara kecerdasan buatan (AI) dengan motivasi belajar siswa dengan p=,000. Ini menunjukkan bahwa nilai p lebih kecil dari nilai alfa 0,05. Terdapat hubungan yang signifikan antara kecerdasan buatan dengan motivasi belajar siswa dengan p =.000. Ini menunjukkan bahwa nilai p lebih kecil dari nilai alfa 0,05. Berdasarkan data yang telah dikumpulkan dan setelah diuji menggunakan program perhitungan statistik, ditemukan bahwa tingkat penggunaan kecerdasan buatan berada pada tingkat tinggi dengan skor rata-rata = 3,68 sedangkan motivasi belajar siswa berada pada tingkat yang sangat tinggi, yaitu meanscore = 4,65. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara penerapan kecerdasan buatan dalam proses pembelajaran dalam kelas khususnya di SMK Negeri 1 Rejotangan, Tulungagung dengan motivasi belajar siswa. Kesimpulannya, kecerdasan buatan memiliki hubungan atau dampak yang kuat dengan motivasi belajar siswa.

Penerapan kecerdasan buatan (AI) dalam proses pembelajaran membawa sejumlah manfaat signifikan bagi siswa. Berikut adalah beberapa manfaat utama AI dalam konteks pengajaran dan pembelajaran sejalan dengan (Edwards et al., 2019), (Ouyang et al., 2022), (Chatterjee & Bhattacharjee, 2020) Seperti: Personalisasi Pembelajaran: AI memungkinkan personalisasi pembelajaran yang lebih baik. Dengan analisis data yang canggih, AI dapat mengidentifikasi kekuatan dan kelemahan individu serta gaya belajar setiap siswa. Dengan informasi ini, AI dapat menyesuaikan materi pembelajaran, tingkat kesulitan, dan tempo sesuai dengan kebutuhan siswa, membantu mereka belajar lebih efektif. Selain itu, ada begitu banyak aplikasi AI untuk proses belajar mengajar menggunakan elemen gamifikasi, seperti poin, penghargaan, dan tantangan. Hal ini membuat pembelajaran lebih menyenangkan dan memotivasi siswa untuk terlibat aktif dalam pembelajaran. Kemampuan Belajar 24/7: AI tidak memiliki batasan waktu atau hari libur. Siswa dapat mengakses sumber belajar AI kapan saja dan di mana saja sesuai dengan jadwal mereka. Selain itu, Konsistensi Dalam Pengajaran: AI memberikan konsistensi dalam mengajar. Siswa mendapatkan materi pembelajaran yang seragam, umpan balik yang konsisten, dan pengalaman belajar serupa, tidak peduli kapan atau seberapa sering mereka mengaksesnya. Kemampuan untuk Menerapkan Pengetahuan: AI memungkinkan siswa untuk menerapkan pengetahuan mereka tentang pembelajaran dalam konteks kehidupan nyata. Misalnya, mereka dapat berlatih berbicara dengan chatbots, menerjemahkan teks, atau berinteraksi dengan AI dalam berbagai situasi sehari-hari. Mengatasi Keterbatasan Sumber Daya Manusia: Di banyak daerah, ketersediaan guru berpengalaman untuk mengajar mungkin terbatas. AI dapat membantu mengisi kesenjangan ini dengan menyediakan akses ke pembelajaran yang konsisten dan berkualitas.

Penggunaan kecerdasan buatan yang bervariasi, menarik, dan relevan dapat meningkatkan motivasi siswa, mendorong keterlibatan aktif dalam pembelajaran, dan menghasilkan hasil belajar yang lebih baik. Oleh karena itu, penting bagi pendidik dan pengembang kurikulum untuk mempertimbangkan penggunaan kecerdasan buatan yang tepat dalam merancang pengalaman belajar yang memotivasi dan efektif bagi siswa (Pelenkahu et al., 2023), (Liando et al., 2023), (Chiu & Chai, 2020). Namun, penting untuk diingat bahwa sementara AI memiliki banyak manfaat dalam proses pembelajaran, itu harus digunakan sebagai alat untuk pendidikan tradisional yang dipimpin

guru. Kombinasi kecerdasan buatan dan interaksi manusia dapat memberikan pengalaman belajar yang paling efektif dan menyeluruh bagi siswa. Selain itu, peran guru dalam mengawasi penggunaan AI dalam proses pembelajaran juga menjadi faktor terpenting. Guru yang mampu menggunakan/melaksanakan/mengawasi penggunaan AI secara efektif dapat meningkatkan daya tarik dan relevansi pembelajaran, serta memberikan umpan balik positif kepada siswa. Hal ini dapat meningkatkan kepuasan belajar siswa dan mendorong motivasi mereka untuk terus belajar dan mencapai hasil yang lebih baik.

Motivasi adalah faktor fundamental dalam proses pembelajaran. Siswa yang termotivasi lebih mungkin untuk terlibat aktif, bertahan dalam upaya belajar mereka, dan mencapai tingkat keterampilan yang lebih tinggi. Dengan munculnya AI, ada minat yang berkembang tentang bagaimana teknologi dapat memengaruhi motivasi di ruang kelas. Diskusi ini bertujuan untuk mengeksplorasi implikasi multifaset AI pada motivasi siswa. Sejalan dengan temuan penelitian ini, (Sandu & Gide, 2019), (Yilmaz & Karaoglan Yilmaz, 2023), (Qawaqneh et al., 2023) menggambarakan potensi positif AI dalam dunia Pendidikan, seperti: Gamification dan AI: Teknik gamification, bila dikombinasikan dengan AI, dapat mengubah proses pembelajaran menjadi pengalaman yang menarik dan menyenangkan. Algoritma AI dapat menyesuaikan kesulitan permainan berdasarkan kinerja individu, memastikan bahwa siswa terus ditantang pada tingkat yang sesuai, sehingga meningkatkan motivasi. Tantangan dan Masalah Etis: Meskipun AI memiliki potensi besar untuk memotivasi siswa, ada beberapa tantangan dan masalah etika yang perlu dipertimbangkan. Siswa mungkin menjadi terlalu bergantung pada AI, berpotensi mengurangi motivasi intrinsik mereka untuk belajar. Selain itu, masalah yang terkait dengan privasi data dan bias algoritmik harus ditangani untuk memastikan akses yang adil ke alat pendidikan berbasis AI. Peran Guru dalam pembelajaran yang Ditingkatkan AI di Kelas: Guru tetap menjadi bagian integral dari proses pembelajaran, bahkan di ruang kelas yang digerakkan oleh AI. Mereka harus beradaptasi dengan peran baru sebagai fasilitator, memberikan bimbingan dan dukungan sambil memanfaatkan alat AI untuk menciptakan lingkungan belajar yang lebih dinamis dan memotivasi.

Integrasi kecerdasan buatan (AI) ke dalam pendidikan telah menjadi perkembangan transformatif, dan memiliki implikasi yang sangat signifikan untuk proses belajar mengajar di bidang pendidikan. Selain itu, di bagian yang sama dari diskusi ini, kami menyelidiki bagaimana AI memengaruhi motivasi siswa, baik secara positif maupun negatif, dan apa artinya ini bagi masa depan pembelajaran di bidang pendidikan. Pengaruh Positif, sejalan dengan (Xia et al., 2022), (Zhai et al., 2021), (Pataranutaporn et al., 2022), (Lai, 2021): Personalisasi dan Adaptasi: Platform berbasis AI dapat menganalisis kinerja siswa secara individu dan menyesuaikan pelajaran dengan kebutuhan spesifik mereka. Personalisasi ini menumbuhkan rasa kemajuan, karena siswa dapat melihat peningkatan mereka, yang pada gilirannya memotivasi mereka untuk terus belajar. Umpan Balik Segera: AI dapat memberikan umpan balik instan tentang latihan pembelajaran, memperbaiki kesalahan, dan menawarkan saran untuk perbaikan. Penguatan langsung ini dapat meningkatkan kepercayaan diri dan motivasi siswa karena mereka melihat kesalahan mereka sebagai peluang untuk pertumbuhan. Gamification: Banyak aplikasi pembelajaran yang didukung AI menggabungkan elemen gamification, mengubah proses pembelajaran menjadi pengalaman yang lebih menarik dan menyenangkan. Poin, penghargaan, dan kompetisi dapat memotivasi siswa untuk menginvestasikan lebih banyak waktu dan upaya dalam studi mereka. Aksesibilitas: AI dapat menyediakan fitur aksesibilitas bagi siswa dengan kebutuhan khusus atau gaya belajar yang berbeda, memastikan bahwa peserta didik yang lebih luas dapat terlibat secara efektif. Inklusivitas ini dapat menumbuhkan rasa memiliki dan motivasi di antara populasi siswa yang beragam.

Sementara itu, (Wang & Wang, 2019), (Rodrigues et al., 2023), (Zawacki-Richter et al., 2019), (Chatterjee & Bhattacharjee, 2020) memberikan penjelasan mengenai pengaruh negatif, diantaranya: Overreliance pada AI: Meskipun AI dapat menjadi alat yang berharga, ada risiko bahwa siswa mungkin menjadi terlalu

bergantung padanya, mengabaikan metode tradisional dan interaksi manusia. Ketergantungan yang berlebihan ini dapat menghambat perkembangan pembelajaran, seperti komunikasi dan percakapan. Kehilangan Motivasi Intrinsik: Motivasi intrinsik, didorong oleh cinta belajar dan minat pribadi, sangat penting untuk keberhasilan belajar jangka panjang. Jika AI terlalu preskriptif atau mendominasi proses pembelajaran, itu mungkin mengurangi motivasi intrinsik siswa karena mereka merasa terdorong untuk mengikuti jalur yang telah ditentukan. Masalah Privasi Data: AI mengumpulkan sejumlah besar data tentang kebiasaan dan kemajuan belajar siswa. Kekhawatiran atas privasi dan keamanan data dapat menghalangi beberapa siswa untuk sepenuhnya terlibat dengan platform yang didukung AI, yang berpotensi memengaruhi motivasi mereka. Bias Algoritmik: Algoritma AI tidak kebal terhadap bias. Jika tidak dirancang dan dipantau dengan benar, mereka dapat melanggengkan stereotip atau mendukung kelompok tertentu, yang berpotensi menyebabkan demotivasi atau pelepasan di antara siswa yang terpinggirkan. Namun, melalui penelitian ini kami benar-benar memberikan tindakan penyeimbangan untuk implikasi AI baik positif maupun negatif, Balancing Act: Implikasi AI pada motivasi siswa adalah interaksi yang kompleks antara faktor positif dan negatif. Mencapai keseimbangan yang tepat antara AI dan interaksi manusia sangat penting. Guru dapat memainkan peran penting dalam memediasi keseimbangan ini, menawarkan bimbingan, dukungan, dan menumbuhkan rasa motivasi intrinsik yang tidak dapat diberikan oleh AI saja.

AI memiliki implikasi signifikan terhadap motivasi siswa. Meskipun menawarkan banyak manfaat seperti personalisasi, umpan balik langsung, dan gamifikasi, itu juga menimbulkan kekhawatiran tentang ketergantungan yang berlebihan, hilangnya motivasi intrinsik, privasi data, dan bias. Kuncinya terletak pada pemanfaatan AI sebagai alat pelengkap dalam proses pembelajaran pendidikan daripada pengganti keterlibatan manusia. Dengan demikian, kita dapat memaksimalkan dampak positif AI pada motivasi sambil mengurangi potensi kelemahannya, memastikan bahwa siswa menerima pengalaman belajar yang menyeluruh dan memotivasi. Seiring teknologi terus berkembang, penelitian berkelanjutan dan implementasi yang bijaksana akan sangat penting dalam mengoptimalkan implikasi ini untuk kepentingan pelajar di seluruh dunia.

KESIMPULAN

Dalam lanskap pendidikan kontemporer, integrasi Artificial Intelligence (AI) ke dalam proses belajar mengajar di lassroom telah melahirkan banyak implikasi, baik positif maupun menantang, sehubungan dengan motivasi siswa. Penelitian ini telah menerangi beberapa takeaways kunci mengenai hubungan dinamis antara AI dan motivasi siswa. Mencapai keseimbangan antara AI dan interaksi manusia dalam interaksi kelas sebagai bagian dari proses belajar mengajar. Pendidik memainkan peran penting dalam memediasi keseimbangan ini, menawarkan bimbingan, dukungan, dan memelihara motivasi intrinsik. Dengan mengintegrasikan AI secara hati-hati sebagai alat pelengkap daripada pengganti keterlibatan manusia, kita dapat memaksimalkan dampak positifnya pada motivasi sambil mengurangi potensi kelemahan. Kesimpulannya, implikasi AI dalam proses pembelajaran untuk motivasi siswa beragam. Sementara AI menawarkan banyak manfaat, termasuk personalisasi, umpan balik langsung, dan gamifikasi, secara bersamaan menimbulkan kekhawatiran tentang ketergantungan yang berlebihan, hilangnya motivasi intrinsik, privasi data, dan bias. Saat kita bergerak maju, penting untuk terus meneliti, bereksperimen, dan menyempurnakan implementasi AI di bidang pendidikan. Pendekatan yang bijaksana dan seimbang akan memungkinkan kami memanfaatkan potensi AI untuk meningkatkan motivasi siswa dan memberi mereka pengalaman belajar yang komprehensif dan memotivasi. Pada akhirnya, sinergi antara AI dan panduan manusia ini sangat menjanjikan untuk masa depan bidang pendidikan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7026

DEVELOPMENT OF CLASSPOINT-BASED LEARNING EVALUATION TOOLS TO INCREASE MOTIVATION AND LEARNING OUTCOMES IN SOCIAL SCIENCES SUBJECTS

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Abstract

This research aims to produce a classpoint-based evaluation tool that is feasible, effective and interesting to increase motivation and learning outcomes for class VII social studies at SMPN 1 Kudu Jombang. This research uses the Dick and Carey development model. Analysis of feasibility and attractiveness uses the calculation of the average value (mean) for each indicator, gain score to determine the level of effectiveness, and paired t-test analysis to determine the significance of the difference between motivation and student learning outcomes before and after using the evaluation tool based on Classpoint. The respondents in this research were 28 people from class VIIA as the trial class. The classpoint-based evaluation tool developed was declared very suitable for use in learning based on material expert validation and learning evaluation. The results of pre-test and post-test calculations also show high effectiveness. Empirical verification using a correlated t-test obtained a 2-tailed significance value of 0.00. This shows a significant influence on the motivation and learning outcomes of class VII students at SMPN 1 Kudu Jombangbefore and after using the classpoint-based evaluation tool.

Keywords: Evaluation tools, class points, motivation, learning outcomes

INTRODUCTION

Evaluation is a key stage to obtain accurate information about the success of the learning process and the obstacles faced. Merten & Wilson in Lagantondo et al. (2023) states that one of the objectives of evaluation is to measure the level of success of a program that has been implemented. This statement is supported by opinionArikunto (2018) that one of the functions of evaluation is to find out the extent to which a program has been successfully implemented.

One important factor in achieving success in the learning process is motivation. Students will achieve maximum success if they have high learning motivation. According to Elvira et al. (2023)Learning motivation is the drive or energy within a person to learn and change his behavior in such a way that the learning goal is achieved. So motivation is very necessary to arouse students' enthusiasm for learning so that learning activities can run well. The definition of learning motivation according to Sardiman in Setiyaningsih & Sunarso (2020) is the overall driving force within the student which gives rise to learning activities, ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

Many things cause low student motivation to learn, one of which is the use of evaluation tools that are monotonous and less interesting. The impact of this is low student learning outcomes. Observations at SMPN 1 Kudu Jombang support this statement. The observation results show that the completeness data on student learning outcomes is 13.55%. Findings Nadhliroh & Prasetyaningtyas (2018)also stated that one of the causes of low student motivation and learning outcomes is the use of monotonous and uninteresting evaluation methods and tools. For this reason, it is necessary to develop interesting learning evaluation tools, one of which is a classpoint-based learning evaluation tool.

*Classpoint*is an application that can be used by teachers to create quizzes in the teaching and learning process, and students can answer more interesting questions with multiple choice questions, short answers, word clouds, slide drawing, competition mode, and many more (Kurniawan & Ika Yatri, 2022;Wao et al, 2022; Fitriana, 2023). By using classpoint, the learning and evaluation process carried out by teachers is expected to become more interesting and can increase student motivation and learning outcomes in following a series of learning processes. As explained byKurniawan & Ika Yatri (2022) which states that Classpoint can make it easier for teachers to make evaluations more interesting and interactive so that it can increase student learning motivation and have a direct impact on improving student learning outcomes.

This research aims to produce a classroom-based evaluation tool that is feasible, effective and interesting to increase motivation and learning outcomes in social studies subjects in class VII SMPN 1 Kudu Jombang.Arikunto (2018) states that the evaluation tools developed must be feasible, effective and efficient to obtain good results in accordance with the reality being evaluated. Besides that Nabilah & Subroto (2021) stated that interesting evaluation tools make students more active, interactive, and serious in participating in the evaluation process.

The novelty of this research is what differentiates it from several previous studies (Kurniawan & Ika Yatri 2022; Fitriana, 2023; Setiyanto, 2023; Sundari & Muhlis., 2021; Wao et al., 2022) is the development of an evaluation tool tested directly in the classroom on social studies material at junior high school level which uses an independent curriculum, and the variables influenced are motivation and learning outcomes.

Considering the various descriptions above, researchers need to develop learning-based evaluation tools to increase motivation and learning outcomes in class VII social studies subjects at SMPN 1 Kudu Jombang.

METHOD

This research is development research using the Dick and Carey development model where there are ten stages, namely a) goal and needs analysis, b) learning analysis, c) learner and context analysis, d) formulating performance goals, e) developing instruments, f) developing learning strategies, g) developing and selecting learning materials, h) designing and conducting formative evaluations, i) carrying out revisions, and j) Summative evaluation (Setyosari, 2020). The population in this study were all class VII students, while the sample was class VII A of SMPN 1 Kudu Jombang. The sampling technique used is simple random sampling because the population is homogeneous (Sugiyono, 2019). The instrument used to collect data in this research was a questionnaire with a Likert measurement scale.

Analysis of feasibility and attractiveness uses the calculation of the average value (mean) for each indicator according to the feasibility analysis technique of the Mardapi evaluation tool in Handayani (2021). The calculation results criteria are presented in the following table.

Table 1. Categories of expert validation score values

Score	Score Range	Category
4	$X \geq 3.0$	SL (Very Decent)
3	$3.0 > X \geq 2.5$	L (Decent)
2	$2.5 > X \geq 2.0$	KL (Less Appropriate)
1	$X < 2.0$	TL (Not Eligible)

The level of effectiveness and feasibility of the evaluation tool developed was analyzed using the gain score calculation according to Hake in Nurhairunnisah & Sujarwo (2018). Based on the calculations carried out, the criteria are obtained as in the following table.

Table 4.14 Interpretation of Gain Score

No	Value (g)	Classification
1	(N-gain) ≥ 0.7	Tall
2	0.7 > (N-gain) ≥ 0.3	Currently
3	(N-gain) < 0.3	Low

The influence of the developed evaluation tool on motivation and learning outcomes was analyzed using paired t-tests. Where the difference between the old and new systems is said to be significant if the 2-tailed significance value is <0.05 (Ghozali, 2020). Testing the paired t-test analysis in this study used SPSS 24

statistical software.

RESULTS AND DISCUSSION

Results

The research results presented are in the form of analysis of the needs for developing classpoint-based evaluation tools, expert validation results, effectiveness results, and the influence of the evaluation tools developed on motivation and learning outcomes.

Needs Analysis

Data on teachers' needs for developing classpoint-based evaluation tools was obtained from a questionnaire given to teachers teaching social studies at SMP Negeri 1 Kudu Jombang. Likewise, data on student needs for the development of classpoint-based evaluation tools was also obtained from a questionnaire given to class VII students at SMPN 1 Kudu Jombang.

The results of the questionnaire given to class VII students showed that 20.96% of students stated that they strongly agreed with the development of classpoint-based learning evaluation tools, 71.26% of students stated that they agreed, 7.78% of students stated that they did not agree and no students stated that strongly disagree. Data from the questionnaire given to teachers showed that 33.33% said they strongly agreed, while 66.67% said they agreed with the development of classpoint-based learning evaluation tools.

Based on the analysis of student and teacher needs regarding the development of classpoint-based evaluation tools, a conclusion can be drawn that the development of classpoint-based evaluation tools is needed by the majority of students and teachers in social studies learning at SMP Negeri 1 Kudu Jombang.

Material Expert Validation

The data presented comes from a material expert validation questionnaire that has been prepared by the researcher. The material expert validation questionnaire contains validation questions about the material used in the test, question construction, language and culture contained in the questions. From this instrument, expert suggestions will be obtained whether the evaluation tool developed is suitable for use without revision or is suitable for use but revised first.

The research results show that the material aspect received a score of 95%, this means that the material tested in the learning evaluation tool is in accordance with the learning objectives. Meanwhile, the question construct got a score of 92.5%, which shows that the question is able to measure the material according to the objectives to be achieved. The results of the language and culture study obtained a score of 100%, which shows that the use of language is in accordance with specified rules and does not cause errors in understanding the questions.

The results of the analysis of all questionnaire scores showed that the average score value (X) was 3.89. This means that the evaluation tool developed is very suitable for use in the learning process.

Learning Evaluation Expert Validation

The data presented is the result of filling out a questionnaire conducted by a learning evaluation expert. Based on the analysis of the results of the learning evaluation expert validation questionnaire, an average score of 3.70 was obtained, which means that the evaluation tool is very suitable for use in the learning process.

Apart from analysis using the average questionnaire score, the feasibility of the evaluation tool developed is also seen through the validity and reliability of the questions used.Haryanto (2020) believes that a good measuring instrument must have two criteria, namely high validity and reliability. Validity means the accuracy and accuracy of the results of the measuring instrument in accordance with the size of the symptoms being measured. Meanwhile, reliability is the level of consistency if a test instrument is used to measure the same group at different times.

The validity and reliability of the questions used were analyzed using SPSS 24. The results of the reliability calculations are displayed in the following table

Table 2. Reliability Calculation Results

Reliability Statistics

Cronbach's Alpha	N of Items
0.698	10

Based on the results of the analysis using the product moment formula, the results showed that the 10 questions used in the pretest showed that all of the questions were valid. Meanwhile, the results of the reliability test stated that the Cronbach's Alpha value was 0.698 > 0.6, which means that the questions used in developing this classpoint-based evaluation tool had reliable criteria. This is in accordance with opinionGhozali (2020) shows that Cronbach's Alpha is acceptable if > 0.6.

Effectiveness Analysis

The data presented comes from pre-test and post-test questions prepared by researchers, consisting of questions to determine students' understanding before and after carrying out learning evaluations using classpoint-based evaluation tools.

In research conducted in class VIIA, which was attended by 28 students, it was found that an average score of 60 was obtained in the pre-test, while in the post-test the average was 89.39. These data show that during the pre-test the number of students who achieved the criteria for completing the learning objectives (KKTP) was 7 people (25%) while in the post-test the number of students who achieved the criteria for completing the learning objectives (KKTP) was 24 people (85.7%).

Based on the results of the gain score calculation, the gain value (g) is 0.73, so it can be interpreted that the level of effectiveness of the classpoint-based evaluation tool is high. This means that classpoint-based evaluation tools are very effectively applied in the learning process.

The results of the study show that the effectiveness of the classpoint-based evaluation tool is due to increased student motivation in participating in learning evaluations. Challenging and fun evaluation tools make students more enthusiastic in working on evaluation questions. Star appearances, correct answers and student rankings cause students to try to prepare themselves as best as possible in order to get lots of stars. Pleasant evaluation conditions will result in the emergence of a school environment that is comfortable for students to carry out learning and evaluation activities.Soraya & Alizza (2023) states that a comfortable and enjoyable school environment can increase students' interest in participating in learning and the evaluation process, so that student learning outcomes can improve.

The effectiveness of this classpoint-based evaluation tool needs to be balanced with the teacher's astuteness in allocating the right time for each question category. A long time will make students bored so that the element of challenge contained in this classpoint-based evaluation tool will be lost. Meanwhile, too fast a time will make students panic which will ultimately reduce their motivation in working on questions. According toNabilah & Subroto (2021) time restrictions carried out appropriately by teachers can increase students' sense of competition in working on evaluation questions.

Attractiveness Analysis

The attractiveness test data comes from a questionnaire that has been prepared by researchers consisting of scores for each point assessed. Providing questionnaires to students is carried out via the Googleform application. The research results show that in the aspect of use, 89% of students stated that the evaluation tool was easy to use. In terms of appearance, 83% of students stated that the classpoint-based evaluation tool looked attractive. Meanwhile, in the aspect of attractiveness, 88% of students stated that overall the Classpoint-based evaluation tool was interesting to use in learning.

Based on the results of the analysis, the average score was 3.48. This means that the level of attractiveness of the evaluation tool developed is "very feasible". So it can be said that the evaluation tool developed is very suitable for use in the learning process.

The attractiveness of this evaluation tool development product lies in Classpoint's ability to create a competitive atmosphere in the evaluation activities being carried out by students. In this application students will see the number of stars they get when they answer a question correctly. Apart from that, students also

get certain points for each question they do correctly so that there is a feeling of pride or success when students can do a question correctly. This is in accordance with the opinion of Nabilah & Subroto (2021) that challenging evaluation tools are very good to use to support the learning process.

Apart from the strengths of the classpoint-based evaluation tool above, it is also necessary to pay attention to several weaknesses of this classpoint-based evaluation tool. The first weakness is students' mastery in conducting evaluations using Classpoint-based evaluation tools. To overcome this, students are first introduced to Classpoint. They were invited to practice several times to get used to the claapoint application, so that when the post-test was carried out the students were fluent in using the evaluation tool. According toAini (2019) The application of interactive evaluation tools will not work well if there are still many students who are unfamiliar with these evaluation tools.

Another weakness that must be anticipated by users of evaluation tools is accuracy in setting the length of time to work on each question. If the time to work on questions is too long, the element of challenge in the evaluation tool will disappear, so that students do not feel competitive. On the other hand, if too little time is given, students will not have the opportunity to think well when working on the problem. Nabilah & Subroto (2021) states that time restrictions carried out appropriately by teachers can increase students' sense of competition in working on evaluation questions.

Another problem that can arise in order to increase the attractiveness of Classpoint-based evaluation tools is the stability of internet access in the school environment. As an internet-based application, the smoothness and attractiveness of the Claspoint-based evaluation tool is very dependent on the stability of internet access when carrying out evaluation activities. Unstable internet access causes the display of questions on students' cellphones to experience delays. Nabilah & Subroto (2021) stated that interactive evaluation tools really need stable internet access to be implemented well and to provide effective results.

Analysis of Influence on Motivation

Student motivation data was obtained by giving motivation questionnaires to students before and after using the classpoint-based evaluation tool. The research results can be described that before using the classpoint-based evaluation tool there were still 21.4% of students whose motivation was not good, while 78.6% of students had good and very good motivation. After using Classpoint, there were no students with less than good motivation, all of them had good and very good motivation.

Analysis of the questionnaire results using the gain score obtained a gain value (g) of 0.49, which states that the influence of the Classpoint-based evaluation tool on student motivation is in the medium category. Further proof of the influence of the developed evaluation tool was carried out empirically using paired t-tests in SPSS 24. The test results obtained a 2-tailed significance value of 0.00<0.05 indicating that there was a significant difference between motivation before and after using the classpoint-based evaluation tool. . This shows that there is a significant influence on the differences in treatment given.

The influence of classpoint-based evaluation tools on motivation occurs because of the ability of this application to create interesting activities for students during learning activities. This causes students to feel happy following the learning process and the evaluation carried out. According to Uno in Nasrah & Muafiah (2020) interesting activities such as simulations or games make the learning process meaningful, which will always be remembered and understood. Having these interesting activities can also motivate and excite students to learn so that students become active in class.

What teachers must pay attention to so that the product's strength in creating enjoyable learning activities is maintained is the smoothness of the classpoint-based evaluation tool when used. When the evaluation tool runs smoothly, student motivation in participating in learning activities will also remain high. But when problems occur, students will experience various pressures that make them panic so that their motivation decreases. Therefore, teachers

must first simulate the classpoint-based evaluation tool before implementing it. This is in accordance with opinion Aini (2019) that the application of interactive evaluation tools will not work well if there are still many students who are unfamiliar with these evaluation tools.

Another weakness that may arise and must be anticipated when using Classpoint-based evaluation tools is the smoothness of the internet connection. This is because classpoint-based evaluation tools are more suitable when used online via the internet network. An internet network that is less stable means questions cannot be done well, which can ultimately reduce students' interest in learning. This is in accordance with the research results Yustina & Havifah Cahyo Khosiyono (2023) which states that if the internet signal is unstable then the questions cannot be read properly, this causes students to become mentally disturbed, they are afraid of being left behind with their friends, thus affecting students' learning motivation to decrease.

Analysis of the Influence on Learning Outcomes

Data on student learning outcomes were obtained from post-test and pre-test results. The results of the research explain that before using the classpoint-based evaluation tool, there were still 39.3% of students whose learning outcomes had not been completed, while 70.7% of students had completed it. The results of the analysis using the gain score obtained a gain value (g) of 0.73 so that it can be interpreted that the level of effectiveness of the classpoint-based evaluation tool is high.

Empirical proof of the effect of using Classpoint-based evaluation tools on improving student learning outcomes was carried out using statistical tests using the paired t-test via the SPSS 24 application. pretest and posttest. These two analyzes show that the developed classpoint-based evaluation tool is very effective in the learning process.

The strength of classpoint-based tools in improving student learning outcomes lies in the ability of classpoint-based evaluation tools to increase student interest and motivation in learning, so that ultimately student learning outcomes also increase. This is in accordance with opinion Hassan (2023) that one of the factors that influences the learning outcomes achieved by students is motivation, interest and attention.

The weakness of the classroom-based evaluation tool in improving learning outcomes occurs when students do not master the application in evaluation activities. Therefore, teachers must introduce and simulate this classpoint-based evaluation tool first before using it in learning activities. This is in accordance with opinion Aini (2019) that the application of interactive evaluation tools will not work well if there are still many students who are unfamiliar with these evaluation tools.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The classpoint-based evaluation tool developed was declared very suitable for use in learning based on the material expert validation score of 3.70 with a percentage of 9.25% and the very feasible category. Based on the learning evaluation expert validation score of 3.70, the percentage was 9.25% and the category very worthy. The results of pre-test and post-test calculations also show high effectiveness. Based on the calculation results, the gain value (g) is 0.73 with high criteria. Empirical verification using a correlated t-test obtained a 2-tailed significance value of 0.00. Based on this, it can be concluded that the classpoint-based evaluation tool developed is suitable for use and has a significant effect on the motivation and learning outcomes of class VII students at SMPN 1 Kudu Jombang.

Suggestion

The use of classpoint-based evaluation tools should be adjusted to the condition of school facilities and infrastructure. Although this classpoint-based evaluation tool has been proven to increase student motivation and learning outcomes, smooth internet access is also an important support in using this evaluation tool. This is because the Classpoint application was basically developed for online use. Teachers can modify the use of this evaluation tool by using a projector in front of

the class for offline use.

Further development of this product needs to be carried out for use in other subjects. This development is needed so that classpoint can be used more widely for all subjects. Each subject has different characteristics and approaches according to its character, therefore development is needed in terms of material/content.

Furthermore, in terms of the appearance and ease of use of the classpoint-based evaluation tool, it is necessary to develop question features that are more attractive to students both in terms of the images used and in terms of color selection. It is also necessary to develop the use of this classpoint-based evaluation tool offline so that schools whose internet networks are less stable can still use this classpoint-based evaluation tool.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6885

THE EFFORTS TO EDUCATE AND IMPLEMENT POLICIES ON LICENSING AND NOTIFICATION OF COMMUNITY ACTIVITIES IN ENGKADU VILLAGE TO THE NGABANG SECTOR POLICE, LANDAK REGENCY

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Abstract

This study aims to educate and implement policies on licensing and notification of community activities in Engkadu Village, which is located in the jurisdiction of the Ngabang Police Sector, Landak Regency. The method used is qualitative descriptive. In this context, education is directed at increasing public understanding of the importance of licensing and notification as part of the implementation of public security and order. Policy implementation is carried out through direct socialization, dissemination of written information, and training for village officials and community leaders. The results of the study indicate that with increased understanding and active involvement of the community, the licensing and notification process can run more effectively and efficiently. This study also found obstacles such as limited resources and low legal literacy among the community, so a more intensive and sustainable educational approach is needed. Recommendations given include the need for collaboration between the police, village government, and educational institutions to create a more integrated and responsive system to community needs in terms of licensing and notification of activities.

Keywords: Education, Licensing, Activity Notification, Police

INTRODUCTION

The police are a government agency or institution tasked with maintaining public order and security, enforcing the law, and protecting and serving the community. The main functions of the police include preventing and combating crime, investigating and prosecuting criminal acts, and providing assistance to the community in emergency situations. The Indonesian National Police (Polri) is a state institution tasked with maintaining public order and security, enforcing the law, providing protection, patronage, and services to the community throughout Indonesia. Based on Law of the Republic of Indonesia Number 2 of 2002, Article 1 paragraph (3) concerning the Indonesian National Police, which states that the Indonesian National Police Officer is a member of the Indonesian National Police who, based on the law, has general police authority. Furthermore, Law of the Republic of Indonesia Number 2 of 2002, Article 5 paragraph (1) concerning the Indonesian National Police states that the Indonesian National Police is a state apparatus that plays a role in maintaining public order and security, enforcing the law or and providing protection, patronage, and services to the community in order to maintain domestic security.

Public security and order (Kamtibmas) is one of the important pillars in creating a safe and conducive environment for community life. In Indonesia, the responsibility for maintaining Kamtibmas lies not only with the community itself, but also with law enforcement officers, especially the police. The police as the front guard in law enforcement have an important role in supervising and regulating various community activities, including in terms of licensing and notification of activities that can affect security and order.

The Ngabang Police in Landak Regency, West Kalimantan, is one of the institutions that plays an active role in this effort. Considering the heterogeneous conditions of the area and the

potential for various conflicts, the Ngabang Police implement various policies related to licensing and notification of community activities. This policy aims to ensure that every activity carried out by the community runs in accordance with existing provisions and does not disrupt public order. Education regarding licensing and notification policies for community activities is one of the main focuses of the Ngabang Police. This is important to ensure that the community understands the procedures and the importance of compliance with established regulations. Through ongoing education, it is hoped that the community will not only obey the law, but will also be able to cooperate with the police in creating a safe and orderly environment. Education is a process of teaching and learning activities that aims to develop knowledge, skills, attitudes, and values in a person through various learning methods and experiences. Atmojo in Kamariani (2023) states that education is education which means an effort planned by someone to be able to influence other people, both individuals and groups. Education is any state of change in attitude and behavior of a person or group in an effort to mature themselves through a learning and training system (Gunawan, 2021). Education is any state of change in attitude and behavior of a person or group in an effort to mature themselves through a learning and training system. Education does not only occur in formal environments such as schools and universities, but also in informal contexts such as families, communities, and workplaces. The main goal of education is to help individuals become more competent, responsible, and able to contribute positively to society (Gunawan, 2021).

Meanwhile, Policy comes from the Greek word "polis," which means city. The concept of policy is related to the idea of managing an organization (Kiwang et al., 2014). In addition, policy also refers to formal activities carried out by institutions, especially the government, with the aim of achieving predetermined goals (Fatkuroji, 2017). Policy can also be understood as a decision issued by the government for the community and applies generally (Nasarudin, 2016). The policy of granting permits for community activities is carried out by the government and the Indonesian National Police. Permits granted by the police to the community include sales permits, crowd permits, and permits and requests for escorts. These types of permits are related to police policies in protecting the community. The policy of licensing and notification of community activities by the police aims to ensure responsibility for public security and order (Chief of Police No. Pol. JUKLAK / 28 / IV / II / 1491 and Chief of Police No. Pol. JUKLAK / 02 / XIII / 1995).

Community activities are very diverse according to the goals to be achieved. Every activity that requires a permit from the police must follow the licensing procedures that have been established as part of an effort to maintain administrative order. The relationship between administrative order and granting permits for community activities is a relationship that includes supervision and control. Usually, one permit is issued for one activity, but there are still people who use one permit for various activities, so that the granting of permits becomes more limited and is accompanied by letters of statement from the village or sub-district head.

In line with this, police policies on licensing and notification of community activities are very important work to be improved in order to realize security. This is because the police's job is to maintain and guarantee security in the community environment, which also includes the security of the nation and state. Granting permits based on policies is carried out in accordance with the procedures set by the police to grant permits to community activities. However, the policies set often make the licensing process difficult for the community, because various supporting documents and clear identities are required. The strict bureaucracy in this licensing gives rise to new policies that simplify the licensing process. Challenges in managing permits at the police include the time of application, completeness of documents, and queuing procedures that must be followed to obtain permits and notification of community activities. Many residents do not want to follow the queuing procedures in licensing or do not want to wait long at the police station to get permits and notification of activities.

Police work procedures for granting permits and notification of community activities have been

established nationally and implemented in every police station, including the Ngabang Police Sector Office, Landak Regency. Therefore, police officers in the administration section have the task of issuing permits that are directly known by their superiors, in this case the Police Chief. Errors in granting permits can have an impact on the continuity of community activities, causing activities to take place without a permit or delays until a permit is obtained.

Based on the results of field observations and interviews conducted by researchers on Wednesday, May 1, 2024 in Engkadu Village, Ngabang District, Landak Regency, researchers found that: many people in the community who claim to be youth, residents, or other groups that have organized public activities in the form of wedding parties, music concerts, competitions, cultural activities and other activities do not have a crowd permit or the organizing committee does not provide notification and permits for activities verbally or in writing to the local police. This can be explained if a public activity that does not have a permit, then automatically the authorities in this case the local police do not know and cannot supervise and control when the activity is taking place so that the potential for violations of public order such as noise, alcohol consumption, and other detrimental actions can occur. Not only that, activities that do not have a public crowd permit usually do not follow the required safety and health standards so that they can endanger the health of residents attending the event, especially if an accident or fire occurs.

Therefore, education regarding licensing and notification policies for community activities is one of the main priorities of the Ngabang Police. This aims to ensure that the community understands the applicable procedures and the importance of complying with the established rules. Through continuous education, it is hoped that the community will not only obey the law, but can also cooperate with the police in creating a safe and orderly environment. This study will examine the implementation of education related to licensing and notification policies for community activities by the Ngabang Police, Landak Regency. This study will highlight how the policy is implemented, the challenges faced, and the impacts felt by the community in efforts to maintain security and order in the area.

METHOD

The research method used is a qualitative method with descriptive analysis techniques. The approach used in this study is normative juridical and sociological juridical. This type of research is descriptive empirical legal research. Empirical legal research is conducted by examining library materials which are secondary data also called library legal research. The normative juridical approach used is an inventory of positive law in the form of laws and regulations and draft laws and regulations as well as international legal instruments that are hard law and soft law. empirical legal research is legal research using primary data. This research was conducted by examining the implementation of the secondary data that has been collected. Then the primary data is collected and the agencies and parties related to the problem being studied. According to Sugiyono (2020:9) the qualitative research method is a research method used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. This research was conducted in the Public Relations Division of the Ngabang Police Sector, Landak Regency. Data acquisition refers to Cooper and Emory, (1999:94), that Data according to its source consists of primary data and secondary data. Data in this study were obtained through interviews, Observation Results and document reviews in the form of historical records that have been arranged in archives (documentary data) that are published and unpublished. The data analysis technique uses qualitative descriptive analysis (Miles and Huberman, 1994:218). Furthermore, conclusions are drawn up based on data reduction, interpellation and presentation that have been carried out at each previous stage in line with the mechanism of inductive thinking logic, so that drawing conclusions will start from specific things (specific) to the formulation of conclusions

that are general in nature (generals).

RESULTS AND DISCUSSION

RESULTS

Based on the provisions of Law Number 2 of 2002 concerning the Indonesian National Police, it is necessary to stipulate Government Regulations concerning Procedures for Licensing and Supervision of Public Crowd Activities, Other Community Activities, and Notification of Political Activities. Crowd permits are intended to maintain a conducive atmosphere for all parties. The smooth running of a crowd event must be supported by appropriate security preparations. Granting permits is considered with the risks that may arise, the readiness of the quantity of personnel, facilities and infrastructure of the Police to anticipate them. This research is located in the Ngabang Police Sector Area. Ngabang Police Sector is one of the Police Sector in the Landak Police Sector of the West Kalimantan Regional Police, of the 10 existing Police Sector, Ngabang Police Sector is a Police Sector with an Urban Type related to its Legal Area consisting of 2 Districts, namely Ngabang District consisting of 19 Villages and Jelimpo District consisting of 13 Villages.

Based on the results of an interview with a member of the Ngabang Police, Landak Regency, Bripka Suyono Hermanto as the Bhabinkamtibmas of Engkadu Village regarding the Implementation of Police Policies Regarding Community Activity Permits and Notification of Community Activities in the Ngabang Police Area, there are several provisions and obstacles that occur when taking care of community activity permits. "In every large or small event, if it is a crowded event, a permit is required in advance, because if the event can disturb the comfort of local residents, cause traffic jams, we from the police can help to secure the area," said Bripka Suyono Hermanto in an interview in May 2024 in the Ngabang District Police Area, Landak Regency. "This community activity permit is also used to reduce chaos due to the large number of security officers who condition the surrounding activities," added Bripka Suyono Hermanto. In the interview, it was explained that community activity permits are not only for entertainment activities, but also social, religious and other activities that cause crowds. There are several obstacles in conducting this research such as limited resources and low legal literacy among the community, so a more intensive and sustainable educational approach is needed. With increasing understanding and active involvement of the community, it is hoped that the licensing and notification process can run more effectively and efficiently. In implementing police policies regarding licensing of community activities, administrative completeness that has been determined by the police is required.

Based on an interview with one of the applicants for a permit and notification of community activities from the Ngabang Police Area in May 2024, the applicant stated that, "Applications for permits submitted to the police must be written. We often get reprimands regarding the applications submitted. I once submitted a letter of application for security for a party event, but the contents of the letter were rejected and replaced with the format provided by the police. According to them, there was language in the letter that needed to be corrected so that the crowd permit could be obtained. Because the letter was submitted in an urgent and untimely manner, they responded with repressive action without issuing a permit. Another interview with an officer from the operational section of the Ngabang Police Area on the same date, revealed that, "Permit services at the Ngabang Police Area are open and do not discriminate between one community and another or between one permit and another. We try to serve the community well. Indeed, there are some of our colleagues who are firm or not good at communicating, but that is a difference in attitude and behavior from each individual. From the two interviews, it can be concluded that good communication is very necessary to build a cooperative relationship between the community who need permits and the police who have the responsibility and authority in carrying out security duties in the Ngabang Police Area.

DISCUSSION

The implementation of a form of crowd activity such as a music event, food festival and others, public entertainment, then the organizer of the public crowd activity must have a permit. The

permit is called a crowd permit issued by the Indonesian National Police, Article 15 Paragraph (2) letter a which states "The Indonesian National Police in accordance with other laws and regulations has the authority to grant permits and supervise public crowd activities and other community activities". The establishment of the authority of the Police Operations Section in following up on crowd permits is in accordance with the mandate of Law No. 2 of 2002 concerning the Indonesian National Police that the police have the authority to grant permits and supervise public crowd activities and other community activities. The granting of crowd permits is carried out and issued by the Security Intelligence Unit at the Police with the conditions that have been stipulated in the Chief of Police Field Instructions No. Pol. 02/XII/1995 concerning permits and notification of community activities. Police members in carrying out their duties must be based on instructions from their leaders in the form of a Letter of Command (Sprin) which is known by the local Police Chief so that the actions of police members can be accounted for (Achmad, 2016).

Communication is related to how policies are conveyed to organizations or the public. Every policy implementer needs communication to understand the tasks that must be carried out. According to Arifin (2005:34), "communication is the process of conveying information, ideas, skills, regulations, and others through certain means to the parties entitled to receive them. In the policy communication process, there are three important aspects discussed, namely transmission, consistency, and clarity. The first factor that supports policy implementation is transmission, where officials who implement the policy must be aware that a decision has been made and an order to implement it has been issued. The second factor is clarity, which means that policy implementation instructions must not only be received by policy implementers, but must also be clear. The third factor is consistency, where for policy implementation to be effective, implementation orders must be consistent and clear. Communication in granting permits aims to ensure uniformity in licensing, prevent deviations, and provide clear guidelines. In the supervision, control, and security of commercial explosives, it is important to pay attention to the principles of safety and security, order and compliance, and legalization (Adhelia, R., Hafidz, M. & Ahmad, K., 2021).

According to an interview with a police officer in the operational section of the Ngabang Police Area, communication is an act of speaking that makes it easier for them to obtain significant information from applicants, to ensure uniformity in licensing, prevent deviations, and provide clear guidelines. They also strive to carry out supervision, control, and security of commercial activities by paying attention to the principles of safety, security, order, compliance, and legalization. This is in line with the functions and duties of the police to the nation and state, including the community in the Ngabang Police Area. Therefore, communication plays an important role in helping the police obtain the latest information regarding the objectives of community activities, (Anshar, R.U & Setiyono, (2020).

As state administrators, the police have a responsibility to the community. The function of the police is to run the country in accordance with its authority, which is the basis for making and determining policies. The role of the police is very important in solving problems in the community, which can be resolved through policies set to improve security. This is in accordance with the JUKLAP KAPOLRI No.Pol: Juklap / 02 / XIII / 1995 dated December 29, 1995 which has differences with the JUKLAK Kapolri No.Pol. Juklak / 28 / VIII / 1991 concerning the implementation of permits. The 1991 JUKLAK states that an activity that requires a permit can be disbanded by the authorities if there are deviations in its implementation and the committee does not heed warnings from members of the Police. The police policy regarding permits granted to the community shows that the policy is full of risks, where the police are responsible for security through permits granted to the community. The implementation of permits and notification of community activities aims to create a sense of security in the implementation of the intended event. This study found that communication carried out by the police to the public includes

various aspects related to licensing objectives, and this study also found that the most frequently served permits were crowd permits, exhibitions, and escorts, (Hasibuan, F.L., Melisa & Novel, 2021).

Meanwhile, based on an interview with an officer from the Public Relations Division of the Ngabang Police, it was explained that granting dispositions to permit applications was not easy. The Police Chief would call them to ask for an explanation regarding the issuance of permits, and after that they would receive work orders with various dispositions. Sometimes the application was rejected, and at other times further action was taken. If the information they provided was deemed inadequate to grant a permit, then the application would be rejected. Conversely, if the results of the discussion indicated that the application was worthy of being granted a permit, then further dispositions would be given. All of these decisions go back to the Police Chief as the person in charge of the Ngabang Police work area. Related to the desire of the implementers to complete the policy, disposition plays an important role in maintaining consistency between the objectives set by the policy makers and the policy implementers. This includes attitude, willingness, and a strong commitment to completing the policy. Research findings from the Harvard School of Business show that 85% of the determining factor for success is attitude (Atmosoeprapto, 2002: 139).

CONCLUSION AND SUGGESTIONS

By increasing community understanding and active involvement, the licensing and notification process will not only become more effective and efficient, but will also support the creation of a more orderly and safe environment. To achieve this, existing challenges, such as limited resources and low legal literacy, must be overcome through an intensive, sustainable educational approach that involves various stakeholders. Only then can the licensing and notification process run smoothly and benefit the entire community. The licensing and notification policy for community activities is implemented by (a) Providing a notification receipt letter (b) Coordinating with the person in charge of delivering opinions in Public (c) Coordinating with the leadership, agencies/institutions that are the destination for the delivery of opinions (d) Preparing security for the location and route taken. (e) Responsible for protecting participants in the delivery of opinions in public (f) Responsible for organizing security. Recommendations given include the need for collaboration between the police, village government, and educational institutions to create a more integrated and responsive system to the needs of the community in terms of licensing and notification of activities.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6970

RELIGIOUS VALUES IN *BUKONG* DANCE IN THE DEATH CEREMONY OF THE DAYAK KRIO TRIBE, MENYUMBUNGVILLAGE, HULU SUNGAI SUB-DISTRICT, KETAPANG DISTRICT, WEST KALIMANTAN

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Abstract

Indonesia is a country rich in customs, culture, and traditions. This wealth is a source of pride for the Indonesian nation. It serves as a means to broaden understanding between different cultures and create something new. This cultural richness ultimately shapes Indonesia into a nation aware of its identity. The diversity of customs, cultures, and traditions becomes Indonesia's unique strength, recognized by the world as a great nation united in its vast diversity. The purpose of this research is to examine the religious values in the Bukung dance duringthe death ceremony of the Dayak Krio tribe in Menyumbung Village, Hulu Sungai District, Ketapang Regency, West Kalimantan. The research method used in this study is qualitativewith an Ethnographic approach. This research was conducted by observing the rituals, performance forms, and symbolism of the Bukung dance requirements used by the Dayak Krio community in Menyumbung Village, Hulu Sungai District, Ketapang Regency. The function of the Bukung dance in the death ceremony is to escort the spirit from the house of mourning to the grave, the requirements in the Bukung dance, and the symbolism of theBukung dance for the Dayak Krio in Menyumbung Village, Hulu Sungai District, KetapangRegency. The conclusion of this research is that the Bukung dance is used by the Dayak Krio community in Menyumbung Village, Hulu Sungai District, Ketapang Regency in death ritual ceremonies.

Keywords: ***Bukung Dance, Dayak Krio, Menyumbung***

INTRODUCTION

Indonesia is a country that consists of various tribes, races, languages, religions, and cultures. This diversity is evident in various aspects of culture, such as traditional houses, traditional ceremonies, traditional dances, traditional clothing, and diverse regional specialties. This cultural richness characterizes thebeauty of Indonesia. Culture and customsare widespread throughout Indonesia, making it known to the world as a country united in diversity. Culture is a way of life that develops in a group of people and is passed down from generation to generation. (Sari & Najicha, 2022)..

Culture is made up of many complex elements, such as religious and political systems, customs, language, tools, clothing, buildings, and art. Culture has many uniquenesses. Through culture, humans are shaped from generation to generation to create their own work and record their history. One of the art forms discussed in this study is bukong dance in the Dayak death ceremony. This traditional ceremony contains various values, including religious values. Types of dance based on their functions are divided into several categories, such as ceremonial dance, traditional dance, religious dance, social dance, and theatrical dance. (Setiawati, 2008).

In the Daya Krio tribe of Menyumbung village until now traditional dance is still developing, one of which is Bukung dance. The bukong custom is a custom in the death ceremony of the Krio Dayak tribe in Menyumbung village, Hulu Sungai sub-district, Ketapang Regency. There are various types of Bukong in the death ceremony in Menyumbung village, namely Bukung Mangar, Bukung Pelai'k, and Bukung Labuk. Bukung dance is a traditional ceremony, and has different

functions according to the factors that influence theculture. Especially in the Dayak ethnicity,the form of dance that develops is more directed towards ritual functions. This is evidenced by the ritual ceremonies performed by the Dayak people. One of these ritual ceremonies is the death ritual ceremony in which there is a Bukung dance.

Bukung dance is a form of ceremonial dance intended to deliver the spirit from the funeral home to the grave. Bukung dance can be used as a cultural asset, if there is direct involvement fromthe local government in the process of performing Bukung dance in the Dayak Krio tribe in Menyumbung Village. The government must be able to take part in Bukung dance activities, even though the process of the ritual ceremony cannot be seen by the wider community. Not all people who die are entitled to a death ritual ceremony. The ceremony is only intended for people who have the highest position and are considered importantpeople in the community, such astemenggung, village head, customaryhead, hamlet head, and panglima. If one of them dies, it is obligatory for the community to perform Bukung dance in the death ritual ceremony. In addition, Bukung dance is one of the ancestral and cultural heritages of the community that must be preserved in West Kalimantan, especially those in Menyumbung village.

We can know that culture is not only seen from the beauty of its art, but we can also see the religious values containedin the culture, especially in *Bukong* Dance in the Death Ceremony of the Dayak Krio Tribe, Menyumbung Village, Hulu Sungai District, Ketapang Regency.

Based on the background of the problems discussed in the description above, the general research problem is obtained. The community thinks that Bukung dance functions as a mere entertainment event and some think that Bukung dance does not need to be danced during the death ceremony. So the formulation of the problem to be studied ishow is the process of the traditional death ceremony of Bukong dance, what is the religious value contained in Bukong dance in the death ceremony of the Dayak Krio Tribe of Menyumbung Village, Hulu Sungai District, Ketapang Regency? In accordance with the formulation of the problem above, the research objectivesare to describe the process of Bukong dance death ceremony, the religious value of Bukong dance in the death ceremony of the Dayak Krio Tribe of Menyumbung Village, Hulu Sungai District, Ketapang Regency.

METHODS

This research applies an ethnographic approach to study the local wisdom of the Dayak Krio tribe in Menyumbung Village, Hulu Sungai District, Ketapang Regency, particularly focusing on the *Bukong* dance in death ceremonies. The study aims to explore the values and meanings that form the foundation of this local wisdom. Furthermore, this research also analyzeshow this local wisdom contributes to strengthening unity and creating harmony among the local community.

RESULTS AND DISCUSSION

The Dayak Krio tribe in Menyumbung Village, Hulu Sungai District, Ketapang Regency still performs Bukung dance in the traditional death ceremony. The traditional deathceremony in the Pesaguan Dayak tribe is very different from other Dayak tribesfrom the history, procession, and movements of the Bukung dance. The history and procession of the traditional death ceremony carried out by the Dayakkrio tribe community.

Bukung dance is thought to have been around for centuries. Starting from the 7th or 8th century BC. Bukung used to consist of seven brothers. The seventh Bukung, their youngest brother, wascalled "temului or ulun" meaning the youngest child. The other brothers have no special nickname in Bukung dance because the title "temului" or "ulun" is only intended for the youngest child. "temului" or "ulun" is given to theyoungest because it is the youngest child who is in charge of carrying the items used during the ritual ceremony to the funeral process. In addition, "temului" or "ulun" is also small compared to his other siblings.

The origin of this Bukung dance according to the local story begins with a man who ran into the forest after being leftfor dead by his father then the man "merimba" and met

seven Bukung people who came from the realm of peace in heaven. The seven Bukungs were "merimba" when the seven Bukungs were "pendam" (guarded). Long



story short, after returning home when he fell asleep at night, the man dreamed that the dead person must be accompanied by Bukung dance to the cemetery. From that incident, the bukung dance became the forerunner of traditional ceremonies that must be preserved and carried out from generation to generation by the Dayak tribe, especially in the Krio Dayak tribe community in Menyumbung village, Hulu Sungai sub-district, Ketapang Regency which continues to preserve the culture of ancestors that have existed since time immemorial.

This Bukung dance is only danced by an odd number of men, 3 - 7 male dancers aged 25 - 40 years. This dance cannot be performed by female dancers because in the past Bukung was a man whose number of brothers was 7 people. Various processions carried out by Bukung, they perform dancing activities accompanied by music. During the death ceremony, the music must not stop. Bukung dance becomes a traditional death ceremony in accompanying the body to the cemetery with the aim that the spirit of the deceased person gets happiness in heaven.

Bukung dance is accompanied by music that is still simple and menoton does not have an element of creation but has musical accompaniment that is still traditional. Some of the musical instruments are tawak (a type of small gong) five pieces, bamboo that is swiped using a machete, bamboo that is blown, drum, isau (knife). Dancers follow the music while moving their entire body to the left side, right side, forward, and backward three times each. During the bukung dance, the musical instruments must not stop until the ceremony has been completed, if the musical instruments stop playing it will have a bad impact on the bukung dancers themselves, one of which is that the bukung dancer will lose consciousness, the dancer will experience trance (possession of evil spirits) which causes the bukung to lose control of himself which can interfere with the traditional ceremony process. The music that accompanies bukung dancers can alsobe a way to protect dancers from bad luck and evil spirits.

Figure 1. 1 Bukung dancer

During the dance, the audienceshould not call the dancer's name, if they are called by their real name, then their spirit and soul will not return and be in another world. When the audience wants to call names, they simply call them Isan. The traditional death ceremony is carried out with several traditional processes carried out for 2 days and 2 nights, after the ceremony the body is buried.

The process of the first day of the death ceremony first tells the ancestral spirits that someone in the village has died by honoring the ancestral spirits. The funeral is held in front of the funeral home and the spirits are asked to open the door to heaven, after which the body is bathed by Bukung and put in a ghost mosquito net. The family also gathers to discuss an agreement on when the burial will take place.



Figure 1. 2 Corpse in ghost netting

The traditional death ceremony of Dayak Krio, Mengubung District, Ketapang Regency, Bukung dancers and handlers eat first after which they carve the body assisted by the handler. The clothes used are not traditional clothes or clothes that are commonly used everyday but use coconut fronds, labuk fruit, and pelaik trees, batik cloth, or plain black or white cloth. After they carve the body, thetraditional host performs an offering ritual by slaughtering a dog with the

aim of asking for protection and safety during thedeath ceremony.

Figure 1. 3 The process of wearing Bukung dancers' clothes

After putting on all the equipment the Bukung enter the funeral home by dancing and accompanied by music, inside the house is already attended by Domong adat, elders, family, and relatives who are still related to the corpse. The dance they perform is the dance of the arrival of the Bukung to the funeral homeby stomping their feet, imitating animal movements, to the right and left as they dance the Kubung dancers check the corpse in the ghost mosquito net to check whether the corpse has died, as well as pick up and notify the ancestors that the corpse in the house is ready to be taken to Sebayan Tujuh.

The next process is the second day, early in the morning before the burial the bukungs visit other villages to signal that someone has died. After that the Bukungs, elders and families gather to carry out the burial which is carried out according to the agreement, if the burial agreement is carried out in the morning at 09.00 then the Bukungs, elders and families have gathered before the agreed time.

Before carrying the body to the cemetery the Bukung dancers and residents who will carry the body wash their hands with water that has been prepared in bamboo placed in front of the exit. The book dancers dance around the coffin 7 times with the aim of paying their last respects to the corpse. After dancing inside the house, the corpse is ready to be buried accompanied by the Bukung until the funeral, which accompanies the corpse, namely the elders in front, the Bukung carrying the chest in the middle and the family behind the Bukung.

The coffin is not only carried by Bukong alone but together with the local community. This is because, if Bukung is exhausted, it is the community that participates even though the community does not use equipment like other Bukung but it does not affect the carrying of the coffin, along the way some Bukong dance, while Bukung makes a sound. Arriving at the cemetery, the Bukung circle the grave seven times and dance with their hands up asking



God and Sebayan Tujuh that they have carried the body safely, during the burial.

There are 5 components that will have their respective roles consisting of religious components which include religious emotions, belief systems, religious rite and ceremony systems, rite and ceremony equipment, and religious people. The performance of Bukung dance by presenting movements from traditional Kalimantan dance which emphasizes the meaning and symbols as a strengthening of religion and death ceremonies from the Menyumbung community, Hulu Sungai District, Ketapang Regency, West Kalimantan Province.

The religion practiced by the people of Menyumbung Village is mostly Catholic. However, if we observe carefully, the Menyumbung community has long recognized belief/religion (religion). Before the religions in Indonesia entered, especially the Catholic religion which is the majority religion of the Dayak tribe at this time, the Dayak people had a belief that was often known as Kharingan.

Adherents of this kharinganreligion are not much different from animism and dynamism beliefs that believe in spirits. The term Kaharingan means to live or grow, as in the term Danum Kaharingan (water of life), meaning the Dayak religion or belief in God Almighty which is often known as Jubata, which lives and grows for generations and is lived by the Dayakpeople in Kalimantan. Gradually the Kaharingan religion was melted into aculture full of customs that must be passed down from generation to generation, one of which is the Bukong dance death ceremony to accompany and pray to Jubata (God) so that the spirit of the deceased gets happiness in the next life.

From the explanation above, the religious ceremony performed by the people who adhere

to the Kaharingan belief system in Menyumbung Village fulfills the five aspects of the religious ceremony system above, which is carried out in the home of the bereaved, carried out when the body is in the last cemetery, in the process of the ceremony the object used in the dance is a mask called Topeng Bukung, the process of this ceremony is led by elders who understand the ritual ofdeath ceremonies.

Previously, research on dance functions had been carried out, namely research on the Shifting Function of Ja'i Dance from Ritual to Profane in Lampung City conducted by Margaret Pula Elisabeth Djokaho (2013). The research was successfully completed and focused more on shifting dance functions. The similarity of this research with previous research is that it examines the function ofdance. The difference between this research and previous research is that this research only focuses on the religious value contained in the Bukung dance in the death ceremony. The results of this study are expected to increase knowledge for outside tourists or outside tourists, by introducing and preserving one of the traditional dance cultures that are still developing in West Kalimantan and in the community, especially the Dayak Krio tribe of Menyumbung Village, Ketapang Regency, West Kalimantan.

CONCLUSIONS

Based on the discussion in the previous chapter, this research has several conclusions from the results of research on "Religious Values in Bukong Dance in the Dayak Death Ceremony of Menyumbung Village, Hulu Sungai District, Ketapang Regency, West Kalimantan". The conclusions of the research results are as follows, Bukong dance in the Dayak Krio traditional death ceremony which has a function as a ritualceremony, the function of the Dayak Kriotraditional dance in the death ceremony of the community in Menyumbung village, Hulu Sungai District, Ketapang Regency, namely as a ritual dance in the death ceremony. Bukong dancers cannot be women and cannot be from the family, theclothes used are very simple, namely, thousands of leaves as head coverings and subordinates, jejamut roots as headbands, patar as tattoos to cover themselves from the original face. Religious components contained in the study include religious emotions, belief systems, religious rite and ceremony systems, rite and ceremony equipment, and religious people. The performance of Bukung dance by presenting movements from traditional Kalimantan dance which emphasizes the meaning and symbols as a strengthening of religion and death ceremonies from the Lamandau community in West Kalimantan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6744

INTER-ETHNIC RELATIONS IN BUILDING STUDENT CHARACTER

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Abstract

The purpose of this study is to gather information related to the importance of culture in the process of character education. The method used is a library search, which is included in qualitative research, conducted by reviewing various sources such as journals, books, magazines, and other literature. Additionally, it also examines how individuals or groups interpret and share their experiences while exploring the background, culture, and social context of the research subjects to gain richer and more detailed insights. The results of this study reveal that the condition of students is expected to reflect diversity in terms of race, ethnicity, culture, religion, language, and class. Character education should be part of the reflection in every learning process with the hope that students can apply the motto "Bhinneka Tunggal Ika" of the Indonesian nation. To implement character principles, various strategies are needed, such as discussions, observations, case studies, simulations, and role-playing. This study concludes that the process of character education with diversity from this library research can be summarized in three main stages: planning, implementation, and evaluation.

Keywords: tolerance, social care, education caracter.

INTRODUCTION

The diversity of society in Indonesia is a reality that was recognized by the founding fathers of the nation, which later gave birth to the motto Bhinneka Tunggal Ika. This principle is based on the diversity of languages, traditions, cultures and religions that exist in Indonesia, each of which is represented in various tribes. The motto Bhinneka Tunggal Ika describes the unity and unity of the Indonesian nation.

Character education not only aims to develop individual character, but also to preserve the nation's noble cultural values. According to the Ministry of National Education (2010), character education must be based on the cultural values possessed by Indonesian society, such as mutual cooperation, deliberation and kinship. Thus, character education becomes a means of maintaining and developing the nation's cultural identity amidst increasingly strong currents of globalization.

One diversity that is unique is multi-ethnic, ethnic diversity itself is one of the complexities in Indonesia which is spread from Sabang to Merauke (Satya, 2016). Ethnicity is related to social groups in a social or cultural system that have a certain meaning or position because of their descent, customs, religion, language, and so on (Widodo, 2019). The term ethnicity is an appropriate word to view people from various origins who have social ties so that they are able to create a cultural system and are bound within it (Nisa, 2021).

Talking about the world of education, of course there are many subjects that students study at school. Social studies education is a simplification or adaptation of the disciplines of social sciences and humanities, as well as basic human activities which are organized and presented scientifically and pedagogically/psychologically for educational purposes (Soemantri, 2001). Social studies learning covers the phenomena and problems of human life in society and needs to emphasize the principles of meaningful learning. This means learning that has meaning by placing students at the center of activities (student centered).

With the diversity of languages, traditions, cultures and religions recognized by the founding fathers of the nation, the concept of tolerance is very important to maintain unity and integrity. The motto Bhinneka Tunggal Ika, which means "Diverse but still one," describes this philosophy clearly. To bridge these

differences, tolerance is needed for each person. Tolerance is an attitude of mutual respect and respect for differences that exist in society (Suryana, 2011). To realize tolerance cannot be done immediately, but requires a process of time and the most important thing is the character within each individual. The character of tolerance involves example, giving advice, the right approach, and habituation Norlidanti (2021).

Apart from tolerance, the attitude you need to have is social care. Building the character of tolerance and social care in students is very important in the context of education in Indonesia, considering the richness of this country in terms of ethnic, cultural, religious and social background diversity. Lickona (2012) emphasized that the character of tolerance plays a crucial role in promoting inclusive attitudes and reducing conflicts between individuals that may arise due to differences in ethnic, cultural or religious backgrounds. By building the character of tolerance, students will be more able to interact positively and build harmonious relationships with others.

Social care is the ability to feel and pay attention to other people's difficulties and try to help solve them (Suyanto, 2010). In the context of a pluralistic society such as Indonesia, where linguistic, cultural and religious diversity is a characteristic feature, social concern plays an important role in maintaining social harmony. Social care also contributes to building national character, where people are taught not only to think about themselves but also to pay attention to the welfare of others.

METHOD

This type of research uses literature or library research methods (Library Research), namely by collecting data/information from various sources. According to Sekaran, research is an activity that is organized, systematic, based on data, objective, scientific and carried out critically to obtain an answer or in-depth understanding of a conflict. Research should have a structured systematic stage so that it can facilitate the activities to be carried out perfectly.

This literature or literature research (Library research) is qualitative so that the key instrument in the research is a human instrument, as stated by Semiawan (2010), namely the research stages of collecting data, presenting data, reducing data, interpreting data and concluding research results. Nugroho (2016:179), provides a view of natural settings as direct data sources and researchers as key instruments in qualitative research. This research comes from journals and books that explain the significance of culture in education.

RESULTS AND DISCUSSION

The Importance of Inter-Ethnic Relations in Building Student Character

Positive inter-ethnic relations at school can be an important foundation for developing student character. Dewi (2018:123) stated that harmonious interaction between students from various ethnic backgrounds can encourage the development of attitudes of tolerance, empathy and the ability to work together. This is in line with data showing that schools with high ethnic diversity tend to have students with better character scores than homogeneous schools (Central Statistics Agency, 2020).

There are several basic reasons underlying the importance of building national character, both from a philosophical, ideological, normative, historical and sociocultural perspective. Philosophically, building national character is a basic need in the national process, because only a nation that has a strong character and identity will be able to survive. Nurdin (2010:69) sees it from an ideological perspective, character development is an effort to realize the Pancasila ideology in national and state life.

Normatively, building national character is a real step to achieve the state's goals, namely protecting all Indonesian people, advancing general welfare, making the nation's life intelligent, and participating in maintaining world order based on independence, eternal peace and social justice. From a historical perspective, the development of national character is the core of the dynamic national process that has continued throughout history, both during the colonial period and after independence.

Tan (2019:162) memperlihatkan kasus di Singapura menunjukkan bahwa program-program sekolah yang mendorong interaksi positif antar etnis, seperti kegiatan belajar kelompok multietnis dan acara budaya bersama,

terbukti efektif dalam meningkatkan pembentukan karakter siswa. Suparlan (2014:98) menyatakan di Indonesia, sekolah-sekolah yang menerapkan kurikulum berbasis keragaman juga menunjukkan hasil yang serupa, dengan siswa memiliki pemahaman yang lebih baik tentang keragaman dan toleransi.

Learning Development Strategies According to Student Character

One of the important roles of education in schools is that of teachers in learning activities. Teachers are not only tasked with delivering lesson material, but also guiding students in understanding the values that underlie the material. Teachers act as facilitators who help students explore and understand various concepts and values in everyday life. During learning, students learn to understand the consequences of value facts and conflicts that occur between two or more values. They analyze value conflicts and look for strong reasons for choosing values based on existing facts. Muniarti (2015) sees that when discussing environmental topics, students can be faced with a conflict between economic and ecological values, and teachers help them navigate this conflict wisely.

Furthermore, teachers also function as role models in applying these values in real life. Through an inclusive and reflective approach, teachers help students internalize positive values such as tolerance, honesty and responsibility. The teacher's role in learning includes forming students' character, enabling them to develop into individuals who are academically intelligent and have integrity. Teachers help students develop critical thinking abilities, empathy, and social skills that are important for interacting in a diverse society, creating a learning environment that is holistic and pays attention to cognitive, affective, and psychomotor aspects.

Sudjana (2010) defines learning methods as the methods used by teachers in establishing relationships with students during teaching. The role of learning methods as a tool to create a teaching and learning process aimed at developing effective activities. In the learning process in the classroom, teachers have the responsibility to choose learning methods and strategies that are appropriate to the learning objectives. There are various learning strategies that can be used, such as discussion, observation, case studies, simulations and role playing. One learning strategy that can be applied is discussion. Through discussion activities, teachers can obtain information from students about the cultural and ethnic diversity that exists in various regions. This provides an opportunity for students and teachers to exchange understanding and insights about various existing cultures.

Besides discussion, other learning strategies that can be utilised are observation and case studies. These activities allow teachers to observe the social processes that occur among students from different groups. A means to bridge mediation in case of conflict between groups. Other learning strategies that can be applied are simulation and role play. Through these activities, students can portray people who have diverse religious, cultural and ethnic backgrounds in everyday life. Munadir (2016:114), revealed that teachers can also design school activities that involve committees with members from various religious, linguistic, cultural, and ethnic backgrounds.

As teachers, we must never forget that each student has their own uniqueness. We cannot generalize their abilities. Maybe there are those who excel in exact sciences but not necessarily in the field of languages. If someone is talented in the arts, it doesn't mean they are stupid in the social sector, and vice versa. Also, students' abilities will be maximized if the teacher uses the right methods. Therefore, education today can no longer stand on certain standards such as the conventional pattern (lecturing method).

As teachers, we must provide space for students to explore their abilities and knowledge. The goal is for them to have in-depth study through direct practice. The reality of students in the world of education is also another important factor, because each of them has different background knowledge and experience regarding a lesson. The relationship between new concepts in the world of learning must also be linked to the experiences they have had before. Cooperative learning, interdependence between students to interact and according to the teacher's direction, makes their social care and tolerance work very effectively.

Teachers can use cooperative learning strategies with mind mapping patterns. This strategy can help students to conceptualize thoughts together in their respective groups to complete a concept map. So students combine the various opinions of each group member and acknowledge ideas and respond to differences (Puasawati, 2020).

Furthermore, the demonstration method can be used so that students can actively interact with each other during learning. Syaiful (2008) stated that the demonstration method is a demonstration of the process of an event or object occurring up to the appearance of exemplified behavior so that it can be known and understood by students in real or imitation. Muhibbin Syah (2013) also states that the demonstration method is a teaching method by demonstrating items, events, rules and sequences in carrying out an activity, either directly through the use of teaching media that is relevant to the subject matter or material being presented. Of course, this demonstration will be enthusiastic if the teacher can give instructions to students when demonstrating it.

These educational models teach that differences in religion, ethnicity, race, culture and class are the uniqueness and wealth of the nation which form the basis of society's ties. By using these models, it is hoped that students can understand and practice the teachings of their respective religions and become open to existing differences. Apart from that, students are expected to realize that the real enemy is violence, corruption, blasphemy, injustice, and the like.

Reflection on Student Character Identity

Building strong and positive student character is one of the main goals in the world of education. Student character is not only formed from the family environment, but is also influenced by social interactions in the school environment (Lickona, 1991). One important aspect in forming student character is inter-ethnic relations in the school environment. Ethnic diversity in schools can be a strength, but can also be a challenge in building positive student character (Banks, 2015). A diverse school environment provides opportunities for students to learn about tolerance, empathy, and respect for differences, all of which are important components of good character.Refleksi Identitas Karakter Siswa

Research shows that students who come from different ethnic backgrounds tend to have differences in values, norms, and behavior (Nieto, 2004). These differences can be a source of conflict, but they can also be an opportunity to learn from each other and appreciate diversity. In this context, the role of schools becomes very important in facilitating positive interactions between students from various ethnic backgrounds (Gay, 2010). Teachers, as the main facilitators in schools, have a great responsibility to create an environment that is inclusive and respectful of differences, where every student feels valued and supported.

The solution to overcome this challenge, schools need to implement learning strategies that encourage positive interaction and understanding between students from various backgrounds. Methods such as group discussions, collaborative projects, and extracurricular activities can help students to interact and work together, building strong relationships and mutual respect. Multicultural education, which integrates an understanding of different cultures into the curriculum, is also critical in helping students develop broader perspectives and appreciate diversity.

The role of teachers in implementing character education should not be underestimated. Teachers need to be good role models, showing behavior that reflects positive values such as tolerance, honesty and a sense of responsibility. With an inclusive and reflective approach, teachers can help students internalize these values, not only in academic contexts, but also in everyday life. Thus, efforts to build strong and positive student character are not only through classroom learning, but also through all aspects of school life, creating an environment that supports character development.

In a school environment, even within one class, there are very diverse students, including differences in religion, race, ethnicity and ethnicity. Because Kamal (2018:26) concludes that a teacher needs to pay attention to this

diversity. There are three phases to dealing with this diversity. but.

a. Planning

Planning is carried out to achieve predetermined goals. Planning must be easy to carry out and right on target, including competency standards and basic competencies that are appropriate to the diversity of students in the class. Regarding planning, teachers need to develop learning objectives, determine materials, design learning activities, choose appropriate media, and carry out evaluations. Apart from that, teachers must also set indicators and criteria for learning. As stated by Aldiawati (2019:79), teacher training is needed for planning, implementing and evaluating learning.

b. Execution

The implementation stage is the application of the plans that have been made by the teacher. This stage includes Teaching and Learning Activities (KBM). As a follow-up to this stage, teachers must pay attention to approaches, selection of strategies and methods, as well as learning procedures that are appropriate to the diversity of students in the class. Teachers must be aware of the diversity among their students so that teaching and learning can be adapted to their needs. If KBM is adapted to diversity, the values of democracy, mutual assistance, tolerance, tolerance, harmony, justice and so on will be realized.

c. Evaluation

The evaluation stage is an important process to measure the extent of students' understanding of the material taught by the teacher. This evaluation aims to assess both the quality and quantity of achievement of learning objectives and to analyze the implementation of Teaching and Learning Activities (KBM). Widodo (2019:10) said that evaluation is also the basis for planning future KBM improvements. This process, also known as assessment, includes various types of assessments.

1) Performance assessment is a type of evaluation used to measure students' abilities through various tasks such as answering questions, writing essays, giving presentations, or conducting experiments. These tasks are designed to assess the extent to which students understand and can apply the knowledge they have learned in practical, real contexts. Performance assessments allow teachers to evaluate individual student abilities in depth, looking not only at aspects of factual knowledge but also analytical skills, communication abilities, creativity, and problem solving. By performing these tasks independently, students demonstrate independence and responsibility in their learning process. These assessments also provide more specific and constructive feedback, helping students recognize strengths and areas for improvement, and providing teachers with insight into the effectiveness of their teaching methods and students' individual needs. Through performance assessments, learning becomes more meaningful and relevant, preparing students for real-world challenges.
2) Portfolio assessment involves evaluating students' development through the collection of information and the results of their work over a certain period of time. In this process, students collect various examples of their work, such as essays, projects, presentations, and reflective notes, that show their development and achievements in various subjects or skills. The teacher then evaluates not only the end result of the portfolio report compiled by the student but also the process of gathering that information, including the effort, consistency, and improvement demonstrated over time. This assessment provides a more comprehensive picture of a student's abilities, progress and areas for improvement, and encourages self-reflection and independence in learning. Additionally, portfolio assessments help students develop skills in organizing and presenting their work effectively, which is very useful in future academic and professional contexts.
3) Learning potential assessment is used to measure the abilities that students can develop with support from teachers or

classmates. This evaluation aims to understand the extent to which students have potential that has not been fully realized and how this potential can be maximized through guidance and collaboration. This assessment covers various aspects, such as cognitive skills, creativity, problem solving abilities, and social and emotional abilities. By identifying this potential, teachers can design more effective teaching strategies, such as personalized learning, mentoring, or project-based learning, that can help students achieve optimal development. In addition, evaluation of learning potential can also identify students' special needs and provide timely interventions to help them overcome learning barriers. Thus, learning potential assessments not only help in evaluating current abilities but also provide a broader view of how students can develop in the future, preparing them to achieve greater academic and personal success.

4) Group assessment assesses the results of group work or discussions by providing individual assessments based on the contribution and activeness of each student in the group. This assessment provides important insight into a student's ability to collaborate, communicate, and participate in group activities. The teacher can evaluate the extent to which each student plays a role in completing assignments, providing ideas, and supporting other group members. Additionally, these assessments help identify students' social and interpersonal skills, such as the ability to work together, resolve conflict, and share responsibility. By evaluating individual contributions in the context of group work, teachers can provide more specific and constructive feedback, encouraging the development of collaborative skills that are critical in the real world. Group assessments also motivate students to actively participate and take initiative in group activities, creating a more dynamic and inclusive learning environment.
5) Group assessment assesses the results of group work or discussion by providing Process assessments focus on how students solve problems and demonstrate their knowledge and skills, providing in-depth insight into the approaches and strategies used by students in completing tasks and challenges. This assessment includes various methods, such as work assessment, where students are assessed based on their real and relevant work; authentic assessment, which evaluates students' abilities in real-world contexts and practical situations; and portfolios, which collect a variety of students' work to show their development and achievements over time. By using a combination of these methods, the assessment process not only assesses the final results but also understands students' thinking processes, creativity and problem solving abilities. It provides a comprehensive picture of how students learn and develop, and helps teachers design more effective interventions and teaching strategies to support students' academic and personal progress. The assessment process also encourages students to self-reflect, increasing their awareness of how to learn effectively and how they can continue to improve their skills in the future.

CONCLUSIONS AND SUGGESTIONS

This research shows that students are expected to be able to reflect diversity in terms of race, ethnicity, culture, religion, language and group. Character education is not only about teaching moral values, but also about understanding and appreciating cultural differences in the classroom. Reflection of this diversity is crucial in helping students apply the motto "Bhinneka Tunggal Ika" in their lives. Diversity in the classroom allows students to learn from multiple perspectives, enriches their understanding of the world, and builds respect and tolerance for differences. Character education that centers on diversity helps students develop critical thinking abilities, empathy, and social skills that are important for interacting in a pluralistic society.

To apply character principles in education, this research highlights the need for various learning strategies such as discussion, observation, case studies, simulations, and role playing. These strategies help create a richer and more detailed learning experience, allowing students to explore the background, culture, and social context of the subject being studied. Discussions, for example, allow students to share views and listen to the perspectives of others, while case studies and simulations give them the opportunity to apply concepts in real or simulated situations. This research concludes that the process of character education with diversity can be structured into three main stages: planning, implementation, and evaluation. By following these stages, it is hoped that character education can be more effective in creating students who have integrity and respect diversity. The planning stage involves determining learning objectives and preparing an inclusive curriculum, implementation focuses on implementing learning strategies, while evaluation ensures that character education objectives are achieved and provides feedback for continuous improvement.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/ 10.31316/icasse.v1i1.7025

THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP, AND MOTIVATION ON TEACHER CREATIVITY AT SMAN 1 SAMPIT

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Abstract

This research aims to (1) analyze the influence of principal leadership and motivation on teacher creativity at SMAN 1 Sampit. (2) analyze the influence of the principal's leadership on teacher creativity at SMAN 1 Sampit. (3) analyze the influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit. The research design uses quantitative research with a survey approach. Using a saturated sample of 55 people. Data collection techniques and research instruments use questionnaires. Validity test uses corrected item-total correlation and reliability test uses Crinbach alpha. The data analysis technique uses multiple linear regression analysis. Based on data analysis of the influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit, it shows that the fcount > ftable value is 28.828 > 3.175 and the significance is 0.000 < 0.05 so that H0 is rejected and H1 is accepted. With a coefficient of determination value of 50.8%. The principal leadership variable on teacher creativity shows that tcount>ttable is 3,288>2,006 and the significance value is 0.002>0.05 so that H0 is rejected and H2 is accepted. The motivation variable for teacher creativity shows tcount>ttable 2.584 > 2.006 and a significance value of 0.000 <0.05, so that H0 is rejected and H3 is accepted. The research concludes that (1) there is an influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit. (2) there is an influence of the principal's leadership on teacher creativity at SMAN 1 Sampit. (3) there is an influence of motivation on teacher creativity at SMAN 1 Sampit.

Keywords: influence, leadership, motivation, teacher, creativity

INTRODUCTION

The school is the second educational institution after the family whose function is to help the family environment educate and teach as well as improve and expand the intellectual and character of students (Khair, 2021). Schools are educational institutions where people with knowledge are produced (Eni Elyati, Abdullah Idi, & Yulia Tri S., 2022). School is a place of education, which organizes the teaching and learning process. In the learning process, schools have the aim of educating students under teacher supervision (Erni Sukmayanti, Nandang Hidayat & Herfina, 2021). To achieve learning goals in school cannot be separated from the role of the teacher.

According to (Sanjaya, 2020) Teachers play a major role in the teaching and learning process. According to (Hastuti, 2021) A quality teacher is a teacher who has a strong influence on student achievement. Even though technological developments in the digital era are very rapid, the role of teachers still has a central role, no matter what the education system is like. According to (Retnaningsi, 2019). Teachers are challenged and required to be able to educate a generation with character, morals, discipline and creativity. The duties of a teacher as a profession include teaching, educating and training, not only imparting knowledge, but also forming character and guiding students' personal development. .

Students' creative ability to think and act is one of the factors that is really needed to face the super fast development of information technology in the 21st century. Creativity is one of the keys to solving new problems and taking advantage of opportunities that arise quickly. A teacher is a very crucial component in every effort to improve the quality of education (Lambok H.S, Emilda S & Indra P, 2023). Teachers who have creativity will be able to

create a learning environment that encourages students to think creatively (Sumyati Shalihat, I. Yusuf Lli Nanih, S. Suherman Alamsyah, U, 2022).

Creativity plays a very important role in the sustainable development of an organization or school (Shen,C. Zhang, Y. Yang, J., dan Liu,S., 2020). School sustainability cannot be separated from the role of teachers. Creative teachers can develop imaginative designs by planning the learning process that will be implemented and how students will be involved in the learning process. In this context, teachers are required to be able to develop creativity, both in the form of thinking and working creatively in order to be able to produce various learning innovations.

21st century teachers are not teachers who are clever at every curriculum topic, but teachers must know how to do something, know how to know or how to use something to do something new with their students (Hastuti, 2021). Teachers need to continue learning, reading the latest information and developing creative ideas in learning so that the learning atmosphere becomes interesting. In 21st century learning, teachers not only transfer knowledge to students but are able to develop creative and innovative learning. Teachers must change the paradigm which only focuses on content but also focuses on developing creativity.

The principal in the world of education is the person at the forefront who coordinates efforts to improve quality learning. The principal as a leader has a significant contribution to the development and progress of the school. To improve the quality of the education unit the school principal has a strategic role (Fitriyah, I. Budi Santoso A., 2021). School principals as supervisors, leaders, motivators and innovators (Sidiq, U. Khoirussalim, 2021). The principal is responsible for improving the quality of education in elementary schools, especially in the context of 21st century education, the principal's leadership is very important so that the school can produce a generation of quality and able to respond to the challenges of the times. (Yadi Hadiansyah, Sofyan Iskandar, 2023). The school principal is an important component in realizing leadership in educational institutions. The school principal has a role and function in educational institutions, especially in schools, as a key figure in encouraging the development and progress of the school and is required to be responsible for the implementation of school programs.

Teacher creativity can be grown with the support of the school principal as leader (Hanun, N,A. Sobri, A,Y. dan Sunandar, A., 2021). Increasing teacher creativity, school principals can give teachers freedom, in accordance with the rules, to use media, express and think (Kurniawan,H. dan Hasanah,E., 2021) The principal provides support and freedom to teachers to be creative so that teachers can develop their creativity in carrying out their duties and responsibilities as educators. The principal's task is important in providing provisions, to improve 21st century skills for teachers by having creativity (Jannah, 2020).

Teacher work motivation is considered to increase educational success at school (Kholid. Su"ad. & Hilal Madjdi, A., 2020). Work motivation for employees or teachers is something that must be optimal, in increasing their creativity in teaching (Iba. Z. Saifudin. Marwan. & Konadi W, 2021). Teachers with high work motivation will do their best for the progress of an organization or school (Bahrul Ulum, M. Sarwoko, E. Yuniarianto, 2020). The results of research conducted by (Raharjo, 2021) that work motivation has a positive and significant effect on teacher work creativity. Motivation is one of the superior's tools so that subordinates want to work as expected . School principals can motivate teachers in different ways according to their respective patterns. Some teachers still don't have their own motivation to develop their creativity and tend to only deliver the material, so they finish their job as a teacher without thinking about whether the material will be accepted by the students or not (Lambok H.S, Emilda S & Indra P, 2023).

SMAN 1 Sampit is one of the driving schools in implementing the independent curriculum, which is in Kotawaringin Timur. Teacher challenges - in implementing the independent curriculum as a driving school, teachers must take the time to build creative, innovative and challenging learning every day. The results of the author's pre-research based on the results of an interview with one of the deputy principals stated that teacher creativity has not met expectations, in developing learning models, designing creative and innovative learning media and interesting learning resources. Only a small number of teachers innovate and utilize

technology, whether methods, strategies or learning media, in the learning process, even though the principal gives appreciation to the teacher councilors who innovate. School principals conduct In House Training (IHT), such as implementing an independent curriculum, learning strategies and methods, using ICT as a learning medium, activating learning communities, and providing the necessary infrastructure.

The leadership abilities of school principals have a role in building work motivation and creativity of teachers in driving schools. The principal must be the main supporter of teacher creativity by providing motivation, appreciation and recognition of new ideas proposed by the teacher. Based on the background above, the author is interested in conducting research on the influence of Principal Leadership and Work Motivation on Teacher Creativity in SMAN 1 Sampit. Berdasarkan fenomenan tersebut, penulis menganalisis pengaruh kepemimpinan kepala sekolah dan motivasi terhadap kreativitas guru di SMAN 1 Sampit.

Creativity is the behavior of an individual in using ideas by changing existing ones or creating new ones which are realized as innovations to produce products (Mulyadi. Helena Laihad, G. Muharam, H., 2020). A person's effort that involves or combines ideas to produce work. Teacher creativity is an action that produces new, useful and better results, in the form of ideas or real work that are relatively different from what already exists. (Sumarni, A. Entang, M. dan Elizabeth Patras, Y., 2021). In this case, creativity is a real action to realize a new idea or ideas, and is different from others, bringing benefits and being better than before. Creativity is the activity of realizing original, new or unique ideas through activities to overcome difficulties or reduce obstacles in order to produce superior products carried out by individuals. (Sudrajat, A. Setiyaningsih, S. Sarimanah, E, 2020). Creativity involves activities to realize ideas that are original, new, or unique. This activity aims to overcome difficulties or minimize obstacles, thereby producing superior products.

Based on the theory above, it can be made synthetic that teacher creativity is the activity of teachers to create, new ideas, new innovations or modifications with the aim of solving problems or minimizing problems in the teaching and learning process by using existing resources, to be more different from existing ones. so that the learning process is more interesting, which will make students active and creative in learning. Teacher creativity is related to the ways teachers teach creatively to their students, teachers who have the characteristics of the ability to think and act creatively from creativity. Teachers use existing resources to make the learning process more interesting and different than before. The aim is to make students more active and creative in learning. With creativity, teachers can design teaching methods and learning media that are more interactive and fun, so that students are more interested and motivated to learn. This can also help students develop critical and creative thinking skills, as well as overcome various challenges in learning. According to (Mulyadi. Helena Laihad, G. Muharam, H., 2020) There are five indicators of creativity, namely 1), creative thinking. 2) creating new ideas, 3) great curiosity, 4) initiative, 5) alternative problem solving. According to (Sudrajat, A. Setiyaningsih, S. Sarimanah, E, 2020) There are eight indicators of creativity, namely: 1) astuteness in looking for opportunities, 2) learning new things, 3) openness to accepting new and better ideas, 4) driven from within, 5) challenging activities, 6) creating benefits for the environment 7) gives rise to unique or creative ideas, 8) produces products by individuals that are either something new or original. According to (Sumarni, A. Entang, M. dan Elizabeth Patras, Y., 2021) There are 13 indicators of creativity, namely: 1) Having a fairly large passion and curiosity. 2) Be open to new experiences, 3) resourceful 4) have a curiosity to discover (research), 5) tend to prefer difficult tasks. 6) tend to look for broad and satisfying answers. 7) have dedication, move and actively carry out tasks 8) think flexibly, 9) respond to questions asked and tend to give more answers. 10) the ability to make analyzes and synthetics 11) have a spirit of questioning and research 12) have quite good abstraction power. 13) have a fairly extensive reading background

From the indicators, teacher creativity indicators can be synthesized: 1) Originality, the teacher's ability to produce something new and unique. 2) Flexibility, the teacher's ability to approach according to the student's level of ability, 3) fluency, the teacher's ability to create many ideas or answers when teaching, 4)

Elaboration, the teacher's ability to package learning so that it is more interesting, 5) Curiosity, teachers have curiosity about various situations. 6) are imaginative, teachers relate the material to everyday life, 7) Feel challenged by diversity, teachers are motivated to solve problems in different ways, 8) Dare to take risks, teachers have an attitude of not being afraid wrong answer, 9) respect, teachers respect their students' abilities.

Functions and roles of school principals According to (Sidiq, U. Khoirussalim, 2021) 1). Principal as Manager, Educator and Administrator. 2) School Principal as Supervisor, Leader, Motivator and Innovator. The functions and roles of the school principal according to (Rahmi, S., 2020) 1) Principal as manager, principal as leader, 3) principal as educator, 4) principal as administrator, 5) principal as supervisor. The functions and roles of the school principal according to (Agus Purwanto, 2020) 1) principal as manager, 2) principal as leader.

From the theory above, the functions and roles of school principals can be summarized, namely 1) principal as leader, 2) principal as manager, 3) principal as supervisor, 4) principal as innovator, 5) principal as motivator, 6) principal school as administrator, 7) principal as educator.

Maslow in (Achmad Fawaid dan Maufur, 2020) developing a theory that has a practical level so that it is easy to understand, this theory is known as Maslow's theory of needs. Namely 1) physiological needs, 2) security needs, 3) social needs, 4) esteem or recognition needs, 5) self-actualization needs

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METODE

The type of approach used is survey research, with considerations for efficiency and effectiveness. In this research there are 3 (three) variables, namely 1) principal leadership (X1), motivation (X2) and teacher creativity (Y).

The indicators used to measure the leadership of school principals are: 1) the function and role of the principal as a leader, 2) the principal as a manager, 3) the principal as a supervisor, 4) the principal as an innovator, 5) the principal as a motivator, 6) principal as administrator, 7) principal as educator. The indicators used to measure work motivation refer to Maslow's theory which suggests five hierarchies of human needs that can motivate people to continue working, namely physiological needs, security needs, group (social) needs, esteem needs and self-actualization needs. Indicators used to measure teacher creativity in teaching are astuteness in looking for opportunities, learning new things, openness to accepting new and better ideas, driven from within, challenging activities, creating benefits for the environment, generating unique ideas or creative, producing products by individuals that are either something new or original.

The research location is SMAN 1 Sampit with a population of 55 teachers and the entire population was used as a sample, because the population was less than 100 people.

The data collection technique in this research uses a closed questionnaire, has been tested for validity using corrected item-total correlation and reliability testing using Cronbach's Alpha with the help of the SPSS 25 program. The data source was obtained from the teacher. For data analysis using multiple linear regression which has previously been tested for the prerequisites for regression testing and has met the prerequisites that have been set.

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RESULTS AND DISCUSSION

RESULTS

Based on the indicator scores for each research variable, the lowest score was obtained for the principal's leadership variable on the function and role of the principal as an innovator and the highest score was on the function and role of the principal as a leader. On the motivation variable, the lowest score is the need for safety, and the highest score is the need for self-actualization. On the creativity variable, the lowest score is on the indicator of learning new things and the highest score is on producing products by individuals that are either something new or original.

Before the regression test, prerequisite tests are carried out, namely the normality test, multicollinearity test, heteroscedasticity test, autocorrelation test

Tabel 1. Hasil Uji normalitas

Based on the output above, it is known that the significance value of the Principal's leadership is 0.200, which is greater than 0.05, so the data is normally distributed. Motivation obtained a value of 0.200 which is greater than 0.05, so that the data is normally distributed, and teacher creativity obtained a value of 0.155 which is greater than 0.05, so that the data is normally distributed.

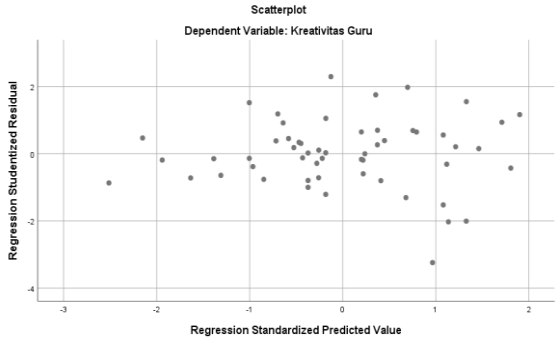
Table 2. Multikolinearitas

Coefficients[a]

Model		Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	23.441	6.672		
	Kepemimpinan Kepala Sekolah	.390	.119	.510	1.962
	Motivasi	.489	.189	.510	1.962

Source: 2024 analysis using SPSS 25

Based on the table above, the principal's leadership VIF value is 1.962 and the motivation VIF value is 1.962, the values are between 1-10 so there are no symptoms of multicollinearity.



Picture 1. Heteroscedasticity test results

Based on the picture above, heteroscedasticity does not occur.

. Table 3. Autocorrelation Test Results

One-Sample Kolmogorov-Smirnov Test

		Kepemimpinan Kepala Sekolah	Motivasi	Kreativitas Guru
N		55	55	55
Normal Parameters[a,b]	Mean	72.47	45.13	73.80
	Std. Deviation	7.946	4.978	7.049
Most Extreme Differences	Absolute	.085	.080	.109
	Positive	.057	.080	.109
	Negative	-.085	-.073	-.073
Test Statistic		.085	.080	.109
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.155[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: 2024 analysis using SPSS 25

Model	R	Adjusted R Square	Durbin-Watson
1	.725[a]	.508	1.969

Based on the table above, the Durbin-Watson value is 1.969, this value is smaller than 2, so there are no symptoms of autocorrelation.

Table 4. Multiple linear regression analysis test results

Coefficients[a]

Model		Unstandardized Coefficients		t	Collinearity Statistics	
1	(Constant)	23.441	6.672	3.513		
	Kepemimpinan Kepala Sekolah	.390	.119	3.288	.510	1.962
	Motivasi	.489	.189	2.584	.510	1.962

a. Dependent Variable: Kreativitas Guru

Source: 2024 analysis using SPSS 25

From the table above, it can be seen that to see between two independent variables and one dependent variable, in this study the

regression formula is as follows: Y=a+$b1X1$+$b2X2$+e

From the table above we get Y = 23.441 + 0.390 + 0.489+ e (standard error) 6.672, which can be described as follows: 1) the constant value 23.441 is the value of teacher creativity, if the influence of the principal's leadership ($X1$) and motivation ($X2$) variables considered non-existent. 2) The principal leadership variable ($X1$) was tested to have a significant effect on teacher creativity as indicated by the regression formula above explaining that, if the independent variable, namely principal leadership, experienced an increase of 1 level, it would be followed by an increase in teacher creativity of 0.390 with the assumption that assuming the other variables are constant. 3) The motivation variable ($X2$) is proven to have a significant effect on teacher creativity, shown by the regression formula above which explains that, if the independent variable, namely motivation, experiences an increase of 1 level, it will be followed by an increase in teacher creativity of 0.489 assuming the other variables remain constant. . 4) From the coefficient values of the principal leadership variables ($X1$) and motivation ($X2$), the results show that the motivation variable has a coefficient value greater than the principal leadership variable. This means that the motivation variable has a stronger influence on the creativity of SMAN 1 Sampit teachers compared to the leadership of the school principal.

Table 5. F test hypothesis test results

From the table above we can see that the value of fcount = 28.828, while for ftable = 2.006. So the results obtained are 28.828 > 3.175 and the significance value is 0.000 < 0.05, so H1 is accepted, this means that there is a simultaneous influence of the principal's leadership and motivation variables on teacher creativity SMAN 1 Sampit.

Based on the results of the coefficient and determination tests, the Adjusted R Square value was 0.580. This means the contribution of leadership and motivation to teacher creativity SMAN 1 Sampit.

Discossion

Based on the results of simultaneous data analysis, it can be seen that there is an influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit. This research is supported by research (Azizah Mukhtar, 2020) that the principal's leadership and work motivation have a positive and significant effect on teacher creativity. This research is also supported (Lambok Hotmatua Samosir, Emilda Sulasmi , Indra Prasetia, 2023) that simultaneously the influence of the principal's leadership and motivation has a positive influence on teacher creativity. Based on the results of research conducted by the author and also supported by previous research, to increase teacher creativity, school principal leadership and motivation are needed. The principal's leadership and motivation are sources of strength to increase teacher creativity.

Based on the results of partial data analysis, it can be seen that there is an influence of the principal's leadership on teacher creativity at SMAN 1 Sampit. This means that the principal's leadership has a role in increasing teacher creativity. Based on the score for indicators of the function and role of school principals, the lowest score is for the indicator of school principals as innovators. This shows that carrying out the function and role as an innovator has not been optimal. The highest score on the function and role indicator of the head as a leader, this shows that the school principal is carrying out his function and role as a leader well. The results of this study are in line with (Putri Tobing & Enung Hasanah, 2021) indicates that the principal plays a role in increasing teacher creativity. The results of research conducted

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1410.598	2	705.299	28.828	.000[b]
	Residual	1272.202	52	24.465		
	Total	2682.800	54			

a. Dependent Variable: Kreativitas Guru

Predictors: (Constant), Motivation, Principal Leadership

Source: 2024 analysis using SPSS 25

by Pesra Daryanti (Daryanti, 2021) Academic supervision can increase teacher creativity. The results of the research conducted by Pesra Daryanti illustrate one of the roles and functions of the school principal as a supervisor, the principal carries out his function actively as a supervisor, to guide teachers to increase their creativity.

Based on the results of research and also previous research, the better the leadership of school principals in carrying out their functions and roles can encourage teacher creativity. To increase teacher creativity, the leadership of a school principal is needed who is pro-active in carrying out the functions and roles as a school principal.

Based on the results of partial data analysis, it can be seen that there is an influence of motivation on teacher creativity at SMAN 1 Sampit. Based on the motivation indicator score, the lowest indicator is the need for safety and the highest indicator is the need for self-actualization. This research is in line with previous research by (Fatonah*, Hermahayu,Akhmad Liana Amrul Haq, 2023) shows that there is a positive and significant influence between teacher work motivation on teacher creativity. This research is also in line with research conducted by (Sukmayanti, E. Hidayat, N. & Herfina, 2021) that work motivation has a positive relationship with teacher creativity. This means that the higher the motivation, the teacher's creativity will also increase. High motivation will encourage teachers to be more creative in carrying out their obligations as teachers.

CONCLUSIONS AND SUGGESTIONS

Based on the research objectives, discussion of research results and hypotheses that have been tested, it can be concluded that there is an influence of school principal leadership and motivation on teacher creativity. There is an influence of the principal's leadership on teacher creativity. There is an influence of motivation on teacher creativity.

Based on the research results, the author provides suggestions for teachers to further increase their willingness to learn new things, whether done independently or organized by the school. For school principals to improve their function and role as innovators and improve work safety systems in schools.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6998

THE ROLE OF ARTIFICIAL INTELLIGENCE MEDIA IN LEARNING SOCIAL STUDIES EDUCATION FOR ELEMENTARY SCHOOLS

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Abstract

Social science education (ips) in elementary school can be improved by capitalizing on artificial intelligence (ai). This article explfies various applications and ai benefits in the context of ips study for elementary school students. Ai can improve the effectiveness of learning through personalizing, interactivity, data analysis, and relevant and educational development of content. It also discusses the challenges and opportunities of adopting ai technology in the ips education curriculum in elementary school. This article is based on a literature study examining applications of artificial intelligence in ips education and data obtained from relevant sources to support analysis on ai's role in improving ips' effectiveness. Successful implementation thus requires careful integration in the curriculum of education and the development of human resources capable of utilizing this technology to the fullest

Keywords : ***Technology, AI, Social Studies Education***

PENDAHULUAN

Pendidikan merupakan pondasi utama dalam pembangunan berkelanjutan suatu bangsa. Didalam kemajuan zaman yang semakin canggih perkembangan teknologi, khususnya kecerdasan buatan (AI), telah memberikan dampak yang signifikan dalam pendidikan, termasuk dalam mata pelajaran Ilmu Pengetahuan Sosial (IPS).

Pendidikan IPS diarahkan untuk mengembangkan pemahaman siswa tentang masalah sosial, ekonomi, politik, dan lingkungan yang menjadi dasar bagi pembangunan berkelanjutan. Penerapan kecerdasan buatan dalam media pembelajaran IPS dapat menghadirkan pendekatan baru yang dapat merangsang pemikiran kritis dan inovatif siswa terhadap isu-isu global yang terjadi saat ini.

Perkembangan teknologi informasi dan komunikasi telah membawa perubahan signifikan dalam berbagai aspek kehidupan, termasuk dalam dunia pendidikan. Salah satu inovasi teknologi yang saat ini tengah mendapatkan perhatian besar adalah kecerdasan buatan (AI). AI memiliki potensi untuk merevolusi cara kita mengajar dan belajar dengan menyediakan alat yang dapat meningkatkan efektivitas dan efisiensi proses pendidikan.

Dalam konteks pendidikan Ilmu Pengetahuan Sosial (IPS) di tingkat sekolah dasar, penggunaan media berbasis AI menawarkan peluang yang luas untuk mendukung pembelajaran yang lebih interaktif dan menarik. Media ini tidak hanya dapat membantu dalam menyajikan materi pembelajaran dengan cara yang lebih dinamis, tetapi juga dapat mempersonalisasi pengalaman belajar sesuai dengan kebutuhan dan kemampuan individu siswa.

Melalui analisis mendalam tentang peran AI dalam pembelajaran IPS, jurnal ini bertujuan untuk mengeksplorasi bagaimana

teknologi tersebut dapat digunakan untuk meningkatkan pemahaman siswa tentang konsep-konsep sosial dan sejarah, serta bagaimana teknologi ini dapat memfasilitasi keterlibatan yang lebih besar dalam proses belajar. Dengan memanfaatkan kemampuan AI dalam analisis data dan adaptasi konten, diharapkan bahwa metode pembelajaran IPS di sekolah dasar dapat menjadi lebih efektif, menarik, dan relevan dengan kebutuhan siswa di era digital saat ini.

METODE PENULISAN

Artikel ini berdasarkan studi literatur yang menyelidiki aplikasi kecerdasan buatan dalam pendidikan IPS. Informasi dan data diperoleh dari sumber-sumber yang relevan untuk mendukung analisis mengenai peran AI dalam meningkatkan efektivitas pembelajaran IPS dengan menggunakan media.

Untuk mengeksplorasi peran media kecerdasan buatan (AI) dalam pembelajaran Pendidikan IPS di sekolah dasar, metode penelitian ini akan mengadopsi pendekatan kualitatif dan kuantitatif yang komprehensif. Metode ini dirancang untuk mengumpulkan data yang mendalam dan memberikan pemahaman yang jelas tentang bagaimana AI dapat diterapkan dalam konteks pembelajaran IPS. Berikut adalah langkah-langkah metode yang akan diterapkan:

1. Tinjauan Literatur:
- Melakukan kajian literatur mengenai penggunaan AI dalam pendidikan, dengan fokus pada aplikasi di bidang IPS untuk sekolah dasar.
- Meneliti studi-studi terdahulu yang membahas efektivitas dan tantangan penggunaan AI dalam konteks pendidikan.

2. Desain Penelitian:
- Pengembangan Instrumen Penelitian: Menyusun instrumen penelitian seperti kuesioner dan panduan wawancara yang dirancang untuk mengumpulkan data dari guru, siswa, dan pengembang media pembelajaran berbasis AI.
- Observasi Kelas: Melakukan observasi di beberapa kelas yang menerapkan media pembelajaran berbasis AI untuk menilai interaksi dan efektivitasnya dalam pengajaran IPS.

3. Pengumpulan Data:
- Survei dan Kuesioner: Menyebarkan kuesioner kepada guru dan siswa untuk mengumpulkan data mengenai pengalaman dan persepsi mereka terhadap penggunaan media AI dalam pembelajaran IPS.
- Wawancara Mendalam: Melakukan wawancara dengan guru, pengembang media AI, dan pakar pendidikan untuk mendapatkan wawasan tentang implementasi dan dampak AI dalam pembelajaran IPS.
- Analisis Dokumen: Mengkaji dokumen dan materi pembelajaran berbasis AI yang digunakan dalam proses pembelajaran untuk menilai konten dan relevansinya dengan kurikulum IPS.

4. Analisis Data:
- Analisis Kualitatif: Menganalisis data dari wawancara dan observasi untuk mengidentifikasi tema dan pola yang berkaitan dengan penggunaan media AI dalam pembelajaran IPS.
- Analisis Kuantitatif: Mengolah data dari kuesioner untuk menentukan tren umum dan hubungan antara penggunaan AI dan hasil belajar siswa.

5. Pelaporan dan Evaluasi:
- Menyusun laporan yang mencakup temuan utama dari penelitian, analisis dampak penggunaan media AI terhadap

pembelajaran IPS, serta rekomendasi untuk praktik pendidikan dan pengembangan teknologi lebih lanjut.
- Mengadakan diskusi hasil penelitian dengan pemangku kepentingan pendidikan untuk mengevaluasi implikasi praktis dan potensi pengembangan di masa depan.

Metode ini dirancang untuk memberikan gambaran yang menyeluruh tentang efektivitas dan tantangan penggunaan media kecerdasan buatan dalam pembelajaran Pendidikan IPS di sekolah dasar, serta memberikan dasar untuk rekomendasi kebijakan dan praktik yang berbasis pada bukti.

Hasil dan Pembahasan:

Hasil

1. **Personalisasi Pembelajaran:**
   AI memungkinkan pembuatan materi ajar yang disesuaikan dengan kebutuhan individu siswa, memungkinkan pengalaman belajar yang lebih efektif.
2. **Interaksi dan Keterlibatan:**
   Aplikasi AI seperti chatbots dan game edukatif meningkatkan interaksi dan keterlibatan siswa dalam pelajaran IPS.
3. **Penilaian dan Umpan Balik:**
   AI membantu dalam memberikan umpan balik yang cepat dan akurat, serta dalam menganalisis kemajuan belajar siswa secara real-time.

DISKUSI

Meskipun manfaat AI dalam pembelajaran IPS di sekolah dasar signifikan, ada tantangan yang perlu diatasi, seperti masalah privasi data, ketergantungan pada teknologi, dan perlunya pelatihan bagi guru. Penelitian lebih lanjut diperlukan untuk mengevaluasi dampak jangka panjang dari penggunaan AI dalam pendidikan.

Berikut beberapa contoh media pembelajaran berbasis AI untuk siswa sekolah dasar:

1. Aplikasi Pembelajaran Interaktif: Aplikasi seperti Khan Academy Kids atau ABCmouse menggunakan AI untuk menyesuaikan materi dan aktivitas dengan kemampuan belajar masing-masing siswa.
   ABCmouse merupakan Platform pendidikan yang menawarkan materi pembelajaran dari prabaca hingga matematika dengan bantuan AI untuk personalisasi pengalaman belajar.

2. Chatbot Pendidikan: Chatbot berbasis AI dapat membantu siswa dengan menjawab pertanyaan atau memberikan penjelasan tambahan tentang topik yang dipelajari, seperti ChatGPT untuk membantu dengan tugas atau latihan.
   Permainan Edukasi: Game edukasi seperti Prodigy Math menggunakan AI untuk memberikan tantangan matematika yang sesuai dengan tingkat keterampilan siswa dan memberikan umpan balik instan.

4. Prodigy Math merupakan salah satu game matematika yang memanfaatkan AI untuk memberikan latihan yang disesuaikan dan umpan balik langsung kepada siswa.
   Video Pembelajaran yang Dapat Disesuaikan: Platform seperti Edpuzzle memungkinkan guru menambahkan pertanyaan atau catatan interaktif pada video pembelajaran, yang kemudian dapat disesuaikan oleh AI untuk memperbaiki pemahaman siswa.

5. Edpuzzle merupakan Platform yang memungkinkan guru menambahkan interaksi pada video pembelajaran, dengan fitur AI untuk membantu menilai keterlibatan siswa.

6. Aplikasi Pembaca Buku Digital Aplikasi seperti Epic menggunakan teknologi AI untuk merekomendasikan buku berdasarkan minat dan tingkat membaca siswa.
   Epic merupakan Aplikasi pembaca buku digital yang menggunakan AI untuk merekomendasikan buku sesuai dengan minat dan tingkat membaca siswa.

7. Alat Pembelajaran Bahasa: Aplikasi seperti Duolingo Kids menggunakan AI untuk membantu siswa belajar bahasa asing dengan cara yang menyenangkan dan sesuai dengan kemampuan mereka.
   Duolingo Kids merupakan aplikasi pembelajaran bahasa asing yang menggunakan AI untuk menyesuaikan pelajaran dan aktivitas dengan kemampuan siswa.

KESIMPULAN

Penerapan media kecerdasan buatan dalam pembelajaran IPS untuk pembangunan berkelanjutan menjanjikan pendekatan yang inovatif dan efektif. Dengan memanfaatkan teknologi AI, sekolah dapat mempersiapkan siswa untuk menghadapi tantangan global dengan pemahaman yang lebih dalam dan kemampuan untuk menciptakan perubahan positif. Namun demikian, implementasi yang sukses memerlukan integrasi yang cermat dalam kurikulum pendidikan dan pengembangan sumber daya manusia yang mampu memanfaatkan teknologi ini secara maksimal.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6847

BASIC VALUE OF EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE (AI)

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Abstract

Artificial intelligence (AI) technology advances offer great potential to revolutionize education through personalized learning, technology-based curriculum development, and integration within educational institutions. This journal uses a case study approach to analyze the implementation of AI in various academic contexts, collecting data from related literature, institutional reports, and real case studies from Stanford University, Khan Academy, Japanese high schools, and digital inclusion programs in Finland and the United States. The research conducted qualitative analysis to understand the impact of AI on learning personalization, accessibility, and the role of teachers and evaluated the associated privacy policies and ethical challenges. Findings show that AI can improve student engagement and learning efficiency, but also faces challenges such as algorithm bias and data privacy. This research provides deep insights into the role of AI in education and recommends the implementation of strict privacy policies, improved technology access, teacher training, and periodic evaluation to effectively and ethically maximize the benefits of AI.

Keywords: Artificial Intelligence, Education, Personalization of Learning, Accessibility, AI Ethic

INTRODUCTION

Advances in artificial intelligence (AI) technology have changed various aspects of life, including education. AI offers great potential in revolutionizing learning through personalization, technology-based curriculum development, and integration in various educational institutions. These technologies enable the analysis of large amounts of student data, introducing opportunities for personalization of learning, but also require attention to ethical and privacy challenges, such as algorithm bias, transparency, and accountability. The privacy policy should ensure strict protection of student data.

Additionally, accessibility and inclusion are important aspects of education that ensure all students, regardless of background or ability, have equal opportunities to learn. AI can play a key role in creating more inclusive and accessible educational environments, including for students with special needs. Case studies of AI-based digital inclusion initiatives will be discussed to illustrate the impact of this technology.

In the AI era, the role of teachers is also undergoing significant transformation. This technology increases the efficiency and personalization of learning, but the teacher's role in shaping students' character and moral values remains essential. This section will examine the changing role of teachers, the importance of character education in a high-tech context, as well as case studies of teacher training in the integration of AI in teaching.

METHOD

The research method in this journal uses a case study approach to investigate the application of artificial intelligence (AI) in various educational contexts, allowing for in- depth analysis of its implementation and impact. McCarthy (1956) said that artificial intelligence or AI is "the science and engineering of making intelligent machines, especially intelligent computer programs. Intelligence is the ability to achieve desired goals in the real world."

Data was collected from related literature, reports of educational institutions that have implemented AI, and case studies from institutions such as Stanford University, Khan Academy, as well as digital inclusion programs in Finland and the United States. The analysis was carried out qualitatively to understand the

influence of AI on personalization of learning, accessibility and the role of teachers, as well as evaluation of policies related to ethics and privacy.

This research evaluates the key benefitsof AI in education and challenges such as algorithm bias and data privacy, using a multidisciplinary approach to integrate technological, ethical, and pedagogical perspectives. This method provides comprehensive insight into the role of AI in educational innovation as well as recommendations for maximizing the benefits of this technology effectively and ethically.

This research makes a new contribution by combining a comprehensive analysis of the role of AI in educational innovation, accessibility, and the transformation of the role of teachers, supported by real case studies from various educational institutions. This research shows the great potential of AI to increase the personalization of learning, increase accessibility for students with disabilities, and support the role of teachers in teaching.

However, this research also highlights important challenges that must be overcome, including issues of ethics, privacy, and technology access disparities. The multidisciplinary approach used in this research offers deep insight into the complex interactions between technology, ethics, and education, and provides guidance on how to create more effective, inclusive, and equitable learning environments.

RESULTS AND DISCUSSION

A. Innovation and Transformation in Learning through AI

Innovations in learning using artificial intelligence (AI) offer huge opportunities for personalization and efficiency. AI supports personalization of learning by analyzing student data to provide relevant recommendations, identify strengths and weaknesses, and provide real-time feedback. The main benefits of applying AI in education include increased student engagement, learning efficiency, and rapid feedback. However, challenges faced include algorithm bias, data privacy issues, and integration with existing curricula.

Technology-based curricula also show the potential to enhance learning dynamics through digital tools. Technology allows for more interactive learning, access to additional resources, and more accurate automated assessments. However, gaps in technology access, teacher training needs, and dependence on technology are challenges that need to be overcome. Case studies from Stanford University, Khan Academy, and Japanese high schools show that while AI provides significant benefits, integration and data privacy issues remain major concerns.

B. Ethics and Privacy in the Use of AI in Education

The use of AI in education brings significant ethical and privacy challenges. Algorithmic bias is a major problem, with the risk of unfairness arising from unrepresentative data. Transparency and accountability in AI decision-making are also important for building trust. The privacy policy should include strict procedures for collecting, storing and using student data, avoiding privacy violations and ensuring data security.

Case studies such as the massive data breach in the UK highlight the importance of data security and the need for strong privacy policies. Regulations such as the General Data Protection Regulation (GDPR) in Europe play an important role in protecting student privacy and ensuring transparency. Solutions to these challenges include increased transparency, ethical algorithm design, strict privacy policies, and training for teachers and staff on data security.

C. Accessibility and Inclusion with AI

AI has great potential to improve educational accessibility, especially for students with disabilities. Assistive technology such as voice recognition and language translation software makes access to learning materials easier for students with physical or sensory limitations. The benefits of AI include personalization of learning, reduced physical barriers, and increased student participation.

However, challenges such as technology costs, data privacy issues, and teacher training needs need to be addressed. Digital inclusion initiatives in schools and partnerships with technology companies are helping to improve accessibility, but gaps in access and teacher training remain a problem. Case studies in Finland and the United States show progress in increasing participation of students with

disabilities, despite challenges related to costs and equitable access.

D. The Role of Teachers and Character Education in the AI Era

AI is changing the role of teachers by introducing new tasks as personal learning facilitators and technological collaborators. Teachers must master technology and data analysis skills to utilize AI in teaching, while still playing an important role in character education. Even though technology can support learning, character education is still important to teach moral and ethical values.

Strategies for character education in the AI era include the integration of moral values in the curriculum, the use of technology to teach character, and teacher training. Case studies in Singapore and Finland demonstrate efforts to improve teachers' technology skills and character teaching through innovative approaches.

CONCLUSION AND RECOMMENDATIONS

This research shows that the use of AI in education offers a variety of benefits, including personalization of learning, technology-based curriculum development, and increased accessibility and inclusion. AI has the potential to revolutionize education by creating learning experiences that are more personal, dynamic and responsive to student needs, as well as supporting the transformation of the role of teachers in teaching moral and ethical values. However, significant challenges such as algorithmic bias, data privacy, equal access to technology, and training and professional development needs need to be addressed to maximize the benefits of this technology.

Suggestion :

1. Implementation of Policies and Procedures: Educational institutions must adopt strict privacy policies, transparency principles, and ethical algorithm design to protect students' rights and privacy while harnessing the potential of AI.
2. Increased Access and Equity: Work towards providing affordable and accessible AI technology in all educational institutions, especially in less developed areas, to ensure equal access for all students.
3. Training and Professional Development: Provide comprehensive training for teachers in the use of AI and educational technology to enhance their skills and maximize teaching effectiveness.
4. Monitoring and Evaluation: Conduct regular evaluations of the use of AI in education to identify and address emerging issues, such as algorithm bias and privacy concerns, and ensure that the technology is used effectively and ethically.

By implementing these suggestions, educational institutions can create more inclusive, dynamic and equitable learning environments, and harness the potential of AI to optimally support student development.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6915

EDUCATION TRANSFORMATION IN ELEMENTARY SCHOOL: UTILIZATION OF ARTIFICIAL INTELLIGENCE-BASED LEARNING MEDIA IN THE DIGITAL ERA

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Abstract

The study aims to elucidate the importance of artificial intelligence (AI) integration in supporting the digital education transformation in elementary schools. The research method employed is a literature review involving collecting and analyzing data from various previous studies, as well as comparing and synthesizing expert opinions. The research findings indicate that using AI-based learning media, such as puzzle makers, provides significant benefits in elementary education. AI can enhance personalized learning by analyzing the needs and abilities of each student. Puzzle maker media also enhances student engagement in problem-solving, enriches understanding of learning concepts, and develops cognitive skills and abilities. The significance of AI integration in supporting digital education transformation is reflected in its ability to provide a more personalized and adaptive learning experience. AI can optimize the learning process by monitoring students' individual progress and providing tailored learning recommendations. However, challenges such as adequate technological infrastructure, teacher skills in operating AI technology, and developing relevant content exist. Solutions to address these challenges involve improving infrastructure, providing teacher training, and developing high-quality content. In conclusion, AI integration in elementary education has a positive impact on enhancing the quality of learning and providing a better learning experience. By addressing challenges and implementing appropriate solutions, AI can be an effective tool in supporting the transformation of digital education and achieving better education in this digital era.

Keywords: Education; Elementary School; Artificial Intelligence; Digital Era.

PENDAHULUAN

Pendidikan adalah proses yang terstruktur untuk memberikan pengetahuan, keterampilan, nilai, dan pemahaman kepada individu, bertujuan untuk mengembangkan aspek intelektual, emosional, sosial, dan moral mereka. Melalui interaksi antara pendidik dan peserta didik, pendidikan berfungsi untuk membentuk karakter, mendukung pertumbuhan pribadi, dan mempersiapkan individu agar dapat berkontribusi dalam masyarakat. Pendidikan juga berperan dalam transfer budaya, pengembangan kemampuan berpikir kritis, serta mendukung pembelajaran seumur hidup guna menghadapi perubahan dinamis dalam lingkungan global. Di sekolah dasar, pendidikan perlu terus beradaptasi dengan perkembangan teknologi dan era digital untuk memberikan pengalaman belajar yang lebih efektif kepada siswa (Husnussaadah, 2021; Imroatul Ajizah, 2021; Indarta dkk., 2022; Nugraha dkk., 2021; Nurcahyo dkk., 2022).

Dalam konteks ini, pembahasan mengenai pemanfaatan media pembelajaran berbasis kecerdasan buatan di era digital menjadi sangat relevan. Perkembangan teknologi telah mengubah cara kita mengakses informasi dan memperoleh pengetahuan, sehingga pendidikan di sekolah dasar harus mengikuti perkembangan ini untuk memastikan bahwa siswa dapat memanfaatkan teknologi secara optimal.

Media pembelajaran berbasis kecerdasan buatan saat ini menawarkan berbagai manfaat dan peluang dalam proses pembelajaran. Kecerdasan buatan, atau Artificial Intelligence

(AI), dapat digunakan untuk menganalisis data dan memberikan rekomendasi yang dipersonalisasi kepada siswa berdasarkan kebutuhan dan kemampuan mereka. Dengan memanfaatkan algoritma dan data yang dikumpulkan, media pembelajaran berbasis kecerdasan buatan dapat menyediakan kurikulum yang disesuaikan dengan kecepatan dan gaya belajar masing-masing siswa (Affandi dkk., 2023; Hakeu dkk., 2023; Halimah dkk., 2021; Humaeroh, 2023).

Selain itu, kecerdasan buatan juga dapat membantu guru dalam merencanakan dan mengelola pembelajaran. AI dapat membantu mengidentifikasi area yang perlu diperbaiki, memberikan saran untuk meningkatkan kualitas pembelajaran, dan memastikan program pembelajaran sesuai dengan kebutuhan siswa.

Dengan mengintegrasikan transformasi pendidikan di sekolah dasar dengan pemanfaatan media pembelajaran berbasis kecerdasan buatan, diharapkan kualitas dan efektivitas pembelajaran akan meningkat. Pembelajaran yang lebih personal dan adaptif akan membantu siswa mencapai potensi maksimal mereka dan mempersiapkan mereka untuk menghadapi tantangan di era digital yang terus berkembang. Oleh karena itu, penelitian dengan judul "Transformasi Pendidikan di Sekolah Dasar: Pemanfaatan Media Pembelajaran Berbasis Kecerdasan Buatan dalam Era Digital" menjadi sangat penting untuk memberikan pemahaman yang komprehensif mengenai penggunaan media pembelajaran berbasis kecerdasan buatan di sekolah dasar.

METODE

Metode yang digunakan dalam penelitian ini adalah kajian literatur, di mana topik ditelaah melalui pengumpulan, pengambilan intisari dari penelitian terdahulu, serta perbandingan dan analisis terhadap pandangan para ahli yang terdapat dalam teks (Snyder, 2019). Dengan menerapkan metode ini, penelitian bertujuan memberikan pemahaman mendalam tentang media pembelajaran yang berbasis kecerdasan buatan dalam konteks pendidikan di sekolah dasar, sehingga dapat membantu praktisi pendidikan dalam merancang media pembelajaran yang lebih relevan dan bermakna bagi siswa.

HASIL DAN PEMBAHASAN

Hasil

1. Eksplorasi Media Pembelajaran Berbasis Kecerdasan Buatan

   Penelitian ini mengekspolrasi penggunaan media pembelajaran berbasis kecerdasan buatan (AI) dalam pendidikan, dengan tujuan untuk mengidentifikasi potensi dan manfaat penerapannya dalam mendukung proses belajar-mengajar di kelas.

   Peneliti pertama-tama memahami konsep kecerdasan buatan, yang merupakan bidang ilmu yang mengembangkan sistem komputer yang mampu melakukan tugas-tugas yang biasanya memerlukan kecerdasan manusia, seperti pengambilan keputusan, pemrosesan data, dan pembelajaran. Dalam konteks pendidikan, AI dapat digunakan untuk mengembangkan sistem yang dapat mengenali dan merespons kebutuhan serta preferensi individu siswa (Astuti, 2021; Mahessa et al., 2023; Rulyansah et al., 2022).

   Peneliti juga menganalisis berbagai jenis media pembelajaran berbasis AI yang telah diterapkan, termasuk penggunaan puzzle maker. Hasil penelitian menunjukkan bahwa penerapan AI melalui puzzle maker di sekolah dasar dapat memberikan personalisasi pembelajaran yang lebih baik dengan menganalisis kebutuhan dan kemampuan setiap siswa. AI juga mendukung pembelajaran kolaboratif dengan menyediakan alat dan platform yang memfasilitasi interaksi antarsiswa. Selain itu, penggunaan puzzle maker meningkatkan keterlibatan siswa secara aktif dalam pemecahan masalah, yang dapat meningkatkan minat dan motivasi mereka dalam mempelajari materi pelajaran (Maufidhoh & Maghfirah, 2023).

   Puzzle maker juga memperdalam pemahaman konsep pembelajaran. Melalui pemecahan teka-teki, siswa dihadapkan pada situasi yang mengharuskan mereka untuk menerapkan pengetahuan secara kreatif dan kontekstual. Puzzle maker juga mengembangkan keterampilan kognitif siswa, seperti pemecahan masalah, berpikir kritis, logika, dan strategi. Siswa perlu mengasah kemampuan mereka dan membuat keputusan yang tepat saat

memecahkan teka-teki. Hasil penelitian menunjukkan peningkatan pemahaman siswa dari 30,44% sebelum tindakan menjadi 78,26% setelah tindakan.

Penelitian ini juga menemukan bahwa media pembelajaran berbasis AI dapat memberikan manfaat signifikan dalam meningkatkan disiplin siswa, terutama melalui penggunaan media seperti Wordwall. Wordwall adalah media pembelajaran interaktif berbasis permainan yang efektif dalam mengelola perilaku siswa di kelas 3 SD. Dengan menarik perhatian siswa, Wordwall dapat digunakan untuk membangun nilai disiplin yang akhirnya membentuk karakter siswa. Media ini berfungsi sebagai pendorong untuk menumbuhkan kesadaran siswa akan pentingnya disiplin sebagai bentuk tanggung jawab mereka sebagai siswa. Oleh karena itu, Wordwall membantu membangun disiplin siswa kelas 3 SD terhadap aturan, menjadikan hidup mereka lebih teratur, dan terbiasa mematuhi peraturan sehingga membentuk kebiasaan baik yang berujung pada pembentukan karakter disiplin (Sinaga & Soesanto, 2022).

Dari analisis ini, media pembelajaran berbasis AI memiliki potensi besar dalam meningkatkan kecerdasan dan disiplin siswa. AI memungkinkan pengalaman belajar yang lebih personal dan adaptif, karena sistem dapat menganalisis kemampuan siswa secara individu dan menyusun materi yang sesuai. Hal ini memungkinkan siswa untuk belajar dengan kecepatan dan tingkat kesulitan yang tepat, sehingga meningkatkan efektivitas pembelajaran.

Selain itu, media pembelajaran berbasis AI juga dapat mendorong siswa untuk lebih disiplin dalam belajar, dengan fitur-fitur seperti tugas terjadwal atau pengingat untuk mengulang materi. Ini membantu siswa mengatur waktu belajar mereka dengan lebih baik, meningkatkan kemandirian, dan mengembangkan kebiasaan belajar yang lebih terstruktur.

Namun, meskipun memiliki banyak manfaat, media pembelajaran berbasis AI juga memiliki kelemahan. Salah satunya adalah ketergantungan siswa pada teknologi. Jika terlalu bergantung pada AI sebagai satu-satunya sumber belajar, siswa mungkin kehilangan kemampuan untuk belajar secara mandiri atau berinteraksi langsung dengan guru dan teman sekelas. Selain itu, masalah keamanan data juga perlu diperhatikan, karena AI mengumpulkan dan menganalisis banyak data pribadi siswa.

Sebagai kesimpulan, media pembelajaran berbasis AI memiliki potensi besar untuk meningkatkan kecerdasan dan disiplin siswa. Namun, perlu diimbangi dengan pendekatan belajar yang seimbang, yang mencakup interaksi langsung dengan guru dan teman sekelas. Perlindungan data pribadi siswa juga harus menjadi prioritas. Dengan pemanfaatan teknologi yang bijak, media pembelajaran berbasis AI dapat menjadi alat yang efektif dalam meningkatkan pengalaman belajar siswa.

2. Tantangan dan Solusi Penggunaan Teknologi di Sekolah Dasar
   a. Tantangan Media Pembelajaran Berbasis AI di Sekolah Dasar.

      Salah satu hambatan utama dalam penerapan media pembelajaran berbasis kecerdasan buatan (AI) di sekolah dasar adalah kurangnya infrastruktur yang memadai. Untuk mendukung penggunaan AI, dibutuhkan infrastruktur digital yang baik, seperti koneksi internet yang cepat dan stabil, perangkat keras yang cukup, serta perangkat lunak yang sesuai. Namun, di banyak sekolah dasar, infrastruktur ini mungkin belum sepenuhnya tersedia. Untuk mengatasi tantangan ini, perlu ada upaya untuk meningkatkan aksesibilitas infrastruktur digital di sekolah-sekolah dasar. Pemerintah, sekolah, dan pihak terkait perlu bekerja sama dalam menyediakan infrastruktur yang memadai sehingga guru dan siswa dapat memanfaatkan media pembelajaran berbasis AI dengan optimal (Franz dkk., 2023; Kaswar dkk., 2023; Maulana dkk., 2023).

      Tantangan lainnya adalah kebutuhan akan sumber daya manusia yang terampil dalam menggunakan media pembelajaran berbasis AI. Guru yang memahami konsep dan cara kerja AI akan lebih efektif dalam mengintegrasikannya ke dalam proses pembelajaran. Namun, saat ini,

pemahaman dan keterampilan guru dalam mengoperasikan media pembelajaran berbasis AI masih terbatas, sehingga menjadi hambatan yang perlu diatasi. Solusi untuk tantangan ini adalah dengan meningkatkan pengetahuan dan keterampilan guru melalui pelatihan dan pengembangan profesional yang relevan. Dukungan dari pemerintah, lembaga pendidikan, dan penyedia teknologi sangat diperlukan untuk memastikan bahwa guru memiliki keterampilan yang cukup dalam mengimplementasikan media pembelajaran berbasis AI (Fauziah & Hidayati, 2023; Rulyansah dkk., 2022).

Secara keseluruhan, penerapan media pembelajaran berbasis AI di sekolah dasar menghadapi beberapa tantangan yang harus diatasi. Tantangan-tantangan seperti kurangnya infrastruktur digital dan keterampilan guru harus menjadi perhatian utama agar AI dapat memberikan kontribusi yang berarti dalam meningkatkan kualitas pembelajaran di sekolah dasar. Dengan solusi yang tepat dan kerja sama dari semua pihak yang terlibat, media pembelajaran berbasis AI dapat menjadi alat yang efektif untuk meningkatkan mutu pendidikan di era digital ini.

b. Solusi Media Pembelajaran Berbasis AI di Sekolah Dasar.

1) Infrastruktur dan Aksesibilitas

Pemerintah, lembaga pendidikan, dan masyarakat perlu bekerja sama untuk memastikan setiap sekolah dasar memiliki infrastruktur yang cukup untuk mendukung media pembelajaran AI. Solusi untuk menghadapi tantangan ini dapat mencakup program pengadaan komputer atau tablet, peningkatan akses internet, serta pengembangan jaringan teknologi di sekolah (Franz dkk., 2023).

2) Pelatihan dan Pendampingan Guru

Menyusun program pelatihan dan pendampingan yang komprehensif bagi guru adalah solusi yang sangat diperlukan. Guru harus diberikan kesempatan untuk mengembangkan keterampilan teknologi serta kemampuan dalam menggunakan media pembelajaran berbasis AI dalam kegiatan mengajar sehari-hari. Selain itu, kerja sama antara guru dan profesional IT atau pengembang media pembelajaran berbasis AI juga dapat membantu meningkatkan kompetensi guru dalam menghadapi tantangan yang ada (Sabella & Rhomadhona, 2023).

3) Pengembangan Konten yang Berkualitas

Mengembangkan konten yang berkualitas dan sesuai dengan usia anak-anak harus menjadi prioritas dalam menghadapi tantangan ini. Kerja sama antara pengembang konten, pakar pendidikan, dan pemangku kepentingan terkait diperlukan untuk memastikan bahwa konten edukatif berbasis AI yang tersedia sejalan dengan kurikulum nasional. Penting juga untuk mendorong inisiatif yang melibatkan komunitas pengguna serta mengintegrasikan ide-ide kreatif guna menciptakan konten yang relevan dan menarik bagi siswa sekolah dasar (Hikmawati & Sufiyanto, 2023; Kaswar et al., 2023).

PEMBAHASAN

Penerapan media pembelajaran berbasis AI di sekolah dasar menghadapi beberapa tantangan, seperti keterbatasan infrastruktur, kurangnya keahlian guru, dan kurangnya konten yang sesuai. Untuk mengatasi masalah ini, diperlukan solusi yang mencakup peningkatan infrastruktur teknologi, pelatihan dan pendampingan guru, serta pengembangan konten berkualitas. Melalui kolaborasi antara pemerintah, lembaga pendidikan, guru, dan pengembang media pembelajaran AI, tantangan tersebut dapat diatasi sehingga penggunaan AI dapat memberikan dampak positif dalam proses pembelajaran di sekolah dasar.

Pendidikan di era digital menghadapi berbagai tantangan yang memerlukan solusi inovatif, salah satunya adalah penerapan kecerdasan buatan (AI). Integrasi AI dalam pendidikan dasar semakin penting dan menjadi kunci utama untuk merancang pendidikan yang berkelanjutan.

AI menawarkan manfaat signifikan dalam pendidikan dasar. Pertama, AI mampu

mengoptimalkan proses pembelajaran. Dengan dukungan AI, guru dapat memantau kemajuan belajar siswa secara individual, mengidentifikasi kelemahan, dan memenuhi kebutuhan khusus mereka. AI juga dapat memberikan rekomendasi pembelajaran yang disesuaikan dengan kebutuhan setiap siswa, sehingga proses pembelajaran menjadi lebih efektif (Chanthiran dkk., 2023; Hikmawati & Sufiyanto, 2023; Sperling dkk., 2022).

Selain itu, AI mampu menyediakan pengalaman belajar yang disesuaikan untuk setiap siswa. Dengan kemampuan mengumpulkan dan menganalisis data tentang preferensi dan kebutuhan belajar siswa, platform pembelajaran dapat menyediakan konten yang sesuai dengan minat dan pemahaman siswa. Ini dapat meningkatkan motivasi belajar dan membantu siswa mencapai potensi optimal mereka. AI juga berperan dalam merangsang perkembangan keterampilan kognitif siswa. Dengan metode AI yang interaktif, siswa dapat terlibat dalam pembelajaran yang lebih terarah dan menantang. AI juga dapat menyediakan berbagai jenis tugas yang menguji berbagai aspek kognitif seperti pemecahan masalah, analisis, dan kreativitas. Dengan demikian, AI dapat meningkatkan kualitas pembelajaran yang berfokus pada perkembangan kognitif siswa (Gunawan dkk., 2021; Ismawati & Ramadhanti, 2022; Safitri dkk., 2023; Sinaga & Soesanto, 2022; Subowo dkk., 2022).

Penelitian menunjukkan bahwa integrasi AI bukan hanya sebuah kebutuhan di era digital, tetapi juga menjadi fondasi penting dalam menciptakan pendidikan yang inovatif dan efektif. Dengan memanfaatkan AI, sekolah dasar dapat menyediakan pengalaman belajar yang lebih personal, meningkatkan kualitas pembelajaran, dan mendukung pertumbuhan siswa secara holistik (Chai dkk., 2021; Firmansyah & Amalia, 2021).

Namun, pendidik dan pengambil keputusan di bidang pendidikan harus memahami bahwa integrasi AI bukanlah tujuan akhir. Penggunaan AI harus dikaji secara hati-hati dan disesuaikan dengan tujuan pembelajaran yang diinginkan. Selain itu, implementasi AI memerlukan dukungan teknis yang memadai dan pelatihan bagi pendidik agar mereka dapat menggunakan teknologi tersebut secara efektif.

Transformasi pendidikan digital memerlukan langkah-langkah menyeluruh, dan integrasi AI adalah salah satu solusi untuk menghadapi tantangan tersebut. Dengan AI, sekolah dasar dapat menciptakan pengalaman belajar yang relevan, efektif, dan sesuai dengan kebutuhan setiap siswa. Di era digital ini, integrasi AI bukan lagi pilihan, tetapi sebuah keharusan untuk mencapai pendidikan yang lebih baik.

SIMPULAN DAN SARAN

Penelitian menunjukkan bahwa penggunaan media pembelajaran berbasis kecerdasan buatan, seperti pembuat puzzle, memiliki dampak positif yang signifikan dalam pendidikan di sekolah dasar. AI dalam pembelajaran memungkinkan personalisasi yang lebih baik, dengan menganalisis kebutuhan dan kemampuan tiap siswa. Selain itu, media seperti pembuat puzzle meningkatkan partisipasi siswa dalam memecahkan masalah, memperdalam pemahaman konsep, dan membangun keterampilan kognitif. Pentingnya integrasi AI dalam transformasi pendidikan digital terlihat dari kemampuannya memberikan pengalaman belajar yang lebih personal dan adaptif. AI dapat mengoptimalkan proses pembelajaran dengan memantau kemajuan siswa secara individual dan memberikan rekomendasi yang disesuaikan. AI juga merangsang perkembangan keterampilan kognitif dan memberikan pengalaman belajar yang lebih terarah dan menantang. Meskipun demikian, ada tantangan yang harus dihadapi, seperti kebutuhan akan infrastruktur teknologi yang memadai, keterampilan guru dalam menggunakan teknologi AI, dan pengembangan konten yang relevan. Solusinya mencakup peningkatan infrastruktur, pelatihan guru, dan pengembangan konten berkualitas. Kesimpulannya, integrasi AI dalam pendidikan dasar berkontribusi positif pada peningkatan kualitas pembelajaran dan pengalaman belajar. Dengan mengatasi tantangan yang ada dan mengimplementasikan solusi yang tepat, AI dapat menjadi alat efektif untuk mendukung transformasi pendidikan

digital dan mencapai pendidikan yang lebih baik di era digital ini.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6843

PEDAGOGICAL REVOLUTION: IMPROVING LITERACY OF HISTORY WITH LEARNING DIFFERENTIATING PROCESSES

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Abstract

Effective historical learning is the key to shaping students' awareness and deep understanding of past events. This article thoroughly examines the implementation of pedagogical innovation through learning differentiation processes to improve student history literacy. The research was conducted using a qualitative approach through comprehensive library and documentation studies. Research results show that the application of process differentiation learning can significantly adapt the teaching methods to students' individual learning needs, resulting in increased involvement and a deeper understanding of historical material. Furthermore, using Artificial Intelligence (AI) technology in support of differential learning strategies significantly positively impacts increased student learning motivation. This technology allows for better personalization and real-time feedback that can improve the quality of student learning experience. The findings underline the importance of adopting an innovative and flexible approach to historical learning, which enhances historical literacy and shapes students' character to become more critical and reflective.

Keywords*: *Pedagogical Innovation, History Literacy, Learning Differentiating Processes, AI Technology, Student Engagement

INTRODUCTION

In an era of globalization and rapid technological development, the world of education faces the challenge of continuously innovating to improve the quality of learning and student learning outcomes. One of the most essential forms of innovation in this context is pedagogical innovation, which aims to improve learning methods to be more effective and relevant to the needs of students. Carvalho (Asmayawati et al., 2024) explains that pedagogical innovation refers to sustainable development and applying new teaching methods and strategies to enhance the learning experience. It includes adapting to the ever-changing needs of students and integrating the latest educational technologies.

Process differential learning is an instructional strategy that allows teachers to adjust learning methods to suit students' abilities, interests, and learning styles. This strategy ensures that each student can learn optimally and have maximum learning outcomes. Process differential learning can increase student engagement and motivation and give them a deeper understanding of the materials taught. (Budirahayu & Saud, 2023)

Historical literacy is understanding, analyzing, and appreciating historical events and their impact on present and future life. Historical literacy is an essential tool for developing historical thinking skills. Historical education is working with historical materials, analyzing them, and producing valid interpretations. (Kurniawati et al., 2021). Therefore, innovative teaching strategies such as differentiation in the learning process are essential to improve historical literacy among students.

This article will discuss the importance of pedagogical innovation in historical learning,

learning strategies of process differentiation, and its impact on the improvement of the historical literacy of pupils. Some references from accredited national journals and relevant book sources will support the arguments presented, including research on pedagogical innovation, the effectiveness of differential learning, and effective educational strategies in historical learning. Through a deep understanding of these concepts, new and more effective ways of teaching history to students are expected so that they can have a better literacy of history and a strong sense of nationalism.

A. Pedagogical Innovation Concept

Pedagogical innovation refers to applying new methods and strategies in the educational process to improve the quality of teaching and student learning outcomes. This concept covers various renewal forms in the teaching method, from using the latest technologies to more creative and adaptive learning approaches. Pedagogic innovation aims to create a more effective and attractive learning environment and meet the needs and challenges that are growing in the world of education.

Koehler & Mishra, 2008; Misha & Koehler, 2006 (Rossi & Trevisan, 2018) describe the teacher knowledge required to teach effectively with technology. Pedagogical innovation includes using Knowledge Content Educational Technology (TPACK), which allows teachers to develop learning by harmoniously integrating the material, technology, and pedagogical methods. This approach focuses on applying new techniques to address the challenges in education and improve student learning outcomes. For example, integrating digital devices such as tablets and educational applications into the curriculum can enrich student learning experiences and enhance their involvement.

Pedagogical innovation not only focuses on technology but also on developing teaching methods that respond to the needs of students. This includes applying project-based learning, collaborative teaching, and formative evaluation, enabling continuous learning process adjustment. Thus, pedagogical innovation is essential in creating a more relevant and practical learning experience in the modern era.

B. Process Differentiated Learning Concept

Rivki et al. (2007) state that a differentiated process is an instructional strategy that adjusts teaching methods to match students' abilities, interests, and learning styles to ensure optimal learning outcomes. Process differential learning is an instructional approach that adapts the teaching methods to students' abilities, interests, and learning styles to the best learning outcomes. The differentiated process involves varying activities and methods to help students process and understand information according to their needs. (Tomlinson, 2011). Learning process differentiation means adjusting the way students process and understand information. It involves variations in activities and methods to help students learn and master essential concepts and skills in a subject.

By adjusting how the material is delivered through visual, audio, or kinesthetic formats, teachers can help students with different learning styles understand the material better. Moreover, this strategy also involves using a variety of learning activities that enable students to learn according to their interests and strengths.

Differential learning is a teaching strategy that meets students' learning needs by adapting content, processes, products, and learning environments. This approach ensures that each student can learn in a way that best suits their abilities, interests, and learning styles. It helps create an inclusive learning environment that supports diversity in the classroom so that all students can reach their full potential.

According to Purnawanto, 2023 (Pramartha & Parwati, 2024), Differential learning aims to create equality among students according to their abilities and to bridge the gaps that occur in students during the learning process. Teachers need to understand the individual attributes of these participants so that teaching can adapt to their characteristics. Although the diversity of students in the classroom has been recognized in pedagogics for a long time, in the process of lessons by the

teaching achievements of these years, attention to the condition has not been maximum.

By adopting process-differentiated learning, educators can overcome the challenge of managing student diversity and creating a more personal and practical learning experience. This contributes to achieving better learning outcomes and developing students' individualpotential.

C. Literacy History

Seixas & Morton in (Marta et al., 2024) Thinking Historically: Educating Students for the Twenty-First Century, 2002. Historical literacy involves skills in using historical knowledge to make decisions and develop views about the world.

Historical education should enable students to participate in critical and reflective thinking about the past, including the ability to question and evaluate various historical perspectives and understand how such events affect modern society. By acquiring historical solid knowledge, students can gain a deeper insight into social, political, and cultural contexts and cultivate a sense of responsibility and social involvement.

Studying history thoroughly helps students understand their values and national identity, and they can also contribute to the nation's sustainable development.

D. Role of Artificial Intelligence Technology (AI)

According to Murray Shanahan (Afrita, 2023)(Afrita, 2023), Artificial Intelligence (AI) is an intelligence that humans do not possess. Integrating AI technology into education has brought significant progress in personalized learning. AI can support learning process differentiation by providing real-time feedback and adaptive learning paths. As stated by (Kumar et al., 2023), artificial intelligence (AI) has gained significant educational advantages. AI has great potential to transform and enhance various aspects of today's education world. With support for machine learning algorithms and data analysis, AI technology provides new opportunities to personalize learning experiences, improve teaching strategies, and optimize administrative processes. One of the major applications of AI in education today is the personalization of learning.

In recent years, AI's artificial intelligence technology has undergone significant developments that have had a massive impact on various fields, including academic and educational. One of the increasingly used AI applications is the Generative Pre-Trained Transformer or Chat GPT in human-computer interaction. Chat Generative pre-trained transformer (ChatGPT), today's popular AI chatbot, was developed by OpenAI, a California-based artificial intelligence research and implementation company. This AI model uses a transformer neural network, which can produce human-made text by understanding the context of the conversation as it is said. (Zhang & Lu, 2021).

In addition to ChatGPT, other AI applications have changed strategies in the learning process. For example, adaptive learning systems such as Knewton and DreamBox use AI to tailor lesson materials to students' individual needs and progress. AI applications in educational data analysis are also becoming increasingly popular, such as using Learning Analytics to monitor and analyze student performance in real-time, helping teachers make better decisions in the learning process. AI in the form of virtual assistants such as Siri and Alexa has also been integrated into learning environments to help students with their daily questions and tasks. Overall, AI technology has increased efficiency and personalization in education, creating a richer learning experience focused on individual needs.

AI-based educational tools can analyze student performance and suggest customized resources and activities. This helps meet each student's unique learning needs, enhancing their understanding and engagement. In addition, AI can help teachers identify students who may need additional support, enabling timely intervention.

E. Impact on Student Engagement and Motivation

According to Paulsen & McCormick (Salas-Pilco et al., 2022), student involvement is complex. It is generally understood as the level of effort students put into learning activities, which is influenced by various factors and interactions in the learning environment. One significant result of using differential learning processes and AI technology is increased student engagement and motivation. Applying AI technology in learning positively impacts student motivation and involvement and improves learning outcomes. When students feel that their needs are met, they are more likely to participate actively and take ownership of their learning. Differential learning also encourages students to explore historical topics of interest to them, thus reinforcing the relationship with the subject matter. Students become more involved in learning by providing various ways to interact with content, such as through interactive simulations, digital storytelling, and collaborative projects.

METHOD

This research uses qualitative designs that are descriptive and explorative. Sugiyono (2015) and (Umam & Ferianto, 2023) state that qualitative research studies objects in natural conditions. Descriptive-explorative qualitative research aims to describe complex realities and discover new meanings.

Moleong (2017) and (Juhriati & Rahmi, 2021) stated that qualitative research involves collecting data in a scientific context using natural methods and is carried out by researchers who are naturally interested in the subject. This research is descriptive, where the data is collected in words and images, not numbers. This is because the use of qualitative methods, as well as all the data collected, is potentially the key to the research. In line with this, the study aims to explore and describe learning differentiation processes to improve historical literacy comprehensively and holistically.

J.R. Raco (2010) Explains that qualitative descriptive-explorative research seeks to understand the meaning behind visible data. Therefore, in this study, researchers will seek to understand social interactions and interpret the perspective of research subjects related to learning process differentiation to improve historical literacy.

The research uses this method to describe learning differentiation processes to improve historical literacy and explore aspects that have not yet been revealed. This aligns with Flick's (2014) view (Speidel, 2018), which states that qualitative descriptive-explorative research allows for in-depth exploration of topics that are not understood much.

The research adopted qualitative designs that were descriptive and exploratory but also integrated quantitative elements to enrich the analysis. In line with Moleong (2017) (Juhriati & Rahmi, 2021) in its qualitative aspects, the study uses in-depth interviews, participant observations, and documentary studies to explore and describe learning differentiation processes in improving historical literacy. This approach allows researchers to generate descriptive data from written or oral words of people and observable behavior.

Library study is essential in qualitative research because it builds a solid theoretical foundation. Researchers can identify key concepts, relevant theories, and previous research on learning process differentiation and historical literacy by studying libraries. And through documents is a stable, rich, and encouraging data source. In this study, document analysis will help researchers understand the context, policies, and learning practices of differentiating existing processes.

Finally, this research aims to describe and explore phenomena and produce a deep and contextual understanding of the differentiation of the learning process in improving historical literacy.

RESULTS AND DISCUSSION

The results and discussion of this study aim to explore the application and impact of learning differentiation processes in improving historical literacy using a qualitative approach. By studying libraries and documentation, this research produces in-depth insights into how these strategies are applied and their effects on historical learning.

I. Results

A. Library study:

Literary studies show that the learning theory of process differentiation, introduced by Wormeli in educational literature (Rivki et al., 2007), emphasizes that adapting learning according to student's individual needs can improve the learning process's effectiveness. Historical literacy involves understanding, analyzing, and interpreting historical texts and requires considering differences in student skills and learning styles. Existing differential learning models indicate that providing diverse teaching materials and adapting teaching strategies to students' needs can enhance their involvement and understanding of the historical material. In addition, literature studies also found that using technology in differential learning can facilitate the delivery of more adaptive material and enable faster feedback.

B. Findings from Documentation:

Documentation from the learning plan, textbooks, and evaluation records indicates that applying differential learning in a historical context involves adjustments in several aspects. The learning plans collected show different learning methods, including group projects, class discussions, and digital technology to adapt the material to different levels of student understanding. Textbooks, such as modules and worksheets, are also shown to vary in difficulty levels and types of activities offered. Evaluation records note that students engaged in differential learning improved historical literacy skills. Feedback from students indicated that they felt more engaged and motivated when the teaching material was tailored to their needs and interests. Evaluations showed an improvement in their ability to analyze and understand historical contexts, as well as an improved ability to write and argue about historical topics.

II. Discussion

The results of this study support previous findings that learning process differentiation can improve historical literacy. Implementing learning strategies tailored to students' needs enables more personal and practical learning. The findings align with the theories put forward by Wormeli in (Rivki et al., 2007) and (Marta et al., 2024) that learning that considers individual differences can improve student learning outcomes.

Digital technology supports differential learning by facilitating the delivery of adaptive material and enabling real-time feedback, contributing to students' better understanding of history. (Maulani, 2023) revealed that digital technology can increase students' motivation and interest in learning history, facilitate more meaningful learning, and support the development of historical thinking skills.

Evaluation records showing improvements in historical literacy also confirm the effectiveness of differential learning in improving historical analysis and interpretation skills. Feedback from students showed that they felt the benefits of an approach tailored to their needs, which contributed to their increased motivation and involvement in historical learning. As explained by(Almujab, 2023), Differentiated learning, with a tailored approach, is an essential strategy for creating a practical and inclusive learning experience.

Overall, the findings underline the importance of applying process differentiation learning in the context of historical literacy and suggest that this approach can improve the effectiveness of learning and student learning outcomes. The study also highlights the critical role of technology in supporting adaptive and personalized learning strategies. As explained (Putri, 2024), digital technology helps students to understand and appreciate historical material better, increases student involvement in learning, and increases student interest in learning.

Recommendations for future educational practices include further development of differential learning models and broader technology integration to support individual student needs in historical learning.

CONCLUSION

In the era of modern education, in historical learning, pedagogical innovations such as learning process differentiation have proven to improve student history literacy significantly.

This approach allows teachers to adapt their learning methods to suit each student's needs, interests, and abilities so that each individual can receive relevant and meaningful learning. Research results show that students become more engaged and have a deeper understanding of historical material by paying particular attention to individual differences in the learning process.

Furthermore, the application of artificial intelligence (AI) technology in support of differential learning has had a positive impact that cannot be neglected. AI technology enables real-time personalization of learning by providing live feedback and adaptive learning paths. It not only increases the motivation of students to learn but also ensures that each student can learn according to their respective rhythms and learning styles. With this technology, teachers can more easily identify students' specific needs and provide timely interventions so that no students are left behind.

The findings of this study confirm the importance of adopting an innovative and flexible teaching approach in historical education. Therefore, learning process differentiation helps students understand historical events better and encourages them to be critical and reflective thinkers. With AI technology's support, this approach creates a more dynamic and interactive learning environment where students feel more appreciated and motivated to explore lessons in depth.

Therefore, to achieve a more holistic and inclusive educational goal, educators must continue to find and implement learning strategies that can accommodate the diverse needs of students. Using pedagogical innovations and advanced technologies such as AI is not just a trend. Still, it is an innovation and a must for teachers or educators to ensure all students reach their full potential. Thus, applying differential learning processes and AI technology in historical education improves historical literacy and forms the character of students who are more prepared to face future challenges with strong critical thinking skills and a deep understanding of history.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6925

DEVELOPMENT OF WORDWALL WEB-BASED EDUCATIONAL GAMES TO INCREASE LEARNING ACTIVENESS GRADE IV STUDENTS UPT SDN 2 KETANON KEDUNGWARU

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Abstract

Science learning is a subject that not only provides an understanding of the real form of rules or concepts regarding the environment that requires various kinds of problem solving but is always required to improve achievement in mastering it. Activeness in the world of education is required in order to achieve complex reciprocal relationships. The purpose of developing an educational game based on Web Wordwall is to increase the learning activity of class IV UPT SD Negeri 2 Ketanon Regency. The method used in this research is research and development (r&d). In this development the researcher uses the ADDIE model which consists of 5 steps namely analysis, design, develop, implementation and evaluation. The results of the percentage of material experts on learning media in the form of wordwall web educational games with a total percentage of 100% and declared "very valid" and media experts' assessment of learning media in the form of wordwall web educational games with a total percentage of 95% and declared "very valid". Based on the user's attractiveness response to the questionnaire, the teacher obtained a score of 100 and the response increased student activity with a score of 90% which was included in the "very valid" category and the results of the N-gain test for the results of increasing student activeness obtained from 47.5 to 90 which shows there is an increase in the high category.

Keywords: educational games, wordwall web, activeness

PENDAHULUAN

Pendidikan merupakan hal yang sangat penting dalam kehidupan sehari-hari. Pendidikan merupakan unsur primer dalam membentuk tata krama, akhlak, dan perilaku manusia agar sesuai dengan norma-norma yang berlaku, sepertinorma agama, norma kesusilaan, norma kesopanan, dan norma hukum. Pada saat ini banyak sarana teknologi yang tiinggi menjadikan pendidikan semakin berkembang, seperti pendidikan pada abad 21.

Menurut Lase, D (2019) peningkatan kualitas sumber daya manusia melalui jalur pendidikan mulai pendiidikan sekolah dasar, menengah sampai sekolah menengah keatas dan ke perguruan tinggi adalahkunci untuk mengikuti perkembangan revolusi. Sehingga sistem teknologi yang tinggi dan pesat menjadikan pendidikan lebih unggul dalam berkembang. Generasi abad 21 tidak hanya mengandalkan pengetahuan di satu bidang saja, akan tetapi menuntut untuk memiliki pengetahuan yang sangat luas di segala bidang. Seperti pendapat Aoun (2017) gerakan baru dirancang pada abad 21 yang terfokus pada tiga literasi utama yaitu 1) Literasi digital, 2) Literasi Teknologi, 3) Literasi manusia.

Menurut Alfi, (2016) pembelajaran saat ini memberikan peserta didik lebih banyak memberikan kesempatan untuk berpikir aktif. Pengetahuan yang luas dapat bersumber dari manapun, seseorang yang aktif dalam mencari suatu hal baru akan menemukan ilmu yang tidak mereka ketahui sebelumnya. Keaktifan di dalam dunia pendidikan dituntut agar tercapainya hubungan timbal balik yang kompleks. Peserta didik selalu dituntut meningkatkan prestasi dalam pendidikannya. Saat ini pendidikan di Indonesia sendiri masih belum

berkembang dalam proses pembelajarannya. Sedangkan bangsa akan berkembang ketika proses pembelajaran berjalan dengan baik dan optimal. Pada saat peserta didik pasif dalam proses pendidikan maka akan berdampak pada ketercapaian pembelajaran tersebut. Peserta didik tidak akan menemukan timbal balik dalam proses pembelajarannya. Peserta didik akan dengan mudah melupakan pembelajaran yang diterimanya. keaktifan peserta didik dalam proses belajar mengajar akan menimbulkan situasi belajar yang aktif. Kondisi belajar aktif dibutuhkan oleh peserta didik untuk mendapatkan hasil yang maksimal. Peran guru sangat diperlukan pada saat proses kegiatan di saat pembelajaran, sebab seorang guru adalah penanggung jawab segala kondisi pembelajarandikelas, kegiatan dikelas dapat dibuat guru searah dengan tujuan pembelajaran yang dikehendaki.

Media pembelajaran adalah alat bantu yang dipakai dalam proses pembelajaran. Menurut (Sutjipto, 2016) Media pembelajaran merupakan alat yang mampu membantu proses belajar mengajar dan memperdalam arti pesan yang diberikan sehingga maksud pembelajaran dapat dicapai secaralebih baik dan utuh. (Fatih & Alfi, 2021) menjelaskan media pembelajaran merupakan sarana penyampaian pesan kepada peserta didik berupa pengetahuan dan informasi Media pembelajaran tidak dapat terpisahkan dari proses belajar mengajar demi tercapainya tujuan pendidikan.

(Setyosari, 2016) Keaktifan siswa membuat pembelajaran berjalan sesuai dengan perencanaan pembelajaran yang sudah disusun oleh guru, bentuk aktifitas siswa dapat berbentuk aktifitas pada dirinya sendiri atau aktifitas dalam suatu kelompok. Menurut (Taradisa, 2020) di waktu anak yang semestinya banyak belajar dengan motorik, aktif bergerak, bermain sambil belajar, belajar berkelompok bersama teman- temannya.

Berdasarkan hasil observasi yang dilakukan di UPT SD Negeri 2 Ketanon pada hari jumat 10 November 2022, ditemukan masalah mengenai media berbasis game belum pernah digunakan. Media yang sering digunakan yaitu berupa buku, alat peraga, video dan gambar. Media yang diperoleh dari buku sudah banyak digunakan dan membosankan bagi siswa. Sedangkan seharusnya media dapat menjadi perantara untuk menyampaikan informasi dan pesan saat proses pembelajaran berdasarkan pendapat dari (Sulaiman, 2016)

Prestasi belajar mampu disebabkan dari jalannya pembelajaran disekolah, proses itu didorong oleh keaktifan siswa. Proses belajar disekolah tengah dijumpai berbagai problem yang akan memberi efek pada prestasi belajar, masalah- masalah tersebut diantaranya: Guru belum mengoptimalkan jalannya pembelajaran atau disebut guru masih memakai model pembelajaran yang belum berinofasi maka menyebabkan kebosanan pada peserta didik, kurangnya sarana prasaranapembelajaran praktik yang mengakibatkan guru hanya memberikan materi sesuai dengan kondisi sarana prasarana yang ada di sekolah tersebut, kegiatan siswa merupakan salah satu unsur kesuksesan belajar di kelas, kegiatan tersebut antara lain aktifitas sendiri ataupun aktifitas berkelompok, dari penemuan langsung peneliti menyatakan jika tingkat keaktifan peserta didik masih rendah ditemukannya data observasi awal bahwa siswa cenderung diam dan tidak memperhatikan guru saat proses pembelajaran, model pembelajaran masih menggunakan gaya lama.

Setelah peneliti melihat masalah yang terjadi di UPT SDN 2 Ketanon, peneliti memiliki solusi alternatif untuk menangani permasalahan diatas yaitu dengan menggunakan aplikasi web wordwall yang berbasis game. Penggunaan web *wordwall* ini sangat mudah dan dapat diakses oleh peserta didik secara individual atau dengan arahan guru. Berbagai macam permainan seperti *puzzle, make a match, match up, quiz, random wheel, missing word, group sort, unjumble, find the match, matching pairs, random cards, word search, crossword* dan masih banyak konten yang tersedia di web *wordwall* ini. Menurut (Khairunisa, 2021) *Wordwall* adalah aplikasi yang cocok bagi pendidik dalam mengkreasikan metode penilaian pembelajaran, dapat dimainkan secara *offline* dan *printable*. Kita bisa mengganti kata atau materi seperti apa yang ingin dimasukkan.

Media ini sangat efektif dalam pembelajaran, sejalan dengan pendapat (Sari, 2021) bahwa media pembelajaran *wordwall* efektif digunakan pada pembelajaran daring seperti saat ini. Sehingga penerapan media ini sangat mendukung dalam menciptakan kondisi belajar yang efektif. Aplikasi game sangatlah banyak variasi dan jenis-jenisnya. Salah satunya yaitu game online wordwall yang hanya bisa dimainkan saat terhubung koneksi internet atau online.

Metode Penelitian

Penelitian ini merupakan jenis penelitian dan pengembangan atau yang sering disebut (Uno, 2014) dengan Research and Development (R&D) menggunakan model ADDIE dengan Tahap-tahappengembangan model ADDIE meliputi (Sugiyono, 2019): 1) Analisis Kebutuhan; 2) Desain; 3) Pengembangan (*development*); 4) Implementasi (*implementation*) 5) Evaluasi (*evaluation*). Dalam penelitian ini terdapat 20 siswa SDN 2 Ketanon yang telah dilakukannya uji coba. Pada 3 Mei 2023, dilakukan pengambilan data. Dari para ahli untuk validasi pengembangan ini menggunakan ahli materi, dan ahli media.

$$\boldsymbol{Vah} = \frac{Tse}{Tsh} \times 100\ \%$$

Keterangan :

Vah = Validasi ahli
Tse = Total skor empirik yang dicapai Tsh = Total skor empirik maksimal

Terdapat dua teknik pengumpulan data dalam penelitian ini. Yaitu berupa angket dan dokumentasi. Berikut adalah langkah- langkah yang dilkukan sebagai berikut:

Angket yang digunakan yaitu angket yang diberikan kepada validator dan pengguna (guru) serta siswa. Angket yang pertama diberikan kepada ahli materi, ahli media untuk mengukur kevalidan Produk *Game edukatif* Berbasis *Web Wordwall*. Angket kedua diberikan kepada pengguna (guru) serta siswa untuk mengukur kemenarikan penggunaan Produk *Game edukatif* Berbasis *Web Wordwall*. 2. Dokumentasi digunakan sebagai bukti bahwa peneliti sudah melaksanakan tahap-tahap yang telah dilalui. Data yang diperoleh dari dokumentasi meliputi silabus, modul ajar, profil sekolah dan foto-foto keadaan SD Negeri 2 Ketanon

Hasil Penelitian dan Pembahasan

Penelitian ini menghasilkan produk pengembangan dalam bidang pendidikan berupa media pembelajaran game edukasi berbasisi web wordwall untuk siswa kelas IV. Media pembelajaran berbentuk game edukasi berbasis web wordwall yang dilakukan menggunakan model ADDIE dalam tulisan (Sugiyono, 2019) yang terdiri dari (*analyze, design, development, implementation, evaluation*).

Analisis merupakan tahap awal peneliti menganalisis kebutuhan dengan melakukan observasi di UPT SD Negeri 2 Ketanon, kegiatan observasi dilakukan pada tanggal 10 november 2022 – juni 2023. Penelitian melakukan observasi di UPT SD Negeri 2 Ketanon melalui dua tahapan. Tahap pertama yang dilakukan mengamati guru yang mengajar mata pelajaran IPAS kelas IV, tahap kedua dilakukan untuk mengamati lingkungan sekolah dan juga fasilitas sarana prasarana. Observasi pada tahap pertama dilakukan di kelas IV saat proses pembelajaran. Guru mengunakan modul ajar. Guru menggunakan buku sebagai sumber belajar dan dijelaskan kembali kepada peserta didik. Guru lebih sering menggunakan metode ceramah sehingga siswa kurang aktif dan kurang fokus kepada guru. Saat proses pembelajaran seperti fasilitas komputer kurang dimanfaatkan dalam kegiatan pemeblajaran. Observasi kedua dilaksanakan untuk mengamati beberapa fasilitas yang ada seperti, lcd proyektor belum ada diruang kelas, jika ingin menggunakan harus secara bergantian yang digunakan diruang kantor. Keadaan perpustakaan tertata dengan rapi yang tempatkan terbagi dengan beberapa komputer yang juga jarang digunakan.

Tahap perencanaan merupakan setelah mengetahui identifikasi masalah pembelajaran disekolah sehingga pneliti

membuat inovasi dengan mengembangkan media pembelajaran. Setelah mengumpulkan informasi peneliti merancang desain media game edukasi berupa storyboard.

Game edukasi tersebut berupa soal yang diperoleh dari modul ajar yang digunakan di UPT SD Negeri 2 Ketanon. Soal-soal yang dicantumkan sesuai dengan ATP yang diajarkan pada saat game diujicobakan. Materi pokok yang akan disampaikan dalam game edukasi berbasis web wordwall adalah mata pelajaran IPAS topik kebudayaan indonesia.

Proses pengembagan game edukatif berbasis web wordwall. Pembuatan game edukatif berbasis web wordwall sebagai berikut: Proses pengembangan game edukasi berbasis web wordwall. Berikut pembuatan game edukasi berbasis web wordwall:

1. Langkah login ke google terlebih dahulu. Lalu masukkan alamat email dan password akun anda. Pilih sign in.
2. Lalu masuk pada bagian pemilihan template yang semacam template yaitu permainan pencocokan, kuis, mencari kata yang hilang, roda acak dll. Lalu pilih salah satu dan mulai membuat konten.
3. Langkah selanjutnya klik "buat aktivitas" untuk melihat konten yang telah kita buat.
4. Hasil konten yang telah diedit bisa dibagikan secara publik atau hanya privasi.
5. Lalu pada saat konten dibuka terdapat pengaturan diantaranya font, durasi pengerjaan, pengacakan pertanyaan, dan tampilan jawaban.

dan disusun menjadi *game edukatif* berbasis *web wordwall* yang sudah melalui tahap validasi oleh para ahli lalu diuji cobakan kepada responden yaitu siswa kelas IV SD Negeri 2 Ketanon.

Peneliti melakukan uji coba kepada 20 siswa. Uji coba produk dilakukan oleh peneliti secara langsung datang kesekolah. Uji coba produk dilakukan di kelas IV. Langkah pertama seperti yang telah ada di alur tujuan pemebelajaran. Peneliti terlebih dahulu menjelaskan materi tentang keanekaragaman budaya Indonesia, mulai dari pengertian, macam-macam dan manfaat melestarikan budaya Indonesia. Setelah selesai peneliti membagikan pre angket sebelum menggunakan media pembelajaran untuk mengetahui tingkat keaktifan belajar siswa. Setelah itu siswa dibagi menjadi 4 kelompok kemudian mendengarkan penjelasan peneliti tentang keanekaragaman budaya Indonesia dengan menggunakan media pembelajaran *game* berbasis *web wordwall.* Setelah selesai peneliti membagikan *post* angket untuk mengukur keaktifan belajar siswa setelah menggunakan media *game.*

Setelah produk divalidasi oleh ahli media, ahli materi, dan uji coba keguru dan siswa sebagai pengguna, maka tahap akhir produk yangdiperlukan yaitu dievaluasi. Berdasarkan validasi dari ahli media produk perlu adanya modifikasi berupa ikon font yang digunakan yaitu bernama font comic.

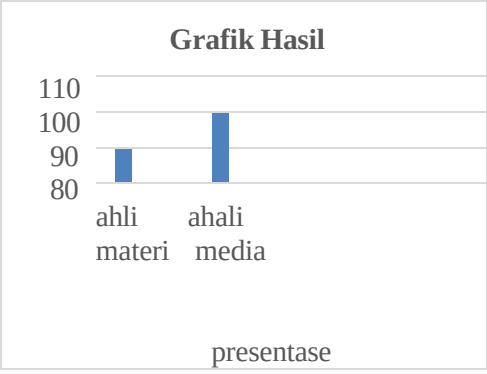
Berdasarkan penilaian para ahli materi dan ahli media terhadap media pembelajaran berupa game edukatif web wordwall adalah mendapatkan kategori

Berikut ini adalah hasil penilaian dari masing-masing bidang ahli media dan ahli materi :

Table 5 Hasil Penilaian dari Ahli

Validator	Presentase	Kategori
Ahli media	90 %	Sangat tinggi
Ahli materi	100 %	Sangat tinggi
Rata-rata	95 %	Sangat tinggi

Berikut adah grafik hasil dari Validasi Ahli :



Produk atau media pembelajaran yang telah selesai didesain

"valid". Kemenarikan media yang dikembangkan dilihat dari angket respon yang diberikan kepada guru setelah siswa diberikan media *game edukatif* berbasis *web wordwall*. Berdasarkan hasil dari 1 responden yaitu guru kelas UPT SDN 2 Ketanon, maka diperoleh Jumlah skor yang didapat adalah 50 dan skor yang diharapkan 50. Maka hasil kemenarikan game edukatif berbasis web wordwall dari respon guru adalah "menarik". Sedangkan untuk peningkatan keaktifan siswa dapat dilihat dari hasil angket *pre angket* dan *post angket* yang diberikan kepada siswa pada saat implementasi media.

Kevalidan game edukatif berbasis web wordwall

Produk yang dikembangkan adalah media game edukatif berbasis web wordwall dalam pembelajaran IPAS materi keanekaragaman budaya Indonesia. Media pembelajaran game web wordwall bisa digunakan apabila sudah melalui kevalidan media. Menurut Sugiyono (2017). Uji kevalidan merupakan teknik untuk memahami hasil produk kepada ahli validasi serta instrumen yang diaplikasikan untuk penelitian serta mendapatkan data valid sesuai dengan gagasan.

Uji validasi ahli materi berlandaskan penilaian para ahli materi terhadap media pembelajaran berupa game edukatif web wordwall adalah "valid". Soal yang dinyatakan valid akan digunakan sedangkan yang tidak valid akan dibuang berdasarkan pendapat Marthunis et al. (2015) bahwa butir soal yang dinyatakan tidak valid harus diperbaiki dan soal yang valid bisa digunakan kembali. Berdasarkan penelitian oleh Dian Ratih Utama Sari, Sri Berdasarkan hasil penelitian (hamida 2021) dengan judul "Pengembangan Bahan Ajar Materi Keragaman Suku Bangsa dan Budaya sekitar terintegrasi adat istiadat masyarakat lawu pembelajaran IPS Kelas IV". Yang memperoleh kriteria "sangat layak" . Dari presentase yang telah dipaparkan dapat disimpulkan bahwa materi IPAS dapat digunakan pada siswa kelas IV.

Uji validasi ahli media Berdasarkan penilaian para ahli media terhadap media pembelajaran berupa game edukatif web wordwall adalah "valid". Penelitian yang dilakukan oleh Supriatini, Refson, dan Mustofa (2020) menyatakan bahwa alat evaluasi/media pembelajaran menggunakan kahoot dan sejenisnya sangat layak berdasarkan penilaian dari ahli media. Selaras dengan pendapat irwanto (2021) dengan judul perancangan media game edukasi untuk mata pelajaran fisika dengan menggunakan model waterfall di SMK Negeri 2 serang. Yang memperoleh kriteria layak digunakan. Dari presentase yang telah dipaparkan dapat disimpulkan bahwa media game edukatif *web wordwall* dapat digunakan.

Kemenarikan game edukatif berbasis web wordwall

Kemenarikan media yang dikembangkan dilihat dari angket respon yang diberikan kepada guru setelah siswa diberikan media game edukatif berbasis web wordwall. Berdasarkan hasil dari 1 responden yaitu guru kelas UPT SDN 2 Ketanon, maka diperoleh Jumlah skor yang diperoleh adalah 50 dan skor yang diharapkan 50. Maka hasil kemenarikan game edukatif berbasis web wordwall dari respon guru adalah "menarik". Seperti pendapat Dewi Cahya Kurnia (2018) bahwa salah satu penyebab rendahnya nilai siswa karena kurangnya motivasi dan kurang menariknya media dalam belajar. Berdasrkan penelitian dengan judul Pengembangan Media Visual Berbasis Word Search Puzzle Untuk Meningkatkan Motivasi Belajar Siswa" dengan hasil penelitian validitas desain pembelajaran termasuk kategori sangat valid". Siswa yang termotivasi dan bersemangat pasti akan sangat aktif di dalam kelas. Sehingga dapat disimpulkan bahwa media game edukatif web wordwall dapat digunakan dan membantu guru dalam proses pembelajaran.

Peningkatan keaktifan belajar siswa sebelum dan sesudah menggunakan media

Peningkatan keaktifan siswa dapat dilihat dari hasil angket pre angket dan post angket yang diberikan kepada siswa

pada saat implementasi media. Menurut Sudjana (2010) keaktifan belajar merupakan proses kegiatan belajar mengajar yang subjek didiknya secara emosional dan intelektual sehingga mampu bergabung secara aktif dalam pembelajaran. Berdasarkan hasil pre angket yang diberikan kepada 20 siswa di UPT SDN 2 Ketanon, mendapatkan kategori ”cukup”, sedangkan pada hasil post angket setelah menggunakan media keaktifan siswa meningkat dan mendapat kategori “sangat aktif”.

Kesimpulan

Berdasarkan hasil dan pembahasan yang telah diuraikan diatas dapat ditarik kesimpulan sebagai berikut :

Berdasarkan penilaian para ahli materi terhadap media pembelajaran berupa game edukatif web wordwall dengan jumlah keseluruhan presentase 100 % dan dinyatakan “sangat valid”

Berdasarkan penilaian para ahli media terhadap media pembelajaran berupa game edukatif web wordwall dengan jumlah keseluruhan

Berdasrkan respon angket pengguna yaitu guru dan siswa memperoleh skor 100 % untuk guru dan 90 % untuk siswa yang termasuk dalam kategori “sangat valid”.

Berdasarkan hasil uji N-gain untuk hasil peningkatan keaktifaan belajar siswa mendapatkan dari 47,5 menjadi 90 yang mana menunjjukan adanya peningkatan dengan kategori tinggi.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6848

SOCIAL STUDIES OF SUSTAINABLE DEVELOPMENT IN THE ERA OF ARTIFICIAL INTELLIGENCE

(A Case of Study at Kampung Mahmud)

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Abstract

This study explores the role of wali in spreading Islam in Java by adapting local customs such as puppets and religious ceremonies, which allow for the acceptance of Islam without disturbing the social and cultural balance. Mahmud Village in Bandung Regency, which Eyang Abdul Manaf founded in the 15th century, was used as a case study. Using a qualitative approach that includes participatory observation, in-depth interviews, and literature reviews, this study reveals that the religious traditions of Kampung Mahmud preserve cultural and spiritual values and unite the community in the modern era. Effective methods include adapting local customs such as puppets and religious ceremonies, which facilitate the acceptance of Islam without disturbing the social and cultural balance. The Mahmud Village, founded by Eyang Abdul Manaf in the 15th century, was chosen as a case study to show how religious traditions and ceremonies can survive in the modern era. Qualitative research through in-depth interviews, participatory observations, and literature reviews shows that religious traditions in Mahmud Village preserve spiritual and cultural values and unite the community. The study also evaluates the potential for integrating artificial intelligence (AI) in social studies to support sustainable development without sacrificing traditional values. AI can help document traditions, develop educational applications, and support sustainable agriculture in Mahmud Village. In conclusion, AI can improve the preservation of local people's culture and economic well-being through the collaboration of the government, academia, and the community.

Keywords: Tradition, Customs, Modernization, Artificial Intelligence.

INTRODUCTION

Sustainable development is an issue that increasingly dominates the global discourse, along with increasing awareness of the impact of uncontrolled exploitation of natural resources. The main goal of sustainable development is to create a balance between economic, social, and environmental aspects so that future generations can enjoy conditions equal to or better than the current generation. In the digital age, artificial intelligence (AI) has emerged as a critical technology that can accelerate the achievement of sustainable development goals by providing innovative solutions in various sectors, from agriculture to thoughtful urban planning. However, the use of AI in sustainable development is inseparable from social challenges involving unequal access, changes in social structures, and technological dependence.

Previous research has highlighted the potential of AI in supporting sustainable development. For example, a study by Vinuesa et al. (2020) shows that AI can contribute significantly to achieving 134 out of 169 targets in the 17 Sustainable Development Goals (SDGs). The research highlights the role of AI in helping countries address environmental challenges such as climate change, energy management, and urbanization sustainability. Vinuesa et al. also found that AI could be used to develop greener technologies

and improve industrial efficiency, but warned of potential risks such as increased inequality and negative social impacts if these technologies are not applied carefully.

Meanwhile, research by Mhlanga (2021) explores social barriers to the application of AI, especially in developing countries. Mhlanga argues that while AI has great potential to accelerate sustainable development, inequality of access to technology and infrastructure is a significant barrier. The study also shows that countries with limited access to technology will further lag in achieving the Sustainable Development Goals, creating a deeper gap between developed and developing countries.

At the local level, Syaharuddin (2024) revealed that integrating artificial intelligence (AI) technology in agriculture in rural Indonesia produces diverse impacts in all social, economic, and environmental domains. Adopting AI could trigger shifts in farmers' cultivation practices, perception of nature, and social interactions, impacting productivity and well-being. However, the study also shows that the successful implementation of AI is highly dependent on the readiness of local communities to adopt new technologies, which are often limited by factors such as technological literacy and adequate access to infrastructure.

Furthermore, the history of Mahmud Village will be explained by Nugraha et al. Starting from the previous guardians who spread Islam on the island of Java with various methods and approaches aimed at the local population. Their main goal was for the spread of Islam to occur quickly and be accepted and lived by the people at that time. One of the methods they use is to incorporate Islamic teachings through customs that already exist in the community that are the target of their da'wah (Nugraha et al., 2022). For example, they use puppets or various religious ceremonies that are usually carried out by the local community as a medium to convey Islamic teachings. The spread of Islam is carried out gradually from one place to another, from one region to another, without releasing elements of habits or customs that already exist in society. The guardians are very discreet in their approach, ensuring that this da'wah process does not disturb the local social and cultural balance. This allowed Islam to spread throughout Java, from the north coast to the south coast and from west to east, including the Bandung Regency area.

Bandung Regency did not escape the attention of the guards in spreading Islam. One of the areas in Bandung Regency that is the center of the spread of Islam is Mahmud Village, which is located on the outskirts of the Citarum River. This village plays an important role as a center for the spread of Islam in the region. The name "Mahmud" comes from the Arabic language, which means "praise". However, in the local context, this word has a deeper meaning, namely "proud" and "with sincere affection". This reflects the attitude and enthusiasm of the people of Kampung Mahmud in maintaining and practicing Islamic teachings that have been inherited by their ancestors (Noor Azida Batubara, 2022).

Mahmud Village was founded around the 15th century by Semba Eyang Abdul Manaf, a descendant of Syarif Hidayatullah, who came from the Cirebon Settlement. Cirebon is known as one of the centers of Islam spread on the island of Java, and from here, Islamic teachings then spread to Mahmud Village ((Sumiati, 2008). In this village, Islam is spread by one of the guardians, who has a significant commitment and responsibility to spread it. Kampung Mahmud, located in Bandung Regency, West Java, is a unique example of a community that has managed to maintain the beliefs and traditions of its ancestors amid modernization. Religious solid traditions and ceremonies are the hallmarks of Mahmud Village, reflecting the spiritual richness that continues to be maintained by the community.

Even in today's era of artificial intelligence (AI), it is important to understand how these technologies can be integrated into social studies to drive sustainable development without sacrificing long-held traditional values. Mahmud is derived from the Arabic word, which means Mahmud, which means praise. The word "praise" does not mean "admired" but means "reueus" (proud) and "deudeuh" (with sincere affection). The origin of the Mahmoud

village cemetery complex. Mahmud Village was founded around the 15th century. Its founder was Semba Eyang Abdul Manaf, who continued the lineage of Syarif Hidayatullah from the Cirebon Settlement. As is well known, Cirebon is the center of the spread of Islam on the island of Java until it can finally spread to Mahmud Village.

In this area, Islam is spread by one of the guardians who certainly has the commitment and responsibility to spread Islam. Mahmud Village, located in Bandung Regency, West Java, is a rare example of a community that has maintained the beliefs and traditions of its ancestors at that time. Solid religious traditions and ceremonies are the hallmark of Mahmud Village, reflecting the spiritual wealth that continues to be maintained by the community. In today's era of artificial intelligence (AI), it is important to understand how to integrate this technology into social studies to encourage sustainable development without neglecting traditional values (Wahyudi, 2023). Integrating AI in social studies can offer significant opportunities to improve efficiency and effectiveness in research and practical applications. However, several challenges must be faced to ensure that this technology is used ethically and sensitively to existing cultural and social contexts (Renaldo Fajar, 2023). This research aims to explore various approaches in combining AI with social studies and evaluate their impact on the preservation of traditional values and the sustainability of society.

Looking at previous research, this article will discuss the role of AI in sustainable development, focusing on the social challenges that arise as a result of its implementation. Through a social studies approach, this article aims to understand the social dynamics that arise from the integration of AI in sustainable development and provide a critical view of how these technologies can be implemented in a fair and inclusive manner.

METHOD

The research carried out is one of the efforts to uncover various phenomena in Mahmud Traditional Village. This research uses a qualitative approach to deeply understand the phenomenon of religious traditions and ceremonies in Mahmud Village. Qualitative research is chosen because the research conducted aims to describe a title without using systematic and detailed calculations so that the research carried out can be understood and understood to explain a phenomenon used as a research object. Data collection techniques include in-depth interviews with religious leaders in the Mahmud Village area. This aims to further explore the customs/habits and things that are usually done by the surrounding community, community leaders who are village elders, and residents of Mahmud Village.

To complement the data collection technique, participatory observation was carried out to experience firsthand the process and atmosphere of the ceremony, as well as to understand the social interaction that occurred in it. This participatory observation is deliberately carried out so that data collection does not become ambiguous but is felt directly by the researcher. It is necessary to study the literature to support various data collection techniques. The document study was carried out by collecting and analyzing various related documents, such as historical records and literature about religious traditions in Mahmud Village. The data analysis technique used is thematic analysis to find patterns, categories, and concepts that are relevant to understand the phenomenon.

RESULTS AND DISCUSSION

A. History and Religious Traditions in Mahmud Village

Some opinions describe the history of the establishment of Mahmud Village, although all of these opinions mention Eyang Abdul Manaf as the founder of Mahmud Village. Mahmud Village began after Eyang Abdul Manaf returned from Mecca. He originally went to Mecca to study religion and stayed there for a long time. Before leaving Mecca, suspicion came to him, saying that a foreign nation would come and colonize his country.

His concern for the suspicion led him to pray solemnly at a place near the Grand Mosque called Gubah Mahmud. At Mahmud's hut, he prayed to return to a place that would not be colonized. After praying for a long time and asking for guidance, he was inspired and decided to return with a handful of soil from Mecca. He wanted to promote Islamic values by establishing a village after returning to the land. After a long time of wandering around looking for suitable land to build his village, Eyang Abdul Manaf found a swampy land shaped like an island divided by a river. This land is the site of Mahmud's founding (Zaky et al., 2024).

Mahmud Village was established on selected land in the 15th century or around 1405 AD. Mahmud Village has a long history that began with the arrival of Eyang Abdul Manaf in the 15th century. Religious traditions that are still preserved today include Haolan/commemorating the 1st anniversary of the deceased, the Birthday of the Prophet Muhammad SAW, and commemorations of Islamic holidays such as Eid al-Fitr and Eid al-Adha (Kikki Ayu Kirana et al, 2019). This tradition serves as a guardian of spiritual and cultural values as well as a tool to unite society in the midst of the challenges of modernization. This religious tradition that has been carried out for generations is one of the efforts to preserve Islamic values that were usually carried out by the predecessors in Mahmud Village. On certain days/months, Mahmud Village is visited by many people from various regions who make pilgrimages to the cemetery to pray for Waliallah and commemorate his services in spreading Islam.

B. The Role of Technology in the Age of Artificial Intelligence

In the era of artificial intelligence (AI), technology has great potential to support the preservation of religious traditions in Mahmud Village. Technology can contribute by documenting traditions by digitizing historical manuscripts and documents. This process creates a digital archive that stores important information and makes it accessible to future generations. Additionally, AI can be used to develop educational applications designed to teach younger generations about the importance of preserving local traditions and culture. This application can provide in-depth knowledge about the history, values, and religious practices in Mahmud Village, thereby helping to strengthen cultural identity among children and adolescents. As such, technology documents the past and plays an important role in educating and inspiring the next generation to preserve their cultural heritage (Siswandoyo & Asnan, 2023).

C. The Use of AI in Documentation and Resource Management in Mahmud Village

The application of artificial intelligence (AI) in the documentation process of religious ceremonies such as Haolan and the Prophet Muhammad's Birthday in Mahmud Village can produce more detailed and accurate recordings of these religious practices. AI technology allows for more comprehensive data collection, including visual, audio, and text, providing a more holistic picture of religious activities carried out by local communities.

In addition to documenting religious traditions, AI also plays a role in improving the efficiency of natural resource management in Mahmud Village. AI can be used to analyze weather patterns, soil conditions, and water needs, thus assisting farmers in optimizing their farming practices. Thus, using this technology can support sustainable agriculture which is one of the main livelihoods of the people of Mahmud Village. Through this approach, AI not only helps preserve culture but also contributes to improving the economic well-being of local communities.

CONCLUSION AND ADVICE

This research shows that Mahmud Village has a long history that began in the 15th century with the arrival of Eyang Abdul Manaf after returning from Mecca. Religious traditions that have been passed down from generation to generation, such as the commemoration of Haolan, the Birthday of the Prophet Muhammad SAW, and other Islamic holidays, continue to be preserved as an effort to maintain spiritual and cultural values, as well as strengthen social ties in modernization.

In the era of artificial intelligence (AI), technology has great potential to support the preservation of religious traditions in Mahmud Village. AI can be used to document traditions by digitizing historical manuscripts and archives so that future generations can store and access important information.

In addition, AI can play a role in developing educational applications that help the younger generation understand the importance of preserving local culture and traditions. The use of AI in natural resource management also contributes to improving the efficiency of sustainable agricultural practices, which is one of the main livelihoods of the people of Mahmud Village. Thus, AI technology supports cultural preservation and has a positive impact on the economic well-being of local communities.

Additionally, integrating artificial intelligence in social studies can support sustainable development without sacrificing traditional values. The religious traditions and ceremonies in Mahmud Village, which reflect Indonesia's spiritual and cultural richness, can be preserved and promoted through AI technology. Therefore, it is important to continue to develop and implement these technologies in a way that respects and supports local values.

The development of artificial intelligence (AI) technology has created great opportunities to support the preservation of local culture, but this can only be achieved through close cooperation between the government, academia, and local communities. The government plays a role in formulating policies that support cultural preservation technology. At the same time, academics can contribute to developing AI applications that are relevant to the needs of local cultures. The local community must be actively involved so that the technology developed is by the needs and in line with the cultural values that are upheld. With this effective collaboration, AI can be optimized to preserve traditions and cultural heritage without neglecting the unique characteristics that exist in local communities.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6877

THE EFFECT OF DIGITAL TECHNOLOGY ON STUDENTS CREATIVE AND CRITICAL THINKING SKILLS

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Abstract

This study aims to see the influence of digital technology of toponym rays on students' creative and critical thinking skills. The use of technology in the classroom is essential to improve educational standards in the rapidly evolving digital era. This study uses experimental design and quantitative methodology. The subject of the study was a randomly selected student of class X at Pontianak State High School. The research implementation method involves the use of digital toponym ray applications for one semester of school. The instruments used include creative and critical thinking skills tests that have been validated. Data is collected based on the measurement of specific skills, such as creative and critical thinking skills, which are measured with valid and reliable instruments. The data analysis technique used is experimental statistics. The t-test was used to determine the significance of the difference between the scores of the experimental class and the control class. The results showed that there was a significant improvement in students' creative and critical thinking skills after using digital technology of toponymic rays, namely the results of data analysis showed that the average score of creative and critical thinking skills of students in the experimental group was higher than that of the control group. The average score of creative thinking skills in the experimental group was 85.2, while in the control group it was only 70.4. For critical thinking skills, the average score in the experimental group was 82.7, while in the control group it was only 68.3. and The results of the t-test showed that the t-value for creative thinking skills was 3.45 with a p-value < 0.05, which means there was a significant difference between the two groups. For critical thinking skills, the t-value was 3.87 with a p-value < 0.05, which also showed a significant difference.

Keywords: Digital Technology, Creative Thinking, Critical

INTRODUCTION

The modern digital era is characterized by the rapid advancement of information technology. Information is available from a variety of sources and flows quickly. While there are many advantages to this easy access, there are also new difficulties. Sorting and understanding this vast amount of information is one of the main obstacles. Critical and creative thinking skills are more important in this situation. These qualities go beyond simple cognitive functions; They are essential to prosper in unpredictable times. The development of digital technology today has changed the way humans look at all areas of life, including learning and education. Technology for learning has become increasingly integral in the teaching and learning process. In order for the education sector to grow and be able to keep up with progress in other fields, innovation is very important. The use of technology offers advantages and disadvantages. (Ambarwati et al., 2022). The impact can concentrate on the good and minimize the bad if there is good collaboration between stakeholders to ensure that the purpose of using the technology is achieved. The use of technology in the classroom has created new opportunities for students to learn more and expand their cognitive abilities. Critical thinking and problem-solving are two important cognitive abilities in an educational setting. In order to realize a critical, adaptive, and socially intelligent young generation to meet the needs of the industrial era, digital pedagogy can be an alternative approach to learning in the digital era. 4.0 (Purfitasari et al., 2019).

Cognitive skills such as critical thinking and problem-solving require logical and rational information processing, analysis, evaluation, and decision-making. This ability is necessary to

handle difficult situations in both the academic and everyday professional environment. However, the education system continues to face difficulties in developing students' critical thinking and problem-solving skills. different. Technological advances have made learning easier and the search for different learning resources has become easier because learning is no longer limited by time and place. (Sanita & Saparia, 2023).

It is accessible to everyone through technology. Therefore, the use of technology in the classroom can help students become more proficient in problem-solving and applying critical thinking. The learning technology offers a range of interactive materials, games, simulations, and assessment tools tailored to make students think critically and solve authentic problems. The use of learning technology in this study is toponymic ray technology that can provide a learning environment and support the development of these skills and allow students to access diverse and up-to-date information resources. SINAR (Geographical Name Information System) is an application developed by the Geospatial Information Agency (BIG) to facilitate the Implementation of Geographical Names in Indonesia. The terrain name data uploaded on this application will belong to BIG, as a non-ministerial government institution that carries out government duties in the field of geospatial information in accordance with the mandate of Government Regulation No. 2 of 2022. Toponym's ray digital technology leverages geospatial data and information technology to create digital representations of interactive and dynamic maps. Using this technology, students can explore various geographical locations while learning the historical and cultural background of the names of the places. For example, by simply clicking on a dot on a digital map, students can access information about the history of a place, the origin of the name, as well as the role of the place in the social and economic context. This helps them develop analytical abilities to collect and evaluate information from various sources. Understanding the features of the media and the needs of students is the first step in optimizing the use of learning media. Therefore, educators must be creative in facing limited resources or other technical challenges (Budiyono, 2020). Educators can maximize everything that can be used to deliver learning information, including the use of the environment, so that something real can be presented applicatively.

The ability to think critically and creatively is a necessity in the rapidly evolving digital era and everyone must have it, especially in the field of education and human resource development. Significant changes are caused by the growth of digital technology in various areas of society, including social, educational, and economic fields. The way we think, learn, and communicate are all influenced by this digital revolution. Communities will be better prepared to face future obstacles, advance society, and realize their maximum potential if they practice these skills.Based on the identification of these cases, the purpose of this study is to determine the Influence of Toponymic Ray Digital Technology on Students' Creative and Critical Thinking Skills.

METHOD

This study uses a quantitative approach with an experimental quantitative research method. Quantitative methods are related to procedures (methods) for collecting data, analyzing data, and interpreting analytical findings to gather information for conclusions and decision-making. (Solimun, Armanu, & Fernandes, 2018). Design an experiment with a control group to examine the influence of digital technology in toponymic light on students' creative and critical thinking skills. The design of this experiment was designed to identify the cause-and-effect relationship between the use of digital technology and the improvement of students' thinking skills. According to Margono in (Hardani. Ustiawaty, 2020) said that population is a source of data that has characteristics in a study is the entire object of research which includes people, objects, plants, symptoms, test results, or events. This study involves a carefully selected population and sample so that the results can be generalized. The population in this study is all class X students at State High School (SMA) 1 Pontianak who take part in geography learning. The selection of class X is based on the consideration that students at this level already have a sufficient knowledge base in geography Population Characteristics: Populations have diverse characteristics in terms of socio-economic

background, academic ability, and access to digital technologies. The total population is around 432 students from a total of 12 classes X at SMA Negeri 1 Pontianak. The research sample was taken using the stratified random sampling technique to ensure that each sub-group in the population was proportionally represented. This technique was chosen to increase the representativeness of the sample and reduce sampling bias. Sample Size: The total sample taken was 200 students, with 100 students in the experimental group and 100 students in the control group. In this study, the data collection technique used is quantitative with an experimental approach. The main instrument used is a closed questionnaire designed to measure the influence of digital technology in toponymic light on students' creative and critical thinking skills. This questionnaire consists of several sections that include demographic data, the use of digital technology in learning, and an assessment scale of creative and critical thinking skills. The data analysis techniques used are experimental and inferential statistics. The t-test is used to determine the significance of the difference between the scores of the experimental group and the control group, The instrument in this study is a critical and creative thinking test that has been validated.

RESULTS AND DISCUSSION

Result

The Influence of Toponymic Ray Digital Technology on Students' Creative and Critical Thinking Skills

In this study, data was taken from a sample of students who had used Sinar Toponym digital technology in inquiry-based learning. The sample consisted of 100 students who were divided into two groups, namely the experimental group using Toponymic Rays and the control group using conventional methods. The following is a data table showing the results of the analysis of the average scores of creative and critical thinking skills of students in the experimental group and the control group:

Table 1. Data table of the results of the analysis of the average score of students' creative and critical thinking skills

It	Skills	Experimental Group	Control Group
1	Creative Thinking	85,2	70,4
2	Critical Thinking	82,7	68,3

Source: Secondary Data (Processed)

The results of data analysis showed that the average score of creative and critical thinking skills of students in the experimental group was higher compared to the control group. The average score of creative thinking skills in the experimental group was 85.2, while in the control group it was only 70.4. For critical thinking skills, the average score in the experimental group was 82.7, while in the control group it was only 68.3.

The t-test was conducted to test whether there were significant differences between the experimental group and the control group in terms of creative and critical thinking skills. Here is a data table showing the results of the t-test for creative and critical thinking skills:

Table 2. Results table t-test for creative and critical thinking skills

It	Variable	Group	T value	P-value
1	Creative Thinking Skills	Experiment vs. Control	3,45	< 0.05
2	Critical Thinking Skills	Experiment vs. Control	3,87	< 0.05

Source: Secondary Data (Processed)

This table shows that both creative and critical thinking skills have significant differences between the experimental group and the control group, The test results show that the t-value for creative thinking skills is 3.45 with a p-value < 0.05, which means there is a significant difference between the two groups. For critical thinking skills, the t-value was 3.87 with a p-value < 0.05, which also showed a significant difference.

Discussion

The influence of digital technology on students' creative thinking skills

The results of this study show that the use of

digital technology of Toponym Rays significantly improves students' creative thinking skills. This can be explained through the ability of the Toponym Ray to present information visually and interactively, which allows students to explore concepts more deeply and develop new ideas. Interactive and visual learning has been proven to be effective in stimulating the creative thinking process because it encourages students to look at a problem from various perspectives.

The influence of digital technology of toponym rays on students' critical thinking skills

Critical thinking skills also improved significantly in learners who used Toponymic Rays. This technology allows students to conduct in-depth analysis of the information they obtain, as well as test the validity of various data sources. The interactive features in Toponym Beam help learners to identify strong and weak arguments, as well as develop better analytical thinking skills.

This discovery has important implications for educational practice. The use of digital technology such as Toponymic Rays not only improves students' creative and critical thinking skills, but also makes learning more interesting and relevant. Teachers can take advantage of this technology to create a more dynamic and challenging learning environment, which can ultimately improve students' overall learning outcomes.

Thus, it can be said that in examining the influence of technology on creative and critical thinking skills, which is in line with several previous researches, such as teachers must be encouraged to develop various skills and abilities in using technology to support teaching and learning activities, because their acceptance of technology in the classroom can determine their optimism and creativity in the classroom (Hidayati et al., Because the Quizwhizzer program has many interesting elements and a large number of templates, students can become more engaged and not feel bored with social studies classes. This can help students remember the material that their teacher has taught. comes from the questions generated by the Quiz. Students can practice answering these questions through their application, which helps them have a deeper understanding of the topics discussed. (Handayani et al., 2024). Then the results of other studies also say that to increase the effectiveness of the 4C skills—critical thinking skills, creative thinking, communication, elaboration, technology, and information—digital media is used in 21st century learning. (Lubis & Lubis, 2021). And Ariyana et al., (2018: 15) also revealed that 1) Critical thinking and problem-solving skills: students are able to recognize, analyze, interpret, and evaluate evidence, arguments, claims, and data that are widely presented through in-depth study, and can reflect on them in daily life; 2) Creative and innovative thinking skills: students can generate, develop, and implement their ideas creatively both individually and in groups; 3) Communication skills: students can communicate ideas and thoughts effectively using oral, written, or technological media and 4) Collaboration skills, where students can work in groups to find solutions to a problem. Additionally, the use of websites on the internet can help students become more aware of critical thinking (Astuti et al., 2020).

The findings of this study are to see how influential digital technology is, namely by using digital toponymic rays to face students' creative and critical thinking skills in learning. And the importance of digital technology in the learning process to improve students' creative and critical thinking skills. Although this study shows positive results, there are some limitations that need to be noted. This research was only conducted in a relatively short period of time and with a limited sample. Therefore, generalizing the results to a wider population should be done with caution. Further research with longitudinal designs and larger samples is recommended to reinforce these findings.

CONCLUSIONS AND SUGGESTIONS

This study shows that the use of digital technology of Toponymic Rays significantly improves students' creative and critical thinking skills. The results of the quantitative analysis indicated that students who were involved in learning using Toponymic Rays showed an improvement in the ability to generate new ideas, as well as in analyzing, evaluating, and

composing arguments better than those using conventional learning methods. Therefore, Toponymic Rays can be considered an effective tool for developing essential thinking skills in the digital age. The suggestion from the results of this study is that in order for this technology to be used optimally, training is needed for teachers to integrate Sinar Toponym into their teaching strategies. This training should include creative ways to use this technology to maximize its impact on learning, and further research is suggested to explore the long-term effects of the use of Toponymic Rays on students' thinking skills, as well as to identify other factors that can affect learning outcomes. The research should also include a larger and more diverse sample to improve the generalization of findings, and the Developers of Sinar Toponym are expected to continue to update and refine this technology based on feedback from teachers and learners, in order to meet the evolving needs of education. Additional features that support collaboration and project-based learning can also be potential areas for development.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6801

PANCASILA RAHMATAN LIL ALAMIN STUDENT PROFILE STRENGTHENING PROJECT AT MTS WALISONGO PONTIANAK CITY

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Abstract

The purpose of this article is to find out the project to strengthen the profile of Pancasila Rahmatan Lil Alamin students at Mts Walisongo, Pontianak City. The type of research used in this study is descriptive field research. Meanwhile, the research method used in this study is qualitative research. The data used in this study is primary data where the source of data collection is through observation, interviews, questionnaires and documentation. The analysis techniques in this study employs analysis approaches such as data reduction, data display, and conclusion drawing. The study's findings indicate that MTs Walisongo, Pontianak City's Pancasila Student Profile Strengthening Project (P5) Rahmatan Lil Alamin (RA) is being implemented as a poster-making project with the subject "building the soul and body." Accessible technology, infrastructure, and funding for creating posters are examples of supporting variables. The new curriculum and variations in student characteristics are among the impediments. Strengthening the Pancasila and Rahmatan lil Alamin values is one way that the Rahmatan Lil Alamin (RA) Pancasila Student Profile Strengthening Project (P5) has impacted the character development of grade VII students at MTs Walisongo Pontianak City, increasing cooperation between students.

Keywords: Implementation, Independent Curriculum, P5RA

INTRODUCTION

Education has an important role in society, especially in the life of the state and the state. The purpose of education is to help students reach their full potential while also serving as a means to promote morality, religion, and other attitudes that have practical applications in society at large. The curriculum is one of the basic elements of education. This has to do with deciding on courses, subject matter, and teaching methods, all of which have an impact on the type and caliber of graduates from educational institutions.

It will be difficult to meet the goals and objectives of education based on Pancasila without a strong, adequate, and acceptable curriculum (Oktapiani, 2019). The curriculum is a learning plan, which is a learning program plan for students. The philosophical foundation of the State of Indonesia, Pancasila, is very significant, especially in the education system. Character education based on the ideals of Pancasila is considered one of the essential elements that are able to produce graduates who have a strong moral and psychological disposition (Sukiyat, 2020).

Usually, the curriculum serves as a guide or reference when carrying out a learning activity as a form to ensure that educational goals are met as best as possible and in accordance with the set standards. The content of the curriculum is a design for teaching and learning materials and activities, which are naturally inseparable from the content, objectives, learning materials, and strategies to be used. Since the curriculum can also have an impact on the achievement of educational goals, the curriculum must be modified to better meet the requirements of students (Rohmawan, 2023).

It is very important that character education is taught and embedded in every student today. One of them is discipline and responsible character, especially Pancasila-

based character education. The nature of a person's duties is determined by his behavior and attitude towards God Almighty, the State, society, the natural, social, and cultural environment, as well as oneself. On the other hand, actions that demonstrate orderly behavior and compliance with all relevant rules and regulations are an indication of discipline. Students who adopt a discipline mindset will reap more rewards, as discipline plays a major role in their academic achievement. A disciplined person is aware of the need to act in accordance with the standards, norms, laws, and guidelines that apply both in society and in school (Melati, 2023).

As a result, character education initiatives are carried out in a number of regional educational institutions in an effort to measure the principles contained in Pancasila (Fitriyah et al., 2018). With an emphasis on their understanding of the ideals of Pancasila and their capacity to incorporate these ideas into their daily lives, this study attempts to explore and explain the profile of Rahmatan lil Alamin, a group of Pancasila students enrolled in schools managed by the Ministry of Religious Affairs. MTs Walisongo, Pontianak City, West Kalimantan, is the subject of this research. Typical students of Rahmatan lil Alamin are people who embody the virtues of Pancasila, are virtuous, maintain high moral standards, and approach their religious beliefs with objectivity. The purpose of Rahmatan Lil Alamin's student profile is to develop impartial individuals, valued members of society, and actively engage in national defense efforts to uphold the integrity of the Republic of Indonesia. (Hamzah et al., 2022).

Character education based on Islamic principles and Pancasila. The foundation of the Indonesian madrasa education system is Rahmatan lil Alamin. "Bhinneka Tunggal Ika" is Rahmatan lil Alamin's slogan, which is truly one of the choices for maintaining Indonesia's uniqueness (Munif et al., 2023). The Pancasila-based character education program aims to produce graduates who have academic excellence and strong moral and ethical integrity. In this context, the graduates' descriptions show how well they understand, assimilate and apply the ideals of Pancasila in everyday life. This includes their contributions to society, their social connections, and their individual decisions. It is hoped that a moderate generation will rise, able to build a peaceful national life and uphold principles such as democracy, tolerance, patriotism, love of country, social justice and diversity in the world (Hamzah et al., 2022).

Responding to the recently introduced Permendikbud regulations, which will take effect in the 2024–2025 academic year, the West Kalimantan Province Ministry of Religion mentioned the implementation of an autonomous curriculum in the West Kalimantan region, especially in madrasa schools. MTs Walisongo, a private school in Pontianak City, West Kalimantan, is one of the schools that will implement an independent curriculum and a project to strengthen the student profile of Pancasila Rahmatan Lil Alamin (P5RA). This school is located on Jl. Ampera Kota Baru, Sungai Bangkong, Pontianak Kota District. The West Kalimantan Ministry of Religion supervises MTs Walisongo Pontianak City as a school. It is hoped that this development will enable Rahmatan Lill'alamin Student Profill, who will later graduate from Madrasah, to practice moderate religious ideals as well as religious values within the framework of the state and state.

Previous research conducted by Muthofin *et all* ., (2023) according to research findings, the implementation of independent curriculum in madrasa educational institutions, the characteristics of Pancasila students and Rahmatan lil Alamin students in madrasas, and the principles of implementing contextualized education, student centering, exploratory learning , collaboration, diversity, autonomy, usefulness, and religiosity have all contributed to raising the profile of the former group. Under the direction of the project facilitation team and school principal, integrated learning and planned extracurricular learning can be used to implement project implementation strategies to raise student profiles.

Furthermore, research conducted by Fauziah & Rohmawati (2023) research findings show that MI students can develop a disciplined and responsible character as a consequence of the P5-P2RA initiative. Teachers' opinions about P5 as a co-curricular program in the autonomous curriculum are considered adequate Damayanti & Ghozali (2023).

Based on the background that has been discussed, the researcher has determined the research title, namely "Implementation of the Project for Strengthening the Profile of Pancasila *Rahmatan Lil Alamin Students* at MTs Walisongo, Pontianak City".

METHOD

The author chose descriptive field research as *the* method of investigation. Research carried out methodically to collect data in the field is known as field research. Gathering information for descriptive research involves concentrating on determining the specific events to be examined. Thus, minimal or moderate, organized, open-ended, person, or group interview procedures are used during the data collection phase. A qualitative research approach is the approach used (Sugiyono, 2014).

The benefit of conducting research using qualitative techniques is that the findings can be more thorough, clear and comprehensive. The researcher chose this qualitative study because it will use qualitative research methods to describe and assess the implementation of the project in order to improve the status of Rahmatan Lil Alamin students in the independent curriculum. This project requires specific data, which can only be obtained through qualitative research methods.

The population in this study was MTs Walisongo, Pontianak City. Meanwhile, the sample was determined using *probability sampling* using *purposive sampling* so that the sample in this study was the Head of MTs Walisongo Pontianak, Head of Curriculum and Teachers of classes 7A, 7B and 7C MTs Walisongo Pontianak.

Primary data, collected by direct observation, interviews, questionnaire distribution, and recording, is the data collection method used in this research.

The compilation of collected data criteria into a broad overview as a research objective is an evaluation approach to research data sources. The three stages of data analysis are data reduction, data visualization, and conclusion analysis. An important idea that has been updated from the idea of validity over reliability is data validity. Depending on the criteria applied, the degree of truth or confidence of the assessment will change.

RESULTS AND DISCUSSION

Madrasah Tsanawiyah (MTs) Walisongo Pontianak is a private school located on the Bangkong River, Pontianak City, West Kalimantan. MTs Walisongo carries out its activities under the auspices of the Ministry of Religion. The Ministry of Religion gives authority to MTs Walisongo to carry out its operations. A school that offers instruction in all topics required by the national curriculum along with additional Islamic religious values is called MTs Walisongo Pontianak. The MTs Walisongo Pontianak teaching team consists of skilled educators who are experts in their disciplines, making them the best in Pontianak City. In addition, there are various educational facilities available, including comfortable classrooms, libraries, sports facilities, mosques, canteens, and more.

The Pancasila Rahmatan lil Alamin student profile is a set of values and skills developed by each student through extracurricular activities, instructional units, intracurricular learning, and the Pancasila Student Profile Strengthening Project.

A project is described as a series of actions taken to investigate a challenging subject to achieve a specific goal. This project is structured to allow students to conduct research, identify a problem, and come to a conclusion. They work within the time given by the school to produce projects or activities.

The Rahmatan Lil Alamin Student Profile Project and the Pancasila Student Profile Strengthening Project are project-based educational initiatives created to improve student character and competence in line with religious principles and the Pancasila Student Profile. In order for students to take meaningful action in addressing these issues according to their stage and learning needs, they in this Student profile project activity you will get the opportunity to learn about significant topics or concerns including anti-radicalism, mental health, culture, entrepreneurship , technology, and democratic life..

The Rahmatan lil Alamin student profile project aims to help students observe and solve problems based on social roles, self-empowerment, self-improvement and personal potential. According to Pancasila standards,

students must demonstrate the following attitudes and behaviors: independence, critical thinking, creativity, global diversity, fear of God Almighty, noble character, and mutual collaboration.

Key themes have been established by the government, and educational units will develop them into subjects based on the unique needs of their pupils and geographical setting. Education units can choose from among the following main themes for projects to strengthen student profiles: Pancasila Democracy, Bhinneka Tunggal Ika, Sustainable Lifestyle, Local Wisdom, Building Mind and Body, Engineering and Technology to Build the Republic of Indonesia, Entrepreneurship, and Employment. These themes are up to the teacher and educational unit to choose. However, apart from developing these themes creatively in conjunction with government programs within the ministry, instructors and madrasa education units are also expected to be able to develop the main themes into topics that suit students' settings and needs in terms of learning.

At MTs Walisongo, Pontianak City, Strengthening the Profile of Pancasila *Rahmatan Lil Alamin Students* is entering the initial stage of implementing P5RA, namely in the 2024/2025 Academic Year. The time allocation plan for implementing P5RA is to integrate it into certain subjects: Most schools integrate P5RA education into existing subjects, such as PPKn, religion, or even in other subjects such as Indonesian or history. Time allocation for P5RA can be done in a structured manner in a weekly or monthly lesson schedule.

Each profile project reinforcing project does not need to take the same amount of time to complete; in fact, one project may take longer than the other. Projects can be done alone or in conjunction with other project-based learning activities, and they don't all need to be executed at the same time when it comes to implementation time management. The Pancasila Rahmatan Lil Alamin Student Profile is the main goal of the Profile Strengthening Project at MTs Walisongo Pontianak City. This may be accomplished by implementing planned activities during the learning process and creating a habit of supporting moderate attitudes.

Based on the results of interviews on 25 July 2024 conducted by researchers, in the implementation of the Pancasila Rahmatan Lil Alamin Student Profile Strengthening Project as a manifestation of the implementation of the independent curriculum, MTs walisongo Pontianak City implemented the P5RA project, namely:

1. Intracurricular: Project Education Rahmatan lil Alamin's student profile can be integrated directly into the formal curriculum at school. This means that the Rahmatan Lil Alamin Student Profile Project material is taught in certain subjects, such as in PPKn (Pancasila and Citizenship Education) subjects, religion, or other relevant subjects. Teachers use the official curriculum and teaching materials prepared to meet P5RA standards.
2. Co-curricular: Co-curricular activities include activities outside the main curriculum that support the development of character and values of the Rahmatan Lil Alamin Student Profile Project. MTs Walisongo Pontianak City held a workshop, which focused on these values.
3. Extracurricular: Extracurricular activities such as student organizations, clubs or sports teams can also be a place to revive the culture of the Rahmatan Lil Alamin Student Profile Project. MTs Walisongo Pontianak City organizes extracurricular activities throughdiscussion groups about the values of honesty and anti-corruption.

Table 1 Project for Strengthening the Profile of Pancasila Students *Rahmatan Lil Alamin*

Project	**Class**	**P5 element**	**Element R.A**
Building Body and Soul (poster making project)	VII	1. Have faith and devotion to God Almighty and have noble character 2. Creative 3. Mutual cooperation	• Civilized • Exemplary • Dynamic and innovative • Tolerance

There are several phases that students

complete when working on a poster project. The first step is the introduction, where the homeroom teacher or supervisor explains to students why they are producing the poster and ensures that the poster's audience or target understands the message. In the second step, known as contextualization, students tie the information or point they want to make to related circumstances or background. The third step is the action stage, where students practice ideas and concepts that have been developed previously. This includes gathering information from various sources, deciding on the format and size of the poster, organizing the layout, choosing colors and fonts, and using graphic design. Fourth, there is a reflection stage, where students consider the messages they want to share and advocate as a way to increase students' awareness of the values they have developed through the posters they have created. They evaluate whether the message is understandable, impactful, and consistent with the goals they want to achieve. Students can then increase their knowledge of the creative process, sharpen their skills, and ultimately become more adept at visual communication.

Of course, the administration, instructors, and surrounding community must exert effort and provide support so that learning activities can be implemented and for students to be successful at an institution. At MTs Walisongo, Pontianak City, the school and school atmosphere, together with students who are always eager to learn, naturally support Rahmatan Lil Alamin's (RA) Strengthening the Profile of Pancasila Students (P5) Project. When MTs Walisongo Pontianak City implemented the Project for Strengthening the Profile of Pancasila Rahmatan Lil Alamin (RA) Students (P5), researchers found a number of variables that helped and hindered the implementation of the project. These elements include:

1. Supporting Factors

a. The involvement of Human Resources (HR)

Teachers, students and schools. To ensure that the Strengthening the Profile of Pancasila Rahmatan Lil Alamin (RA) Student Profile Project (P5) is implemented in line with plans, the school is offering support. So that the Rahmatan Lil Alamin (RA) Pancasila (P5) Student Profile Strengthening Project can be implemented according to the predetermined path, the students who take part in its implementation show joy and interest in the new experiences they encounter. First, educators work to level the playing field between the many perspectives of those participating in the implementation of the Rahmatan Lil Alamin (RA) Strengthening the Profile of Pancasila (P5) Students Project. Teachers also have a role in creating a cohesive Project Team for P5.

b. Providing facilities and budget

Madrasas have internet halls and huts, which are online networks that students can use to help with problems related to their classes. According to Muhroji (2014:49), "Facilities are everything that is needed in the learning process, both mobile and immobile, to achieve learning objectives". where there are facilities that facilitate comfortable learning as well. Students are more enthusiastic to do anything when they are in a really fun environment. At MTs Walisongo, Pontianak City, the learning environment is very practical and spacious in the project creation process.

In addition, the madrasah provided all the funds for the construction of the project at MTs Walisongo in Pontianak City. The Rahmatan Lil Alamin (RA) (P5) Pancasila Student Profile Strengthening Project (P5), which is an embodiment of the implementation of the autonomous learning curriculum, has received full support from madrasas, as shown by the budget.

c. Easily accessible technology

The ease of use and affordability of devices and applications for students, the increasing prevalence of using various types of software in this digital era, and the possibility for students to gain proficiency in using software in various situations due to widespread access to technology.

2. Inhibiting Factors

Student Profile Strengthening Project ,which is the embodiment of the independent curriculum at MTs Walisongo, Pontianak City, is currently being implemented. Project implementation was hampered by challenges faced by teachers and other school residents during the initial phase of the project, as P5RA at MTs Walisongo was still in its early

stages. Andriani (2018) explained the elements that hinder the implementation of the Project for Strengthening the Pancasila Student Profile (P5) by Rahmatan Lil Alamin (RA), which includes students, instructors, facilities and infrastructure, as well as students' parents. According to this explanation, MTs Walisongo, Pontianak City also has factors that hinder the implementation of the independent curriculum. This includes: (1) a relatively new curriculum, because class VII teachers at MTs Walisongo, Pontianak City are still learning about the Rahmatan Lil Alamin (RA) Project for Strengthening the Profile of Pancasila Students (P5). (2) Variations in student characteristics, namely that each student is unique and requires additional support from the teacher in terms of mentoring students. Because not everyone uses software like Canva to create posters, while others understand the concept. The teacher must be patient to understand the quality of the student during the initial explanation.

There are four activity streams that students complete during the poster making process: introduction, contextualization, action, and reflection. During the Introduction phase, students begin to identify the purpose of the poster, the range of subjects to be covered, and the intended audience. It is also evident that students develop critical thinking and cooperative learning styles. Second, the contextualization stage is where students try to grow by contextualizing various topics or difficulties they face in class. At this stage, they should strive for autonomous character, mutual collaboration, and critical reasoning. Third, the action stage is where children create concepts, make posters and show their work. During this phase, they also work to improve their independent thinking, teamwork, and critical thinking skills while also trying to grow responsibly. During the reflection stage, students consider the message they want to spread through the poster they have designed. They do this to increase students' awareness of the values they develop through the posters they have created. At this stage, they also grow in their ability to think critically, independently, and fear Almighty God.

CONCLUSION AND SUGGESTION

1. As a form of implementation of the independent curriculum at MTs Walisongo, Pontianak City, the Rahmatan Lil Alamin (RA) Strengthening the Profile of Pancasila Students (P5) Project involves making posters about environmental issues surrounding schools and inspirational quotes.
2. Factors that facilitate the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) Rahmatan Lil Alamin (RA), Expression of MTs Walisongo, Pontianak City regarding the implementation of the autonomous curriculum (1) Involvement of Human Resources (HR); (2) provision of facilities and funding for project production; and (3) easily available technology. The new curriculum and differences in student characteristics are things that hinder the implementation of the Rahmatan Lil Alamin (RA) Strengthening the Pancasila Student Profile (P5) Project as a form of implementation of the independent curriculum at MTs Walisongo, Pontianak City.
3. The Strengthening Pancasila Student Profile (P5) project is being implemented. Rahmatan Lil Alamin (RA) has a good influence on how students build their character. Through understanding and implementing the ideals of Pancasila, students can cultivate a mindset of devotion to God Almighty and Noble Morals, as well as a spirit of collaboration and creativity among themselves. Meanwhile, the principles of rahmatan lil alamin highlight the virtues of empathy, tolerance, caring for students, harmony, justice, and being dynamic and inventive. These qualities can help students develop polite attitudes towards other people and the environment. All things considered, this exercise forms a respectful and competitive personality in students in dealing with various life circumstances .

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7028

INFLUENCE OF TEACHER COMPETENCE, SCHOOL ENVIRONMENT, AND LEARNING MEDIA ON MOTIVATION FOR LEARNING IPS

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Abstract

Learning motivation is an encouragement that arises both from within and outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved. Based on the results of the preliminary study, information was obtained that the learning motivation of students in grades III, IV, V, and VI of the Negororejo II State Elementary School, Lumbang District, Probolinggo Regency showed that 40 of the 67 students did remedial work because they had not met the Teaching Completion Criteria due to motivation to learn. Low student motivation is influenced by several factors, including teacher competence, school environment and learning media. This research aims to determine the influence of teacher competence, school environment and learning media on the learning motivation of students in grades III, IV, V and VI at Negororejo II State Elementary School. This type of research is quantitative with the student population being all students in grades III, IV, V and VI of the Negororejo II State Elementary School with a total research sample of 67 students. Data collection techniques use questionnaires and documentation. Hypothesis testing in this research uses multiple regression analysis, analysis of the coefficient of determination (R2), F test and T test. The results of the research show that each variable of teacher competence, school environment and learning media has an influence on students learning motivation in social studies subjects. Either partially or simultaneously. It was concluded that teacher competence, school environment, and learning media had a positive and significant effect on the learning motivation of Negororejo II State Elementary School students.

Keywords: teacher competency, school environment, learning media, student motivation

INTRODUCTION

Education is an important element in the development of a nation. Education has an important role in preparing a better generation, cultured people, people who have good morals and personality. These educational goals will be achieved if the components in the learning process involve themselves actively in learning activities both physically, mentally and emotionally so that it will increase students' learning motivation. Student motivation in learning is a determining factor in students success in pursuing education, because with high learning motivation, students will tend to be more motivated to achieve what they want even though difficulties and obstacles sometimes arise in achieving it. Student

One of the external motivation factors is teacher competence. Teacher competence is needed to arouse students' learning motivation. Students' motivation to learn can start from within themselves through teacher competence. Teachers need to have high competence in carrying out their work so that teachers are able to influence students to be more motivated in learning. Teachers who have a Strata 1 diploma and have an educator certificate also need to develop their competence by attending training, workshops, seminars and so on in order to increase student motivation. The school environment is also a factor that can influence student learning motivation. The school environment consisting of teachers, administrative staff and school friends can influence students' learning motivation, while physically, the physical condition of the school, facilities and infrastructure in the classroom, the condition of the school building and so on are also factors in the school environment. Students

interact with friends, teachers and other school residents while in the school environment, but sometimes some students are less able to interact with other students or teachers because they feel shy or inferior. This is certainly able to influence students' learning motivation.

Another factor that influences student learning motivation is learning media. Arsyad (2017) stated that media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals at school in particular. Media limitations must be endeavored to avoid hampering the teaching and learning process. The media that can be obtained can come from around the school or around the student's home. are remedial is 40 out of 67 children.

RESEARCH METHODS

Based on the problems studied, the method used in this research is a descriptive method with a quantitative approach, with the type of research being a correlational survey. Descriptive correlation is a research method that aims to see the relationship between two or more variables.

From the questionnaire data collection results of respondents' answers, with a total sample of 67 students consisting of classes III, IV, V, and VI of Negororejo II State Elementary School, Lumbang District, testing was carried out using SPSS 26. The data collection technique used a questionnaire technique,

The following is a table of data analysis results.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.538	.529		8.579	.000
	Teacher Competency	.594	.066	.749	8.939	.000
	School Environment	.361	.096	.321	3.766	.000
	Learning Media	.196	.085	.195	2.301	.025

a. Dependent Variable: Student Motivation

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764[a]	.583	.564	.207

a. Predictors: (Constant), Learning Media (X3), School Environment (X2), Teacher Competency (X1)

b. Dependent Variable: Student Motivation (Y)

The results of the multiple linear regression equation with three independent variables (X) and a dependent variable (Y) are as follows:

a = 4,538

b1 = 0,594

b2 = 0,361

b3 = 0,196

Then the Multiple Linear Regression equation can be arranged as follows:

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$

$Y = 4,538 + 0,594\ X_1 + 0,361\ X_2 + 0,196\ X_3$

The teaching and learning process is basically the delivery of messages from the source of the message to the recipient of the message in a certain way or media. The results of observations at SDN Negororejo II showed that during the teaching and learning process there were still students who did not pay attention to the teacher's explanations and chatted with their friends several times, students did not seem enthusiastic about following the lesson, some students were less active in the question and answer process carried out by the teacher. This results in suboptimal learning of social studies material because in the odd semester of the 2023/2024 academic year the number of students from class III to class VI who

namely by giving written questions to respondents to be answered using a Likert scale and documentation techniques are used to obtain data that is already available in the form of notes, reports, photos. Data analysis in research uses several methods including descriptive analysis, multiple linear regression analysis, classical assumption tests (normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test) and hypothesis testing (F test, t test, and R2 test).

I. RESULT AND DISCUSSION

Result

The explanation of the multiple regression equation is as follows:

1) The constant of 4.538 means that if the variables Student Competence (X1), School Environment (X2), and Learning Media (X3) are equal to 0, then Student Motivation (Y) is 4.538.
2) The regression coefficient for Teacher Competency (b1) of 0.594 shows the magnitude of the influence of Teacher Competency on Student Motivation. The regression coefficient is positive which means that Teacher Competency has a positive influence (in the same direction), meaning that an increase in Teacher Competency causes an increase in student Motivation and vice versa.
3) The School Environment regression coefficient (b2) of 0.361 shows the magnitude of the influence of the School Environment on Student Motivation. The regression coefficient is positive which means the School Environment has a positive influence (in the same direction) meaning that an increase in the School Environment will cause an increase in student Motivation and vice versa.
4) The Learning Media regression coefficient (b3) of 0.196 shows the magnitude of the influence of Learning Media on Student Motivation

5) . The regression coefficient is positive which means that Learning Media has a positive (unidirectional) influence, meaning that an increase in Learning Media will cause an increase in student motivation and vice versa.

From the results of data processing, the coefficient of determination (R Square) value was obtained which shows the large contribution of all independent variables, namely Teacher Competence (X1), School Environment (X2), and Learning Methods (X3) to Student Motivation (Y). So R Square 0.583 means Teacher Competency (X1), School Environment (X2), and Learning Methods (X3) are able to contribute 58.3% to Student Motivation (Y), so the remaining 41.7% is determined by variables others not researched.

1. Hypothesis Testing

Before testing this hypothesis, the following hypothesis was first tested: "There is a significant influence on the influence of teacher competence, school environment, and learning media on student learning motivation at the Negororejo II State Elementary School, Lumbang District, Probolinggo Regency."

The hypotheses that must be tested are as follows:

H_o: The three variables are teacher competency, school environment, learning media on students learning motivation in social studies subjects

H_1: The three variables are teacher competency, school environment, learning media on students learning motivation in social studies subjects

Decision rule:

a. If significant F (calculated) < 5% or 0.005 H_0 is rejected, then H_1 is accepted
b. If significant F (calculated) > 5% or 0.005 H_0 is accepted, then H_1 is rejected.
c. Based on statistical data, the research results show that H_0 is rejected if the calculated value is < table, so there is an influence of teacher competence, school environment, and learning media on students learning motivation in social studies subjects.

1. Simultaneous Testing

Simultaneous or simultaneous testing to test the hypothesis which states that perceptions about the influence of teacher competence, school environment, and student learning media have a simultaneous effect on student learning motivation in social studies subjects. The Fcount value is displayed, namely 29.419. Then, for hypothesis testing, this value is compared with the F_{table} value at the alpha level = 0.05 degrees of freedom 3: 63, namely 2.25. So F_{count} (29.419) > F_{table} (2.25) or Sig value. 0.000 < 0.05 then H_o is rejected (H_a is accepted) meaning that Teacher Competence, School Environment and Learning Media together (simultaneously) have a significant effect on Student Motivation.

2. Partial Testing

To determine the influence of each variable, namely teacher competency, school environment, and student learning media, which have a significant effect on learning motivation for social studies subjects, the following t-test (t-test) is used:

1) Teacher Competency Testing (X1) on Student Motivation (Y)
   Based on the analysis results, the value of t_{count} = 8.939, while t_{table} = 1.998 or t_{count} > t_{table} with a Sig value. 0.000 is smaller than 0.05, so Ho is accepted (Ha is rejected), meaning that Teacher Competence (X1) has a significant influence on Student Motivation (Y).
2) Testing the School Environment (X2) on Student Motivation (Y)
   Based on the analysis results, the value of t_{count} = 3.766, while t_{table} = 1.998 or t_{count} > t_{table} with a Sig value. 0.000 is smaller than 0.05, so H_o is rejected (Ha is accepted), meaning that the school environment (X2) has a significant influence on student motivation (Y).
3) Testing Learning Media (X3) on Student Motivation (Y)
   Based on the results of the analysis, the value of t_{count} = 2.301, while t_{table} = 1.998 or tcount > ttable with a value of Sig. 0.025 is smaller than 0.05, so H_o is rejected (H_a is accepted), meaning that Learning Media (X3) has a significant influence on Student Motivation (Y).

Thus, it can be studied that the influence of the dominant independent variable, namely Learning Media (X3), is the variable that has the dominant influence on Student Motivation (Y).

Discussion of Research Results

1. The Influence of Teacher Competence, School Environment, and Learning Media on Student Motivation

Based on the analysis that has been carried out, it is known that teacher competence, school environment, and learning media have a significant influence on the motivation of students in grades III, IV, V, and VI at Negororejo 2 State Elementary School. The research results show that the value of F_{count} > F_{table} (29.419 > 2.25) and the significance value is 0.000 so that H_0 is rejected. This means that teacher competence, school environment, and learning media together influence the learning motivation of students in grades III, IV, V, and VI at Negororejo 2 State Elementary School. Based on multiple correlation analysis, the R value is 0.764. The r_{count} value > r_{table} value (0.764 > 0.169), so H_0 is rejected. This means that there is a positive correlation between teacher competence, school environment, and learning media together on student learning motivation. The multiple correlation value is located above the interval 0.20-0.399 so it can be concluded that there is a high influence or relationship between teacher competence, school environment, and learning media together on student learning motivation. These factors will influence students' enthusiasm for learning (Rahman, 2021).

The large contribution of the influence of teacher competence, school environment and learning media on student learning motivation can be seen by looking at the analysis table of the coefficient of determination in the Model Summary output. The R square value is 0.583. This means that the large contribution of the variable influence of teacher competence, school environment and learning media on Student learning motivation was 58.3%, and the remainder was influenced by other factors not examined in this research. Based on the results of this research, it can be seen that good teacher competence, a supportive school environment, and adequate learning media have an influence on increasing student learning motivation. A person will get the desired results in learning if within him there is a desire to learn (Rahman, 2021).

These results are in accordance with research by Anastasia (2022) which states that learning motivation can be influenced by the competency of student teachers in grade V science subjects at SDS Santo Markus 1 Jakarta. Teacher competency is considered an important factor in stimulating student learning motivation. When teacher competence becomes more qualified, it can certainly be used as a measure to increase student learning motivation. So the higher the teacher's

competence, the higher the student's learning motivation.

The school environment is the environment in the school, where learning takes place (Havidz, 2023). Students are enthusiastic about learning in a comfortable and safe environment. So the more positive the school environment, the more students' learning motivation will increase. Meanwhile, good, correct and interesting learning media can have an influence in increasing student learning motivation. Through various learning media, students will be able to interact actively by utilizing all the potential that students have, of course the media used in the process of achieving educational goals.

2. The Influence of Teacher Competence on Learning Motivation

Teacher competency is an adequate task of possessing the knowledge, skills and abilities required by one's position (Istiqomah, 2022). Competence also means knowledge, skills and basic values that are reflected in habits of thought and action. Teacher competence consists of professional competence, pedagogic competence, social competence, and personality competence. Professional competence includes teacher mastery in providing lessons, mastery of core and basic competencies, and creative development of learning materials.

Pedagogical competence includes teacher mastery in understanding the characteristics of students, organizing educational learning, utilizing information and communication technology, communicating effectively with students, carrying out assessments, and reflective actions to improve the quality of learning. Social competence includes teachers being objective, teacher adaptation in the workplace, and the way teachers communicate verbally and in other forms. Personality competencies include teachers acting in accordance with applicable norms, honest teacher personalities, authoritative personalities, and teachers showing a high work ethic (Istiqomah, 2022).

Teacher competence consists of professional competence, pedagogic competence, social competence, and personality competence. According to students' perceptions, the four most influential competencies are professional competencies. Professional competence consists of mastery of material, mastery of basic competencies, and creative development of subject matter. Adequate professional competence from a teacher is what students need to increase their learning motivation (Janawi, 2019).

Teacher competence has a huge influence on students learning motivation because teachers who are good at teaching social studies will be easy for students to understand, teachers various ways of teaching, full of creative ideas, also influence the success of teaching for students. Apart from teaching, teachers also educate students. The way teachers educate students will form good students too. Teachers also need to be objective in giving assessments to students (Novauli, 2021). Establishing communication with parents is also necessary to provide improvements or problems related to students. The teacher's personality also needs to be considered because teachers who have a high personality will be an example for students.

Teachers must continue to improve their competency abilities because being a teacher must be done professionally. This principle of professionalism will support quality science. To realize teacher professionalism, lifelong learning is necessary. Apart from that, teachers also have to keep up with technological, social and cultural developments which require teachers to learn new knowledge and respond to all changes due to digital technology. Teachers also have to adapt to the use of technology. Also the character of students, from generation to generation the character of students experiences changes, both socially and mentally. So, teachers must understand the character of students well according to their generation (Novauli, 2021).

Based on the results of the analysis, the t_{count} was 8.939, while the t_{table} was 1.998, so from the calculations it can be seen that the $t_{count} > t_{table}$, with a sig of $0.000 < 0.05$, which means that partially teacher competence has a significant effect on student learning motivation. Research that is in accordance with this research is research conducted by Amelia Zikrifah, Firdaus Suhaimy, (2023) with the title

The Influence of Teacher Competence on Students' Interest in Learning.

3. The Influence of the School Environment on Student Learning Motivation

The school environment is a place where students carry out educational activities to gain knowledge, change attitudes and skills both in the classroom and outside the classroom by following and obeying the rules in the established educational system (Syarifah, 2023). This environment includes two factors, namely the situation in the classroom and the physical situation outside where the teaching and learning process takes place. The school environment, such as teachers, administration, and friends can influence a student's learning process. The harmonious relationship of the three can be a motivation for students to study better at school. Sympathetic and exemplary behavior by a teacher or administrator can be an incentive for students to learn.

The school environment has a huge influence on students learning motivation because with a comfortable, safe and peaceful environment for fellow school members, the learning process can run well. Apart from interactions between students and teachers, learning motivation can also be influenced by interactions between students and students. Student relationships in helping friends who have difficulty learning and friendship relationships between students from different classes (Kadek, 2023). In implementing learning, of course teachers need props to present learning. Teaching aids are closely related to the facilities and infrastructure in the school. If the facilities and infrastructure are inadequate it will certainly affect students' learning motivation at school. One of the facilities related to learning motivation is the school building. Inadequate school buildings, especially classrooms or study rooms, can affect learning motivation

The physical environment consists of the physical environment and the non-physical environment. According to students' perceptions of the two competencies, the most influential is the physical environment. The physical environment consists of the condition of the school building, school facilities, school infrastructure, school equipment, order and school hours. A supportive physical environment will be able to increase student learning motivation (Kadek, 2023).

The benefits of the school environment in learning, including learning carried out in a good school environment, has great potential to increase students' understanding and interest in the material being taught. A good learning atmosphere in a school environment can also make the learning atmosphere enjoyable (Syarifah, 2023). As a result, students become more motivated by the lesson material. Apart from that, studying in a good school environment, not just in the classroom, can indirectly provide students with other lessons about independence. By utilizing the environment around the school as a learning object, students are required to learn to understand with real observations so as to trigger student independence in learning and its relationship to life.

Studying in a healthy and good school environment also helps students and teachers, especially students, to broaden their horizons about the surrounding environment. This can also trigger a broader and deeper way of thinking about nature, society and life. Learning achievement can increase with the support of a good school environment. If students and teachers work together to create a comprehensive school environment, students can more easily absorb learning material. The deeper students' understanding of theory coupled with the practice applied in the school environment can certainly increase the achievement scores of the students involved. The school environment also influences the relationships between individuals within it. Therefore, creating a good school environment can also bring closer relationships between students, students and teachers, and teachers and teachers. As a result, students can be more open and more easily resolve conflicts that often occur due to differences of opinion (Syarifah, 2023).

The results of this research state that the school environment consists of the following two indicators: physical factors (condition of school buildings, school facilities, school infrastructure, school equipment, order, school time) and non-physical factors (interaction

between teachers and students, interaction between participants learn with students). Based on the results of the analysis, the t_{count} is 3.766, while the t_{table} is 1.998, so from the calculations it can be seen that the $t_{count} > t_{table}$, with a sig of 0.000 < 0.05, which means that partially the school environment has a significant effect on student learning motivation. Research that is in accordance with this research is research conducted by Kadek Eny Trisnayanthi, Putu Mutiara Vista Diliya Putri, Ni Luh Yunia Trisna Dewi, Ni Luh Wayan Desi Priastini, Basilius Redan Werang, (2023), with the title The Influence of the School Environment on Motivation and Results Learning by Sambangan 3 State Elementary School Students.

4. The influence of learning media on student learning motivation

Learning media is a tool or supporting facility that a teacher can use to convey information so that it is well received (Amelia, 2023). Learning media is used to make it easier for teachers and students to understand the material, provide enthusiasm for learning for students, and students will not feel bored. Media is any tool that can be used as a channel for messages in the learning process from teachers to students in order to achieve learning goals. However, when using learning media, a teacher must always remember that the use of learning media must be in accordance with the content and learning objectives that have been formulated in the Learning Implementation Plan so that the media used can function optimally.

Utilizing relevant media in the classroom can optimize the learning process (Anastasia, 2022). For teachers, learning media helps concretize concepts or ideas and helps motivate active learning participants. For students, media can be a bridge for critical thinking and action. In this way, the media can help teachers and students to achieve the basic competencies that have been determined. So that learning media can be used well, teachers need to know their learning needs and the problems students face regarding the material to be taught. Related to this, media needs to be developed based on interest, material content, appearance and implementation.

Learning media consists of interest, material content, appearance and implementation. According to students' perceptions of the four learning media, the most influential is the content of the material. The content of the material consists of completeness, systematicity, and suitability to the learning material. Complete material content will support increased student learning motivation (Anastasia, 2022).

The advantage of media in general is that it can motivate students in the learning process (Amelia, 2023). Apart from that, to increase the effectiveness of using learning media is by improving the skills possessed by teachers in mastering the use of learning media, teachers are able to develop learning strategies that do not just convey information, but encourage students to learn to use learning media, so that students will feel the impact positive aspects of using learning media.

The use of learning media will really help make the teaching and learning process active and convey messages and lesson content during teaching and learning activities in the classroom. Learning media can also help students improve understanding, present interestingly and reliably, and obtain information that helps students improve their ability to think at a higher level.

The results of this research state that learning media consists of the following indicators: interest, material content, appearance, and implementation (Pratiwi and Meilani, 2018). Based on the results of the analysis, the t count is 2.301, while the t table is 1.998, so from the calculations it can be seen that the t count > t table, with a sig of 0.025 < 0.05, which means that partially the learning media has a significant effect on student learning motivation. Research that is in accordance with this research is research conducted by Oktafiani, Mujazi, (2022), with the title The Effect of Nearpod Learning Media on Learning Motivation in Social Sciences Subjects.

With this study, it is hoped that teachers and school principals will realize the importance of teacher competence, a supportive school environment, and the use of learning media in the social studies learning process, because all three have an influence on

increasing student learning motivation. Based on the results of multiple linear regression analysis, it is known that each variable of teacher competence, school environment, and learning media has an influence on motivation to learn social studies subjects, both partially and simultaneously.

II. Conclusions and Suggestions

Several conclusions that can be drawn based on the research results and analysis results above are as follows:

1. There is a significant influence of teacher competence, school environment, and learning media on students' learning motivation for social studies subjects at the Negororejo II State Elementary School, Lumbang District, Probolinggo Regency simultaneously.
2. There is a significant influence of teacher competence on students' learning motivation for social studies subjects at Negororejo II State Elementary School, Lumbang District, Probolinggo Regency, partially.
3. There is a significant influence of the school environment on the learning motivation of students in social studies subjects at Negororejo II State Elementary School, Lumbang District, Probolinggo Regency, partially.
4. There is a significant influence of learning media on students' learning motivation in social studies subjects at Negororejo II State Elementary School, Lumbang District, Probolinggo Regency, partially

Therefore, a teacher needs to pay attention to the factors that influence students' learning motivation, and continue to improve themselves for improvements related to teacher competence, school environment, and learning media in carrying out the learning process at Negororejo II State Elementary School, Negororejo Village, Lumbang District. Apart from that, school principals are also expected to be able to facilitate the learning process in schools by ensuring adequate facilities, the availability of good teachers and adequate numbers.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6819

EXPLORING OF LOCAL WISDOM VALUES OF THE MAULID OF THE PROPHET MUHAMMAD SAW IN FORMING SOCIAL INTEGRATION

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Abstract

This study aims to dig values wisdom locally contained in celebration of the Birthday of the Prophet Muhammad SAW and how values the role in forming integration social issues in the Madurese community in Sungai Kakap District. Method used in study This is a case study with a qualitative approach. Tradition of celebrating Prophet's birthday in society This not only forms respect towards the Prophet Muhammad SAW, but also becomes an important medium in strengthening social bonds. Values such as mutual cooperation, friendship, and strengthening religious identity become the main elements in creating togetherness and social harmony. Mutual cooperation, for example, teaches the public For Work The same in preparing and running the event, so foster a sense of togetherness and solidarity. The friendship that exists during this celebration also strengthens intergroup social connections, strengthens social cohesion, and prevents social conflict from occurring. Thus, implementing local wisdom through celebrating the Birthday of the Prophet Muhammad SAW in Sungai Kakap District. Not only works as an effort to preserve culture, but also as an effective means in building and strengthening social integration circles Madurese society.

Keywords : local wisdom, birthday, social integration.

INTRODUCTION

Celebration The Prophet Muhammad's birthday is one of the tradition religious which has meaning in depth in various Muslim community in Indonesia. The Prophet's Birthday is not only just warning day birth of the Prophet Muhammad, but also became moment reflection on teachings he as well as its application in life everyday . In various areas in Indonesia, including Madura Island and the areas where Madurese community lives, celebrations The Prophet's Birthday was held with distinctiveness and uniqueness alone which is full with values wisdom local.

In Indonesia, there are those who implement it with method stage religious study, party custom, or with stage shalawatan (Munir, 2012). In the Java region, for example Surakarta or Yogyakarta Palace, the people local well known and accustomed carry out procession celebration birthday prophet with the Garebek event or Mountain raid Maulud . Raid This done with Meaning as manifestation the generosity of the king or blessing from Him and at the same time as a medium of distribution Islamic preaching in the Java region (Adib & Saddhono, 2018). In Serang Banten, the celebration birthday prophet done with event title Pajang Mulud . Tradition Display Mulud is place used For bring food For shared at the time celebration birthday or coincides with the day birth of the Prophet Muhammad SAW. (Said, 2016). In Sungai Kakap District, Kubu Raya, the Madurese people who have long lived in the area also carry out celebration Prophet's Birthday with a distinctive way . Tradition This No only strengthen bond religious between citizens, but also have function important social in guard cohesion social and forming integration in the middle diverse society .

Madurese society is known with his strong identity, both from aspect culture and religion. They own various traditions and customs customs that are passed down from generation to generation, which also to form characters and patterns interaction social they. Suparlan, P. (2004) stated one of the a very prominent tradition is celebration The Prophet's Birthday, which is often accompanied by with various rituals and activities that reflect wisdom local . Wisdom local in context This refers to the practices culture that contains values inherited nobility in a way hereditary and functional For guard harmony social as well as to form identity collective public .

Already There is a number of study previous reviewers birthday Prophet Muhammad SAW. in the village Kemuja, as studied by Rusman & Heningsih (2019) Meaning Tradition Culture Nganggung in Bangka Regency (Study on Villages Worship Subdistrict Westing in Warning Birthday of the Prophet Muhammad Saw.). Rohana (2019) Meaning The Love of the Apostle in Tradition Celebration Prophet Muhammad's Birthday : Study Case in the Village Kemuja, District West Mend, Bangka Regency. Rismawaty & Deria (2021) Communication Action in Tradition Mauludan in the Village Worship Regency West Mendo Province Bangka Belitung Islands. Not yet research that examines mark wisdom local and social strata celebration Prophet Muhammad's birthday in the village Worship .

Study This aiming For dig more in about values wisdom local contained in celebration The Prophet Muhammad's Birthday in Sungai Kakap District . How values the understood and implemented by the Madurese people there ? How? they influence pattern interaction social and forming integration social in society that may consists of from various background behind ethnicity and religion? Questions This be the core of research that will be done .

As multicultural area, Sungai Kakap District inhabited by various ethnicity and religion, which makes it become example interesting How A a relative community homogeneous, such as Madurese community, can life side by side in a way harmonious with community another. One of key success integration social This is existence values wisdom local realized in tradition religious like Prophet's Birthday. Tradition This No only strengthen internal ties of the Madurese community, but also plays a role in bridge connection they with community other .

Celebration Maulid in Kakap River often involves participation from various element society, including those who are not originate from Madurese community. In this process, the values like togetherness, mutual cooperation, and tolerance actualized and become runway important for integration social. For example, mutual cooperation activities in preparation and implementation celebration, or invitation to non-Madurese citizens for participate as well as in celebration, to be example concrete How values This Work in create harmony social.

Besides that, values religious teachings in Maulid, such as Love to Rasulullah SAW, obedience to religious teachings and desires For emulate the characteristics of the Apostle, also have impact significant in to form morality individual and collective in Madurese society. This is reflect that celebration religious This No only functioning as a religious ritual only, but also as means moral and ethical education that can strengthen integration social.

Study this is also important Because give contribution to understanding We about How traditions local adapt and grow in context modern society that continues changed . In the era of globalization, where various culture and values foreign easy enter and influence public local, traditions like celebration The Prophet's Birthday becomes fortress strong defense for identity local. They keep the community No uprooted from root its culture, at the same time

allow they For still open to change without lost teak self.

With dig values wisdom existing local in celebration Maulid in Kakap River, research This make an effort For show that tradition religious local own a very important role in guard cohesion social and forming integration social in pluralistic society. Research this also want highlight How the values contained in celebration the can made into as a model or example for other communities in effort build a harmonious and inclusive society .

In study more further research This will try identify challenges faced by the Madurese community in Sungai Kakap in maintain tradition this, and How they overcome challenge said. Besides that, research this will also explore How values wisdom local This can developed and adapted For strengthen integration social in the future, especially in face dynamics increasingly social complex .

METHOD

Study This use method studies case with approach qualitative purposeful For explore and understand in a way deep phenomenon wisdom local that exists in celebration Birthday of the Prophet Muhammad SAW as well his role in to form integration social in Madurese society, especially in Pal 9 Village, Sungai Kakap District, Regency Kubu Raya. writer try build perception and conception about meaning a incident based on view from a number of participants (Creswell, 2018). Types research used This is study field, then the data as supporters are also obtained from material observation and interview field as well as studies library as strengthening data . Merriam & Tisdell (2015) stated that interviews and observations is very important part in study qualitative. So, the research This to put forward results from combination studies field and study library For made analysis deep about object, good material objects or formal object, which will researched .

Approach qualitative chosen Because allow researcher For dig in a way more deep experience, understanding, and values held by society local. In study Here, the data is collected through a number of techniques, including interviews in-depth, observation participatory, and analysis Documents. Interview done with figures community, religious leaders, and member community involved active in celebration Prophet's Birthday, for get perspective they related values wisdom local and how values the contribute to integration social .

Observation participatory done with method researcher participate and in the celebration of the Prophet's Birthday, directly observing the activities that took place, and recording the interactions and symbols that emerged during the celebration. In addition, document analysis was conducted on various relevant written sources, such as local historical records, religious literature, and other documents that can provide additional context to the research findings. With this approach, the research is expected to be able to provide a comprehensive picture of the role of local wisdom in maintaining and strengthening social integration in Madurese society.

RESULTS AND DISCUSSION

Results

In study this, was found that celebration The Birthday of the Prophet Muhammad SAW in Sungai Kakap District own a very significant role in to form and strengthen integration social among Madurese society. Implementation celebration The Birthday of the Prophet Muhammad SAW in Sungai Kakap District, Kakap Regency Kubu Raya, involving various processes and activities that reflect peculiarity cultural and religious public local. Here is description general regarding the implementation process Prophet's Birthday in the area :

1. Initial Preparation
    - Event Planning: The celebration of the Prophet's Birthday usually begins with planning involving various community leaders and local committees. This plan includes scheduling events, selecting a location, and arranging activities such as religious lectures and reciting shalawat .
    - **Fundraising:** To support the implementation of the event, the community raises funds through voluntary donations. These funds are used for needs such as consumption, decoration, and operational costs of the event.

2. Physical and Logistical Preparation
- **Venue Decoration:** The event venue, such as a mosque or village hall, is decorated with relevant ornaments, including banners bearing praise for the Prophet Muhammad SAW and crescent or star-shaped decorations.
- **Consumption Provision:** Food and beverages are prepared for the event participants to enjoy. Traditional foods and specialty beverages are usually also served to add to the celebratory atmosphere.

3. Series of Events
- **Opening:** The event began with a speech from a religious figure or village head who conveyed the meaning of the Maulid celebration and the importance of following the example of the Prophet Muhammad SAW.
- **Religious Lectures:** Ustaz or lecturers are invited to give lectures about the life of the Prophet Muhammad SAW, his teachings, and how to apply them in everyday life.
- **Recitation of Shalawat :** One of the core activities is the recitation of shalawat and praise to the Prophet Muhammad SAW. This is done in congregation and often involves the entire audience.
- **Joint Prayer:** Joint prayers are offered for the safety and welfare of the community as well as requests that the teachings of the Prophet Muhammad SAW can continue to be implemented.

4. Community Participation
- **Mutual Cooperation:** The community is involved in mutual cooperation activities to prepare for the event, including cooking, decorating the venue, and cleaning the area. This reflects the strong values of togetherness and solidarity in Madurese society.
- **Non-Madurese Involvement:** Maulid Nabi events in Sungai Kakap often involve participation from non-Madurese residents, which helps strengthen relations between social groups and build integration.

5. Closing and Evaluation
- **Closing of Event:** The event usually ends with a closing prayer and thanks to all parties involved. Sometimes, there is a distribution of gifts or prizes to participants as a form of appreciation.
- **Evaluation:** After the event, the committee conducts an evaluation to assess the success of the event and discuss things that need to be improved for the celebration next year.

6. Reflection and Social Reinforcement
- **Social Reflection:** The celebration of the Prophet's Birthday is also a moment for social reflection among the community, where religious values and local wisdom can be strengthened and applied in everyday life.
- **Strengthening Social Cohesion:** Through the implementation of the Prophet's Birthday, the Madurese community in Sungai Kakap strengthens their social ties and builds solidarity between residents, which is very important in maintaining harmony amidst diversity.





Figure 1. Process of Implementing the Prophet Muhammad's Birthday in the Mosque

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DISCUSSION

In general overall, implementation Prophet Muhammad's Birthday Celebration in Kakap River is example How tradition religious can strengthen integration social and preserving wisdom local while build cohesion in pluralistic society. Some the usual course of events implemented by the community local, including is an arts festival Islamic culture, reading berzanji, and its peak is awkward as well as Eat together on the 12th of Rabi'ul beginning. A series of events such as This has in progress long enough and arrived moment This Still Keep going preserved by the community local . Barzanji is prayer, praise, and storytelling about Biography of the Prophet

Muhammad Saw. (Maemunah, 2018). Storytelling the containing about character the prophet who reflects figure good role model for people man .

According to Bambang Sholahuddin (Maemunah, 2018), barzanji is A book containing poetry with words beautiful that tells about personality of the Prophet Muhammad SAW. Book litany the reflect the figure of the Prophet Muhammad who has simple heart in a way his body and soul and become example for his people . Reading litany in celebration Prophet Muhammad's birthday in the village Worship held at night birth prophet, namely 12th night of rabi'ul beginning. The event is held in a place of worship, such as a mosque, prayer room, langgar, or surau. Unique is dish food always prepared by the community when want to do reading Barzanji .

Tradition celebration This No only just a religious ritual, but also reflective values wisdom deep local that has inherited in a way hereditary . Wisdom local is idea or inherited knowledge from tradition local in nature wise, prudent and full of Goodness . Wisdom local originate from two words, namely wisdom and local. Wisdom means "wise" or " wisdom" and local means "local", so wisdom local means wisdom local in the form of idea,concept, or knowledge original poured in tradition culture or tradition oral For arrange order life society (Sibarani, 2012). In general substantial, wisdom local is values and norms culture For arrange life social. Values and norms that are believed in Correct become reference For behavior daily public local (Sibarani, 2018).

Wisdom local Lots arrange order life public in interact social One each other for reach peace and prosperity . Wisdom local in tradition culture, such as celebration birthday prophet — can classified into 2 (two), first, wisdom For peace (local wisdom for peace), such as trust, togethernes, politeness, honesty, commitment, control self, social harmony and tolerance, caring, friendship and friendliness, thinking positive, and gratitude, and scond, wisdom local For welfare (local wisdom for welfare), such as Work hard work, diligence, discipline, education, creativity and innovation, independence and efficiency, health, mutual assistance help, gender management, identity culture, concerns environment (Sibarani, 2012; 2018,).

Thus as it is with celebration Prophet Muhammad's birthday in Pal 9 village, Sungai Kakap sub-district Regency Kubu Raya. Values This play role important in create harmony and cohesion social in the middle diverse society .

One of mark wisdom prominent local in celebration Prophet's Birthday in Sungai Kakap District is mutual cooperation values . Mutual cooperation becomes element main in all over series activity celebration, start from preparation until implementation of the event. Madurese community in Sungai Kakap District in a way together and voluntarily involved in various activities, such as cooking, decorating place celebrations, and organize the course of the event. This collaboration No only involving individuals, but also families and groups more social big, like organization religious and community local .

Through mutual cooperation, the community No only Study For Work The same in reach objective together, but also strengthen mutual feelings having and solidarity among they. This mutual cooperation process teach values important like sincerity, responsibility responsibility, and togetherness, which in the end create a sense of unity and integration strong social . Besides that, mutual cooperation also plays a role in build network broad social, which can used For support various activity social others in the future .

Value of wisdom local others identified in celebration Prophet's Birthday in Sungai Kakap District is Silaturahmi, or to establish and maintain connection Good with fellow,

become one activity main in celebration this. During celebration Prophet's Birthday, society each other visit House One each other, share food, and each other praying . Activities This No only done by people who have connection blood or family, but also involving all over layer society, including those who come from from background behind different social, economic, and religious backgrounds .

Silaturahmi in context celebration The Prophet's Birthday plays a role as mechanism effective social in tighten connection intergroup social. Through friendship, community can build trust, reduce tension social, and improve cohesion social. Silaturahmi also becomes means important For spread values positive, such as tolerance, mutual respect, and empathy, which are very important in prevent the occurrence conflict social. In term long, established friendship during celebration This is the Prophet's Birthday capable create bond strong social, which in turn to strengthen integration social among Madurese society .

Strengthening identity religion is also one of mark wisdom local contained in celebration Prophet's Birthday in Sungai Kakap District. Celebration This No only become moment For remembering and honoring the Prophet Muhammad SAW, but also being event For strengthen identity religious Madurese society . Through various activity religious, such as reading poems Maulid, dhikr, and recitation, community can deepen understanding they about Islamic teachings and strengthen commitment they to religious values. Layers social public consists of from three layers, namely layer top, layer middle, and layers below (Ibrahim, 2014; Moeis, 2008). More carry on Moeis explain that criteria layer public can seen from side wealth, power, honor and knowledge knowledge (Moeis, 2008). The same thing was also conveyed and reinforced by (Ibrahim, 2014), rejecting measuring social strata public can seen from excessive income, people educated, layer descendants of kings, and layers of power. Society with above categories will tend seen and respected by the rest of society .

Identity strong religious This own role important in to form integration social, especially in context diverse society . Identity strengthened religious through celebration The Prophet's Birthday can become moral and ethical foundations for public in interact One each other. This is help create order harmonious society, where values religious become guidelines in finish conflict and guarding order social .

More Far again, strengthening identity religious this also plays a role in maintain and preserve inheritance culture that has there is . Share Madurese society, celebration The Prophet's Birthday is not only own meaning religious, but also become symbol identity culture them. With maintain and preserve tradition This, Madurese people can maintain identity collective they, who in turn strengthen integration social in the middle change fast social .

Celebration The Prophet Muhammad's Birthday in Sungai Kakap District also played a role important in preservation culture and tradition local Madurese society. Culture and traditions This reflected in various aspect celebrations, such as use Madurese language in various activities, music traditional, and dances typical staged during the event. In addition that, food Madura specialties served during celebration also becomes an integral part of tradition This .

Preservation culture through celebration This is the Prophet's Birthday own two impact positive. First, the thing This help guard integrity identity culture Madurese society in the middle current modernization and globalization. Second, preservation culture this also works as mechanism integration social, where culture local become means For unite diverse society. In matter this, culture local No

only functioning as legacy of the past, but also as tool For building an inclusive and harmonious future .

Although celebration The Birthday of the Prophet Muhammad SAW in Sungai Kakap District own Lots mark positive, there is a number of challenge in implement values wisdom local said . One of the challenge main is change social events that occur with fast, especially among generation young. Globalization, urbanization, and progress technology has change method views and behavior generation young, which may be No Again see values traditional as something relevant .

Besides that, there are also challenges related with diversity the community in Sungai Kakap District. Although diversity This can become strength, but also can cause potential conflict If No managed with good . Therefore that 's important For ensure that values wisdom local implemented through celebration The Prophet's Birthday remains relevant and able accepted by all group in public .

For face challenge mentioned, it is necessary effort For increase relevance values wisdom local among generation young. One of the the way that can done is with integrate values the to in system formal and non-formal education. For example, through eye lesson culture local at school, activities extracurricular, or development programs character that emphasizes the importance of mutual cooperation, friendship and identity religious.

Besides that, it is also important to involving generation young in a way active in planning and implementation celebration Prophet's Birthday . With give they more roles big, generation young will feel more have and be responsible answer to preservation tradition this. Participation active this can also be become means for generation young For actualize values wisdom local in a more modern and relevant context with life they .

In term long, celebration The Birthday of the Prophet Muhammad SAW in Sungai Kakap District own potential For Keep going strengthen integration social among Madurese society. With maintain and develop values wisdom local, community can create environment more social inclusive, harmonious and sustainable . In addition that, celebration this can also be be a model for other areas in implement values wisdom local as tool For build integration social .

CONCLUSION AND SUGGESTIONS

Study This confirm that celebration The Birthday of the Prophet Muhammad SAW in Sungai Kakap District own role crucial in strengthen integration social Madurese society. Celebration This No only functioning as form respect towards the Prophet Muhammad SAW, but also became an important medium For to preserve values wisdom local such as mutual cooperation, friendship and strengthening identity religious. The value of mutual cooperation encourages solidarity and togetherness through cooperation in prepare and implement celebration, while friendship strengthen connection intergroup social, reduce potential conflict, and increase cohesion social . Besides that, reinforcement identity religious during celebration This help create order harmonious and social moral basis in interaction social society . Although Thus, the challenge like change social and diversity public still need managed with wise For ensure relevance values wisdom local This for all groups, including generation young. In overall, celebration Prophet's Birthday in Sungai Kakap District No only become event preservation culture, but also as means effective in build and strengthen integration social among Madurese society. celebration The Birthday of the Prophet Muhammad SAW in Sungai Kakap District No only just a religious ritual, but also has a very important role in to form and strengthen integration social among Madurese society. Values wisdom local such as mutual

cooperation, friendship, and strengthening identity religious become element key in create togetherness and harmony social . However, the challenges in face change social and diversity public need managed with Good For ensure that values the still relevant and able accepted by all group in society . With Thus, the celebration This is the Prophet's Birthday No only functioning as effort preservation culture, but also as means effective in build and strengthen integration social among Madurese society is peaceful, tolerant and mutually supportive. appreciate in the middle difference.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6835

IMPROVING HISTORICAL LITERACY THROUGH SHORT STORY WRITING WITH THE HELP OF ARTIFICIAL INTELLIGENCE

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Abstract

This research explores the potential of Artificial Intelligence (AI) in enhancing historical short story writing to improve students' literacy and creativity. A qualitative research method with a case study approach was used, collecting data through interviews, observations, and document analysis. The findings indicate that AI is highly beneficial in writing historical short stories by providing quick access to historical facts, assisting in plot and character development, and improving the quality of writing through grammar and style checks. AI also supports students' creativity by offering fresh ideas and overcoming creative blocks. However, challenges like unequal access to technology and over-reliance on AI still exist. The research concludes that while AI can enrich the learning experience by making history education more engaging and interactive, human guidance remains essential for the optimal development of students.

Keywords: Historical Literacy, Short Stories, Artificial Intelligence.

INTRODUCTION

Education is important in shaping the character and abilities of individuals. History learning transfers past knowledge and develops critical thinking, creativity, and literacy skills. Technology, especially artificial intelligence (AI), has great potential to revolutionize education with personalized learning and interactive learning resources. as quoted by (Marrone et al., 2022).

With the development of computing and information processing techniques, artificial intelligence (AI) has been widely applied in educational practices (Artificial Intelligence in Education; AIEd), such as intelligent tutoring systems, teaching robots, learning analytics dashboards, adaptive learning systems, human-computer interaction, etc. (Hwang et al. 2020). The application of AI in educational practice has great potential to personalize learning, increase student engagement, and support the development of critical thinking and creativity skills. However, challenges related to infrastructure readiness and digital competencies still need to be overcome so that the application of AI in learning can run optimally.

Literacy skills have an important influence on the success of the younger generation. Literacy skills will help the younger generation understand oral and written information (Irianto & Febrianti 2017). This is to the statement that "History learning not only transfers past knowledge but also develops critical thinking, creativity, and literacy skills (Marrone et al. 2022).

Since participating in PISA in 2000, Indonesian students' reading literacy ability has been relatively low (Sari & Setiawan, 2023). Low interest in reading and monotonous learning methods contribute to low student literacy (Faridah, Saputra, & Ramadhani, 2023). This condition can negatively impact academic achievement and students' ability to understand and use information effectively and hinder their readiness to face future educational and world of work challenges.

Historical literacy is important for developing historical thinking skills (Firmansyah, Putri, & Hakim, 2022). Historical literacy is important for the younger generation to understand the events that shape the world today. Conventional methods are often less appealing. History learning, which requires a deep understanding of historical texts and narratives, is one of the areas most

affected by low literacy levels. Creativity is an important skill that needs to be developed in 21st-century education. Writing history-based short stories with the help of AI can improve historical literacy. AI helps make writing more engaging and interactive, allowing students to understand History creatively (Nurachmy Sahnir, Jamilah, & Heriyati Yatim, 2023).

While challenges such as technology readiness and teacher digital competence exist, AI offers great opportunities for learning personalization. This article discusses how AI in short story writing can improve students' historical literacy and identifies the benefits and obstacles to its implementation. With this article, it is hoped that it can provide new insights into the potential of artificial intelligence in supporting the history learning process through short story writing and identifying the benefits and obstacles that may arise in its application.

METHOD

This study uses a qualitative approach with case studies to explore the use of artificial intelligence in writing historical short stories. At least five types of qualitative research methods are widely used, namely: (1) observation involved, (2) conversation analysis, (3) discourse analysis, (4) content analysis, and (5) ethnographic data collection (Somantri 2005) Interviews delve into the perspectives of teachers and students, while observations look at the interaction and use of AI in the classroom. Documents such as lesson plans and short story examples are analyzed.

The data was analyzed using thematic techniques: transcription, coding, theme identification, and report preparation. Triangulation of sources and methods and *member checking* are used to ensure the validity of the data. The qualitative emphasis is on the data's validity and the correspondence between what is recorded as data and what happens in the studied context (Adlini et al., 2022). The research results are expected to provide new insights into the potential of AI in history learning and identify the benefits and obstacles to its application.

RESULTS AND DISCUSSION

I. Results

A. Support for Artificial Intelligence in Historical Short Story Writing

Artificial intelligence (AI) has great potential to support short story writing in History learning by providing tools that enrich students' writing skills, understanding of historical context, and creativity. Including:

1. Access to Information: AI quickly collects and presents relevant historical facts, making research easier for students.
2. Plot and Character Development: AI suggests in-depth plots and characters, helping students create complex and logical stories.
3. Writing Quality Improvement: AI checks grammar, spelling, and writing style and provides suggestions for improvement, helping students write more accurately and creatively.
4. Ideas and Inspiration: AI provides fresh ideas and compelling historical scenarios, helping students explore stories from different perspectives.
5. Personalized Feedback: AI tailors suggestions and feedback based on student needs, ensuring help is within individual ability.
6. Analysis and Constructive Feedback: AI analyzes students' short stories and provides feedback on strengths and weaknesses, helping to improve the quality of the story.

B. Application of AI-Based Short Story Writing to Increase Students' Creativity in History Learning

History teaching methods are often monotonous, decreasing students' interest and creativity. AI-based history short story writing is an innovative solution that helps students explore imagination, understand events from multiple perspectives, and relate History to their lives.

AI supports student creativity by providing story ideas, structure suggestions, and feedback. AI also helps to overcome creative blockades and improve the quality of writing through grammar, spelling, and writing style analysis. However, human guidance remains important for learning balance.

AI can provide fresh ideas and inspiration, helping students think outside conventional boundaries. AI processes data from various sources, generating unique perspectives and plot twists that drive innovation. AI also adjusts suggestions based on individual needs, provides real-time feedback, and becomes an effective partner in the creative process.

C. Improving Student Literacy through AI-Based Short Story Writing in History Learning

AI-based short story writing can improve students' literacy in History, including reading, writing, analysis, and critical thinking skills, as follows:

1. Writing Skills: AI helps develop writing skills through grammar and spelling detection features, which correct errors and enrich students' vocabulary.
2. Real-Time Feedback: AI provides immediate feedback on sentence structure and paragraph coherence, helping students improve their writing immediately.
3. Additional Information: AI provides historical data, character profiles, and event context, enriching students' stories with accurate and in-depth information.
4. Access to Reference Sources: AI offers access to historical articles, books, and documents, supporting more in-depth and comprehensive research.
5. Event Connectors: AI helps connect historical events logically and chronologically, ensuring a coherent and informative story.
6. Thus, AI not only corrects technical errors but also improves students' historical understanding and writing skills, building their confidence in writing.

D. Challenges and Opportunities of AI in Short Story Writing for History Learning

The challenges of AI in writing short stories for History learning are as follows:

1. Access to Technology: Many schools, especially in remote areas, lack the infrastructure to use AI, such as computers and stable internet.
2. Digital Competencies: Teachers and students need specialized training to use AI effectively in learning. Adjustments to the curriculum and teaching methods are also needed.
3. Technology Dependence: There is a risk that students will become overly reliant on AI, which can reduce their ability to think independently and creatively.

The opportunities for AI in short story writing for History learning are as follows:

1. Writing Skills Improvement: AI provides feedback on grammar, spelling, and writing style, as well as tailoring assistance according to the student's ability level.
2. Increases Creativity: AI offers creative ideas, scenarios, and characters, helping students develop imaginative and immersive stories.
3. Interactive Learning: AI makes History learning more engaging through simulations, quizzes, and AI-based games, increasing student engagement.
4. Critical Thinking Development: AI provides in-depth feedback on students' writing and helps analyze historical texts, improving their understanding and analysis.

II. Discussion

A. Support for Artificial Intelligence in Historical Short Story Writing

AI has great potential in historical short story writing by providing quick access to historical facts, aiding in plot and character development, and improving the quality of writing through grammar and writing style checks (Fang et al., 2023). AI technology offers high efficiency and productivity and provides fresh ideas, inspiration, and feedback tailored to students' needs. In addition, AI technology not only offers high efficiency and productivity, but it can also provide fresh ideas and inspiration for writers (Suariqi Diantama 2023)

Based on the research results in the field, the use of artificial intelligence (AI) in writing historical short stories has proven to provide significant support for students. This aligns with Malik's opinion that integrating Artificial Intelligence (AI) essay writing in education has

become a significant area of concern. AI-driven stationery has become a useful tool for students and writers, offering a wide range of capabilities to aid the writing process (Malik et al., 2023).

Research shows that AI can provide fast and accurate access to relevant historical information. This is very helpful for students in ensuring the accuracy of the historical facts used in their short stories. Students no longer have to spend a lot of time doing manual research, so they can focus more on the creative aspects of writing.

In addition, AI has also proven to be effective in helping students develop plots and characters. AI can provide suggestions regarding interesting story structures and in-depth character development by analyzing various literary works' text and narrative patterns. This support is very helpful for students as beginner writers who may still struggle to design cohesive storylines and complex characters.

In terms of writing quality, field research shows that AI can detect and correct grammatical, spelling, and writing style errors with high accuracy. This feedback not only corrects technical errors but also improves the quality of the short stories. Students feel an improvement in their writing style and better understand how to write more effectively and professionally.

AI also provides new ideas and inspiration to enrich students' creative processes. By analyzing millions of texts, AI can offer various perspectives and ideas that students may not have considered. This inspiration is often a valuable starting point in historical short story writing, helping students to break out of creative impasse and explore new themes.

Finally, research shows that AI provides personalized feedback tailored to each student's needs. AI can understand students' styles and preferences and provide more relevant and specific suggestions. It assists students in gradually developing their skills with the continuous support of AI.

Overall, the research results in the field show that AI is not only a technical tool but also a creative companion that can improve the quality and efficiency of historical short story writing. The support of AI in every stage of the writing process, from research to revision, shows how technology can contribute positively to literature and education, helping writers produce better and more meaningful work.

B. Penerapan Penulisan Cerpen Berbasis AI untuk Meningkatkan Kreativitas Siswa

AI increases student creativity by providing story ideas and structure suggestions and overcoming creative blockades. This emphasizes the importance of external stimulation and balancing challenges in the creative process (Dawani, 2023). Although AI aids learning, research on its impact on student learning experiences is still limited, so the role of teachers remains important (Chiu et al., 2023).

Based on interviews and observations, artificial intelligence (AI) has been proven to significantly increase students' creativity in writing historical short stories. AI can provide a variety of story ideas that spark students' imaginations, providing a strong foundation when they have difficulty finding initial ideas. In addition, AI provides suggestions regarding the structure and storyline, helps students structure stories with logical and interesting plots, and provides feedback on character development and dialogue. AI also helps students overcome creative blockades by offering suggestions and story development possibilities to keep the creative process flowing.

As an external stimulus, AI provides new challenges that encourage students to think outside the box and explore new possibilities in writing, creating a balance between challenge and comfort essential for developing creativity. In addition, AI provides constructive feedback during the revision process, identifying weaknesses in students' writing and providing specific suggestions for improvement, helping them improve their work and develop better writing skills.

Research shows that AI can be a very effective tool in enhancing students' creativity helping them reach their full potential in creative writing.

C. Improving Student Literacy through AI-Based Short Story Writing in History Learning

AI improves students' literacy by improving their writing skills, providing real-time feedback, and providing access to in-depth historical information (Song & Song, 2023). This emphasizes the importance of contextual understanding and revision in developing literacy skills.

Based on the results of observations and interviews in the field, artificial intelligence (AI) has been proven to improve students' literacy in History learning significantly. AI improves students' writing skills by providing real-time feedback that helps them identify and correct grammatical, spelling, and sentence structure errors. With direct feedback, students can quickly understand their mistakes and learn to write better and more effectively.

Additionally, AI provides access to in-depth historical information, allowing students to conduct more comprehensive and accurate research. With AI's ability to analyze and present historical data in detail, students can better understand historical context, which is crucial in writing historical essays or short stories. This accurate and in-depth information helps students build strong arguments and support their writing with relevant facts.

AI also aids in developing literacy skills by emphasizing the importance of contextual understanding and the revision process. When students receive feedback from AI, they are encouraged to revise their writing, which is an important part of literacy skills development. This revision process helps students to think critically about their writing, correct mistakes, and improve the overall quality of their work.

Further, AI can provide resources and references relevant to the studied historical topic, helping students broaden their horizons and understand various perspectives. AI's ability to present information from multiple points of view also improves students' critical analysis abilities, which are essential in History learning.

While AI provides significant support, the role of teachers remains crucial in guiding and helping students interpret the information provided by AI. Teachers can provide additional context and ensure students understand and use the information effectively in their writing.

Thus, observations and interviews show that AI can be a very effective tool in improving students' literacy in History learning. By improving writing skills, providing real-time feedback, and providing access to in-depth historical information, AI helps students develop their literacy skills comprehensively and effectively, making them better writers and critical learners.

D. Challenges and Opportunities of AI in Short Story Writing for History Learning

Challenges in AI integration include unequal access to technology and the need for digital competencies. Reliance on AI can also reduce student creativity. However, AI offers opportunities to improve writing skills, creativity, and learning engagement (Marrone, Taddeo, & Hill, 2022). With the right strategy, AI can enrich students' learning experience in writing historical short stories.

Based on research results, integrating artificial intelligence (AI) in short story writing for history learning faces several challenges, but it also offers significant opportunities. One of the main challenges is uneven access to technology. Not all students have the same access to adequate devices and internet connections, which can hinder the optimal use of AI.

There is a gap in access to technology in various regions. Not all schools, especially in remote areas or with inadequate economic conditions, have adequate technological infrastructure, such as the availability of computers, internet, and AI devices. Students from different socio-economic backgrounds have unequal opportunities to access and utilize AI technology to support their history learning. For example, schools in urban areas generally find it easier to implement AI chatbots in writing historical short stories. In contrast, schools in rural areas still experience obstacles related to the availability of devices and adequate internet connections.

To overcome these challenges, efforts are

needed to equalize access to technology throughout the region and wisely manage the use of AI so that there is no over-dependence. Teachers must be able to integrate AI in a balanced manner with conventional learning methods so that students still have room to develop their critical thinking skills and creativity while studying History.

On the other hand, this transformative surge in AI in education signals a shift towards a more responsive and adaptive learning environment, optimizing language acquisition and teaching to suit the nuanced needs of each learner and educator. At its core, AI is a combination of technologies that allow machines to mimic cognitive functions related to the human mind, such as learning and problem-solving (Malik dkk. 2023).

With the right application of AI, the potential to enrich students' learning experiences and improve their historical literacy can be realized. However, human guidance remains important for optimally developing students' abilities. Using AI without wisdom, like driving a car without brakes, will, of course, end in an accident that harms many parties (Misnawati Misnawati, 2023).

In addition to the above, another challenge is the need for digital competence, where students and teachers must have sufficient knowledge and skills to use AI technology effectively.

Overreliance on AI can also raise concerns about the potential for reduced student creativity. If AI is not managed properly, students will rely more on suggestions and feedback from AI than on developing their creative ideas and solutions. This can reduce students' ability to think independently and originally, so they lose the opportunity to use their ideas and writing styles while writing historical short stories.

On the other hand, the potential for using AI in history learning must also be considered so there is no over-reliance on technology. If AI is not managed properly, students can lose the ability to think critically and analytically in understanding History. They rely too much on the information provided by AI chatbots without independently searching and analyzing.

AI offers great opportunities to improve writing skills, creativity, and learning engagement. AI can provide real-time feedback that helps students correct grammatical, spelling, and sentence structure errors, thereby improving the quality of their writing. With access to in-depth historical information, AI also assists students in conducting more comprehensive and accurate research, enriching the content of the historical short stories they write.

Additionally, AI can spark creativity by providing a variety of story ideas and innovative structure suggestions. This can help students with trouble finding initial ideas or developing a cohesive storyline. Feedback from AI can also encourage students to continuously revise and improve their writing, which is an important part of the creative process.

With the right strategy, AI can enrich students' learning experience in writing historical short stories. For example, it can ensure that the use of AI is complemented by teacher guidance to maintain a balance between technological assistance and the development of students' creative skills. Teachers can play a role in helping students interpret AI feedback and encouraging them to stay critical and creative in their thinking.

By addressing the challenges of access to technology and digital competencies and maintaining a balance in using AI, education can leverage this technology to enrich the teaching and learning process and develop better literacy skills among students.

CONCLUSION

Research shows that artificial intelligence (AI) supports the writing of historical short stories by facilitating access to information, assisting in plot and character development, and improving the quality of writing through grammar checks and personalized feedback. AI also boosts students' creativity by providing fresh ideas and inspiration and overcoming creative blockades, although human guidance is still needed.

AI-based short story writing can also improve students' literacy in history subjects. AI aids in developing writing skills, understanding historical contexts, improving reading and

analyzing texts, and encouraging critical and reflective thinking. With personalized learning and increased motivation, AI creates a more supportive and effective learning environment.

Implementing this technology requires careful planning and adequate support to address existing challenges, such as unequal access to technology and over-reliance on AI. However, integrating short story writing for history learning offers a great opportunity to improve students' writing skills, creativity, and literacy.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7030

THE INFLUENCE OF SOCIAL STUDIES TEACHERS' COMPETENCIES IN DEVELOPING STUDENTS' SOCIAL RESPONSIBILITY AND CONCERN

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Abstract

This study aims to analyze the influence of teacher competence in developing the areas of responsible character and social concern of students at SMAN 1 Tiris Probolinggo, analyze the influence of teacher competence in developing student responsible character at SMAN 1 Tiris Probolinggo, and analyze the influence of teacher competence in developing student Social Concern at SMAN 1 Tiris Probolinggo. The method used in this study is a survey method with the ability of social studies teachers (X), while the dependent variables are the character of responsibility (Y1) and students' social concern (Y2). The data collection technique is from primary data in the form of a questionnaire. The use of the scale in this study is the Likert scale which will be used in a closed questionnaire. While secondary data in the form of documentation in the form of notes, reports, and photos. This documentation technique is used to collect data on student attitudes and behavior, school profiles, facilities and infrastructure, and the number, and students to be studied. The results obtained in this study are that there is a positive and significant influence of teacher competence between the character of responsibility and social concern of students at SMAN 1 Tiris Probolinggo. The competence of teachers at SMAN 1 Tiris Probolinggo is the ability or mastery of a person in a job, both in terms of the knowledge they have and their skills or behavior in carrying out tasks as determined by the school. In this case, teachers at SMAN 1 Tiris Probolinggo are able to develop the character of their students so that they have a responsible attitude and have social awareness.

Keywords: Teacher Competence, Character Responsibility, Social Concern

INTRODUCTION

A teacher will be able to carry out his duties well if he has the basic skills or teaching competencies that he has. Because this has a dominant influence on the success of his teaching. In Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 8 states that teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals (Nguyen & Tran, 2021).

The teaching and learning process of prospective learning outcomes obtained by students is not only determined by the school, pattern, and structure and content of the curriculum, but is also determined by the competence of teachers who teach and guide students. Competent teachers will be better able to create an effective and fun learning environment, and will be better able to manage their classes, so that the teaching and learning process is optimal (Sari & Wijayanti, 2021).

Every professional teacher must meet the requirements as a responsible human being in the field of teaching. Teachers are people who are responsible for inheriting values and norms to students. The responsibilities in question are moral responsibility, responsibility in the field of teaching in schools, responsibility in the community field, and responsibility in the scientific field. For this reason, teacher competence is very important in carrying out the teaching and learning process (Wang & Liu, 2019).

The competence of social studies teachers in this study is a person's ability or mastery of a job, both in terms of the knowledge they have and their skills or

behavior in carrying out certain tasks (Garcia & Rodriguez, 2020).

The cultivation of character in students is also very supportive in the sustainability of the social studies learning process. One of the characters that must be instilled in students is the character of responsibility. Responsibility is a person's behavior to carry out duties and obligations that should be performed. Therefore, to achieve a good quality of education, a sense of responsibility is needed in learning (Khan & Ahmad, 2022).

A sense of responsibility is very important to improve learning achievement, coaching and instilling a sense of responsibility must be done from an early age so that an attitude of responsibility can appear in children (Anderson & Walker, 2023).

Social concern is a feeling that arises from a person, namely the desire to help, either in the form of material or energy to others. The goal is to ease the burden on the person, so that his affairs are easier (Haryanto & Murti, 2022).

Instilling the value of social care through integration in self-development programs includes routine school activities, spontaneous activities, exemplary, and conditioning. A routine activity carried out by the school is that teachers always make students accustomed to shaking hands with teachers when entering and leaving school. The habit of shaking hands with teachers indicates that students respect teachers. Respect is one of the values of social care as said by Suryadi & Lestari (2017) who stated that the derivative values of caring have respect.

Based on the results of observations made on students at SMAN 1 Tiris Probolinggo, it was found that most of the students who had symptoms or behaviors such as being less able to complete their assignments seriously, rarely carrying out their picket assignments, being late in collecting assignments, always borrowing or cheating their friends' assignments, and doing homework at school.

Meanwhile, based on the results of field observations and interviews with several teachers about students' social concerns, information was obtained that more students are ignoring the environment, students seem to care less because they are busy playing games, so when asked about their friends why they didn't come in today, no one knew. Whether their friend is sick, disabled or something else, most students don't care.

The purpose of this study is to analyze the influence of teacher competence in developing the character of responsibility and social concern of students at SMAN 1 Tiris Probolinggo, analyze the influence of teacher competence in developing the character of student responsibility at SMAN 1 Tiris Probolinggo, and analyze the influence of teacher competence in developing student social concern at SMAN 1 Tiris Probolinggo.

METHOD

This study uses quantitative data. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.

The approach used in this research data is a quantitative approach, because the data information obtained is presented in the form of numbers and analyzed using statistical analysis. The method used in this study is the survey method.

There are 3 main variables that are the focus of this research, including:

a. Teacher competence, free/independent variable (X)
b. Variable responsibility character is bound/dependent (Y1)
c. Dependent variable social care (Y2)

The data measurement used for each variable is ordinal. Ordinal measurements allow everything to be sorted according to their respective ranks.

The measurement scale for the research instrument used is the Likert scale. This likert scale will show the agreement or disagreement of a series of questions about an object, and usually has five or seven categories from strongly agreeing to strongly disagreeing.

The population in this study is students of SMAN 1 Tiris Probolinggo Regency, some of the classes below will be used as the research population, including:

Class XA has a total of around 30 students, with 14 boys and 16 girls.

Class XB has a total of around 29 students, with the number of boys around 21 children while the number of girls is around 8 children. The total number of XC classes is around 31 students, with the number of boys around 22 children while the number of girls is around 9 children.

So the total population to be studied at SMAN 1 Tiris Probolinggo Regency is around 90 students.

Sample random sampling is a technique to obtain samples that are directly carried out in the sampling unit. Thus each sampling unit as an element of an isolated population gets the same opportunity to be a sample or to represent the population. This method is done when the members of the population are considered homogeneous. This technique can be used when the number of sampling units in the pumping body is not too large. Because the population is less than seratius, a sample of 90 students was determined. SMAN I Tiris Probolinggo Regency.

In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire
   This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale.*
b. Documentation
   Documentation techniques are used to obtain data that is already available in the form of documentation techniques are used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student attitudes and behaviors, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study, 2 data analyses were used;

a. Descriptive analysis
   Descriptive analysis can be displayed in the form of frequency distribution tables, histogram tables, mean values, standard deviation values and others. The benefit obtained from the use of descriptive analysis is to get a complete picture of the data either in verbal or numerical form related to the data being researched.
b. Manova Multivariate Analysis
   Manova is a statistical analysis technique used to test for simultaneous differences between two or more variables dependents associated with one or more independent variables. The goal was to determine whether there were significant differences between the groups in some dependent variables.

RESULTS AND DISCUSSION

Result

The data from this study was processed through two stages, the first stage was carried out by calculating and summing each score, then finding the average score answer from each respondent for each independent variable of teacher competence (X), as well as the presentation of variables bound by the character of responsibility (Y1), and social concern (Y2).

Then the second stage is the calculation of the statistical components needed in the analysis which includes a validity test with the product moment correlation formula, a reliability test with the Cronbach's Alpha formula, a normality test with chi squared, a linearity test, finding the mean (M), standard divergence (SD), data analysis with the double regression correlation formula as explained in the previous chapter. Meanwhile, the calculation of statistical analysis was carried out using the SPSS 27 program computer.

Instrument Test Results

Before the research, the instrument was tested first, the research instrument was tested on 30 respondents from 90 existing populations. The collected data was analyzed using the SPSS 27 tool.

Variable Instrument Validity and Reliability Test (X1)

Table 1. Validity Test of Teacher Competency Variables (X1)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	38.3000	47.390	.846	.822	.967

VAR00002	38.2000	45.545	.942	.909	.963
VAR00003	38.4000	49.559	.728	.722	.970
VAR00004	38.3000	46.217	.909	.883	.964
VAR00005	38.2000	46.510	.898	.835	.965
VAR00006	38.2667	48.133	.810	.778	.968
VAR00007	38.2000	47.614	.841	.741	.967
VAR00008	38.2333	47.771	.834	.720	.967
VAR00009	38.2667	45.995	.918	.884	.964
VAR00010	38.4333	47.633	.838	.827	.967

To assess whether the above values (Item Validity and Item Reliability) are valid and reliable, compare them with the R Table At DF=N-2 and Probability 0.05. The DF value is the number of samples (10)-2=8. R Table on DF 8 Probability 0.05 is 0.5494. Items number 1 to item number 8, the Corrected Item-Total Correlation value >is 0.5494**,** then the question items no 1 to number 8 are valid**.**

Variable Instrument Validity and Reliability Test (X2)

Table 2. Validity Test of Responsibility Character Variables (Y1)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	52.0667	12.478	.655	.	.858
VAR00002	51.8333	12.764	.827	.	.852
VAR00003	52.1667	13.661	.315	.	.881
VAR00004	52.0333	12.723	.602	.	.862
VAR00005	51.8667	14.120	.411	.	.872
VAR00006	52.0333	12.930	.543	.	.866
VAR00007	51.9333	13.099	.563	.	.864
VAR00008	52.0000	13.034	.532	.	.866
VAR00009	52.0000	12.828	.592	.	.862
VAR00010	52.2333	13.220	.423	.	.874
VAR00011	52.0667	12.478	.655	.	.858
VAR00012	51.8333	12.764	.827	.	.852

To assess whether the above values (Item Validity and Item Reliability) are valid and reliable, compare them with the R Table At DF=N-2 and Probability 0.05. The DF value is the number of samples (12)-2=10. R Table on DF 10 Probability 0.05 is 0.4973. Item number 1 to item number 10, Corrected Item-Total Correlation value >0.4973**,** then question items no 1 to number 10 are valid**.**

Variable Instrument Validity and Reliability Test (X3)

Table 3. Social Concern Variable Validity Test (Y2)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	43.1667	79.937	.877	.	.977
VAR00002	43.1000	76.852	.952	.	.975
VAR00003	43.1333	81.292	.799	.	.979
VAR00004	43.2000	79.269	.908	.	.976
VAR00005	42.9667	79.482	.857	.	.977
VAR00006	43.1000	80.852	.805	.	.978
VAR00007	43.0333	79.551	.850	.	.978
VAR00008	43.0333	79.275	.868	.	.977
VAR00009	43.1667	78.764	.914	.	.976

VAR00010	43.2000	79.338	.903	.	.976
VAR00011	43.1667	79.937	.877	.	.977
VAR00012	43.1000	76.852	.952	.	.975

To assess whether the above values (Item Validity and Item Reliability) are valid and reliable, compare them with the R Table At DF=N-2 and Probability 0.05. The DF value is the number of samples (12)-2=10. R Table on DF 10 Probability 0.05 is 0.4973. Item number 1 to item number 10, Corrected Item-Total Correlation value >0.4973**,** then question items no 1 to number 10 are valid**.**

Descriptive Data Analysis

Based on the results of the data processing carried out, the research data can be described with the aim of providing information about the state of the independent variables of teacher competence (X), as well as the presentation of variables bound by the character of responsibility (Y1) and social concern (Y2). An overview of the scores and criteria can be tabulated as follows:

Data Analysis

Table 4. Tabulation of Research Results Score

Statistics				
		X	Y1	Y2
N	Valid	90	90	90
	Missing	0	0	0
Mean		40.08	4.17	4.17
Median		46.00	4.70	4.70
Std. Deviation		8.072	.780	.780
Minimum		30	3	3
Maximum		49	5	5
Sum		3607	376	376

From table 4.1, it is known that the state of 90 respondents is valid, the mean of variable X is 40.08, variable Y1 is 4.70 and variable Y2 is 4.70. The deviation of variable X is 8.072, variable Y1 is .780 and variable Y2 is .780, and in detail the results of the score of each variable are presented as follows:

a. Teacher Competence (X)

Based on the results of the distribution of the questionnaire for teacher competence (X), the following data was obtained: From 28 questionnaire items distributed to 90 respondents, it was known that teacher competence was in the average range between 1.1% to 24.4% with details of 2 respondents answering with an average score of 1.1%; 9 respondents answered with an average score of 3.3%; 26 respondents answered with an average score of 3.3 % ; 14 respondents answered with an average score of 15.6%; 17 respondents answered with an average score of 18.9%; 24.4; and 22 respondents answered with an average score of 24.4 % From the description, it is known that the results are very good.. The average answer of 90 respondents for teacher competency (X) was the lowest at 1.1% for 2 respondents and the highest at 24.4% for 22 respondents.

b. Character of Responsibility (Y1)

Based on the results of the questionnaire distribution for the character of responsibility (Y1), the following data was obtained: From the 20 questionnaire items distributed to 90 respondents, it was known that the character of responsibility was in the average range between 1.1% to 26.7% with details of 1 respondent answering with an average score of 1.1%; 2 respondents answered with a taskor rera of 2.2 %; 3 respondents answered with an average score of 3.3 %, 4 respondents answered with an average score of 4.4 %, 22 respondents answered with an average score of 12.2 %, 34 respondents answered with an average score of 18.9 %, and 24 respondents

answered with an average score of 26.7 %. From the description, it is known that the results are very good. The average answer of 67 respondents for Character of Responsibility (X) was the lowest at 1.5% for 2 respondents and the highest at 23.9 % for 16 respondents.

Social Concern (Y2)

Based on the results of the distribution of the social concern questionnaire (Y2), the following data was obtained: From 20 questionnaire items distributed to 90 respondents, it was known that social concern was in the average range between 1.1% to 26.7% with details of 1 respondent answering with an average score of 1.1 %; 2 respondents answering with a taskor rate of 2.2 %; 3 respondents answering with an average score 3.3 %, 4 respondents answered with an average score of 4.4 %, 22 respondents answered with an average score of 12.2 %, 34 respondents answered with an average score of 18.9 %, and 24 respondents answered with an average score of 26.7 %. From the description, it is known that the results are very good.

The average answer of 90 social concern (Y2) respondents was the lowest 1.1% as many as 1 respondent and the highest was 26.7% with 24 respondents.

Inferential Data Analysis

Manova Multivariate Statistical Requirements Testing

Manova is a statistical analysis technique used to test for simultaneous differences between two or more dependent variables related to one or more independent variables. The goal was to determine whether there were significant differences between the groups in some dependent variables.

Table 5. Manova Multivariate Analysis

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.963	1041.057[b]	2.000	79.000	.000
	Wilks' Lambda	.037	1041.057[b]	2.000	79.000	.000
	Hotelling's Trace	26.356	1041.057[b]	2.000	79.000	.000
	Roy's Largest Root	26.356	1041.057[b]	2.000	79.000	.000
X	Pillai's Trace	.788	5.783	18.000	160.000	.000
	Wilks' Lambda	.287	7.606[b]	18.000	158.000	.000
	Hotelling's Trace	2.222	9.627	18.000	156.000	.000
	Roy's Largest Root	2.096	18.634[c]	9.000	80.000	.000

a. Design: Intercept + X

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Y1	20.119[a]	9	2.235	5.255	.000
	Y2	36.137[b]	9	4.015	17.832	.000
Intercept	Y1	511.090	1	511.090	1201.420	.000
	Y2	466.547	1	466.547	2071.927	.000
X	Y1	20.119	9	2.235	5.255	.000
	Y2	36.137	9	4.015	17.832	.000
Error	Y1	34.032	80	.425		
	Y2	18.014	80	.225		
Total	Y1	1622.490	90			
	Y2	1622.490	90			
Corrected Total	Y1	54.151	89			
	Y2	54.151	89			

a. R Squared = .372 (Adjusted R Squared = .301)

b. R Squared = .667 (Adjusted R Squared = .630)

From the results of Manova's Multivariate analysis for data derived from the independent variable s, namely teacher competence (X) and the variables bound by the character of

responsibility (Y1) and social concern (Y2), the results were obtained that there were no significant differences between groups in several dependent variables

Linearity Test

From the results of the linearity test for data derived from independent variables, namely teacher competence (X), as well as the bound variables of Character of Responsibility (Y1) and Social Concern (Y2), the results were obtained that these variables were normally distributed.

In the results of the linearity test X with Y1, it is explained that 805 was obtained from the table Anova X with Y1. So the relationship of X to Y1 is linear meaning that the change of the X variable is followed by the change of the Y1 variable.

Meanwhile, in the results of the linearity test X2 with Y2, it was explained that 353 were obtained from the Anoxa X2 with Y table, where the relationship between X and Y2 is linear, meaning that the change of the X variable is followed by the change of the Y2 variable.

Uji Hipotesis

Before hypothesis testing, a null hypothesis is first presented that is tied to an alternative hypothesis. And statistical analysis was carried out to test hypotheses 1, and 2

a. Hypothesis Submission 1

Ha: There is a significant influence of teacher competence on the formation of students' responsibility character

b. Hypothesis Submission 2

Ha: There is a significant influence of teacher competence on the formation of students' social care character

Discussion

Teachers' Ability to Develop Character of Social Responsibility and Concern

The ability of teachers to develop student character has a very important role in the formation of student responsibility and social concern at SMAN 1 Tiris, Probolinggo. The character of responsibility and social care is a fundamental aspect that is not only important for academic success, but also for the future social life of students. Therefore, teachers' efforts in educating and guiding students through a holistic and integrative approach are crucial (Smith & Brown, 2023).

Teachers at SMAN 1 Tiris have demonstrated significant ability in creating a learning environment that supports the development of responsible character. Through teaching methods that emphasize self-assignment, discipline, and continuous evaluation, students are taught to understand the importance of personal and academic responsibility. For example, teachers provide group projects that require collaboration and shared responsibility, so students can learn to manage their time and work effectively in a team (Yang & Wu, 2020).

In addition, social concern is also the main focus in learning at SMAN 1 Tiris. Teachers not only teach academic materials, but also instill moral and ethical values through social and extracurricular activities. Programs such as visits to orphanages, environmental activities, and humanitarian projects are integral to the curriculum. Thus, students are encouraged to develop a sense of empathy and concern for others, as well as understand their role in the wider society (Winarni & Hartono, 2017).

The influence of teachers' abilities in developing student character can also be seen from the improvement of academic and non-academic achievements. Students who have a responsible character tend to be more disciplined in learning and achieve better results. Meanwhile, high social awareness encourages students to be active in extracurricular and social activities, which in turn enriches their learning experience. The combination of academic achievement and social engagement creates balanced and competent individuals (Utami & Pratiwi, 2018).

In addition to the learning approach in the classroom, teachers at SMAN 1 Tiris also utilize technology and social media to develop students' character. Through digital platforms, teachers can provide supplemental materials, online discussions, and interactive assignments that encourage students to think critically and act responsibly. Technology is also used to facilitate collaborative projects that involve students from different backgrounds, thereby increasing their social and cultural awareness (Wibowo & Susanto, 2019).

Teachers' commitment to developing the character of responsibility and social concern is also reflected in the close relationship between teachers, students, and parents. Teachers at SMAN 1 Tiris actively communicate with parents to report on student progress and discuss the best educational strategies. With support from family, students feel more motivated to take responsibility for their studies and participate in social activities (Prasetyo & Putri, 2023).

Overall, the ability of teachers to develop the character of responsibility and social concern at SMAN 1 Tiris Probolinggo has had a significant positive impact. Through a comprehensive and integrated approach, teachers not only succeed in improving students' academic achievement, but also form empathetic, caring, and responsible individuals. These results show the importance of teachers' role in character education and serve as an example for other schools in their efforts to create a quality young generation (Johnson & Wilson, 2022).

Thus, teachers' ability to develop students' character is not only an important educational task, but also a moral responsibility that has a wide impact on society. Through the dedication and commitment of teachers, SMAN 1 Tiris Probolinggo has succeeded in creating a learning environment that supports the formation of positive character, which will bring long-term benefits to students and the surrounding community.

Teachers' Ability to Develop Student Responsibility Character

The ability of teachers in developing the character of student responsibility at SMAN 1 Tiris Probolinggo plays a very important role in the formation of independent and disciplined student personalities. Teachers at this school apply various teaching methods that aim to increase students' sense of responsibility, both in academic and non-academic aspects. One strategy used is self-assignment that encourages students to manage their own time and resources. Thus, students learn to take initiative and take responsibility for the assigned tasks (Thomas & Clark, 2021).

Teachers at SMAN 1 Tiris also take advantage of a collaborative approach in learning to develop the character of student responsibility. Through group projects and class discussions, students are invited to work together and hold each other accountable for their work. This approach not only improves social and communication skills, but also builds a sense of collective responsibility among students. Teachers act as facilitators who monitor and provide guidance, ensuring that each student contributes optimally in every activity (Purnomo & Nugroho, 2020).

In addition, teachers at SMAN 1 Tiris implement a transparent and continuous evaluation system to monitor the development of student responsibilities. Evaluations are conducted not only based on academic results, but also include aspects of student behavior and attendance. By providing constructive feedback, teachers help students understand strengths and areas that need improvement, and encourage them to continue to improve. This system creates an environment that supports continuous learning and the development of responsible character (Rahmawati & Santoso, 2020).

The role of teachers in developing the character of student responsibility at SMAN 1 Tiris Probolinggo is not only limited to the school environment, but also involves cooperation with parents. Teachers regularly communicate with parents to report on student progress and discuss strategies that can be implemented at home. Through close collaboration between the school and family, students feel more motivated and supported in the process of developing their character. The combination of in-school learning and support from home ensures that the values of responsibility are firmly embedded in students, equipping them to face future challenges with a responsible and proactive attitude (Lee & Kim, 2019).

The Influence of Teachers' Ability in Developing Students' Social Care Character

Teachers at SMAN 1 Tiris Probolinggo have a crucial role in developing the character of students' social care. They use a variety of teaching strategies and methods to instill the values of empathy and concern for others. One effective approach is through the integration of

social issues into the learning curriculum. Teachers often invite students to discuss topics such as poverty, social injustice, and the environment. This discussion not only improves students' understanding of these issues but also encourages them to think critically and find solutions (Setiawan & Handayani, 2019).

In addition to class discussions, teachers at SMAN 1 Tiris also held various extracurricular activities that focus on community service. Activities such as social services, visits to orphanages, and environmental programs provide opportunities for students to be directly involved in real actions that benefit the community. Through this hands-on experience, students learn to appreciate differences and understand the importance of their contribution to helping others. Teachers act as guides and motivators, ensuring that every activity runs smoothly and has a positive impact (Martinez & Sanchez, 2018).

The role of teachers in developing social awareness can also be seen from their efforts in creating an inclusive and supportive school culture. Teachers at SMAN 1 Tiris encourage students to respect each other and work together, both inside and outside the classroom. They emphasized the importance of values such as cooperation, tolerance, and mutual respect. Through this approach, students learn to not only focus on themselves, but also care about the needs and feelings of others. This positive school culture forms an environment conducive to the development of social care characters (Baker & White, 2017).

Teachers' commitment to developing the character of social care is also supported by school programs that involve parents and the community. Teachers actively involve parents in various social activities, strengthening cooperation between schools and families. With the support of various parties, efforts to instill the values of social care become more effective and sustainable. Through a combination of formal education and support from the community, students at SMAN 1 Tiris Probolinggo grow into individuals who are not only academically intelligent but also have high social awareness, ready to contribute positively to society (Wijaya & Cahyono, 2018).

CONCLUSIONS AND SUGGESTIONS

Conclusion

In conclusion, the competence of social studies teachers at SMAN 1 Tiris, Probolinggo has a significant influence on developing the character of responsibility and social concern of students. Teachers who have good pedagogic, professional, personality, and social competence are able to be role models and provide effective learning, so that students not only understand social concepts theoretically but also apply them in daily life. This character development is important to form a generation that is responsible and cares for its social environment, in accordance with the goals of national education. Therefore, improving teacher competence in various aspects is very necessary to support the success of character education in schools.

Suggestion

The suggestion in this paper is that the school, especially SMAN 1 Tiris, Probolinggo, continue to improve the competence of social studies teachers through continuous training and professional development. In addition, schools need to strengthen collaboration between teachers, students, and parents in the development of students' social responsibility and concern character, by implementing more interactive and real-life situation-based learning methods that students face in their daily lives. Thus, character development is not only the responsibility of teachers, but also the entire school community, so that the results achieved are more optimal and sustainable.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6829

SMART COLLABORATION: IMPROVING LEARNING ACHIEVEMENT WITH ARTIFICIAL INTELLIGENCE

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Abstract

This article explores the potential use of Artificial Intelligence (AI) in education to improve student learning achievement through intelligent collaboration. AI, with its ability to perform tasks that require human intelligence such as learning, reasoning, and problem-solving, can be used to create more effective and personalized learning experiences. The use of AI in education includes a wide range of applications, including personalized learning, intelligent tutor systems, automated assessments, and intelligent collaboration tools. Key benefits of applying AI in education include improved learning outcomes through experiences tailored to student needs, more efficient use of resources, data-driven insights for better decision-making, and greater accessibility for students with special needs. However, some challenges need to be addressed, such as ethical and privacy issues, technology access gaps, and the need for teacher training to use AI tools effectively. The results of the study show that AI has great potential to revolutionize education by improving intelligent collaboration and learning achievement. The thoughtful and inclusive implementation of these technologies, taking into account the existing challenges, can create a more effective and inclusive educational environment.

Keywords: ***Intelligent Collaboration, Artificial Intelligence, Adaptive Learning***

INTRODUCTION

Engineering, science, education, health, business, accounting, finance, marketing, economics, the stock market, and law are just a few of the fields where AI has received great attention in the twenty-first century. (Peek et al., 2015). The rapid development of information and communication technology has opened up new opportunities in the world of education. One of the promising innovations is the use of Artificial Intelligence (AI) to improve the teaching and learning process. In this digital era, the need for more effective and efficient learning methods is increasingly urgent. AI technology offers great potential to create a more personalized and adaptive learning experience, which can ultimately improve student learning achievement. In general, artificial intelligence falls into sixteen categories (Peek et al., 2015).

Aristotle tried to formulate "right thinking" (logic) through his syllogism-syllogism (deductive reasoning consisting of three parts), defining artificial intelligence (AI) as "the field of science and engineering concerned with the computational understanding of what is commonly called intelligent behavior, as well as the creation of artifacts that demonstrate such behavior."(Ramesh et al., 2004)

Conventional education often faces a variety of challenges, including limitations in providing individualized attention to each student, variations in learning pace, and limited resources. AI can help address these issues by providing more focused and scalable solutions. This technology can not only tailor learning materials to individual student needs but also provide real-time feedback and reduce teachers' administrative workload. Along with the times, it is hoped that learning websites will enable the learning process in a more dynamic digital world. This will allow people to learn about chemistry without being limited by distance, space, or time (Jumila et al., 2018, p. 1)

Against this background, an important question arises: how can intelligent collaboration incorporating AI technology improve student learning achievement? This research aims to answer this question by exploring the application of AI in the context of education and its impact on learning outcomes. Artificial intelligence is a computer science discipline that focuses on

creating programs or machines that can perform functions that require human intelligence (Gischa 2021). Expert systems are one of the exciting AI applications that have been used. (Saifudin, 2024).

The main objectives of this study are to: examine the application of AI in education and how this technology can be used to support the teaching and learning process, assess the impact of AI use on student learning achievement, and provide practical recommendations for educators and policymakers in implementing AI in schools. Artificial intelligence has undergone a long development process, with a history of more than 70 years. The process of its development can be divided into several stages: in 1943, an artificial neuron model was proposed, and this opened the era of artificial neural network research. (Zhang & Lu, 2021).

This research is important because it provides in-depth insights into the potential of AI to improve the quality of education. By understanding how AI can be applied effectively in a learning environment, educators can develop better strategies to meet the individual needs of students. In addition, the findings of this study can help policymakers in designing more inclusive and technology-based education policies. With students returning to the classroom, personalized, student-centered learning is possible.(Pimdee et al., 2024).

Through this research, it is hoped that best practices in the use of AI for education can be identified, as well as existing challenges and opportunities. Thus, education can transform to be more adaptive, personal, and responsive to the times, so that it can produce a generation that is better prepared to face future challenges. In addition, previous research has shown that the nature of students will influence the role of education on their ability to think flexibly in solving problems. (Yu et al., 2024)

METHOD

This paper uses a qualitative method through literature analysis. The data used in this paper comes from journals, books, and articles related to Education, humanities, and artificial intelligence. Focus on the last ten years' publications. This study uses artificial intelligence and value-based education as material objects and the balance between technology and humanities in education as formal objects.

RESULTS AND DISCUSSION

I. Result

Key Findings: AI improves learning achievement by providing real-time feedback, adapting subject matter to students' individual needs, and reducing teacher workload through automated assessment. Empirical Data: Statistics show a significant increase in learning achievement in schools that use AI, with an increase in the average grade of students.

There is great potential to improve teachers' abilities by applying artificial intelligence (AI). AI enables the development of programs tailored to students' unique needs and helps teachers create better learning materials. Artificial intelligence technology can analyze students' learning history to find their shortcomings and suggest the most suitable courses to improve the quality of their learning. ChatGPT and Perplexity. AI for natural language processing and Semantic Scholar for contextual scientific search are some of the artificial intelligence devices released. AI-based learning systems, virtual assistants, educational data analysis, interactive digital curriculum, automated evaluation, student progress monitoring, teacher development advice, AI-based counseling, parent engagement, and educational research are some examples of the use of AI in the field of Education. Badruzzaman (2024)

II. Discussion

If there are other subheading children in the results, write them in capital letters at the beginning of the word only, like the rest of the section, without numbers, letters, or bullets. Foreign languages, regional languages, and non-standard terms are printed in italics. For children, subtitles are not bolded.

This research aims to explore how collaboration with Artificial Intelligence (AI) can improve student learning achievement. The results of the study showed a significant increase in the learning achievement of students who used AI compared to conventional learning methods. Here is a more detailed discussion of the findings:

A. The Impact of the Use of AI on Learning Achievement

The results showed that students who learned with the help of AI experienced a significant increase in scores on the post-test compared to the pre-test. The average increase in values in the experimental group was much higher compared to the control group. This indicates that AI can have a positive impact on improving students' understanding and academic achievement. AI can provide adaptive learning materials, adjusting to the needs and abilities of each student. Thus, students get a more personalized and effective learning experience. AI also provides feedback in real-time, allowing students to immediately recognize and correct their mistakes. Additional studies on the application of blended learning in the classroom may focus on research or development of software and websites to handle teaching and learning in blended learning models, find additional solutions to ease teachers' tasks and reach conclusions on how to apply blended learning to subjects or grade levels where technology may be a challenge for teachers and students. (Tong et al., 2022)

B. Students' Perception of the Use of AI

Most of the students in the experimental group reported that the use of AI helped them understand the subject matter better and increased their motivation to learn. AI provides varied and interactive practice questions, which makes the learning process more interesting and not boring. In addition, the quick feedback from AI assists students in correcting their mistakes promptly, which speeds up the learning process. The educational paradigm has been changed by social media and artificial intelligence, in addition to changing the way students interact with digital content and their social environment. (Shahzad et al., 2024)

This positive perception is in line with educational theories that state that technology can increase student engagement and motivation in learning. The use of AI also allows students to learn at their own pace, which is essential for accommodating individual differences in learning abilities.

C. The Effectiveness of AI in Learning

AI in learning not only functions as a tool but also as an adaptive tutor. AI can analyze students' learning patterns and adjust the materials and learning methods that best suit their needs. This feature allows for more personalized and effective learning, especially for students who need a special approach. The effectiveness of AI is also seen in its ability to identify students' weaknesses and provide additional exercises accordingly. This allows students to improve on areas they are less proficient in without having to wait for feedback from teachers, which often takes longer. Machine learning (ML) is a very practical field of AI because it generates software that can automatically learn from previous data and gradually improve its learning behavior to make predictions based on new data. (Holzinger et al., 2019). Achievement goal theorists believe that many factors affect a student's success in achieving academic goals. These include learning efforts, internal and external motivation, self-efficacy, and study habits. As a result, this affects students' choice of academic assignments and their achievements. (Shen, 2024)

Smart collaboration in education involves the use of technology to support interaction and cooperation between students, teachers, and educational resources. Key elements include adaptive learning, enhanced communication, and automated support. Students are first given problems in the PBL (Problem-Based Learning) process. Next, they determine the situation of the problem, hypothesize possible solutions and work closely with other students to look for real-world problems. Then, they gather information about the problem by conducting experiments, reading textbooks, or accessing the internet. Finally, they assess problem scenarios, group members, or learning processes during the evaluation phase.(Fidan & Tuncel, 2019). AI has become an important part of human daily life, such as in carrying out work, exchanging information, and operating smartphones or computers. (Awal & Chowdhury, 2024)

Intelligent collaboration in education refers to the use of advanced technologies, including artificial intelligence (AI) and other digital tools, to improve the learning and teaching process. Some important aspects of smart collaboration in education include:

1. Utilization of AI to Find Learning Resources: Globalization and advances in information technology have brought a new combination of finding learning resources to the world of education. In teaching and learning activities, learning resources are not only centered on a teacher; It is broader than that, learning resources are oriented for students to use tools as a provision for learning. Artificial Intelligence, or AI, is a tool that can be used as a learning resource. With the Chat GPT (Generative Pre-Trained Transformer) feature, this robot utilizes artificial intelligence to interact and help humans in various ways, including finding learning resources.(Eka Puji Astutik, 2023)
2. Personalized Learning**:** AI can be used to analyze student data and provide learning recommendations tailored to each student's needs, strengths, and weaknesses.
3. Use of Collaborative Tools**:** Platforms like Google Classroom, Microsoft Teams, and Zoom allow students and teachers to collaborate in real time, share resources, and communicate easily.
4. Chatbots and Virtual Assistants**:** Chatbots can be used to automatically answer students' common questions, provide technical assistance, and direct them to relevant resources.
5. Improved Classroom Management**:** AI can assist in managing class administration, such as scheduling settings, assignment collection, and grading
6. Adaptive Learning: Artificial intelligence (AI) can analyze big data about student behavior, test results, and other elements that can influence learning. This analysis can help educators and policymakers understand trends, find problems, and choose better learning methods for their students. For example, Edmodo, an online learning platform, uses artificial intelligence-based data analysis to provide educators and parents with information about students' learning progress. (Karyadi, 2023)
7. Automated Assessment**:** AI can be used to automatically grade student assignments, including multiple-choice-based essays and exams
8. Interactive Learning**:** Interactive technologies such as smartboards and interactive educational apps allow students to actively engage in the learning process

AI has been used in various aspects of education, including adaptive learning that adapts the material to the individual needs of students, automated assessments that provide real-time feedback, and learning support through virtual assistants. It is suggested that some factors contributing to the high dropout rate in distance learning (PJJ) compared to traditional classrooms include, but are not limited to, a mismatch in learning styles and personality characteristics, a sense of isolation felt by students who follow distance learning, and a lack of ability to self-manage and self-learn. (Bernard et al., 2004)

D. Challenges and Limitations

Computing programs that perform intelligent behavior, or the practical success of AI, are immediately incorporated into the application domain where they prove useful. They also become silent partners with other problem-solving methods. This means that AI researchers only need to deal with difficult, unsolvable problems, or "failures."(Oberson, 2024)

While this study shows many benefits of using AI in learning, there are some challenges to be aware of:

1. Infrastructure Limitations: Not all schools have access to adequate technology to support the use of AI in learning.
2. Teacher Training: Teachers need to get adequate training to be able to integrate AI into the learning process effectively. Learning about artificial intelligence can produce bionic humans, and learning about artificial intelligence can create humans with dual expertise in artificial intelligence, and intelligent educational robots.(Hunt & Doleck, 2024)
3. Resistance to Change: Some teachers and students may be reluctant to switch from traditional learning methods to more technology-based methods. Artificial Intelligence (AI) and the Internet of Things (IoT) have emerged as two of the most disruptive technologies in recent times, transforming various industries and revolutionizing the way we interact with the

world.(Tabuenca et al., 2024)

E. Implications for Education Policy

Historically, technology has evolved and can change the world. Technological advances gave birth to revolutions, and this revolution succeeded in changing the way humans do production. (Handayani, 2020). The results of this study have important implications for education policymakers. To maximize the benefits of AI in learning, investments in technology infrastructure in schools are needed, including the provision of adequate hardware and software. Additionally, it is important to provide training programs for teachers so that they can effectively integrate this technology into their teaching. Policymakers also need to consider ways to overcome resistance to change.

This can be done through socialization and demonstrations of the benefits of using AI in education, as well as involving teachers and students in the process of adopting this technology. The benefits and drawbacks of this online participation vary. For example, when it comes to information access and interactive learning, students focus more on interacting with learning resources than building or maintaining relationships with peers.(Cheng & Chau, 2016).

By integrating deep technology, offering intelligent tutoring, automating content creation, and customizing learning, artificial intelligence has the power to transform education. However, there are ethical issues and ensuring that AI is used responsibly and inclusively. By harnessing the power of AI, we can create an educational landscape that empowers students, teaches them to think critically, and prepares them for the challenges of the future. (Grace et al., 2023)

CONCLUSIONS AND ADVICE

This research shows that collaboration with AI can have a significant positive impact on student learning achievement. Students who learn with the help of AI show significant grade increases and have a positive perception of the use of this technology. However, to maximize the benefits of AI, there needs to be infrastructure support, teacher training, and strategies to overcome resistance to change.

In addition to these conclusions, the author also suggests that: Schools need to start integrating AI into the learning process by providing adequate infrastructure and training for teachers; It is necessary to develop more AI-based learning materials for various subjects and levels of education; and Further research is needed to explore the use of AI in various educational contexts and address existing challenges.

With these steps, it is hoped that the use of AI in education can be more optimal and provide wider benefits for students and the education system as a whole.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6827

FOSTERING STUDENTS' CREATIVITY WITH DIGITAL INNOVATION

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Abstract

In an increasingly advanced era of globalization, technology has become an integral part of the education world, offering various opportunities to foster student creativity. This article explores the utilization of technology to enhance creativity through the use of creative digital tools, project-based learning, and digital collaboration. Qualitative research methods are used to analyze relevant literature. The results show that creative digital tools such as graphic design and animation software, as well as digital music applications, significantly improve students' technical skills and creativity. Project-based learning that utilizes technology provides a deeper understanding of the subject matter and encourages the development of critical thinking and collaboration skills. Digital collaboration expands opportunities for interaction and cooperation, increases learning motivation, and enables more personalized and sustainable learning. Thus, technology in education can create a more dynamic and interactive learning environment, equipping students with relevant skills to face future challenges.

Keywords: ***Artificial Intelligence, Educational Technology, Personalized Learning, Educational Ethics***

INTRODUCTION

In the rapidly evolving era of globalization, technology has become an integral part of daily life. The impact of technology is evident in various fields, including education. Education is a conscious effort by educators to organize activities for students' self-development to become well-rounded individuals with predetermined goals (Mustoip, 2018, p. 35). Modern education now heavily relies on the use of technology, whether in the provision of learning materials, the implementation of the teaching-learning process, or the evaluation of learning outcomes. Amidst this digital transformation, one aspect that receives particular attention is how technology can be utilized to develop students' creativity. In this context, learning is an effort to educate students to enhance their abilities with the help of existing needs (Dwi Chaerunisa, 2019).

With the rapid development of technology, we experience increasing convenience in various fields. However, alongside the positive aspects, there are also negative impacts of technological advancements. For instance, in the field of education, we often see students who are highly addicted to smartphones. The various features of applications keep students glued to the small screens, often causing frustration. Instead of punishing students who frequently play on their smartphones in class, we can use smartphones as partners in learning activities. One way to do this is by using audiovisual learning media. Harjono (2018) states that digital literacy comprises communication and information technology skills, critical thinking, collaboration skills, and social awareness (Sari et al., 2022).

Creativity is an essential ability that every individual must possess in the 21st century. In (Robert & Brown, 2004, p. 1), Gallagher reveals that creativity is the ability to create, make, discover, and produce something using imaginative abilities. Creativity occurs when someone (a student) interacts with the socio-cultural environment in a particular field, and members of that field assess the results. This can be done in the classroom by the teacher

(Mclellan & Nicholl, 2008). Encouraging students' creativity is an important part of teaching. It raises the question of how students can become creative and how teachers should teach to foster their creativity (Hidayah et al., 2022; Soh, 2017). According to Kuper, creativity is difficult to define because its concept is complex and multifaceted. The ability to make something new is a simple definition of creativity. It is the result of human action. Creative products are created through a creative process that occurs in the minds of individuals or groups of people (Ratih & Yanuartuti, 2021).

Technology is a tool designed to make human work easier, faster, and more accurate (R. Supardi, 2016). Technology encompasses the strategic application of scientific or conceptual knowledge to achieve specific goals. It includes various digital applications, mechanical tools, and advanced methodologies aimed at facilitating targeted medical interventions and improving patient care outcomes (Ardaillon et al., 2024). The utilization of technology in education offers numerous opportunities to foster creativity. According to the creative cognition approach, creativity is a mental phenomenon that arises from the application of conventional cognitive processes, such as the ability to categorize and manipulate objects, as well as working memory (Ritter et al., 2020). Every aspect of human existence is significantly transformed by the dynamic nature of today's evolving technology and how we behave in all areas (Dewantara et al., 2023).

Technology can enhance achievement, but significant and long-term efforts are required to achieve it. Examples of necessary actions include providing adequate access to technology for teachers and students, as well as offering training to teachers on the best ways to integrate technology into the classroom (Christensen & Knezek, 2002).

This article will explore how the utilization of technology can foster students' creativity. By examining various available tools and methods, as well as the benefits and challenges that may arise, we can understand how technology can be effectively used in the educational process to produce a creative and innovative generation.

METHOD

This paper uses a qualitative method by analyzing literature. The data used is sourced from journals, books, and articles related to education, the humanities, and artificial intelligence, with a focus on publications from the last ten years. This study treats artificial intelligence and value-based education as material objects and highlights the balance between technology and the humanities in education as the formal object.

RESULT AND DISCUSSION

I. Result

A. The Use of Creative Digital Tools

The results of the analysis show that educational technology takes various forms, including hardware such as computers, tablets, and projectors, as well as software like digital learning platforms and creative applications. Additionally, wearable technology and artificial intelligence are increasingly being used to enhance interactivity and personalization in learning.

Cultural background, personal experience, and comfort level with technology are all factors that significantly influence a person's perception and attitude toward technology. Some people see technology as a tool that simplifies their lives, while others may be concerned about its negative effects. According to the Technology Acceptance Model (TAM), an individual's perception of the usefulness and ease of use of technology influences their attitude and willingness to adopt it. Technology causes social and cultural changes, such as in agriculture and communication, which demonstrates the significant influence of technology in daily life.

Mobile phones can not only be used for communication but also as tools to enhance one’s digital skills. When people use their phones to learn graphic design, they demonstrate that mobile technology can help them do more

productive things and even potentially earn money (Anggraeny et al., 2021, pp. 86–91)

Digital technology greatly influences education and teaching because it enhances the learning experience, enables cross-disciplinary collaboration, and provides more flexible access to materials. The current use of technology includes applications like Canva, which is an easy-to-use and freely accessible app for students. Students are encouraged to express their creativity through Canva when completing selected designs (Husen, 2022). Canva helps boost students' creativity as they create posters and infographics. Every student has the opportunity to be creative, making the learning process more enjoyable and rewarding. Canva is an easy-to-use online design tool that provides a variety of templates for tasks like presentations, posters, and infographics. In the era of artificial intelligence, character education must also include digital literacy and ethical attitudes towards technology. Students need to know how technology, including artificial intelligence, works and how it can affect their lives (Muqorrobin et al., 2024).

B. Project-Based Learning

Project-based learning is a method that prioritizes real-world tasks or projects as a source of student learning. This method uses real-world problems to drive students' understanding of the subject matter. Students actively engage in designing, planning, implementing, and evaluating their projects so they not only understand the theory but also see how it is applied in everyday life. Because students can see the direct connection between what they learn and the real world, PjBL increases their motivation to learn (Ginanjar et al., 2021, p. 5544)

This model demonstrates that project-based learning with a Project and STEM approach is effective in enhancing students' understanding of science and technology concepts and skills, as well as their application in the real world. This finding is consistent with previous research that shows project-based learning, and the STEM approach can improve technology literacy more than conventional learning (Ammar et al., 2024; Satriana, 2021, p. 190). Nowadays, people talk about STEM worldwide, including in Indonesia. Science, technology, engineering, and math are the components of STEM. These four pillars are crucial in AI technology. Discussing STEM is essential because Indonesia greatly needs STEM graduates. The world is entering an industrialization era that relies on AI (Michael Reskiantio Pabubung, 2021). Human civilization is transitioning from the industrial era to the information era, and advancements in information and communication technology (ICT) can aid learning, both in schools and self-directed learning. Advances in ICT, along with human intelligence and creativity, provide the foundation for the development and application of artificial intelligence (Karyadi, 2023).

The Project-Based Learning (PjBL) model implemented with the Canva application is effective in enhancing the creativity of eighth-grade students in designing posters and infographics. Canva is an online design application that offers various tools for creating posters, flyers, brochures, and more. The variety of attractive designs from this application can help teachers and students become more creative (Amanda et al., 2023). Project-based learning (also known as PjBL) is a learning approach that places real-world projects or tasks at the center of student learning. This approach encourages students to solve real-world problems and enhances their understanding of the subject matter (Ginanjar et al., 2021). PjBL requires students to think critically and analytically, use higher-order thinking skills, communicate, collaborate, solve problems, and learn independently (Astuti, 2015). Project-based learning offers many benefits, such as a better understanding of the subject matter, improved teamwork skills, and the development of critical thinking and creativity.

C. Digital Collaboration

Online collaborative tools like Google Workspace and Microsoft Teams have proven effective in facilitating cooperation and the exchange of ideas among students. These platforms allow students to work in teams, share

ideas in real time, and provide constructive feedback. Social media and online forums also serve as spaces to share creative work, gain inspiration, and build communities that support creativity development. The importance of creativity in preparing students to face complex changes and global challenges cannot be overstated. This method not only involves disseminating technical skills and knowledge but also builds character that enhances mental resilience, social skills, and the ability to adapt to ever-changing environments (Hasanah et al., 2023). Interpersonal communication in the ever-evolving digital era faces complex challenges while offering opportunities that can be leveraged (Ardan & Wijayani, 2024).

Digital technology is utilized not only within schools but also outside of them. Students, particularly those in higher grades, are often given assignments that require internet access via devices such as mobile phones or computers to search for videos on YouTube or print posters for analysis at school. Teachers are encouraged to have good digital literacy skills and to be able to utilize digital technology in the teaching process, thereby promoting more active, constructive, and exploratory learning. Furthermore, e-learning enables learning to take place anywhere and anytime, not just in the classroom, thereby supporting a more flexible and sustainable learning process (Nisa et al., 2023, p. 2580)

Technology is also a social system, and organizations that provide certain services are referred to as technology. Hardware is just as important as skills. Technology is defined as an attitude, meaning actively analyzing problems and finding practical solutions (Cloete, 2017).

The use of computers and the internet in Information and Communication Technology (ICT) learning enables students to access information more quickly and efficiently, as well as develop technical skills relevant to today's digital world. According to Permendikbud No. 22 of 2016, educators must have the ability to utilize ICT to improve the effectiveness and efficiency of learning (Nisa et al., 2023). Technology is becoming increasingly popular in various aspects of human life in the modern era, including the use of technology in education (Zakaria et al., 2023, p. 4). In the internet era, cross-cultural collaboration is also available through interpersonal communication. It is now easier to connect across geographic boundaries and cultural diversity, allowing the exchange of ideas and perspectives from various backgrounds (Ardan & Wijayani, 2024).

Sociologically, every technological advancement changes human life, known as disruption. This technological disruption brings changes to all aspects of human life, which structurally impacts the social order. Education is a cultural formation process. Education shapes the character, morals, and values of a nation. Social capital, such as cooperation, family, and honesty, must be emphasized in the digital era. Spiritual foundations also need to be socialized to form a new culture in the digital era (Handayani, 2020).

II. Discussion

This discussion highlights various aspects that support the effectiveness of creative digital tools in learning, particularly in enhancing students' technical skills and creativity through project-based learning and digital collaboration.

A. The Effectiveness of Creative Digital Tools:

1. More Visual and Practical Learning: Creative digital tools allow learners to participate in a more visual and hands-on learning process. For example, graphic design software enables students to learn about design elements and principles through direct application rather than just through theory. This makes learning more interactive and can help students better understand concepts. Today, many professionals across various fields must possess personal, social, or cross-disciplinary skills, often referred to as soft skills (Souza & Debs, 2024).
2. Development of Technical Skills**:** By using graphic design software, learners can develop technical skills such as using design tools, editing images, and creating layouts. These technical skills are relevant to the demands of the

modern creative industry. To assess basic concepts and skills related to computers, the term "digital literacy" has emerged as more people rely on computer technology to unlock new social and economic opportunities (Asrol et al., 2021).

3. Stimulation of Imagination and Creativity: Creative digital tools provide a medium for learners to express their ideas in unique and personal ways. For instance, animation applications allow students to create their own stories through motion visualization, and music applications enable them to express their musical ideas. This stimulates imagination and encourages creativity, as students are free to experiment with different ideas and concepts. As some say, creativity exists within all of us (Lewis & Elaver, 2014).
4. Real-World Project Implementation: The use of creative digital tools in real-world projects allows learners to apply the theories they have learned in practical contexts. For example, a graphic design project involving the creation of posters or logos for a school event provides valuable practical experience. This not only aids in understanding theory but also offers the opportunity to see their work come to life.
5. Experiential Learning: By using creative digital tools, learners can engage in experiential learning. For example, animation applications allow them to see how small changes in a frame can affect overall motion or how adjusting the tempo in a music application can change the feel of a song. This experiential learning makes the process more profound and meaningful.
6. Medium for Expressing Ideas: Creative digital tools provide a platform for learners to express their ideas freely. They can use graphic design applications to create digital artwork, animation applications to produce short videos, or music applications to compose songs. This freedom of expression can boost confidence and personal satisfaction.

B. Advantages of Project-Based Learning:

1. Real-World Problem-Based Learning Approach: Project-based learning (PBL) allows learners to study theoretical concepts while solving real-world problems. For example, projects in both PBL and the strengthening of the Pancasila Student Profile Project (P5).
2. Practical Application of Theoretical Concepts**:** In projects, students not only learn theory but also apply it in relevant and challenging projects. For example, in a math lesson, they might be asked to design a miniature bridge, requiring the use of mathematical formulas and engineering principles. This helps students see how theory can be applied practically.
3. Development of Critical Thinking and Problem-Solving Skills: Projects encourage students to develop critical thinking and problem-solving skills. They must analyze situations, identify problems, and find creative solutions. A learning environment that supports creativity is crucial (Richardson & Mishra, 2018). For instance, in an environmental project, students might need to evaluate the impact of pollution and design a program to reduce it.
4. Practical Experience Relevant to Modern Job Market Demands: The use of technology in projects helps students develop technical skills relevant to modern job market demands. For example, they might use CAD (Computer-Aided Design) software or data analysis tools in an engineering project.
5. Development of Collaboration and Teamwork Skills: Projects often require students to work in teams, developing their collaboration and communication skills. They learn how to work together, share responsibilities, and leverage each team member's strengths to achieve a common goal.

6. Increased Motivation and Engagement: Working on interesting and relevant projects often makes students feel more motivated and engaged in their learning. Projects that require creative exploration and problem-solving tend to be more engaging than traditional, more passive learning methods.
7. Enhanced Project Management Skills: Students involved in projects learn to manage their projects from planning to execution and evaluation. They learn how to set goals, manage time, allocate resources, and measure outcomes.
8. Improved Understanding and Retention of Material: By applying concepts they learn in meaningful contexts, students tend to have a deeper understanding and better retention of the material. They see how the theories they learn apply in real situations, making learning more relevant and meaningful.
9. Readiness to Face Real-World Challenges: Through projects, students prepare to face real-world challenges. They learn how to handle complex problems, make informed decisions, and work effectively in various situations, preparing them for success in both their professional and personal lives.

C. The Role of Digital Collaboration:

1. Expanding Opportunities for Interaction and Cooperation: Digital collaboration allows students to interact and work together in a broader environment without geographical boundaries. For example, students from different schools or even countries can work together on the same project through online collaborative tools like Google Documents, Google Forms, or Microsoft Teams. This broadens their perspectives and enhances their cross-cultural collaboration skills. Educational institutions use various technologies such as learning management systems, interactive whiteboards, virtual reality-based applications, and AI-based applications (Balalle, 2024).
2. Enhancing Communication and Collaboration Skills: Online collaborative tools require students to communicate effectively and work together with their peers. For instance, in group projects, they might use Google Classroom to organize tasks, assign responsibilities, and communicate regularly. This develops their communication skills as well as their ability to work in teams.
3. Supporting Idea Sharing and Feedback: Social media and online forums provide platforms for students to share their ideas and receive feedback from others. For example, students can post their projects on platforms like Padlet or Jamboard and receive comments and suggestions from classmates or even teachers. This encourages iteration and refinement of ideas based on constructive feedback.
4. Increasing Motivation and Idea Development: Through digital collaboration, students feel more motivated as they can see and contribute to the work of others, often inspiring them to develop new ideas, for instance, in a project to create posters using Canva collaboratively.
5. Overcoming Geographical and Time Constraints: Digital collaboration allows students to work together without being bound by location or time. They can collaborate synchronously (in real-time) or asynchronously (not in real-time) using tools like Zoom or Google Meet for live meetings or discussion boards for more flexible discussions. This gives them the freedom to work on projects anytime and from anywhere.
6. Developing Digital and Technological Skills: By using online collaborative tools, students develop valuable digital and technological skills. For example, they learn to use project management software, communication applications, and document-sharing platforms.
7. Emphasizing the Ethics of Social Media Use: Students also learn about the ethics of social media use and the importance of maintaining digital security. For example, they are taught to respect others' privacy, avoid sharing personal information, and behave courteously in online communication. This helps them become responsible and safe technology users.

8. Facilitating Personalized and Collaborative Learning: Digital collaboration facilitates more personalized and collaborative learning. Students can work on individual or group projects, share resources, and support each other through online platforms. For example, in virtual study groups, they can share notes and learning materials and help each other understand difficult concepts.
9. Providing a Platform for Open and Continuous Learning: Digital collaborative tools provide a platform for open and continuous learning. Students can engage in long-term projects, participate in online learning communities, and continue learning from their peers' contributions. For example, they can join a learning community.

CONCLUSION AND RECOMMENDATIONS

This study highlights the important role of technology in fostering learners' creativity. The use of creative digital tools such as graphic design software, animation, and digital music applications has been proven effective in enhancing technical skills and creativity. Project-based learning supported by technology allows learners to solve real-world problems, develop critical thinking skills, and practice theory in meaningful contexts. Digital collaboration through online platforms expands interaction opportunities, supports idea sharing, and increases learners' motivation. The findings of this study suggest that the use of technology in education not only enhances the learning experience but also prepares learners to face real-world challenges with relevant skills. Therefore, the integration of technology into the educational process should be continually encouraged to create an interactive, creative, and innovative learning environment.

To utilize technology to foster learners' creativity, several strategic steps need to be taken. First, schools and educational institutions need to enhance technological infrastructure, including investments in hardware such as computers and tablets, as well as the latest software that supports creative digital tools. This will ensure that learners have adequate access to technology in their learning. Additionally, teacher training is crucial; they need to be thoroughly trained in the use of creative digital tools and techniques for integrating technology into the curriculum. With adequate training, teachers can guide learners to use technology to enhance their creativity and technical skills effectively.

The educational curriculum must also be adapted to integrate technology effectively. Using project-based learning methods that involve technology can help learners practice theory in real and relevant contexts. Moreover, the development of digital collaboration skills is essential; learners should be trained in online communication skills and the ethics of social media use. Activities that encourage cross-disciplinary and cross-geographical collaboration should be implemented to broaden learners' perspectives and enhance their collaboration skills.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7029

THE INFLUENCE OF DISCUSSION METHODS, AUDIO-VISUAL MEDIA, AND LEARNING MOTIVATION ON STUDENT ECONOMIC LEARNING OUTCOMES

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Abstract

This study aims to analyze the simultaneous influence of audio-visual methods, discussion methods, and learning motivation on the learning outcomes of students in economics at SMAN 1 Tiris, analyze the influence of audio-visual media methods on the learning outcomes of students at SMAN 1 Tiris, analyze the influence of discussion methods on the learning outcomes of students at SMAN 1 Tiris, and analyze the influence of learning motivation on the learning outcomes of students at SMAN 1 Tiris. The method used in this study is the survey method with discussion method (X1), audio visual media (X2), learning motivation (X3) while the dependent variable is learning outcomes (Y). The data collection technique is from primary data in the form questionnaires and secondary data in the form of documentation of report card grades, school profiles, facilities and infrastructure, and students to be studied. The use of the scale in this study is the Likert scale which will be used in a closed questionnaire. The results obtained in this study are that there is a positive and significant influence simultaneously between the discussion method, audio-visual media, and learning motivation on the learning outcomes of students of SMAN 1 Tiris Probolinggo. Student learning outcomes are a reflection of the discussion method, the use of audio-visual media, and the use of good learning motivation in supporting the implementation of learning in the subjects taken by students.

Keywords: Learning motivation, audio visual media, discussion methods, learning outcomes

INTRODUCTION

Education has a crucial role in shaping quality human resources, and schools are the main place for students to develop intellectual abilities, skills, and attitudes. At SMAN 1 Tiris, Probolinggo, economics subjects have an important role in helping students understand the economic dynamics that occur around them. This subject not only serves to provide knowledge about economic theory, but also trains students' analytical skills in understanding economic events that occur in daily life (Garcia & Lopez, 2017).

However, based on the results of initial observations at SMAN 1 Tiris, Probolinggo, it can be seen that student learning outcomes in economics subjects have not reached the expected level. Some students have difficulty understanding the economic concepts taught, which leads to low learning outcomes. This condition raises concerns that various internal and external factors can affect the academic performance of students in this lesson. These factors include the learning methods used, the learning media applied, and the students' learning motivation (Nurhadi & Setyaningrum, 2017).

The learning method applied by teachers at SMAN 1 Tiris greatly determines the effectiveness of the learning process. One of the methods that is often used is the discussion method, which allows students to actively participate, exchange ideas, and develop critical thinking skills. Through discussions, students can delve deeper into the subject matter by exchanging ideas and opinions. However, the effectiveness of this method depends largely on how the teacher directs the discussion. Discussions that are not directed or well structured can cause students to be confused and even reduce their interest and learning outcomes. Therefore, it is important for teachers at SMAN 1 Tiris to design and direct discussions with the right strategies so that learning objectives can be achieved (Taylor & Martin, 2021).

In addition to the discussion method, the use of the right learning media also has a big impact on student learning outcomes. The use of audio-visual media, for example, has been shown to be effective in helping students understand abstract and complex economic concepts. At SMAN 1 Tiris, teachers have started to integrate audio-visual media in learning, such as videos, animations, and multimedia-based presentations, to make learning more engaging and interactive. This media not only helps students in understanding the material, but also increases their interest in learning (Anderson & Thompson, 2019).

In addition to learning methods and media, the learning motivation of students at SMAN 1 Tiris is also a key factor that affects their learning outcomes. Learning motivation can come from within students (intrinsic) or from outside (extrinsic). Students who have high motivation to learn tend to be more persistent, diligent, and proactive in participating in learning and completing tasks given by teachers. They are also better able to face challenges in understanding difficult material. In contrast, students who have low motivation to learn often have less interest in lessons, tend to procrastinate on assignments, and are less actively involved in learning activities (Smith & Johnson, 2018).

At SMAN 1 Tiris, student learning motivation is very important in the context of economic learning, considering that this subject is often considered difficult by most students. Complex and abstract economic concepts often make students feel difficult and eventually lose interest in learning. Therefore, teachers need to apply the right learning methods and use interesting learning media to maintain and even increase student learning motivation.

Previous research has shown that there is a significant relationship between learning methods, learning media, and learning motivation and student learning outcomes. However, further exploration is still needed to understand the extent to which discussion methods, the use of audio-visual media, and learning motivation together affect the economic learning outcomes of students at SMAN 1 Tiris. This understanding is important so that teachers can design learning strategies that are more effective and in accordance with the characteristics of students in this school.

Each school has its own characteristics and challenges, as well as SMAN 1 Tiris. Therefore, this research is expected to provide a deeper understanding of the influence of discussion methods, audio-visual media, and learning motivation on economic learning outcomes in this school. By conducting research that focuses on the local context, it is hoped that the results can provide more relevant and applicable solutions to improve the quality of economics learning at SMAN 1 Tiris (Jones & Patel, 2022).

In this study, an analysis will be carried out on the influence of discussion methods, audio-visual media, and learning motivation on the economic learning outcomes of students at SMAN 1 Tiris. This study uses a quantitative approach with a correlational design, involving students who are studying economics subjects. Data on the learning methods used by teachers, the learning media applied, and student learning motivation will be collected through questionnaires and direct observations.

The data obtained will be analyzed using multiple linear regression statistical techniques to see the extent to which discussion methods, audio-visual media, and learning motivation affect students' economic learning outcomes, either jointly or partially. The results of this study are expected to provide new insights for teachers, policy makers, and researchers in developing more effective learning strategies that are in accordance with the conditions of students at SMAN 1 Tiris (Williams & Hall, 2021).

The conclusion of this study is expected to provide useful recommendations for teachers at SMAN 1 Tiris in improving the quality of economics learning. By understanding the influence of discussion methods, audio-visual media, and learning motivation on student learning outcomes, teachers can be more careful in choosing and implementing learning strategies that can improve student learning outcomes, especially in economics subjects. The results of this study are also expected to contribute to the development of better education policies at the school level, especially in terms of improving the quality of learning in subjects that are considered difficult such as economics.

METHOD

This study uses quantitative data. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples. The approach used in this research data is a quantitative approach, because the data information obtained is presented in the form of numbers and analyzed using statistical analysis.

The method used in this study is the survey method. This research also aims to provide explanations of things related to free and bound variables.

There are 4 main variables that are the center of attention of this study, including:

a. Discussion method, free variable (X1)
b. Audio media, visually free variable (X2)
c. Learning motivation, independent variable (X3)
d. Learning outcomes, bound variable (Y)

The population in this study is all students of SMAN 1 Tiris Probolinggo Regency. These populations include:

a. Class XA consists of 30 students with details of male students ranging from 14 children while female students ranging from 16 children.
b. Class XB has 29 students with details of male students ranging from 21 children while female students ranging from 8 children.
c. Class XC has 32 students with details of male students ranging from 23 children while female students ranging from 9 children.

So the population of the research conducted at SMAN 1 Tiris Probolinggo Regency is around 91 students. *Sample random sampling* is a technique to obtain samples that are directly carried out in the sampling unit. Thus each sampling unit as an element of an isolated population gets the same opportunity to be a sample or to represent the population. This method is done when the members of the population are considered homogeneous. This technique can be used when the number of sampling units in a population is not too large. Because the population is less than one hundred, a sample of 91 students of SMAN I Tiris Probolinggo Regency was determined.

In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale.*

b. Documentation

The ducmentation technique is used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student scores, namely report card scores, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study, the SPSS version 26 program was used to analyze data. The use of the SPSS program is used to analyze several things, including:

a. Simple linear regression

A simple correlation analysis is the relationship between two variables. In the correlation calculation, a correlation coefficient will be obtained that shows the close relationship between the two variables.

b. Regresi linear berganda

Multiple linear regression is a regression capital that involves more than one independent variable. Multiple linear regression analysis was carried out to determine the direction and how much influence the independent variable had on the dependent variable (Ghozali, 2018).

c. Descriptive Analysis

Descriptive analysis is a statistic used to analyze data by describing or describing the data that has been collected as it is without intending to make generalized conclusions or generalizations.

d. Analisis Frequencies

Frequencies is a data analysis for the presentation of data in the form of tables or percentages (in statistics it is known as frequency distribution. (Singgih Santoso, 2018). Data presentation, including: Bar, Line, Pie, Histogram, area, Pareto etc.

Chart Analysis

Frequencies are data analysis of discussion methods, audio-visual media, and learning motivation. Singgih Santoso, (2018),

for the presentation of data in the form of tables. In this study, the author uses the Graph method (Singgih Santoso, 2018)

RESULTS AND DISCUSSION

Result

Data processing was carried out in two stages, the first stage was carried out by calculating and summing each score, then finding the average score answer from each respondent. For each independent variable, the discussion method (X1), audio-visual media (X2), learning motivation (X3) and the presentation of variables bound to learning outcomes (Y).

Then the second stage is carried out to calculate the statistical components needed in the analysis which includes a validity test with the product moment correlation formula, a reliability test with the Cronbach's Alpha formula, a normality test with chi squared, a test linieritas, looking for mean (M), standard deviation (SD), data analysis with the double regression correlation formula as described in the previous chapter. Meanwhile, the calculation of SPSS 26 statistical analysis (Singgih Santoso, 2018).

Based on the results of the data processing carried out, the research data can be described with the aim of providing information about the state of the independent variables of the discussion method (X1), audio-visual media (X2), learning motivation (X3) and the presentation of variables bound to learning outcomes (Y). An overview of the score and the criteria can be tabulated as follows:

Instrument Test Results

In detail, the score results of each variable are presented as follows:

Table 1. Tabulation of Research Results Score

Statistics					
		X1	X2	X3	Y
N	Valid	91	91	91	91
	Missing	0	0	0	0
Mean		40.03	40.21	4.01	86.58
Median		46.00	46.00	4.60	88.00
Std. Deviation		8.151	8.085	.804	4.033
Minimum		30	30	3	74
Maximum		49	49	5	92
Sum		3643	3659	365	7879

a. Discussion Method (X1)

Based on the results of the questionnaire distribution for the discussion method (X1), the following data were obtained:

Table 2. Tabulation of Variable Score Discussion Method (X1)

X1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	2.2	2.2	2.2
	31	22	24.2	24.2	26.4
	32	11	12.1	12.1	38.5
	33	5	5.5	5.5	44.0
	34	3	3.3	3.3	47.3
	35	1	1.1	1.1	48.4
	46	5	5.5	5.5	53.8
	47	15	16.5	16.5	70.3
	48	11	12.1	12.1	82.4

	49	16	17.6	17.6	100.0
	Total	91	100.0	100.0	

Based on the table above, the average answer of 91 respondents in the discussion method (X_1) was the lowest 1.1% as many as 1 respondent and the highest was 24.2% as many as 22 respondents.

b. Audio visual media

Based on the results of the distribution of the questionnaire for audio visual media (X2), the following data was obtained:

Table 3. Tabulation of the Average Score of Audio Visual Media Variables (X2)

X2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	2.2	2.2	2.2
	31	17	18.7	18.7	20.9
	32	12	13.2	13.2	34.1
	33	8	8.8	8.8	42.9
	34	4	4.4	4.4	47.3
	36	1	1.1	1.1	48.4
	46	5	5.5	5.5	53.8
	47	10	11.0	11.0	64.8
	48	16	17.6	17.6	82.4
	49	16	17.6	17.6	100.0
	Total	91	100.0	100.0	

Source of Analysis, SPSS 26 (Singgih Santoso, 2018) 2024

Based on the table above, the average answer of 91 respondents in audio visual media (X2) was the lowest 1.1% as many as 1 respondent and the highest was 18.7% as many as 17 respondents. This can be illustrated in the following diagram:

c. Learning Motivation (x3)

Based on the results of the distribution of the learning motivation questionnaire (X3), the following data were obtained:

Table 4. Tabulation of Average Score of Learning Motivation Variables (X3)

X3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	2.2	2.2	2.2
	3	14	15.4	15.4	17.6
	3	20	22.0	22.0	39.6
	3	4	4.4	4.4	44.0
	3	3	3.3	3.3	47.3
	4	1	1.1	1.1	48.4
	5	4	4.4	4.4	52.7
	5	12	13.2	13.2	65.9
	5	22	24.2	24.2	90.1
	5	9	9.9	9.9	100.0
	Total	91	100.0	100.0	

Based on the table above, the average answer of 91 respondents for learning motivation (X3) was the lowest 1.1% for 1 respondent and the highest was 24.2% for 22 respondents.

d. Learning Outcomes (Y)

Based on the report card results for learning outcomes (Y), the following data were obtained:

Table 5. Tabulation of Average Score of Learning Outcome Variables (Y)

Y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	74	1	1.1	1.1	1.1
	76	1	1.1	1.1	2.2
	78	1	1.1	1.1	3.3
	79	6	6.6	6.6	9.9
	81	5	5.5	5.5	15.4
	82	1	1.1	1.1	16.5
	83	1	1.1	1.1	17.6
	84	13	14.3	14.3	31.9
	85	3	3.3	3.3	35.2
	86	4	4.4	4.4	39.6
	87	1	1.1	1.1	40.7
	88	10	11.0	11.0	51.6
	89	20	22.0	22.0	73.6
	90	16	17.6	17.6	91.2
	91	7	7.7	7.7	98.9
	92	1	1.1	1.1	100.0
	Total	91	100.0	100.0	

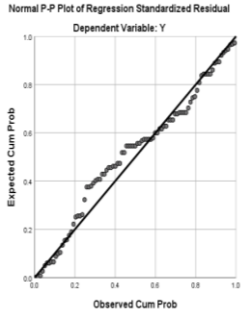
Based on the table above, the average answer of 91 respondents for the Learning Outcome (Y) variable was the lowest 1.1% for 7 respondents and the highest was 22.0%. as many as 20 respondents.

Hypothesis Test Results

Normality Test

From the results of the normality test for data derived from independent variables, namely discussion method (X1), audio-visual media (X2), learning motivation (X3) and variables bound to student learning outcomes (Y), the results were obtained that these variables were normally distributed. Graphically, normality These variables can be described as follows.

Figure 1. Normality Test Results



Linearity Test

From the results of the linearity test for data derived from independent variables, namely discussion method (X1), audio-visual media (X2), and learning motivation (X3) and the bound variable of student learning outcomes (Y), the results were obtained that the variables were normally distributed. Graphically, the lineart of these variables can be described as follows:

Table 6. Results of the X1 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X1	Between Groups	(Combined)	414.179	9	46.020	3.550	.001
		Linearity	350.322	1	350.322	27.026	.000
		Deviation from Linearity	63.857	8	7.982	.616	.762
	Within Groups		1049.953	81	12.962		
	Total		1464.132	90			

The linearity in the Anova table X1 with Y is obtained .762, then the relationship between X1 and Y is linear meaning that the change of the variable X1 is followed by the change of the variable Y.

Table 7. Results of the X2 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X2	Between Groups	(Combined)	386.774	9	42.975	3.231	.002
		Linearity	348.047	1	348.047	26.168	.000
		Deviation from Linearity	38.727	8	4.841	.364	.937
	Within Groups		1077.358	81	13.301		
	Total		1464.132	90			

The linearity in the Anova table X2 with Y is obtained .937, then the relationship between X2 and Y is linear meaning that the change of the variable X2 is followed by the change of the variable Y

Table 8. Results of the X3 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X3	Between Groups	(Combined)	409.639	9	45.515	3.496	.001
		Linearity	352.544	1	352.544	27.080	.000
		Deviation from Linearity	57.096	8	7.137	.548	.817
	Within Groups		1054.493	81	13.018		
	Total		1464.132	90			

The linearity in the Anova table X3 with Y is obtained .817, so the relationship between X3 and Y is linear meaning that the change of the variable X3 is followed by the change of the variable Y

Hypothesis Testing

Before hypothesis testing, a null hypothesis is first presented that is tied to an alternative hypothesis. And statistical analysis was carried out to test hypotheses 1, 2, and 3. The results of the hypothesis test mentioned above using the SPSS 26 program (Singgih Santoso 2018), will first be stated a positive and significant influence together discussion methods, audio-visual media and learning motivation, on student learning outcomes. This is shown in the following table:

Table 8. Double Regression X1, X,2 and X3 to Y

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.492[a]	.243	.216	3.570	.938
a. Predictors: (Constant), X3, X1, X2					
b. Dependent Variable: Y					

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	355.088	3	118.363	9.285	.000[b]
	Residual	1109.044	87	12.748		
	Total	1464.132	90			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X1, X2						

The value of the determination coefficient (R2) of the correlation coefficient is .492a which means that the independent variables X1, X2, and X3 are able to explain the bound variable Y by 492% while the remaining 50.8% are explained by other variables outside the model. This shows that the independent variable with the bound variable has a significant positive influence.

The results of the fourth hypothesis test read that there was a positive and significant influence together of discussion methods, audio-visual media and learning motivation, on student learning outcomes. The results of data analysis obtained multiple linear regression of 0.000b with a significance of 0.005. This number of 0.000 is smaller than the alpha of 0.05. Thus, it can be said that the influence of X1, X2, and X3 on Y is significant.

Discussion

The research conducted at SMAN 1 Tiris, Probolinggo, aims to understand the influence of discussion methods, audio-visual media, and learning motivation on student learning outcomes in economics subjects. Based on the analysis carried out, it was found that these three variables have a significant influence on student learning outcomes, both individually and together. These findings are in line with the theory of learning which states that a combination of appropriate teaching methods, the use of relevant media, and high learning motivation can improve the overall quality of learning (Setiawan & Rahmawati, 2019).

The discussion method is one of the effective approaches because it actively involves students in the learning process. At SMAN 1 Tiris, this method is applied to encourage students to think critically and participate in solving economic problems. The results of the study showed that students who were active in discussions tended to have a better understanding of the material discussed. Discussions allow students to explore different points of view, deepen their understanding, and develop critical thinking skills. However, the success of this method is highly dependent on the teacher's ability to direct and manage discussions well (Arifin & Hidayati, 2020).

In addition, the use of audio-visual media has also been proven to have a positive effect on students' economic learning outcomes. This media helps students understand abstract economic concepts more easily, through concrete and interesting visualizations. At SMAN 1 Tiris, teachers utilize various types of media, such as video and animation, to make learning more interactive. The proper use of media not only helps in understanding the material, but also increases students' interest and motivation in learning (Brown & Green, 2020).

Learning motivation is also an important factor that affects student learning outcomes. This study found that students who have high motivation to learn, both intrinsic and extrinsic, tend to achieve better learning outcomes. Intrinsic motivation, such as the desire to understand the material, and extrinsic motivation, such as the desire to get high grades, encourage students to study more diligently. At SMAN 1 Tiris, students' learning motivation is influenced by the learning environment created by teachers. Teachers who are able to create a supportive environment and provide positive feedback can significantly increase student learning motivation (Lestari & Wijayanti, 2018).

The combination of discussion methods, audio-visual media, and learning motivation forms a strong synergy in improving student learning outcomes. These three factors complement and strengthen each other, creating a conducive learning environment at SMAN 1 Tiris. This study also shows that the effectiveness of discussion methods, audio-visual media, and learning motivation can vary depending on the context and characteristics of students, so teachers need to consider these factors in designing effective learning strategies (Wulandari & Utami, 2020).

The results of this study make an important contribution to the development of learning strategies at SMAN 1 Tiris. Teachers can be more careful in choosing and implementing learning approaches that suit the needs of students. This study also provides practical implications for policymakers in schools, by demonstrating the importance of providing facilities that support the use of audio-visual media, as well as training for teachers in applying effective discussion methods (Carter & Evans, 2019).

Overall, this study shows that a holistic approach to learning, which integrates various elements such as teaching methods, media use, and learning motivation, can create a more meaningful learning experience for students. This approach has proven to be effective in improving students' economic learning outcomes at SMAN 1 Tiris. However, it is important to remember that each student has different learning needs, so flexibility in applying learning methods and using media is key to achieving optimal learning outcomes (Prasetyo & Sukmawati, 2022).

In addition, the results of this study underscore the importance of learning motivation as a key factor in learning. Motivation not only encourages students to learn, but it also affects how deeply they understand the material and how well they can apply the knowledge gained in real-life situations. Thus, efforts to increase students' learning motivation must be the main focus in planning and implementing learning in schools (Suryadi & Kusumawati, 2021).

This research also opens up opportunities for further research on other factors that can affect student learning

outcomes, such as emotional intelligence, family support, and the availability of learning resources. Further research can explore how combinations of different learning methods and media can be more effective in improving learning outcomes. The results of this study provide new insights that can be used to develop more effective learning strategies that are in accordance with the conditions of students at SMAN 1 Tiris.

In the end, this study provides recommendations for teachers at SMAN 1 Tiris to continue to innovate and find ways to adapt learning strategies to the needs and characteristics of students. This is important to ensure that every student gets the same opportunity to achieve optimal learning outcomes, especially in economics subjects that are often considered difficult by most students.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Discussion methods, audio-visual media, and learning motivation significantly had a positive effect on student learning outcomes in economics subjects at SMAN 1 Tiris, Probolinggo. These three variables, when applied effectively and adjusted to the needs and characteristics of students, form a strong synergy in creating a conducive learning environment, improving understanding, and student learning outcomes. Therefore, a combination of learning strategies that include interactive teaching methods, the use of relevant media, and strengthening learning motivation is very important to be implemented to achieve optimal learning outcomes.

Suggestion

Develop and integrate well-structured discussion methods, utilize relevant and engaging audio-visual media, and increase efforts to motivate students through both intrinsic and extrinsic approaches. It is important for teachers to continue to innovate in designing learning strategies that can accommodate students' individual needs and create a supportive learning environment, so that students can better understand economic materials and achieve better learning outcomes. In addition, there is a need for training for teachers on the use of media and discussion techniques as well as efforts to create programs that can increase students' motivation to learn in a sustainable manner.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7021

USE OF KEDATON TEMPLE AS A SOCIAL LEARNING RESOURCE TO IMPROVE UNDERSTANDING OF HISTORICAL HERITAGE IN INDONESIA

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Abstract

The aim of this research is to analyze the potential of Kedaton Temple as a social studies learning resource to increase students' understanding of historical heritage in Indonesia. Preliminary data collected shows that only a few students achieve adequate understanding in historical heritage material in Indonesia, while the rest show a low level of understanding. Preliminary observations show that students' lack of interest in social studies subjects is one of the main factors influencing low learning achievement. This research uses a qualitative approach with a case study method. The data analysis method used is an interactive model, which includes data reduction stages, data presentation, as well as drawing conclusions and verification. Data was collected through observation, interviews and documentation, then analyzed using triangulation techniques to ensure the validity of the results. Researchers applied source triangulation by comparing information from madrasa heads, social studies teachers, and Class VI students at MI Raudlatul Mutaallimin, in order to understand teachers' planning strategies for utilizing Kedaton Temple as a local learning resource. Social studies learning on Indonesian historical heritage material using a local history approach and the book "Candi Kedaton" has made a significant contribution to the learning experience of class VI students at MI Raudlatul Muta"allimin. Teachers succeeded in creating an interesting and meaningful learning atmosphere, enriching students' knowledge of local history, and increasing their interest, motivation and involvement. Constructivist and contextual approaches, together with the use of local historical sources, are effective in increasing students' learning interest and understanding. Teachers' perceptions and abilities are very important in utilizing Kedaton Temple as a learning resource. However, factors such as limited time allocation, costs, and temple conservation pose challenges in using it as a learning resource.

Keywords: Kedaton Temple, Social Studies Learning Resources, Social Studies Teacher Perceptions, Learning Outcomes

INTRODUCTION

Education is the main foundation in the development of a nation. In Indonesia, the education system has a very vital role in shaping the character, intelligence and insight of the younger generation. However, challenges in the learning process are often faced by teachers, especially social studies teachers, who have to create interesting and meaningful learning experiences for students amidst limited facilities and resources. Azzahra, Gusti, & Widodo (2023) said that teachers, as the main movers in implementing the curriculum, should have the ability to design original and innovative learning activities according to the nature of the material being taught, with the aim of achieving the desired learning outcomes.

The concept of social studies education, involving the development of knowledge, attitudes and social skills to form good individuals, has become an important part of discussions about the curriculum and education system in Indonesia. This is also part of the social education program in the context of formal education. Meanwhile, the aim of social studies subjects in elementary schools is to develop religious attitudes in students, encourage honesty, democracy, creativity and critical thinking skills. Apart from that, this lesson also aims to increase interest in reading, enthusiasm for learning, high curiosity, concern for oneself and the environment, active participation in the development of social and cultural life, as well as

good communication skills (Anggraeni, Rustini, & Wahyuningsih, 2022).

Teachers often face big challenges in creating meaningful and relevant learning experiences for students, especially when talking about understanding historical heritage in Indonesia in class VI social studies material. In an effort to bridge this problem, the use of appropriate and valuable learning resources in the learning process becomes very important. Meanwhile, Nachrawie (2017) said that the use of the environment as a learning resource is based on the concept of the four pillars of learning proposed by UNESCO including: Learning to know, Learning to do, Learning to life together, Learning to be.

Learning from the surrounding environment provides significant experience because of the connection between what is learned and the situation around it. Warner, Eames & Irving (2014) explain that "many teachers engage their students in experiential learning in nearby local environments. Often these teachers partner with passionate, knowledgeable outdoor and environmental educators to provide experiences that can foster knowledge and attitudes of caring in students" (p. 83).

This research is based on awareness of the importance of integrating local history in the social studies learning process for class VI MI Raudlatul Mutaallimin students on historical heritage material in Indonesia. In the context of this research, it is analyzing the potential for using Kedaton Temple as a social studies learning resource, with a focus on its influence on students' learning understanding. Preliminary data collected shows that only a few students achieved adequate understanding in historical heritage material in Indonesia, while the rest showed a low or very low level of understanding. The survey also shows that students' lack of interest in social studies subjects is one of the main factors influencing low learning achievement in these subjects so that learning strategies that are more interesting for students are needed (Wajilah, 2024).

The use of local history as social studies learning material in formal educational institutions in Indonesia has become common practice. Such as research by Mulyono in (2019) which utilized Dieng Temple as a learning resource for junior high school social studies in Wonosobo, Leo Agung (2019) who developed Toponymy in Vorstelanden Surakarta, and Sulistyo (2019) who utilized historical sites from the Colonial period in Batu City as a learning resource. Apart from that, Bella, Farhan, Ayundasari, & ..., (2023) utilized Songgoriti Temple as a source for learning local history, as a historical source and combined it with an environment-based learning model. A study conducted by Fauzan, Wijayanti, & Nurholis (2023) utilized the Ronggeng Temple site as a source for learning history through media. morph transition powerpoint For Class X IPS II MA Fathurrahman Students.

Research on the use of local historical sources was also carried out by Mardiani, Fahriannor, & Subiyakto (2022) by utilizing the Agung Amuntai Temple site as a source for learning history at MAN 2 Hulu Sungai Utara. Utilizing learning resources that are located close to the surrounding environment can help teachers make the material taught to students more real. A study conducted by Asyadzili, Sendratari, Pageh (2020) Jawi Temple in Pasuruan Regency, East Java as a source of history learning for high school students shows that Jawi Temple can be used as a source of history learning for high school students through comic media, which can increase motivation and students' conceptual understanding of historical material.

The aim of this research is to analyze the potential of Kedaton Temple as a social studies learning resource to increase students' understanding of historical heritage in Indonesia. Preliminary data collected shows that only a few students achieve adequate understanding in historical heritage material in Indonesia, while the rest show a low level of understanding. Preliminary observations show that students' lack of interest in social studies subjects is one of the main factors influencing low learning achievement. .

Kedaton Temple, as a historical and cultural site, offers great potential as a relevant and interesting social studies learning resource to increase the understanding of class VI students at MI Raudlatul Mutaallimin regarding historical heritage material in Indonesia, but this potential has not yet been utilized properly by social studies teachers. at the Institution. The location of Kedaton Temple is in Kedaton hamlet, Andungbiru village, Tiris sub-district, Probolinggo Regency, and is still in the same area as MI Raudlatul Mutaallimin, namely Andungbiru village. This temple has typical Hindu characteristics with a size of 6 square meters and the year of construction is written on the steps. The relief on the edge of the stairs lists the year 1292 Saka or 1370 AD, believed to be a historical

site for the Shiva Hindu religion.

MI Raudlatul Mutaallimin Andungbiru, a general educational institution with Islamic religious characteristics located in Andungbiru village, has faced challenges in increasing class VI students' understanding of social studies subjects on historical heritage material in Indonesia. Initial observation results show that the majority of students have not reached an adequate level of understanding in historical heritage material in Indonesia. This is a serious concern because a lack of understanding in social studies subjects can hinder the development of students' understanding of history, geography and society. Students' understanding of Social Sciences is influenced not only by the content of the lesson material, but also by the teaching methods used by the teacher (Alam, Buatan, Siswa, & Dasar, 2023).

RESEARCH METHOD

This research adopts a qualitative approach with a case study method to explore various aspects related to the use of Kedaton Temple as a social studies learning resource. This approach allows an in-depth analysis of the implementation, perceptions and obstacles faced in using Kedaton Temple as learning material about historical heritage in Indonesia, with the aim of gaining a comprehensive understanding.

The data analysis method used is an interactive model, which includes data reduction stages, data presentation, as well as drawing conclusions and verification. Data was collected through observation, interviews and documentation, then analyzed using triangulation techniques to ensure the validity of the results. Researchers applied source triangulation by comparing information from madrasa heads, social studies teachers, and Class VI students at MI Raudlatul Mutaallimin, in order to understand teachers' planning strategies for utilizing Kedaton Temple as a local learning resource.

FINDINGS AND DISCUSSIONS

Findings

This research focuses on four main aspects, so the research results can be described as follows:

1. **Integration of the Kedaton Temple site in Class VI social studies learning through books about Kedaton Temple as teaching materials.**

The implementation of learning historical heritage material in Indonesia using a local history approach and utilizing the book "Candi Kedaton" has made a major contribution to the learning experience of class VI MI Raudlatul Mutaallimin students. Social studies teachers have succeeded in creating an interesting and meaningful learning atmosphere, enriching students' knowledge of local history, as well as increasing their interest, motivation and involvement in the learning process. Implementing social studies learning using the book "Candi Kedaton" as teaching material through a constructivist, contextual approach and local historical sources is effective in increasing students' interest in learning.

The book "Kedaton Temple" as teaching material on historical heritage material in Indonesia is very effective in increasing the understanding and interest in learning of class VI MI Raudlatul Mutaallimin students. This book meets curriculum standards, uses visual illustrations and a glossary to facilitate understanding, and provides a meaningful learning experience and enriches students' insight into local and national history.

2. **Implementation of social studies learning by utilizing the Kedaton Temple site as a learning resource**

Learning activities on historical heritage material in Indonesia using Kedaton Temple learning resources have increased enthusiasm, participation, interest and learning achievement for class VI MI Raudlatul Mutaallimin students. The relevance of the material to students' local lives makes learning more meaningful, encouraging deeper understanding and achieving optimal learning outcomes. The Kedaton Temple site is more than just a learning resource, but also a starting point for a deeper and more memorable learning experience for students.

This learning method has a substantial impact. Students not only directly experience local cultural heritage through visits to temple sites, but also experience a significant increase in understanding and appreciation of their cultural identity. Additionally, it was noted that this method effectively increases student engagement in the learning process.

3. **Evaluation of Learning Outcomes After Students Are Involved in Learning Activities**

The implementation of learning evaluation of historical heritage material in Indonesia using Kedaton Temple teaching materials has shown that the evaluation method applied is effective in measuring student understanding. Observations,

written tests and oral tests show high student activity, understanding and achievement. The validity and reliability of the evaluation tools used ensure accurate and consistent results, providing a strong basis for decision making in the learning process. This combination of evaluation methods provides a more comprehensive picture of student abilities and achievements. Documentation of teacher assessment results also proves a real increase in student learning outcomes.

Evaluation and follow-up in learning historical heritage material in Indonesia with a focus on Kedaton Temple showed positive results. Analysis of the evaluation results helped identify areas of discussion that needed improvement, and follow-up strategies involving interactive teaching methods and temple mock-up projects proved effective. The practical involvement of students, in making temple mock-ups increases their engagement, understanding of the material, and collaborative skills. The follow-up learning designed by the social studies teacher successfully meets students' needs and potential, ensuring sustainable growth in the learning process.

4. Supporting and Inhibiting Factors for Using Kedaton Temple as a social studies learning resource

Teachers' perceptions and abilities are very important in utilizing Kedaton Temple as a social studies learning resource, providing interesting learning experiences for students regarding historical heritage in Indonesia. Awareness of the importance of preserving local historical heritage and good integration in the curriculum are the keys to success. The results of observations, interviews and documentation confirm the madrasa's commitment to ensuring the use of local learning resources such as temples becomes an integral part of the learning process. The use of local history sources has been well integrated into the curriculum and learning, with efforts to align visit schedules so as not to interfere with other subjects, showing serious attention to the quality of comprehensive and sustainable learning.

Based on observation, interview and documentation data, it can be concluded that the integration of Kedaton Temple in the MI Raudlatul Mutaallimin curriculum shows a commitment to utilizing local historical sources for social studies learning. Social studies teachers use Candi Kedaton as a relevant learning resource, enriching students' learning experiences and improving the quality of learning. Resource support at the Kedaton Temple location is an important factor in its use as a learning resource. A well-maintained location and good accessibility make it easier for teachers and students to carry out study visits. Supporting facilities such as information boards and safe areas for exploration add to the educational value of this temple.

Limited time allocation for social studies learning is the main obstacle in utilizing Kedaton Temple as an effective learning resource. The proposed solution includes careful planning and time management strategies, as well as special time allocation for field visits to Kedaton Temple. The cost factor is also an obstacle in using Kedaton Temple as a social studies learning resource at MI Raudlatul Mutaallimin. To overcome this obstacle, careful planning and appropriate financing strategies are needed. Teachers are expected to be able to develop strategies to overcome cost constraints and utilize existing facilities

Conservation and maintenance of Kedaton Temple is also an inhibiting factor in its use as a learning resource. Damage or deterioration in the physical condition of temples can reduce the educational value that can be provided to students during field trips and interfere with their understanding of the historical stories contained in the reliefs.

DISCUSSION

After researchers collect research data through observation, interviews and documentation, the next step is to carry out data analysis to provide a deeper understanding of the research findings. Based on the data obtained, the researcher then processed and explained the data in detail. The following is a summary of the results of data analysis originating from the observation, interview and documentation process, which includes the main findings revealed, in-depth interpretation of the data, as well as the implications arising from these findings:

1. Integration of the Kedaton Temple Site in Class VI Social Sciences Learning through the Kedaton Temple Book as Teaching Material

The implementation of learning historical heritage material in Indonesia through a local history approach and the use of the Kedaton Temple book has made a major contribution to the learning experience of class VI students at MI Raudlatul Muta'allimin. The social studies teacher

succeeded in creating an interesting and meaningful learning atmosphere by integrating material about Kedaton Temple, a local historical heritage that is rich in cultural and historical value. Enriched history learning by utilizing historical heritage objects around students aims to increase their response and interest in history lessons (Far, 2020).

The implementation of social studies learning using the Candi Kedaton book as teaching material was carried out using a constructivist, contextual approach and local historical sources which proved effective in increasing students' interest in learning. This learning strategy provides learning experiences that are meaningful and relevant to students' real lives so that students' knowledge can be constructed from the initial knowledge they have. The constructivist approach used in this learning also encourages students to build their own knowledge through exploration, discussion and reflection. Students are invited to actively participate in the learning process, explore information about Kedaton Temple, and relate it to the knowledge they already have. Thus, students not only receive information passively but are also actively involved in forming their own understanding of local history (Magdalena, Agustin, & Fitria, 2024).

The contextual approach in using the Candi Kedaton book also plays an important role in increasing students' interest in learning. The material presented in this book is linked directly to students' daily lives and the environment around them, making learning more relevant and interesting. Through field trips to the Kedaton Temple site or through research projects that require students to seek additional information from various sources, students can see firsthand historical evidence and understand the importance of the site in the local historical and cultural context. These activities not only enrich their knowledge but also make learning more alive and real (Renhoat, 2023).

Apart from high enthusiasm, students also show great interest in the learning material. The relevance of the material to students' local life plays an important role in enhancing their interest. Through a strong connection between learning material and the surrounding reality, students feel more connected to the topic being studied. Students see the direct relevance of the knowledge they gain in everyday life, so they are more motivated to study seriously (Lestari, 2020).

Based on this explanation, the use of the book "Candi Kedaton" as local history teaching material which is integrated with the MI Raudlatul Muta'allimin curriculum and presented with various approaches, provides meaningful learning for students in understanding historical heritage material in Indonesia. Problems in social studies learning at MI Raudlatul Muta'allimin on historical heritage material in Indonesia can be overcome through the use of the book "Candi Kedaton" with a constructivist, contextual approach and the use of local historical sources.

2. Implementation of Social Studies Learning by Utilizing the Kedaton Temple Site as a Student Learning Resource

Learning at the Kedaton Temple location uses a field trip learning method which has a substantial impact on class VI students at MI Raudlatul Muta'allimin. Students not only directly experience local cultural heritage through visits to temple sites, but also experience a significant increase in understanding and appreciation of their cultural identity. Direct experience in the field with visits to temple sites, this activity provides an opportunity for students to be actively involved in the learning process, which ultimately increases their understanding of local history and culture. When students see and experience historical heritage in Indonesia for themselves through Kedaton Temple learning resources, students can relate the concepts learned in class to the reality around them, this can help to internalize knowledge in a deeper and more meaningful way (Asmara, 2019).

The implementation of learning activities at temple locations cannot be separated from learning theories: constructivism, contextual theory and the theory of using local historical sources.

a. Constructivist Learning

Constructivist learning at the Kedaton Temple location emphasizes the active role of individuals in building knowledge and understanding through the process of building meaning based on experience, thinking and reflection. In constructivism theory, knowledge is not received passively, but is built by individuals through interaction with the environment and experiences. Through the use of Kedaton Temple learning resources students can build their own knowledge. They are actively involved in the learning process, exploring, asking questions, discussing and seeking understanding through interaction with learning material and with fellow students. Teachers act as facilitators who help

students understand concepts, encourage critical thinking, and facilitate the knowledge construction process (Kowarin, Sumolang, Makaluy, & Poch, 2023).

b. Contextual Learning

Contextual learning theory using the Kedaton Temple site emphasizes the importance of connecting lesson material with real situations. This approach aims to make learning more relevant and meaningful, so that students can understand academic concepts better and apply them in real life.

c. Theory of Local History Utilization

The use of local history in historical heritage material in Indonesia is a learning process that is an important basis for contextual and meaningful education. Learning at the Kedaton Temple location aims to optimize the potential of local history as a learning resource, but it is very important to understand the learning theories that underlie its practical implementation.

Utilizing learning theories in using local history as a learning resource, teachers create meaningful, relevant and inspiring learning experiences for students. More than simply conveying information, this approach allows students to build a deep understanding of their local historical and cultural heritage, while developing the skills and attitudes necessary to become open-minded and well-rounded global citizens.

Learning plan documentation also functions as an important evaluation tool for teachers to evaluate the effectiveness of learning and make improvements if necessary. Social studies teachers analyze lesson plans and student learning outcomes, teachers can identify the strengths and weaknesses of the learning methods applied, as well as develop better strategies to improve students' learning experiences in the future. Based on direct experience in the field and support from lesson plans carefully prepared by the teacher, this learning method has also succeeded in arousing students' interest in studying local history and culture. By presenting learning material in an interesting and relevant way to students' lives, teachers can build strong emotional connections between students and the learning material. This triggers students' curiosity and interest in better understanding and appreciating their own cultural heritage (Martha, Sa'diyah, Maulana, & Warto, 2023).

The implementation of learning historical heritage material in Indonesia using Kedaton Temple learning resources has had a big positive impact on class VI students at MI Raudlatul Muta'allimin. The integration of material about Kedaton Temple in learning not only increases students' enthusiasm, participation and interest in learning, but also improves their learning achievement. The relevance of the material to students' local lives makes learning more meaningful and provides a deep and memorable learning experience.

3. Evaluation of Learning Outcomes After Students Are Involved in Learning Activities

Evaluation of learning historical heritage material in Indonesia using Kedaton Temple teaching materials has shown that the evaluation method applied is effective in measuring student learning outcomes. Observations, written tests and oral tests are used as the main evaluation tools in measuring student activity, understanding and achievement. Observations are carried out to monitor student participation and engagement in learning activities, providing direct insight into their progress in understanding the learning material. Written tests are used to measure students' understanding of the key concepts being taught, while oral tests provide opportunities for students to verbally express their understanding (Yusuf, 2023).

a. Observation

Observation is an evaluation method that involves direct observation of student behavior and activities during learning activities at the Kedaton Temple site. Through observation, teachers can assess how students interact with the learning environment, how they observe artifacts, and how they participate in discussions and group activities. Observation allows teachers to identify students' active involvement, their ability to apply theoretical knowledge to real contexts, as well as their attitudes towards the material being studied(Nugroho, Subadi, & Fathoni, 2018).

Based on the results of observations and interviews during a visit to Kedaton Temple, data was obtained that the teacher observed how students analyzed the reliefs on the temple walls, interacted and discussed with their friends about the findings they saw. Students were active in learning at the temple location and the teacher also noted the students' ability to ask critical questions and connect the information obtained with previous knowledge through information from the book "Candi Kedaton".

b. Writing test

Written tests are an evaluation method commonly used to measure students' knowledge and understanding of the material they have studied. After a visit to Kedaton Temple, a written test can be used to assess how well students understand the historical, architectural and cultural information related to the temple. This test can include various types of questions, such as multiple choice, short answers, and essays (Sani, 2022).

c. Oral test

Oral tests are an effective evaluation method for assessing students' verbal abilities and communication skills. After learning activities at Candi Kedaton, oral tests have been used to evaluate how well students can explain the information they have learned, answer questions, and participate in discussions.

This oral test provides information about the success of learning using Kedaton Temple learning resources. The use of local learning resources allows students to demonstrate their understanding verbally, as well as develop critical thinking and clear communication skills. Oral test results show good success in learning, with data indicating increased student understanding.

4. Supporting and Inhibiting Factors for Using Kedaton Temple as a social studies learning resource

a. Supporting factors

Utilizing Kedaton Temple as a social studies learning resource has great potential to enrich students' learning experiences by linking local historical and cultural concepts with real life. Several supporting factors include linkages with the madrasah curriculum, social studies teachers' perceptions and abilities regarding the selection of learning resources, and resource support.

1) Social Studies Teachers' Perceptions and Abilities

Teacher perception in learning involves selection, organization, and interpretation of information to form a meaningful understanding of the subject matter. This process not only depends on the physical stimulus, but also on the relationship between the stimulus and the surrounding environment and the individual's condition. Teacher perception can be explained as follows: a) The process of recognizing objects and events objectively with the help of the senses. b) Awareness of organizational processes. c) The use of past experiences to give meaning to the senses. d) Factors that influence the perception process, including the organization's ability to differentiate between stimuli. e) Intuitive awareness of the truth or direct belief about something(Rahman, Nurhayati, & Luawo, 2021).

Social Sciences teachers' perceptions of Candi Kedaton's learning resources are an innovative step in enriching Social Sciences (IPS) learning. As a rich historical and cultural site, Kedaton Temple offers opportunities for social studies teachers to integrate the concepts of history, culture and past community life in learning. Teachers who are aware of the importance of preserving local historical heritage are able to integrate the use of Kedaton Temple effectively in the curriculum, making it the key to success in learning. The ability of teachers to understand the importance of good integration between local learning resources and learning materials, teachers can provide meaningful learning experiences for students (Prastowo, 2018).

2) Integration with the Curriculum at MI Raudlatul Muta'allimin

a) Curriculum and Learning Time

Learning in Madrasas is based on KMA No. 347 of 2022 is a series of activities that run in synergy, from planning, implementation, to assessment/learning assessment, which are interconnected with each other. Learning planning is an activity carried out by educators to design learning activities so that they run effectively and efficiently in achieving learning goals.

Social studies education aims to create individuals who have in-depth knowledge and understanding of society and its culture. They are expected to be individuals who are religious, honest, democratic, creative, analytical, fond of reading, have good learning abilities, great curiosity, and care about the social and physical environment. Apart from that, it is hoped that they will be able to make a productive contribution to the development of social and cultural life. Social studies teaching has an important role in developing various aspects, including intelligence, skills, knowledge, sense of responsibility, and understanding of democracy (Artia et al., 2023).

The use of local historical sources that have been well integrated into the curriculum and learning at MI Raudlatul Muta'allimin by trying to align the visit schedule to Kedaton Temple so as not to interfere with other subjects is a serious

concern for the quality of comprehensive and sustainable learning. The learning program at the Kedaton temple location will provide students with a more comprehensive understanding of historical heritage material in Indonesia. Students not only gain knowledge about local history theoretically, but also have in-depth direct experience through visits to historical sites (Aswati, Fatma, Burhan, & Hisna, 2023).

b) Resource Support at the Kedaton Temple Location

The availability of adequate supporting facilities also contributes to increasing student interest in learning. With a comfortable and informative environment, students feel more interested in being involved in learning and are more open to exploring the concepts being taught. Thus, the resource support available at the Kedaton Temple location not only provides easy access for learning, but also creates a fun and meaningful learning environment for students. These facilities not only add to the educational value of the temple, but also support the realization of more effective and interesting learning in the field of social studies (Marhayani, 2018).

b. Obstacle factor

1) Learning Time Allocation

A dense curriculum and limited learning time can hinder the use of Candi Kedaton in the social studies learning process. Teachers have difficulty setting aside sufficient time for field visits or learning activities related to historical sites, because the time allocation for social studies subjects is only 3 (three) lesson hours per week. This limitation is a major obstacle to exploiting the full potential of historical sites as effective learning resources.

Limited time allocation can also limit the teacher's ability to design and implement comprehensive learning activities at the temple location. Learning in the field requires thorough preparation, including planning transportation, time needed for travel, and organizing activities that are in accordance with the learning objectives that have been set. Additionally, with limited time, it is difficult for students to gain a deep and sustained learning experience at the temple site. A short visit is not enough to fully understand the history and cultural richness contained therein.

One proposed solution is to allocate special time in the learning schedule for a field trip to Kedaton Temple. By providing separate and regularly scheduled time, students can experience learning at a temple without feeling rushed or worrying about not having enough time for other subjects. This setting will provide an opportunity for students to deeply explore this historic site, allowing them to learn more thoroughly and immerse themselves in the learning experience.

2) Cost

Utilizing Kedaton Temple as a learning resource in social studies learning activities has educational benefits, but also requires significant costs and resources. Transportation costs to take students to the temple location are one of the main components that must be taken into account. Schools with limited budgets will have difficulty covering these costs. Apart from transportation costs, managing field visits also requires careful planning and funding. Schools need to ensure that the visit runs smoothly and safely, which means there must be adequate supervision and guidance throughout the activity. This includes assigning accompanying teachers, providing safety equipment, as well as logistical preparations such as food and drinks, as well as medicines for students during visits.

Overall, although the use of Kedaton Temple as a learning resource provides many benefits in social studies learning, challenges in terms of costs and resources cannot be ignored. Schools need to find creative solutions to overcome these obstacles, such as looking for sponsors, collaborating with related parties, or applying for financial assistance from the government. With the right commitment and support, this program can run successfully and provide a meaningful learning experience for students.

3) Conservation and Maintenance Issues

Damage to structures can be caused by natural factors such as weather, earthquakes or erosion, as well as human activities such as the use of inappropriate chemicals in the maintenance process. This decline in physical condition not only reduces the aesthetic beauty of the temple but also reduces the amount of historical information that students can obtain. For example, eroded relief or collapsed building structures can remove important clues about people's lives and culture in the past.

Conservation and maintenance of Kedaton Temple is a factor that is an obstacle to its use as a learning resource at MI Raudlatul Muta'allimin. Damage or deterioration in the physical condition of a temple can directly affect the educational value that can be provided to students during field

trips. Apart from that, this can also interfere with students' understanding of the historical stories contained in the temple reliefs. Despite this, teachers and students still admit that Kedaton Temple still provides a valuable learning experience. Even though some of the reliefs were damaged, there are still other reliefs that can be understood and provide insight into Indonesian history. The comfortable atmosphere around the temple also provides opportunities for students to deepen their knowledge of history, even though the physical conditions of the temple may not be completely ideal (Saryono, Iriansyah, & Hardiyanto, 2024).

CONCLUSION AND SUGGESTION

Conclusion

The results of the research show that learning historical heritage material in Indonesia using a local history approach using the Kedaton Temple site makes a major contribution to the learning experience of class VI students at MI Raudlatul Mutaallimin. Various findings from this research can be concluded as follows:

1. The book "Candi Kedaton" as a social studies teaching material for class VI at MI Raudlatul Mutaallimin increases students' interest and understanding of local history and develops their critical and creative skills.
2. A field visit to the Kedaton Temple Site helps students understand and appreciate Indonesia's historical heritage in more depth, as well as increasing their involvement and social skills in the learning process.
3. Evaluation methods such as observation, written tests and oral tests show an increase in student understanding and achievement after learning at Candi Kedaton, with learning outcomes above the Minimum Completeness Criteria.
4. The use of Kedaton Temple as a learning resource is supported by teacher commitment and good facilities, but is constrained by limited time and budget. Solutions include careful planning and appropriate financing strategies.

Overall, the use of local learning resources such as Kedaton Temple has had a significant positive impact on student learning on historical heritage material in Indonesia.

Suggestion

Based on the research findings, the following are several suggestions put forward by researchers, namely:

1. Strengthening Teacher Training, Social Studies Teachers need to receive ongoing training on local history-based learning methods, including the use of books such as "Candi Kedaton". This training will help integrate the material more effectively and interestingly.
2. Development of Interactive Teaching Materials, it is recommended to develop interactive teaching materials that can be used in conjunction with the book "Candi Kedaton". These teaching materials can include multimedia, digital learning modules, and mobile applications that support local history learning.
3. Collaboration with Cultural Institutions Collaboration with local cultural and archaeological institutions can enrich learning content. Teachers and students can gain direct access to historical sources, such as the Kedaton Temple site, to enhance the learning experience.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6901

UTILISATION OF ARTIFICIAL INTELLIGENCES (AI) IN DEVELOPING PROFESSIONAL COMPETENCE AND CREATIVITY OF EDUCATORS IN THE 4.0 ERA

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Abstrack

The industrial revolution 4.0, as an integral part of technological advancement, brings the concept of automation that penetrates to various sectors, including the world of education. Therefore, now education is in the midst of the dynamics of technological developments, especially in the era of the industrial revolution 4.0. One of the innovations that has emerged in this era is artificial intelligence (AI). One of the key roles of AI in education is its ability to make learning experiences more personalized and adaptable to individuals. With advanced data analysis, AI can gather information about students' progress and learning preferences. It is hoped that this article can provide a comprehensive view of how this technology is a key driver in achieving better learning goals in the Cybernetics 4.0 era. This study uses a qualitative approach with a focus on analyzing descriptive data in the form of written text. The researcher chooses a qualitative approach to analyze the literature related to the problem being studied. The research method applied in this study is a library research approach. Searches on Google Scholar are conducted using keywords that are relevant to the research variables. The journals used are selected based on the relevance of these keywords. After conducting a search, the researcher selected 20 journals and reference books which were then analyzed, summarized, and classified to produce ideas and ideas related to the research topic. several ways AI can be used to achieve goals in developing professional competencies and educators' creativity, including: personalization of learning, professional development of educators, automation of routine tasks, increased creativity and innovation, data analysis for quality improvement, and education and new skills. In the use of AI, there are impacts that need to be considered and competencies that must be possessed in the use of AI in the field of Education.

Keywords**:** *Cybernetics Era 4.0**, Professional Competence and Educator Creativity, The Role of Artificial Intelligence Applications.*

PENDAHULUAN

Perkembangan teknologi yang pesat merupakan hal baru dan belum pernah terjadi sebelumnya. Sehingga hal ini memunculkan hal-hal baru yang terjadi di era industri. ini adalah transformasi industri keempat. Teknologi kecerdasan buatan atau yang kita kenal dengan sebutan *Artifical Intelligence* (AI) (Zahara, Azkia, & Chusni, 2023). Industri 4.0 berfokus pada produksi dan pengembangan Society 5.0 berfokus pada menempatkan manusia sebagai pusat inovasi dengan menggunakan hasil dan dampak perkembangan teknologi Industri 4.0 (MH, 2020)

Artificial Intelligence (AI) adalah istilah *Industry* 4.0 dan *Society* 5.0 yang berarti "program komputer, pembelajaran mesin, perangkat keras dan perangkat lunak." Ilmu pengetahuan yang digunakan untuk membangun kecerdasan menggunakan solusi

perangkat keras dan perangkat lunak yang terinspirasi oleh rekayasa balik pola neutron yang beroperasi di otak manusia. Produk Industri 4.0 banyak digunakan di berbagai sektor, termasuk pendidikan, pembangunan, dan penerapan kehidupan sehari-hari (MH, 2020). Society 5.0 merupakan sebuah konsep yang berasal dari Jepang dan merupakan visi masyarakat masa depan yang didorong oleh inovasi teknologi di era revolusi industri di wilayah perbatasan. Dalam Society 5.0, manusia disebut sebagai "masyarakat super cerdas" atau masyarakat yang sangat cerdas (Widyawati & Sukadari, 2023). Kemajuan teknologi dalam satu dekade terakhir khususnya di Indonesia (*Artificial Intelligence*/AI) telah mengubah cara hidup dan interaksi manusia dalam berbagai aspek kehidupan. Kecerdasan buatan semakin mendominasi sektor pendidikan (Muarif, Fadhil, Alfadli, & Setiabudi, 2023). Tujuan dari pemaparan ini adalah untuk memperjelas peran AI dalam dunia pendidikan.

Menurut (Butle & Adam, 2019) Pendidikan merupakan suatu bidang yang terus berkembang pesat seiring dengan kemajuan teknologi. Perkembangan teknologi telah mengubah cara kita belajar dan mengajar, serta menghadirkan tantangan baru bagi guru. Panduan ini menawarkan dua penerapan dari perkembangan kecerdasan buatan itu sendiri. Di era digital, guru menghadapi banyak tantangan yang mempengaruhi peran dan tugasnya. Salah satu tantangan utamanya adalah mengelola kelimpahan informasi. Dengan kemudahan akses terhadap sumber daya digital dan konten pembelajaran online, guru harus mampu menyaring, mengevaluasi dan menggunakan informasi secara efektif untuk mendukung proses pembelajaran siswa. Selain itu, semua siswa mempunyai kebutuhan dan gaya belajar yang berbeda-beda. Guru harus mampu mengatasi tantangan tersebut dengan memberikan pembelajaran yang disesuaikan dengan kebutuhan individu siswa. Proses ini memerlukan upaya yang signifikan untuk mempersonalisasi pembelajaran, termasuk pemahaman mendalam tentang kebutuhan siswa dan kemampuan menyediakan materi pembelajaran secara individual. Strategi yang dipilih juga harus menjadi perhatian besar guru untuk diterapkan di kelas guna memperlancar proses belajar mengajar yang baik (Gusli, Zaki, & Akhyar, 2023).

Salah satu peran utama kecerdasan buatan dalam pendidikan adalah kemampuannya membuat pengalaman belajar lebih personal dan lebih sesuai untuk individu. Dengan analisis data yang canggih, AI dapat mengumpulkan wawasan tentang kemajuan dan preferensi pembelajaran siswa. Kemudian, AI dapat mengadaptasi kurikulum dan pengajaran berdasarkan kebutuhan dan kecepatan belajar siswa. Hal ini dapat meningkatkan efektivitas pembelajaran dan membantu siswa mencapai hasil yang lebih baik. Terlebih lagi, AI dapat membuat pengalaman belajar menjadi lebih interaktif dan menarik. Dalam pengajaran tradisional, siswa sering mendengarkan guru dan membaca bahan ajar. Namun, dengan bantuan kecerdasan buatan, pengajaran dapat menjadi lebih interaktif dan menarik dengan menggunakan fitur-fitur seperti chatbots, pengenalan suara, gamifikasi, dan augmented reality (Hidayah, Kurniawan, & Ginusti, 2023).

Berdasarkan hasil penelitian Wiwin (2023), pemanfaatan kecerdasan buatan (AI) dalam pembelajaran mempunyai potensi besar untuk meningkatkan efisiensi dan efektivitas pembelajaran. Dalam jangka panjang, kecerdasan buatan dapat menjadi alat yang sangat berharga untuk mendukung pembelajaran, asalkan digunakan secara bijak dan terintegrasi dengan baik ke dalam sistem pembelajaran (Fauziyati, 2023).

Pertama, untuk memberikan pelayanan yang cepat kepada masyarakat luas, perlu dilakukan kegiatan pelatihan dan penelitian di berbagai bidang terkait pengembangan AI. Kedua, revolusi kurikulum dan pembelajaran harus segera dilaksanakan. Implikasi kedua, temuan penelitian (Liao, Loures, Deschamp, Brezinsky, & Venancio, 2018) menjelaskan bahwa pembelajaran harus dipelajari tidak

hanya melalui robot tutor, tetapi juga dengan mengutamakan pemahaman mendalam tentang literasi dan cara kerja sistem global. berbeda. Pendapat ini mempunyai pengaruh utama Revolusi Industri Keempat dalam bidang pendidikan, pendidikan tinggi mulai dari kualitas guru, sarana dan prasarana, kurikulum dan sistem pembelajaran hingga membuahkan hasil yang sesuai dengan kebutuhan dunia kerja.

Dengan mendalami peran kecerdasan buatan dalam dunia pendidikan, artikel ini diharapkan dapat memberikan pandangan komprehensif tentang bagaimana teknologi ini menjadi faktor kunci dalam mencapai tujuan pembelajaran yang lebih baik di era cyber 4.0. Implikasi praktis dan arah pengembangan di masa depan juga akan diuraikan untuk membantu pembaca memahami dinamika perubahan pendidikan yang sedang berlangsung.

METODE

Penelitian ini menggunakan pendekatan kualitatif dengan fokus pada analisis deskriptif data berupa teks tertulis. Peneliti memilih pendekatan kualitatif untuk menganalisis literatur yang berkaitan dengan permasalahan yang diteliti. Oleh karena itu, data yang dianalisis terutama berasal dari literatur, meliputi membaca, memahami dan menganalisis berbagai sumber tertulis dan buku yang berkaitan dengan permasalahan yang dibahas.

Metode penelitian yang diterapkan dalam penelitian ini adalah pendekatan penelitian kepustakaan, yang meliputi kegiatan yang berkaitan dengan pengumpulan data dari literatur, pencatatan, membaca dan mengolah bahan penelitian. Jenis penelitian ini adalah kualitatif, dimana data dijelaskan secara lisan dan dianalisis tanpa menggunakan teknik statistik. Pengetahuan diperoleh dengan meneliti berbagai sumber seperti skripsi, makalah, tesis, artikel ilmiah dan e-book melalui internet. Pencarian Google Cendekia dilakukan dengan menggunakan kata kunci yang berhubungan dengan variabel pencarian. Jurnal yang digunakan dipilih berdasarkan hubungannya dengan kata kunci tersebut. Setelah melakukan penelitian, peneliti memilih 20 jurnal dan buku referensi yang dianalisis, dirangkum dan kemudian diklasifikasikan untuk menghasilkan ide dan konsep yang berkaitan dengan topik penelitian.

HASIL DAN PEMBAHASAN

Pembahasan

A. Pemanfaatan *Artificial Intelligences* (AI) Dalam Mengembangkan Kompetensi Profesional Dan Kreatifitas Pendidik Di Era 4.0.

Kemajuan ilmu pengetahuan dan teknologi (IPTEK) terus berkembang pesat seiring berjalannya waktu. Perkembangan teknologi memberikan dampak yang signifikan terutama pada berbagai aspek kehidupan manusia, termasuk Pendidikan (Astuti & Dewi, 2021). Revolusi industri 4.0 sebagai bagian integral dari kemajuan teknologi membawa konsep otomasi ke berbagai sektor, termasuk dunia pendidikan. Oleh karena itu, pendidikan kini menjadi pusat perkembangan teknologi yang dinamis, khususnya di era revolusi industri 4.0. Salah satu inovasi yang muncul di era ini adalah kecerdasan buatan (AI).

Pengertian kecerdasan buatan menurut Sunarya dan kawan-kawan, seperti dijelaskan Roihan, mencakup bidang ilmu komputer yang memungkinkan suatu entitas berpikir seperti manusia. Kesan serupa disampaikan oleh Yu dan Yulu yang mengatakan bahwa kehadiran kecerdasan buatan membawa keuntungan dan kerugian bagi manusia. Manfaat-manfaat ini termasuk membantu mengatasi permasalahan kompleks terkait efisiensi waktu dan data, namun di sisi lain, AI dianggap sebagai ancaman terhadap pekerjaan yang biasanya diisi oleh manusia. Namun tidak dapat dipungkiri bahwa kehadiran AI telah memberikan dampak positif terutama dalam konteks dunia

pendidikan (Arisanti, Rasmita, Kasim, Mardikawati, & Murthada, 2024).

Era Revolusi Industri 4.0 telah menjadi perawakan signifikan dalam sektor keheduhan, pasukum dunia pendidikan (Santika, 2021). Pendidik di era ini dihadapkan pada tutanunt untuk kekek ke kompetensi yang relevan dengan teknologi teknologi. Salah satu inovasi yang salatar adalah pemanfaatan ukutani irtibuan (Artificial Intelligence/AI) dalam sedakan samakan kualitas pendidikan. Pendidikan di era Revolusi Industri 4.0 sistemas sistemas sistemas competizione competani yang yang Saksi Saksi sistema kritis, kreatif, kolaborasi, dan komunikasi. Pendidik dihadapkan pada gavangan untuk tidak hanya pendlar konten kurikulum, tepai juga persamakan dan apalaka teknologi yang menguda pelebahanan. AI dapat memperoleh pendikasian dan menganalisis pendikusi data dengan lebih efisien. Sistem cerdas dapat mengevaluazione data hasil tes, perilaku siswa, dan perseksiyon kelas untuk mejaken waisaan yang gejamsung tentang kehaohan individu siswa. Hal ini sampangan pedagogist untuk menyajikan pelebajang yang persahedanan dan makananan kepatan lebih kepada etiap siswa.

Penggunaan AI memungkinkan penerapan model pembelajaran yang lebih personal. Sistem cerdas dapat mengidentifikasi gaya belajar siswa dan menyediakan materi pembelajaran yang sesuai dengan kebutuhan masing-masing. Hal ini membantu menciptakan lingkungan belajar yang lebih komprehensif dan mempercepat pemahaman siswa terhadap mata pelajaran. Dengan AI, pendidik dapat mengakses beragam sumber belajar digital, aplikasi interaktif, dan simulasi yang memperkaya metode pengajaran. Penggunaan AI untuk merancang kurikulum dan mengembangkan materi pembelajaran dapat meningkatkan daya tarik pembelajaran dan membantu pendidik tetap relevan dalam mengajarkan konsep-konsep mutakhir.

Melalui integrasi AI ke dalam proses pembelajaran, pendidik dapat mengembangkan keterampilan teknologi yang menjadi bagian integral dari kompetensi pendidikan di era 4.0. Pendidik dapat mempelajari cara menggunakan alat AI dan mengajarkannya kepada siswa, sehingga menciptakan lingkungan belajar yang mendukung penguasaan teknologi. Pemanfaatan AI dalam pendidikan di era 4.0 tidak hanya akan meningkatkan efektivitas proses pembelajaran, namun juga membantu pendidik mengembangkan kompetensi terkait tuntutan zaman. Dengan menggunakan kecerdasan buatan, pendidik dapat memberikan pengalaman belajar yang lebih personal, disesuaikan, dan terkini. Hasilnya, para pendidik akan mampu memainkan peran yang lebih efektif dalam membimbing generasi berikutnya menuju kesuksesan dalam masyarakat yang semakin terhubung dan berubah dengan cepat.

Berikut adalah beberapa cara AI dapat digunakan untuk mencapai tujuan tersebut:

1. **Personalisasi Pembelajaran**
   a. **Sistem Pembelajaran Adaptif:** AI dapat menganalisis kemajuan siswa dan menyediakan konten yang disesuaikan dengan kebutuhan masing-masing. Hal ini membantu guru memenuhi kebutuhan spesifik setiap siswa dengan lebih baik dan mempersonalisasi pendekatan mereka.
   b. **Rekomendasi Konten:** Platform AI dapat merekomendasikan materi pembelajaran yang relevan dan sumber daya tambahan berdasarkan profil dan kemajuan siswa.

2. **Pengembangan Profesional Pendidik**
   a. **Pelatihan Berbasis AI:**
      AI dapat mendukung pelatihan pendidik dan pengembangan profesional melalui simulasi, kursus online, dan umpan balik yang dipersonalisasi. Misalnya, kecerdasan buatan dapat menganalisis kinerja pengajaran dan memberikan rekomendasi perbaikan.
   b. **Dukungan dalam Penelitian:**
      AI membantu pendidik melakukan penelitian dengan analisis data yang cepat, menemukan pola, dan menyarankan literatur yang relevan.
3. **Automatisasi Tugas Rutin**
   a. Penilaian Otomatis:
      AI dapat mengotomatiskan penilaian tugas dan ujian, memberikan umpan balik yang cepat dan akurat kepada siswa. Ini memungkinkan pendidik untuk menghemat waktu dan fokus pada interaksi yang lebih berarti dengan siswa.
   b. Administrasi Kelas:
      AI dapat membantu dalam manajemen administrasi kelas, seperti jadwal, absensi, dan komunikasi dengan orang tua, sehingga pendidik dapat lebih fokus pada proses pengajaran.
4. **Peningkatan Kreativitas dan Inovasi**
   a. Alat Kreatif:
      AI menyediakan alat yang dapat digunakan oleh pendidik untuk menciptakan materi pembelajaran yang inovatif, seperti konten multimedia, simulasi virtual, dan lingkungan belajar yang interaktif.
   b. Kolaborasi dan Brainstorming:
      AI dapat memfasilitasi sesi brainstorming dan kolaborasi dengan menyediakan analisis ide dan saran kreatif, serta membantu pendidik mengembangkan strategi pembelajaran yang lebih efektif.
   c. Analisis Data untuk Peningkatan Kualitas
      1) Analisis Kinerja Siswa:
      AI dapat menganalisis data kinerja siswa untuk mengidentifikasi area di mana siswa mungkin menghadapi kesulitan dan memberikan wawasan kepada pendidik untuk penyesuaian strategi pengajaran.
      2) **Evaluasi Program Pendidikan:**
      Dengan menganalisis data dari berbagai sumber, AI dapat membantu dalam mengevaluasi efektivitas program pendidikan dan kurikulum, serta memberikan rekomendasi untuk perbaikan.
   d. Pendidikan dan Keterampilan Baru
      1) Keterampilan Digital:
      Pendidik perlu mempelajari keterampilan baru untuk memanfaatkan AI secara efektif. Ini termasuk pemahaman dasar tentang cara kerja AI, serta keterampilan teknis untuk menggunakan alat dan platform berbasis AI.
      2) **Adaptasi terhadap Teknologi:**
      Pelatihan yang berkelanjutan tentang perkembangan teknologi terbaru dan bagaimana mengintegrasikannya dalam proses pembelajaran dapat meningkatkan kompetensi profesional pendidik.

B. Dampak *Artificial Intelligences* (AI) dalam Pendidikan.

Penerapan teknologi baru dan program baru secara alami memiliki dampak positif dan negatif bagi kehidupan manusia. Demikian pula penerapan kecerdasan buatan dalam

dunia pendidikan tentunya berdampak pada kehidupan masyarakat (Zahara, Azkia, & Chusni, 2023).

Dampak positif implementasi artificial intelligent dalam bidang pendidikan, diantaranya:

1. Mempermudah tugas guru dan siswa dalam kegiatan belajar mengajar.
2. Penyimpanan data yang tidak terbatas
3. Menjadikan tugas para pendidik tidak berulang
4. Bisa digunakan kapanpun tanpa batas waktu
5. Pekerjaan menjadi lebih cepat dan lebih baik

Dampak negatif implementasi artificial intelligent dalam bidang pendidikan, diantaranya:

1. Membuat guru dan murid menjadi lebih malas
2. Menghilangkan sebagian pekerjaan para pendidik terutama dalam bidang administratif
3. AI Tidak dapat memahami tujuan dan informasi yang dibuat
4. AI Bekerja sesuai apa yang telah diprogramkan
5. AI Memiliki resiko tinggi dalam hal pembobolan
6. AI Suatu saat pasti akan rusak.

C. Kompetensi Yang Harus Dimiliki Dalam Penggunaan *Artificial Intelligence* (AI) Pada Bidang Pendidikan.

Kompetensi yang harus dimiliki guru: guru dapat menggunakan dan menguasai suasana kelas dan aplikasi yang menciptakan proses belajar mengajar lainnya yang menarik, cepat, efektif, dan efisien (Batubara, 2020).

1. Merekam dan edit klip audio seperti soundcloud.com, dan lainnya
2. Membuat konten video yang beranotasi, iteraktif, dan menarik seperti youtube dan lainnya.
3. Membuat konten yang menarik secara visual seperti canva.com dan lainnya.
4. Memanfaatkan kekuatan media social seperti Whatsapp, facebook.com, dan lainnya.
5. Penggunaan blog dan wiki untuk menciptakan ruang partisipatif bagi siswa seperti blogger.com dan lainnya.
6. Manajemen class dengan menggunakan aplikasi seperti abcteach.com, nearpod.com dan lainnya.
7. Membuat presentasi yang menarik seperti prezi.com, visme.com dan lainnya.
8. Membuat portopilio digital seperti silk.com, weebly.com dan lainnya.
9. Membuat quis non-tradisional seperti flipquiz.com, quizbean.com dan lainnya. • Mampu mempublikasikan artikel dan mendeteksi plagiarism seperti DOAJ.com, sinta.com dan lainnya.
10. Menggunakan situs bookmark social untuk kurasi yang berbagai sumber rujukan seperti diligo.com, scoop.it dan lainnya.
11. Mengelola kelas jarak jauh seperti zoom, skype dan lainnya.

Kompetensi yang harus dimiliki siswa: Artinya, mereka dapat berpikir kritis, kreatif, dan komunikatif, memiliki kepribadian moral dan perilaku yang baik, serta memiliki kemampuan literasi yang baik terkait membaca, menulis, berhitung, sains, keuangan, digital, budaya, dan kewarganegaraan meningkat (Batubara, 2020)

SIMPULAN DAN SARAN

A. Kesimpulan

Revolusi industri 4.0, sebagai bagian integral dari kemajuan teknologi, membawa konsep otomatisasi yang merambah ke berbagai sektor, termasuk dunia pendidikan. Oleh karena itu, sekarang pendidikan berada di tengah-tengah dinamika perkembangan teknologi, terutama di era revolusi industri 4.0. Salah satu inovasi yang muncul di era ini adalah kecerdasan buatan atau artificial intelligence (AI). Salah satu peran utama AI dalam pendidikan adalah kemampuannya untuk membuat pengalaman belajar lebih personal dan teradaptasi dengan individu. Beberapa cara AI dapat digunakan untuk mencapai tujuan dalam mengembangkan kompetensi profesonal dan kreatifitas pendidik, antara lain: personalisasi pembelajaran, pengembangan profesional pendidik, automatisasi tugas rutin, peningkatan kreativitas dan inovasi, analisis data untuk peningkatan kualitas, dan pendidikan dan keterampilan baru. Dalam penggunaan AI adapun dampak yang perlu diperhatilan dan kompetensi yang harus dimiliki dalam penggunaan AI dalam bidang Pendidikan.

B. Saran

Artikel ini dapat memberikan pandangan yang komprehensif tentang bagaimana teknologi ini menjadi pendorong utama dalam mencapai tujuan pembelajaran yang lebih baik di era Cybernetics 4.0.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6991

ENHANCE STUDENTS' CREATIVITY AND ENVIRONMENTAL AWARENESS THROUGH SOCIAL STUDIES LEARNING BASED ON ECO-DIGITAL PEDAGOGY

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Abstract

Pedagogy play a crucial role in the learning process. The implementation of pedagogy in social studies education has a specific role in preparing students to become good citizens who can contribute to solving problems in their surroundings. Environmental issues, which are one of the subjects of social studies, must receive special attention in order to address them effectively. The concept of Ecological Digital Pedagogy is one of the efforts that the education sector can undertake to prepare students to always care for their environment. The use of digital tools in education has now become a necessity to enable students to learn more effectively and innovatively, explore sources of knowledge, and solve problems creatively. The implementation of eco-digital pedagogy can be carried out using the Canva for Education application, which is accessible for free to teachers and students. This application provides various features that can be used to create and edit images and videos. In the context of environmental education, the Canva application is used to create learning content and assignments for students on efforts related to environmental preservation, disaster mitigation, waste recycling, and so on. In this way, digital learning can be achieved, rooted in efforts to promote environmental awareness and to enhance students' creativity in the learning process.

Keywords: enhance, creativity, environmental awareness, eco digital pedagogy

PENDAHULUAN

Humans and the environment are one ecosystem and are interdependent on the surrounding environment, both the natural (physical) and social environment. Environmental conservation efforts are the responsibility of the world community as inhabitants of the earth and users of natural resources. Eryaman, et al (2017) argued that the ecological crisis is a very important issue facing all humans. Therefore, education is essential for environmental awareness development and for strengthening the ability of individuals and communities to resist actions that can lead to environmental damage.

Education has a fundamental role in helping the character of students to always have sensitivity and concern for the surrounding natural environment. This is in line with the opinion of Sapriya (2011) who argues that students need to be prepared to be able to deal with various ecological crises by forming attitudes and concerns as human responsibility for a shared future and sustainable life. According to Umar Tirtarahardja and La Sulo (2005), education is a process of personal formation, citizen preparation, and labour preparation. To fulfil this, education should be organised comprehensively so as to accommodate all citizens to become fully human.

At this time there has been an ecological crisis, which is a crisis of relationship between humans and culture with the environment where they shelter, live, and exploit natural resources (Adiwibowo, 2007). This condition has always been a challenge for education in Indonesia to prepare and produce humans or citizens who care about environmental damage or pollution, with the hope that there will be a harmonious balance between the environment and the humans who live in it. Therefore, this paper is intended to describe educational efforts to be ecologically oriented, especially in the aspect of educational goals and their implications in the learning process. Two questions that will be answered through this paper are how are the characteristics of ecologically oriented education, and how is its implementation in

schools as a form of empowering the surrounding environment for learning.

According to research conducted by Pardinan and Loremia (2020), digital pedagogy effectively contributes to developing individual competencies in students. Similarly, research conducted by Moreno, Calderon, and Arias-Estero (2021) showed that combining Technology Pedagogical Content Knowledge (TPACK) with Collaborative Learning (CL) can improve the development of digital competencies and academic achievement of prospective teachers. academic and achievement of prospective teachers. The complexity of the relationship between technology, content, and pedagogy encourages the improvement of digital competence among prospective teachers. Therefore, this development is urgent and needs to be implemented.

Kahn (2020) defines eco-pedagogy as part of the critical education movement that emphasises the importance of ecological literacy and awareness of the planetary crisis. Eco-pedagogy aims to create a more just and sustainable world through social transformation and education that focuses on environmental issues. Bowers (2003) describes eco-pedagogy as an educational approach that emphasises the importance of communal revitalisation and ecological connectedness as an alternative to dominant views of economic growth and individualism. This approach encourages students to think critically about the impact of culture and technology on ecosystems.

Based on the above description, it can be concluded that one way to become a competent teacher in accordance with the 21st century is to have awareness, knowledge, and knowledge, and the ability to apply eco-pedagogy and digital pedagogy in the learning process. The writing of this article focuses on the combination of these two pedagogical models, namely Eco-Digital Pedagogy (EDY). This research aims to provide an overview of the implementation of EDY in social studies learning, more specifically the utilisation of CANVA for Education media in learning.

RESEARCH METHOD

The method used in this writing is library research. Library research is a series of studies related to library data collection methods, or research whose research objects are explored through various library information (books, encyclopaedia, documents, and scientific journals (Farisi, 2010). This article is written using a qualitative descriptive method with a literature study. The literature method carried out in this study by collecting data, information contained in the literature. Data analysis was conducted by examining the concept of meaningful learning model in thematic learning (Azizah, 2020). The literature study writing method includes the following steps: (1) Finding and knowing the type of literature needed, (2) Reading the type of literature that has been determined, (3) Conducting an assessment, and (4) Presenting the results of the literature study. Researchers also read scientific works from previous related research, record the results of interpretation of reading materials, and compile literature reviews based on the results of analyses of previous relevant scientific works. Literature review does not only mean reading the literature, but rather an in-depth and critical evaluation of previous research on a topic. Literature Review is a critical and in depth evaluation of previous research (Shuttleworth 2009). After the sources are collected, the researcher then reviews them critically and analytically. After the review stage is complete, then the researcher writes the results of the review.

DISCUSSION

Eco Pedagogy and Social Studies Learning

The concept of Ecopedagogy is not a form of teaching technique or method, nor is it the best approach in environmental education. However, the concept of Ecopedagogy emerges as a reaction to the educational practices that have been taking place in schools. Education practices in schools today are based on a modernist paradigm that is oriented towards preparing students as a means of production to increase capital in the market economy system. Through this paradigm, students only become objects of the hegemony of major ideologies such as capitalism and neoliberalism. The students' awareness and understanding of environmental issues are referred to as ecological competence. The goal of this competence is to educate students to understand environmental issues and apply ways to

conserve and solve environmental problems that occur around them. Ecological aspects in the educational context must be mastered by students in the learning process so that ecological competence can be achieved (Muhaimin, 2015).

Ecopedagogy is a movement of thought as part of critical pedagogy in education. There are several educational figures such as Jurgen Habermas and Paulo Freire who criticise the implementation of modern education that departs from the positivistic tradition that only makes humans a medium of production to increase power in various fields so that it affects the increasing exploitation of natural resources. According to Grigorove and Fleuri (2012) Ecopedagogy is a movement that departs from real life problems and is based on a life perspective (Supriatna, 2017). The movement is a reaction to the modern paradigm that places humans as rulers of the earth who have power over the planet. According to Freire (1972), educational practices that depart from the positivistic philosophy of modernism products have made students not only uprooted from their cultural roots but also from the environment in which they live. Modern education has distanced learners from their homeland and socio-cultural environment.

Historically, ecopedagogy was originally a pedagogy to support sustainable development and in education is also known as education for sustainable development. In some European countries, the ecopedagogy movement is carried out in the form of practical actions in school learning. Ecopedagogy can be implemented through social studies subjects that are packaged in cooperative learning in the form of games which contain elements of cooperation as well as competition which is different from the concept and competition of the capitalism model.

In addition, according to Supriatna (2017) in the context of Ecopedagogy, the curriculum in social studies learning must be developed and adapted to the situation and conditions of the local environment, school culture and surrounding culture, the background of students and raise environmental issues that develop in the local area.

Ecopedagogy as critical pedagogy has a place in the curriculum as an act of praxis. Social studies learning that seeks to build learners' ecological intelligence should be directed to critical thinking that is built and departed from local problems and issues (Supriatna, 2007).

The concept of sustainable and visionary view of the future can be built through social studies learning that is transformative, i.e. learning that can change from learning only concerned with their own interests into self-interest with the environment. In learning social studies, teachers can include richer sources in addition to textbooks, namely social studies learning resources should be developed from the school environment, living environment, social experiences of students and electronic media (Sapriya, 2009).

For example, in cultural materials, teachers can raise issues about local culture that includes regional traditions or customs. In urban school environments, teachers can raise the culture of environmentally friendly transport such as cycling, using public transport or public transport modes. In rural areas, teachers can raise the issue of local wisdom that has been believed and applied in everyday life, such as local wisdom in protecting springs, forests and various plants, etc. that appear in proverbs, principles of life, advice, myths, legends, tales and traditional ceremonies. Various social studies learning strategies can be chosen by teachers with an Ecopedagogy approach, the strategy must be able to connect the deconstructed classroom with the environment outside the classroom, starting from the immediate environment to the wider environment. Thus, learning activities that connect the classroom with the outside of the classroom are part of Ecopedagogy to support the concept of sustainability from the environment closest to the real world of students.

The Urgency of Digital Pedagogy in Education

Education in the digital era emphasises a broader pattern of interaction, especially regarding the use of information and communication technology in the learning process. The involvement of technology can be applied by using video tutorials, internet games, online quizzes, and various forms of interaction to improve

the quality of learning that can be understood by students. Therefore, strategic steps are needed as an effort to prepare a learning process that is in accordance with the times in the digital era. The first step is to elaborate everything needed for the teaching and learning process by redefining learning theory to build a new framework in pedagogical aspects to be able to answer the existing challenges.

According to Toktarova & Semenova (2020), digital pedagogy includes four aspects: 1) environment, which is the application of content and communication components in a digital education environment, 2) competency-based, which is the formation and development of digital competencies in teachers to be able to create interactive and meaningful learning for students, 3) content-based, which is the creation of educational products in digital form that directly provides new opportunities to educational subjects in the process of learning and cognitive communication, and 4) technology, which is a variety of efforts correlated with technology such as forms (synchronous, asynchronous), methods (active, interactive, and so on). In the field of technology, several tools are needed such as (computers, laptops, smartphones).

Meanwhile, according to Vaataja & Ruokamo (2021), the dimensions of digital pedagogy consist of three things: (1) pedagogical orientation, which is the teacher's perception of the orientation of the learning process, how individuals learn, and how they should be taught and guided, (2) pedagogical practice, which is related to the teaching methods that will be used by teachers in the classroom, and (3) pedagogical competence, which is the skills needed by a teacher in integrating digital technology into the learning process. These dimensions must be fulfilled if a teacher wants to conduct learning process in the classroom.

Laurillard explained that the collaboration between pedagogy and technology utilisation is a means to develop conventional pedagogy with the aim of being able to increase student involvement and activeness in the learning process. For example, through digital learning resources, students will be able to be more independent in finding the learning resources they need. If previously they only used printed books, then by using digital learning resources they can be more extensive in exploring the learning resources needed. By doing so, students can actively contribute to the learning process and attach links from digital sources to add rich references (Laurillard, 2009).

Thus, digital pedagogy becomes a 'method of empowerment' (Waddell & Clariza, 2018), where learners are stimulated to explore the world and themselves. After all, when learning has the conditions to overcome time and space in the classroom, we are already talking about (a place for) decentralising educational authority (Boczar & Jordan, 2022). For the same reason, the openness offered by digital education contributes greatly to citizen participation and engagement (through 'critical digital literacy' - Polizzi, 2021), in a world where the social world is increasingly intertwined with the digital world, influencing the imagination of citizens' lives, in a dialectic of utopianism-dystopianism that education can shape.

Implementation of Eco Digital Pedagogy in Social Studies Learning

Digital Pedagogy brings a new paradigm to the process of teaching and learning, as well as what is taught. New forms of managing learning will have a positive impact on the use of learning media so as to produce a more effective and efficient learning process in understanding, knowing, analysing and creating a product. Digital technology provides facilities in the form of documentation processes, identification of problems and possible solutions, as well as approaches to real life,

communication between those involved, structuring the process of deconstruction and reconstruction. One of the digital technologies that can be utilised in the learning process is Canva. Canva is a design platform that allows you to create a wide range of interactive media materials, including infographics, posters, presentations, worksheets, comic strips, newsletters, book reports, cards, and so on. Canva is one of the solutions that encourage student creativity through mastering IT skills and expressing ideas effectively (Christiana & Anwar, 2021; Andriyanto et al., 2021). Canva is considered a creative and innovative tool that enhances the teaching-learning process and encourages the development of students' collaborative abilities. Canva is a tool that allows users to create and publish content across multiple platforms. It is compatible with smart phones and desktop computers.

In the learning process, teachers and students can use the Canva for Education platform. Canva for Education is a Canva tool created specifically for teachers, students and schools that provides all of Canva's pro features for free, including many premium templates, royalty-free images, premium text icons and fonts, background erasers and much more. Canva for Education offers a range of exciting features that make it a design platform that can be used in learning. This way, teachers and students can start creating creative and innovative designs without having to pay extra. This is because this platform is indeed provided free of charge to be accessed in the learning process by using a belajar.id account that has been provided by the Indonesian government.

There are various features of Canva that can be utilized in the learning process. These features are as follows (Med Kharbach, 2024).

1. **Showcase learning**
   Students can create posters, infographics, or animated presentations to demonstrate the things they learned in a lesson or a curriculum unit.
2. **Storytelling projects**
   Students can use Canva for Education in digital storytelling projects. There are various storyboard templates students can start with. They can edit the boards, add images, text, voiceover, and even record and add videos to tell their stories.
3. **Educational comic strips**
   Canva hosts numerous professionally designed comic strips that are fully customizable. Use these materials to design your own comic strips to share with students. You can, for instance, create strips to generate discussions around a particular topic, or use them as prompts for digital storytelling projects and more.
4. **Timelines**
   Students can use Canva templates to create timelines chronicling the chronological developments of events, document major historical happenings, outline procedural stages of a particular phenomenon, document the life of a popular or historical figure, and more.
5. **Visual analytical reports**
   Teachers and students can use Canva to create analytic reports for , for instance, books, short stories, YouTube videos, movies, etc. The key here is for students to visualize their thinking processes as they engage with visual creation.
6. **Animated presentations**
   Canva is a great free alternative to Google Slides and PowerPoint. Students can use it to create visually attractive presentations embedding all sorts of interactive media including animated stickers, flashy fonts, GIFs, videos and more.
7. **Create and share assignments**
   Teachers can use Canva for Education to create a wide variety of individual and collaborative assignments and share them with students directly from Canva interface or using an integrated learning management system (see how to create assignment below).
8. **Video projects**
   Students can use video templates in Canva for Education in a wide variety of educational activities including to create ‘about me’ video projects, short educational documentaries, and more.
9. **Create collaborative design work**
   Group projects templates in Canva for Education are a great tool to enhance students teamwork and boost classroom community. Students can work on the same design template (e.g., a poster, a whiteboard, an infographic, a presentation, etc) in real time. They can drag and drop elements, insert images, add text and more.

As a teacher, you get to monitor the whole creative process and view students thinking process as it takes place. You can even intervene and send individualized feedback to specific students.

With these features, educators and students can utilize this platform to enhance awareness of environmental management. First, educators can employ this tool in the pre-learning stage, during the instructional phase, and for final assessments. For instance, in the initial stage, educators can present videos or images to initiate learning engagement. They may create educational video animations illustrating environmental degradation caused by mining activities. Additionally, educators can leverage PowerPoint templates provided by Canva to enhance student engagement. This approach is applicable throughout the instructional process and assignment phases.

Furthermore, Canva facilitates students' access to pertinent information and learning resources essential for their educational journey. Numerous studies indicate that the use of Canva positively impacts learning outcomes. Returning to the ecological theme, Canva can be utilized to produce digital posters and animated videos related to social studies topics, focusing on environmental conservation initiatives, waste management, and addressing criminal activities and violence.

CONCLUSION

Implementing an eco-digital pedagogy approach fosters an environmental stewardship mindset through the use of digital tools. This strategy can be integrated into social studies curricula using the Canva application, which offers various features to advocate for environmental preservation. This approach aligns with the objectives of social studies education, aimed at preparing individuals to become responsible citizens and effective problem solvers in addressing environmental challenges. The integration of creativity and environmental awareness will flourish alongside pedagogical practices that embrace technological advancements.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6879

THE USE OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY IN THE FORMATION OF STUDENTS' VALUES AND CHARACTER IN SOCIAL STUDY LEARNING

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Abstract

This research aims to determine the use of Artificial Intelligence technology in the formation of students' values and character in social science learning. The research method used is qualitative research which focuses on description by analyzing the use of Artificial Intelligence (AI) in the formation of students' values and character in social studies learning. Data collection techniques use observation, interviews and documentation. Data analysis techniques include data collection, data reduction, data presentation and data verification. The research results show that the challenge of artificial intelligence (AI) lies in values and character, this can be demonstrated by the treatment and control of the management and use of AI-based applications. Artificial Intelligence (AI) helps teachers to create learning that is tailored to the individual needs of each student. Teachers can provide learning materials that are more suited to the interests, abilities and learning styles of each student so that it is hoped that students can develop their character. The existence of AI technology or artificial intelligence cannot replace educators in terms of character formation. Technology is only a tool, for this reason, the role of educators is to accompany students to form characters that have moral values such as honesty, respect, responsibility, justice, cooperation, love of the country, ethics, and others.

Keywords : Artificial Intellegence, Values and Character, Social Science

PENDAHULUAN

Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

Pendidikan menurut KI Hajar Dewantara sebagai suatu upaya untuk memajukan bertumbuhnya pendidikan budi pekerti, pikiran, serta tubuh anak. Tujuan pendidikan menurutnya terbagi menjadi 3 yaitu membentuk budi pekerti yang halus, meningkatkan kecerdasaan otak dan mendapatkan kesehatan badan.

Perkembangan teknologi membawa perubahan yang signifikan terhadap berbagai aspek kehidupan manusia. Misalnya teknologi komunikasi seperti *smartphone* dan internet yang membantu orang untuk berkomunikasi dengan mudah dan cepat bahkan bisa dilakukan dimana saja. Disisi lain, teknologi pendidikan seperti *e-learning* dan *platform* online telah memperluas akses pendidikan yang mana memungkinkan orang untuk belajar secara mandiri dan fleksibel.

Pendidikan di Indonesia tercermin dari adopsi teknologi modern dalam konteks pendidikan. Teknologi kecerdasaan buatan (AI) merupakan sebuah program komputer yang melibatkan pembelajaran mesin, perangkat keras, dan perangkat lunak. (Yahya & Hidayat, 2023). AI menggunakan tingkat kecerdasan tertentu untuk mengeksekusi fungsi serupa dengan manusia, seperti persepsi, pengetahuan, dan kreativitas. (Arly & Andini, 2023).

Dengan memanfaatkan teknologi, siswa dapat mengembangkan keterampilan digital yang krusial untuk kehidupan modern. Mereka dapat memperoleh pemahaman yang lebih baik tetang perangkat lunak, aplikasi dan alat digital, keterampilan yang berharga dalam era digital saat ini. (Supriadi & Chusni, 2019). Dengan menggunakan algoritma canggih, AI dapat menganalisis dan menginterpretasi data siswa, memberikan wawasan mendalam tentang kebutuhan dan kemajuan individu siswa. (Mambu & Saputra, 2023).

Tujuan dengan adanya teknologi *Artificial Intellegence* (AI) adalah agar memahami benar apa itu kecerdasaan dan membuat mesin lebih bermanfaat dalam pendidikan untuk memudahkan siswa pada pembelajaran sesuai dengan pengalamannya. Menciptakan kualitas belajar siswa lebih baik dan upaya penerapan pembentukan nilai beserta karakter siswa. Pendidikan tidak hanya berkaitan dengan kompetensi siswa, namun juga berhubungan dengan nilai dan karakter yang diperoleh selama mereka mengenyam pendidikan.

Perkembangan IPTEK tentunya memiliki dampak positif dan dampak negatif. Dampak positif memudahkan dalam mencari dan mengakses berbagai informasi yang dibutuhkan, sehingga kualitas proses pembelajaran dapat lebih ditingkatkan dengan pengunaan model, strategi dan media pembelajaran yang lebih bervariasi.

Namun, perkembangan ilmu pengetahuan dan teknologi memberikan dampak negatif seperti fenomena degradasi moral yang terjadi di masyarakat terlebih melibatkan anak usia sekolah, mulai dari terkikisnya rasa nasionalisme, penyalahgunaan narkotika, minuman keras maupun keterlibatan dalam pergaulan bebas. Berbagai peristiwa tersebut merupakan ancaman bagi masa depan bangsa dan generasi muda. Untuk mengatasi hal tersebut, peran pendidikan penting sebab melalui pendidikan pembentukan manusia yang berbudi pekerti luhur dapat terwujud.

Pendidikan karakter merupakan bagian dari pendidikan nilai (*values education*) yang ditanamkan sejak di bangku sekolah, sebab sekolah tidak hanya bertanggung jawab dalam menghasilkan siswa yang unggul dalam ilmu pengetahuan dan teknologi tetapi juga memiliki pribadi yang berkarakter dan berkepribadian sebagaimana dituntut dalam tujuan pendidikan nasional.

Pembelajaran ilmu pengetahuan sosial terhubung dengan pembentukan nilai sikap, semangat nasionalisme, rasa cinta tanah air, demokratis serta patriotisme. Pembentukan nilai dan karakter meliputi disiplin, kerja keras, mandiri, dan tanggung jawab. Proses pembelajaran karakter dalam mata pelajaran IPS lebih diarahkan pada aspek pengetahuan, keterampilan dan perilaku. Terdapat tiga aspek dalam pembelajaran yang harus dicapai yaitu: *(1) knowledge, which is a body of fact and principles (2) skill, which is acquiring an ability through experience or training (3) attitude, which is one openion, feeling or mental set as demonstrated by one action*. (Mursyidi, 2020).

Pembentukan karakter menanamkan nilai-nilai luhur, budi pekerti, akhlak mulia yang berakar pada ajaran agama, adat istiadat dalam rangka mengembangkan kepribadian peserta didik supaya menjadi manusia yang bermartabat dengan nilai-nilai luhur bangsa dan agama. Dengan demikian, siswa membutuhkan pendidikan karakter yang akan membentuk karakter yang positif.

METODE PENELITIAN

Penelitian ini menerapkan pendekatan kualitatif deskriptif sebagai metode, yang berfokus pada deskripsi dengan menganalisis mengenai pemanfaatan *Artificial Intellegence* (AI) terhadap pembentukan nilai dan karakter siswa dalam pembelajaran IPS.

Menurut Sugiyono (2020:9) metode kualitatif merupakan metode penelitian yang digunakan untuk meneliti pada kondisi obyek yang alamiah, dimana peneliti adalah sebagai instrumen kunci, teknik pengumpulan data dilakukan secara triangulasi (gabungan), analisis data bersifat induktif dan hasil penelitian kualitatif lebih menekankan makna dari pada generalisasi.

Penelitian ini berfokus pada peran teknologi *Artificial Intellegence* (AI) terhadap pembentukan nilai dan karakter siswa. Pelaku dari penelitian ini adalah siswa dan guru mata pelajaran ilmu pengetahuan sosial yang dilaksanakan ketika proses pembelajaran berlangsung. Teknik pengumpulan data dilakukan dengan mengumpulkan data primer dan data sekunder.

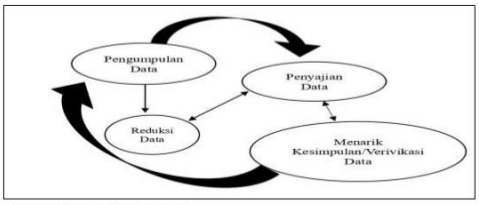
Data primer merupakan data yang diperoleh langsung dari lapangan atau tempat penelitian, sedangkan data sekunder merupakan data yang kita peroleh dari sumber bacaan serta sumber lain yang dapat digunakan untuk memperoleh data. Data primer pada penelitian ini diperoleh dengan cara observasi dimana peserta didik dan guru melakukan proses pembelajaran IPS dengan memberikan pendidikan karakter didalamnya. Sedangkan data sekunder diperoleh dengan cara wawancara dan pengumpulan dokumentasi.

Teknik keabsahan data diperlukan untuk memperolah data tersebut valid atau tidaknya. Dengan itu teknik keabsahan data yaitu: (1) meningkatkan ketekunan (2) trianggulasi (3) *member check*. Meningkatkan ketekunan berarti melakukan pengamatan secara lebih cermat dan berkesinambungan, dengan cara tersebut maka kepastian data dan urutan peristiwa akan dapat direkam secara pasti dan sistematis.

Menurut Moleong (2004:330) trianggulasi adalah teknik pemeriksaan keabsahan data yang memanfaatkan sesuatu yang lain di luar data itu untuk keperluan pengecekan atau sebagai pembanding terhadap data itu. Terdapat empat macam trianggulasi sebagai teknik pemeriksaan yang memanfaatkan penggunaan sumber, metode, penyidik dan teori. (Fadilla & Wulandari, 2023).

Member check merupakan suatu proses pengecekan data kepada sumber data. Adapun tujuan dilakukannya *member check* yaitu agar informasi yang diperoleh dalam laporan penelitian memiliki kesesuaian dengan apa yang dimaksudkan oleh sumber data atau informan. (Mekarisce, 2020)

Teknik analisis data diperlukan agar data disusun secara sistematis. Menurut analisis Miles dan Huberman, teknik analisis data dibagi menjadi: (1) pengumpulan data yang dihasilkan dari wawancara, observasi dan dokumentasi (2) reduksi data, yaitu proses merangkum, memilih dan memilah segala bentuk data yang diperoleh dilapangan untuk dibentuk menjadi tulisan yang akan dianalisis (3) penyajian data, setelah data diperoleh dapat disusun dalam bentuk teks naratif, matriks, grafik atau bagan (4) verifikasi data atau kesimpulan, kesimpulan mengarah pada pertanyaan yang telah diajukan sebelumnya. Dalam penarikan kesimpulan dipandang mampu menjawab rumusan masalah yang telah disusun oleh peneliti. (Kase & Kusumandari, 2023)



Sumber: Miles & Huberman (1992)

Gambar 1. Model Miles dan Huberman

HASIL DAN PEMBAHASAN

Pendidikan karakter merupakan upaya dalam membantu perkembangan jiwa menuju kearah pribadi yang lebih baik. Permasalahan yang sering terjadi pada siswa terkait karakter sepantasnya menjadi perhatian serius bagi para lembaga pendidikan di Indonesia. Karakter siswa harus dibina agar sesuai dengan harapan dan menghasilkan suatu totalitas dalam pembelajaran yang mencerminkan dalam pencapaian komprehensif dari dimensi kognitif, afektif dan psikomotorik.

Pendidikan karakter didefinisikan sebagai pendidikan nilai, pendidikan pengaturan, pendidikan moral dan pendidikan disposisi untuk mengembangkan kemampuan siswa untuk memutuskan, mengurus, dan membantu kebaikan. Hal ini sesuai dengan pendapat Kasmawati dan Zainudin (2014:2) yang menyatakan bahwa *"Character education is defined as value education, arrangement education, moral education and disposition education in order to develop students capability to decide, to take care and to create goodness"*. (Ernawati & Setiawati, 2020)

Pada pembelajaran IPS, siswa ditanamkan beberapa pengetahuan nilai-nilai yang ada pada beberapa ilmu-ilmu sosial, hal tersebut bertujuan untuk membentuk karakter siswa dalam mempersiapkan dirinya untuk masa depan menjadi warga masyarakat yang baik dan bermanfaat. Maka dapat dikatakan bahwa salah satu tujuan utama pembelajaran IPS di sekolah adalah bertanggung jawab untuk membangun karakter siswa menjadi warga negara yang baik dan bermanfaat. Pendidikan IPS sebenarnya erat kaitannya dengan pendidikan karakter. Hal tersebut dapat

dilihat dari rumusan dan tujuannya, bahwa pendidikan karakter atau pendidikan nilai juga bertujuan agar siswa menjadi warga negara yang baik. (Amin, 2021)

Pembelajaran IPS berperan penting dalam pembentukan karakter bangsa Indonesia. Sebab, pembelajaran IPS memiliki kesamaan dengan pendidikan karakter yang bertujuan untuk menjadikan siswa sebagai warga negara yang baik, perduli terhadap masalah sosial dan lingkungan yang ada serta memiliki rasa kebangsaan yang tinggi. Akan tetapi, beberapa orang menganggap pembelajaran IPS tidak penting. Hal tersebut mengakibatkan pandangan siswa terhadap mata pelajaran IPS kurang begitu tertarik. Dengan demikian proses pembelajaran IPS tidak optimal yang berimbas kepada tujuan pembelajaran IPS sebagai bagian dari proses pembentukan karakter tidak dapat terdapat dengan baik. (Amin, 2021)

Tidak dapat dipungkiri bahwa guru memiliki peran penting dalam pembelajaran IPS untuk membentuk karakter siswa. Guru dituntut menjadi seorang teladan dan mentor bagi siswanya dalam mewujudkan perilaku yang memiliki karakter meliputi olah rasa, olah pikir dan olah hati.

Karakter tidak terbentuk begitu saja, tetapi terbentuk melalui beberapa faktor yang mempengaruhi yaitu faktor bilogis dan faktor lingkungan. Faktor biologis yaitu faktor yang berasal dari dalam diri orang itu sendiri. Faktor ini berasal dari keturunan atau bawaan sejak lahir dan pengaruh keturunan dari salah satu sifat yang dimiliki salah satu dari keduanya. Faktor lingkungan antara lain dari lingkungan tempat tinggal, lingkungan sekolah maupun lingkungan masyarakat.

Pendidikan karakter menekankan pentingnya pembentukan cara berpikir dan berperilaku peserta didik sebagai ciri khas mereka dalam berbagai aspek kehidupan. (1) pembentukan cara berpikir dan berperilaku (2) ciri khas dalam keberagaman aspek kehidupan (3) integritas dan konsistensi nilai (4) penekanan pada pengutan kualitas kepribadian (5) pentingnya peran lingkungan. Pendidikan karakter menjadi bagian penting dalam pendidikan holistik yang bertujuan untuk membentuk siswa menjadi individu yang berintegritas, bertanggung jawab, dan memiliki etika moral yang kuat. Dengan penguatan nilai-nilai positif dan memberikan karakter yang baik, diharapkan siswa mampu menjadi warga negara yang baik dan memberikan kontribusi positif dalam masyarakat. (Widyawati & Sukadari, 2023).

Perkembangan ilmu pengetahuan dan teknologi informasi mengalami pertumbuhan pesat memberikan dampak positif bagi umat manusia. Aktivitas manusia terbantu dengan adanya internet. Dibalik perkembangan industri 4.0, ada salah satu teknologi yang sedang *trending* yaitu *Artificial Intellegence* (AI) atau disebut kecerdasan buatan. AI bekerja dengan menggabungkan sejumlah besar data dengan cepat, pengolahan berulang dan algoritme cerdas, memungkinkan perangkat lunak untuk bekerja secara otomatis dari pola atau fitur dalam data. AI adalah bidang studi luas yang mencakup banyak teori, metode dan teknologi serta sub bidang utama. (Mulianingsih & Rahma, 2020)

Salah satu tantangan di dunia pendidikan selain cara dan kecepatan belajar yang berbeda-beda pada tiap individu adalah baik buruknya nilai yang tertanam di dalam diri sesuai beradaptasi menggunakan sistem berbasis *Artificial Intellegence*. Dampak yang diberikan mempengaruhi perkembangan siswa dalam bertindak, merespon dan menyikapi segala masalah, baik nilai kejujuran hingga nilai kompetisi dan tanggung jawab.

Tantangan adanya kecerdasan buatan atau *Artificial Intellegence* (AI) terletak pada nilai dan karakter, hal ini dapat ditunjukan dengan adanya perlakuan dan kontrol terhadap pengelolaan dan penggunaan aplikasi berbasis AI. Peran pendidik dan orang tua memegang penuh dalam pengawasan siswa agar menggunakan media aplikasi tersebut secara bijak. Perlunya penanaman nilai dan karakter agar sistem AI berjalan lancar sebagai mana mestinya. Beberapa kasus telah terjadi dengan adanya media pembelajaran berbasis teknologi membawa siswa ke hal negatif, siswa melakukan kecurangan dan beberapa hal negatif lainnya. Untuk itu diperlukan pendidikan nilai dan karakter yang fundamental untuk mengatasi kemajuan sistem pendidikan tersebut.

Pemanfaatan media pembelajaran berbasis teknologi pada penerapan pendidikan karakter: (1) konten pendidikan karakter dalam media digital (2) simulasi dan permainan

edukatif (3) diskusi daring tentang isu-isu moral dan etika (4) kegiatan proyek berbasis nilai (5) penggunaan media sosial untuk advokasi nilai-nilai karakter (6) pantauan perkembangan karakter dengan aplikasi pendukung (7) pelatihan keterampilan sosial melalui teknologi (8) ruang belajar yang inklusif dan beragam. (Widyawati & Sukadari, 2023)

Konten pendidikan karakter dalam media digital: guru dapat menggunakan media pembelajaran berbasis teknologi untuk menyajikan konten yang terkait dengan pendidikan karakter seperti cerita inspiratif, video motivasi atau animasi yang menggambarkan nilai-nilai positif. Simulasi dan permainan edukatif: media teknologi dapat digunakan untuk menciptakan simulasi dan permaianan edukatif yang memungkinkan siswa untuk berlatih dan mengalami secara langsung bagaimana menerapkan nilai-nilai karakter dalam berbagai situasi kehidupan. Misalnya permainan berbasis peran dapat membantu siswa mengembangkan empati, kerjasama dan tanggung jawab. Diskusi daring tentang isu-isu moral dan etika: diskusi ini dapat membantu siswa memahami perspektif yang berbeda dan mengembangkan keterampilan kritis berpikir dalam menghadapi situasi yang kompleks. Kegiatan proyek berbasis nilai: misalnya siswa membuat video atau blog yang menggambarkan nilai-nilai karakter dalam kehidupan sehari-hari.

Penggunaan media sosial untuk advokasi nilai-nilai karakter: media sosial dapat menjadi platform untuk memperkuat nilai-nilai karakter dan membantu siswa menjadi advokat nilai-nilai tersebut dalam lingkungan sosial. Pantauan perkembagan karakter dengan aplikasi pendukung: menggunakan aplikasi untuk melacak kemajuan pribadi, perilaku atau partisipasi dalam kegiatan berbasis karakter. Pelatihan keterampilan sosial melalui teknologi: media teknologi dapat melatih keterampilan sosial dan emosional siswa seperti kemampuan berkomunikasi, berempati, mengelola emosi dan menyelesaikan konflik. Ruang belajar yang inklusif dan beragam: menciptakan ruang belajar yang inklusif dengan berbagai latar belakang, guru dapat menggunakan konten yang mencerminkan keragaman budaya, agama dan nilai-nilai untuk memperkaya pembelajaran karakter. (Widyawati & Sukadari, 2023).

Pembentukan nilai dan karakter siswa pada era AI penting untuk membentuk generasi yang berkualitas, beretika, dan siap menghadapi tantangan zaman yang semakin kompleks. Penguatan pendidikan karakter melalui interaksi dan pengalaman nyata menjadi kunci untuk memastikan siswa tidak hanya berkembang dalam aspek akademik dan teknologi tetapi juga dalam nilai-nilai moral, empati dan keterampilan sosial.

Artificial Intellegence (AI) membantu pendidik untuk membuat pembelajaran yang disesuaikan dengan kebutuhan individu setiap siswa. Guru dapat menyediakan materi pembelajaran yang lebih sesuai dengan minat, kemampuan dan gaya belajar masing-masing siswa, dengan begitu diharapkan peserta didik dapat mengembangkan karakternya.

Pembentukan nilai dan karakter siswa harus diajarkan dan dilatih hingga menjadi kebiasaan. Dari kebiasaan itu akan membentuk suatu kepribadian. Adanya teknologi AI atau kecerdasan buatan tidak bisa menggantikan pendidik dalam hal pembentukan karakter. Teknologi hanya sebagai alat bantu, untuk itu dibutuhkan peran pendidik untuk mendampingi peserta didik agar membentuk karakter yang mempunyai nilai moral seperti kejujuran, rasa hormat, tanggung jawab, keadilan, kerja sama, cinta tanah air, etika, dan lainnya.

Beberapa alasan mengapa media teknologi *Artificial Intellegence* (AI) tidak dapat sepenuhnya menggantikan peran guru dalam pembentukan nilai dan karakter siswa yaitu: (1) keterampilan interpersonal dan emosional: AI tidak mempunyai kemampuan untuk memahami emosi dan pengalaman manusia secara mendalam, guru dapat memberikan bimbingan dan pemahaman yang mendalam melalui interaksi langsung dengan siswa (2) pengembangan karakter dan moral: guru berperan penting dalam menanamkan nilai-nilai moral dan etika kepada siswa (3) interaksi dan motivasi: guru memberikan motivasi dan inspirasi langsung melalui interaksi kepada siswa, sehingga semangat belajar siswa dapat tumbuh (4) kreativitas dan fleksibilitas: guru perlu mengembangkan kemampuan kreativitas dan fleksibel untuk beradaptasi dengan kebutuhan siswa yang beragam (5) pembelajaran kolaboratif: guru

menciptakan lingkungan belajar yang memungkinkan siswa untuk berpikir kritis, berdiskusi dan berbagi ide.

SIMPULAN

Pendidikan karakter didefinisikan sebagai pendidikan nilai, pendidikan pengaturan, pendidikan moral dan pendidikan disposisi untuk mengembangkan kemampuan siswa untuk memutuskan, mengurus, dan membantu kebaikan. Tantangan adanya kecerdasan buatan atau *Artificial Intellegence* (AI) terletak pada nilai dan karakter, hal ini dapat ditunjukan dengan adanya perlakuan dan kontrol terhadap pengelolaan dan penggunaan aplikasi berbasis AI.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6924

UTILIZATION OF DISCORD AS AN ALTERNATIVE LEARNING MEDIA ONLINE

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Abstract

The COVID-19 pandemic that has hit almost all countries in the world, including Indonesia, has had an impact on various sectors, one of which is the education sector. The impact is the implementation of the distance learning process which indirectly encourages the development of the use of technology in the world of education itself, especially by educational institutions. Various learning media were then developed or used as an effort to support this, one of which is Discord. The use of Discord itself has been developed by several educational communities such as Neo Historia and Ruang Belajar. This study aims to explore ways of using Discord by the two communities to be able to describe the technique of using the application as an interesting learning medium. Through a qualitative approach method that aims to describe the results of research in more depth obtained through literature study and observation. The results of this study indicate that the maximum use of various features available in Discord such as text and voice channels, channel distribution, role systems, and bots. and the combination with other media can be a factor causing Discord to become an interesting and interactive learning media.

Keywords: utilization, discord, learning media

PENDAHULUAN

Pandemi COVID-19 yang melanda dunia, termasuk Indonesia, telah memberikan dampak signifikan pada berbagai sektor, termasuk sektor pendidikan. Sektor ini mengalami perubahan besar karena banyak lembaga pendidikan harus menerapkan pembelajaran jarak jauh. Kondisi ini mendorong munculnya berbagai solusi untuk mengadaptasi pembelajaran daring.

Pandemi COVID-19 secara tidak langsung menuntut lembaga pendidikan, dari sekolah hingga universitas, untuk meningkatkan penggunaan teknologi dan media dalam mendukung proses pembelajaran. Ini terbukti dengan berbagai upaya pemanfaatan media pembelajaran yang sudah dikenal luas, seperti WhatsApp, Zoom, dan lainnya. Beberapa lembaga pendidikan bahkan mengembangkan sistem mereka sendiri untuk mendukung pembelajaran online, seperti sistem e-learning yang digunakan oleh SMK Telkom Sandhy Putra Purwokerto (Hanum, 2013).

Selain berbagai alternatif media yang digunakan oleh lembaga pendidikan, muncul pula beberapa komunitas di bidang edukasi yang memanfaatkan media yang lebih populer di kalangan generasi muda, namun jarang diketahui oleh masyarakat umum. Salah satu media tersebut adalah Discord, di mana komunitas edukasi seperti Ruang Belajar dan Neo Historia aktif. Menariknya, Discord justru memberikan kesan yang lebih menarik dan "hidup" dibandingkan ruang-ruang belajar yang disediakan oleh lembaga pendidikan formal. Meski fitur-fitur yang ada di Discord seperti teks, suara, dan panggilan video serupa dengan media lainnya, penggunaannya memberikan pengalaman berbeda.

Discord telah mulai digunakan sebagai alternatif media pembelajaran, yang didukung oleh

beberapa penelitian. Misalnya, penelitian oleh Efriani et al. (2020) menunjukkan bahwa Discord dapat digunakan sebagai media pembelajaran dengan memanfaatkan fitur text channel dan voice channel. Sementara itu, Tjahjadi et al. (2021) menjelaskan bagaimana Discord dapat dikombinasikan dengan media lain seperti Google Classroom untuk mendukung pembelajaran daring. Rakhmawan et al. (2020) menemukan bahwa penggunaan text dan voice channel di Discord memudahkan proses perkuliahan kimia dasar, meskipun ada kendala seperti masalah jaringan. Penelitian Aulia Ramadhan (2021) juga menekankan bahwa fitur voice channel di Discord dapat menciptakan suasana kelas yang lebih interaktif dalam pembelajaran materi speaking.

Dari beberapa tinjauan pustaka tersebut, dapat disimpulkan bahwa Discord telah menjadi alternatif media pembelajaran. Namun, pemanfaatan media ini masih terbatas pada fitur text dan voice channel yang umum, dan belum menjelaskan mengapa Discord lebih populer di kalangan komunitas edukasi. Kedua fitur ini sebenarnya sudah ada di media sosial lain. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi penggunaan Discord sebagai media pembelajaran secara lebih mendalam dan menarik.

KAJIAN LITERATUR

Discord

Menurut penelitian Efriani et al. (2020), Discord adalah aplikasi yang mendukung interaksi dan komunikasi, terutama populer di kalangan gamers. Aplikasi ini memiliki keunggulan khusus yang dirancang untuk mendukung interaksi tersebut, seperti kualitas suara yang jernih dan kemampuan untuk membentuk komunitas yang disebut "server." Discord juga memungkinkan penggunanya untuk membuat saluran atau channel khusus untuk memfasilitasi komunikasi antar pengguna.

Wahyuningsih (2021) juga menegaskan bahwa Discord lebih dikenal di kalangan komunitas penggemar dan pemain game dan berfungsi sebagai platform komunikasi. Fitur-fitur Discord mendukung percakapan teks dan suara secara langsung, panggilan video, pembuatan forum diskusi, serta berbagi tampilan layar.

Lebih lanjut, Aulia Ramadhan (2021) menjelaskan bahwa Discord adalah aplikasi live chat atau pesan instan yang juga mendukung pengiriman media lain seperti gambar, suara, dan video. Aplikasi ini pertama kali diluncurkan pada Mei 2015 untuk komunitas gamer, tetapi seiring berjalannya waktu, penggunaannya meluas ke berbagai kalangan, termasuk untuk pembelajaran online. Tidak seperti aplikasi chatting biasa, Discord memungkinkan pengguna untuk menggunakan bot dengan berbagai fungsi yang dapat dikembangkan secara mandiri. Selain itu, jika aplikasi live chat lain hanya berfokus pada ruang percakapan, Discord memberikan kebebasan kepada penggunanya untuk membentuk forum besar yang disebut "server," yang dapat menampung ribuan anggota. Discord juga memudahkan pengelolaan server melalui sistem "role" yang memungkinkan pemilik atau pengelola forum untuk membatasi, menyeleksi, dan mengontrol akses pengguna terhadap berbagai fitur di server atau channel tertentu.

Dapat disimpulkan bahwa Discord adalah aplikasi komunikasi atau pesan instan yang awalnya ditujukan untuk penggemar video game. Fitur-fiturnya, yang dirancang untuk memfasilitasi komunikasi di kalangan gamers, kini digunakan oleh berbagai pengguna untuk berbagai tujuan, termasuk pembelajaran. Hal ini disebabkan oleh fitur-fiturnya yang mendukung komunikasi online yang lebih interaktif, seperti pesan teks, gambar, suara, dan video; pembuatan server atau forum mandiri; channel khusus sesuai kebutuhan; dukungan bot dengan beragam fungsi; pengelolaan server yang fleksibel; serta kemampuan panggilan video dan berbagi layar yang melibatkan banyak orang.

Media Pembelajaran

Secara umum, definisi atau makna dari media pembelajaran lebih mengarah pada alat atau media yang digunakan untuk mempermudah proses pembelajaran. Definisi ini merujuk pada berbagai hal atau fasilitas yang dapat digunakan untuk mendukung kegiatan belajar mengajar, baik

secara langsung di dalam kelas, di luar kelas, maupun secara daring atau online. Penggunaan media pembelajaran semakin meningkat selama pandemi COVID-19, yang memaksa dilakukannya pembelajaran jarak jauh guna mencegah penyebaran virus.

Namun, lebih baik jika kita memahami konsep media pembelajaran secara lebih mendalam melalui berbagai penelitian dan kajian. Salah satunya adalah kajian dari Hasanah & Nulhakim (2015), yang menjelaskan bahwa media pembelajaran adalah alat bantu atau pendukung dalam proses penyampaian informasi agar lebih jelas dan mudah dipahami. Oleh karena itu, media pembelajaran berfungsi untuk meningkatkan hasil belajar dengan cara memotivasi siswa dalam situasi belajar yang lebih nyaman.

Menurut Diah et al. (2018), media pembelajaran diartikan sebagai teknologi yang digunakan untuk penyampaian informasi dalam proses belajar mengajar. Media ini memfasilitasi komunikasi dan interaksi timbal balik antara pengajar dan siswa, yang pada akhirnya meningkatkan pemahaman, penguasaan materi, pengembangan kemampuan, dan prestasi belajar siswa.

Sedangkan menurut Nurhidayati et al. (2019), media pembelajaran adalah alat yang digunakan untuk mendukung dan menciptakan proses belajar mengajar yang efektif. Hal ini sejalan dengan pandangan Nurdyansyah (2019), yang menyebutkan bahwa media pembelajaran merupakan komponen penting dalam kegiatan pembelajaran karena keberadaannya dapat mempengaruhi kualitas hasil dari proses tersebut.

Dari beberapa pandangan di atas, dapat disimpulkan bahwa media pembelajaran adalah alat, komponen, atau media yang digunakan untuk mendukung proses pembelajaran. Hal ini mencakup penyampaian informasi dan komunikasi timbal balik antara pendidik dan peserta didik. Media pembelajaran ini berdampak pada kualitas hasil kegiatan belajar mengajar, seperti meningkatkan motivasi, pemahaman, penguasaan materi, dan prestasi peserta didik.

Pembelajaran Daring

Konsep pembelajaran daring, atau pembelajaran dalam jaringan, lebih dikenal sebagai pembelajaran online. Metode ini memungkinkan kegiatan belajar mengajar dilaksanakan tanpa terbatas oleh jarak, sehingga sering disebut juga pembelajaran jarak jauh. Dengan memanfaatkan kemajuan teknologi, pembelajaran daring semakin populer, terutama di tengah kondisi pandemi COVID-19.

Namun, untuk memahami lebih lanjut mengenai pembelajaran daring, penting untuk melihat beberapa hasil penelitian terkait. Menurut Mustofa et al. (2019), pembelajaran daring adalah dampak dari pemanfaatan teknologi telekomunikasi untuk mendukung kegiatan belajar mengajar di lembaga pendidikan. Istilah "daring" atau "dalam jaringan" mengacu pada penggunaan jaringan internet sebagai sarana utama untuk pembelajaran online. Namun, pembelajaran daring tidak hanya terbatas pada penggunaan internet; jaringan lain seperti LAN atau WAN juga bisa dimanfaatkan.

Dari sumber yang sama, dijelaskan bahwa pembelajaran daring memiliki beberapa keunggulan. Salah satunya adalah peserta didik dapat mengikuti pembelajaran dari mana saja, asalkan terhubung ke jaringan. Ketika pembelajaran tidak dibatasi oleh lokasi, interaksi dan komunikasi menjadi lebih fleksibel dan intens. Selain itu, penggunaan jaringan memudahkan akses ke berbagai sumber informasi untuk mendukung proses belajar mengajar.

METODE

Penelitian ini menggunakan pendekatan penelitian kualitatif, yang mana bertujuan untuk mendapatkan pemahaman secara lebih mendalam terkait suatu hal dengan menggambarkannya secara mendetail (Hairunisya, 2021). Data yang diperoleh didapatkan melalui observasi secara langsung dengan bergabung menjadi anggota komunitas Ruang Belajar dan Neo Historia di aplikasi Discord dan juga melalui penelusuran dan pengkajian literatur yang relevan dengan topik penelitian yang telah ditentukan.

Peneliti menggunakan suatu pendekatan kualitatif melalui studi literatur dimaksudkan untuk mendapatkan gambaran mengenai konsep-konsep yang berkaitan dengan Discord dan media pembelajaran secara daring, yang kemudian

nantinya akan digunakan untuk melengkapi data yang didapat melalui observasi. Langkah peneliti berikutnya adalah dengan melakukan observasi langsung melalui Discord yang mana bertujuan untuk mengetahui dan memahami secara langsung mengenai pemanfaatan aplikasi tersebut, dan kemudian ikut bergabung sebagai partisipan dan pelaku di lapangan yang mana dalam hal ini dilakukan peneliti dengan menjadi bagian dari komunitas Neo Historia dan Ruang Belajar yang merupakan komunitas di bidang edukasi yang memanfaatkan Discord sebagai media berinteraksi dan berkegiatan. Melalui tahapan tersebut maka peneliti dapat melakukan proses pengambilan data secara langsung dengan mengamati cara kedua komunitas tersebut dalam menjalankan kegiatannya secara daring dan interaktif.

Melalui penilitian kualitatif ini akan menghasilkan suatu kesimpulan yang general atau umum dengan menyampaikan hasil penelitian yang dilakukan secara empiris dari lapangan (Efriani et al., 2020). Hasil penelitian tersebut kemudian dapat menjelaskan secara mendetail mengenai penerapan aplikasi Discrod sebagai suatu alternatif media pembelajaran yang menarik dan interaktif yang dapat dimanfaatkan di era perkembangan teknologi yang semakin modern saat ini.

HASIL DAN PEMBAHASAN

Media pembelajaran sebenarnya bukanlah hal yang baru dalam dunia pendidikan, namun seiring berkembangnya waktu eksistensinya semakin dibutuhkan dan semakin memilik banyak keragaman meskipun pada dasarnya memiliki manfaat yang sama yaitu untuk menunjang proses pembelajaran baik di dalam kelas maupun di luar kelas. Seperti halnya yang disampaikan dalam (Hasanah & Nulhakim, 2015) bahwasanya media pembelajaran memiliki peran yang penting dalam upaya penyampaian informasi secara lebih mendetail, jelas dan efektif, yang mana hal tersebut menjadi salah satu faktor pendukung adanya peningkatan hasil belajar dengan dapat memengaruhi motivasi, semangat, dan pemahaman dari peserta didik.

Bentuk dari suatu media pembelajaran sendiri sangatlah beragam, mulai dari yang berupa suatu media penyampaian hingga suatu bentuk media penunjang untuk dapat saling berinteraksi antara pendidik dan peserta didik. Salah satu media yang kemudian berkembang menjadi pendukung proses pembelajaran secara daring adalah Discord, yang mana dalam (Aulia Ramadhan, 2021) diuraikan bahwa aplikasi ini merupakan suatu media perpesanan instan yang muncul pada sekitar Mei 2015 yang mana sebelumnya menargetkan para penggemar video game sebagai target pasarnya. Namun seiring berjalannya waktu aplikasi ini juga diminati oleh kalangan lain, termasuk yang memanfaatkannya sebagai media pembelajaran.

Beberapa pihak yang memanfaatkan Discord sebagai suatu media pembelajaran, khususnya dari pihak luar sekolah atau dapat dikatakan sebagai non-formal adalah beberapa komunitas seperti Ruang Belajar dan Neo Historia. Kedua komunitas ini merupakan contoh suatu komunitas yang bergerak di bidang edukasi yang memanfaatkan Discord sebagai basis pergerakan atau kegiatan mereka.

Kedua komunitas ini memanfaatkan beragam fitur yang tersedia dalam Discord untuk dapat memudahkan dan memunculkan lingkungan interaksi yang lebih nyaman dan menarik. Beberapa diantaranya adalah memungkingkan untuk membentuk suatu forum yang kapasitas penampungannya cukup besar yang disebut dengan istilah *server*. Forum ini memiliki daya tampung hingga lebih dari ribuan pengguna dalam satu waktu, sehingga memungkinkan terjadinya beragam interaksi antar anggota dalam satu waktu secara langsung.

Para pengguna yang telah tergabung dalam server milik kedua komunitas tersebut dapat berinteraksi melalui ruang percakapan yang terdiri dari dua kategori, yaitu berupa *text* dan *voice channel* yang mana memungkinkan anggota yang tergabung dapat berinteraksi melalui obrolan berupa teks maupun suara. Namun, secara lebih terperinci lagi sebagai suatu forum yang menampung begitu banyak anggota, maka kedua komunitas tersebut juga memanfaatkan fitur pembagian channel yang disebut sebagai *category* yang mana setiap channelnya dibagi sesuai dengan kebutuhan dari masing-masing komunitas, yang mana hal tersebut disesuaikan dengan topik-topik yang spesifik yang ditunjukkan dari nama setiap channel. Tujuannya adalah untuk

memberikan kemudahan bagi para anggota server untuk berinteraksi secara lebih tertib dan rapi.

Fitur lain yang dimanfaatkan untuk mendukung kegiatan komunitas Ruang Belajar dan Neo Historia adalah dengan memanfaatkan *voice channel* atau saluran obrolan suara. Fungsi dari fitur ini sebenarnya lebih mirip dengan fitur *group call* yang dapat ditemukan pada aplikasi pada umumnya, dengan memungkinkan penggunanya untuk melakukan panggilan secara langsung dengan melibatkan lebih dari dua orang. Lebih lengkapnya lagi pada aplikasi Discord ini memungkinkan untuk melakukan panggilan video secara langsung dengan fasilitas "share creen" atau pembagian tampilan layar seperti layaknya Zoom dan Google Meet.



Gambar 1. tampilan server komunitas Neo Historia, yang menampikan pembagian channel, topik, identitas server, dan anggota yang aktif (dokumentasi pribadi)

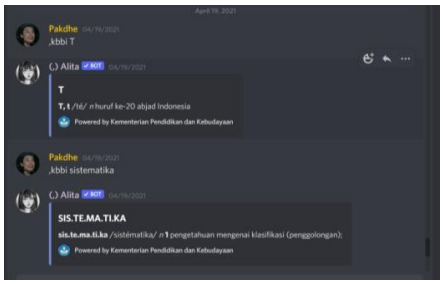
Selain itu, fitur yang dimanfaatkan untuk mendukung proses kegiatan oleh dua komunitas tersebut adalah sistem *role* dan *bot.* untuk memudahkan proses pengelolaan dan ragam model interaksi yang dapat dimunculkan dalam server tersebut. Sistem *role* sendiri merujuk pada suatu sistem yang mengkategorika pengguna Discord ke dalam berbagai peran yang dapat diatur dan dikelola oleh pemilik ataupun administator dari suatu server komunitas. Hal ini memungkinkan suatu komunitas, seperti misalnya Ruang Belajar dapat menentukan role yang akan dibuka berdasarkan keperluannya. Sistem ini juga memungkinkan *user* atau pengguna yang telah tergabung menjadi anggota suatu server untuk mendapatkan akses ataupun memberikan kontribusi tergantung jenis role yang mereka pilih yang berpengaruh terhadap keberlangsungan suatu server komunitas.



Gambar 2. tampilan server komunitas Ruang Belajar yang menampilkan ragam role yang ditawarkan (dokumentasi pribadi)

Sistem role sendiri juga memungkinkan administrator atau pengelola server komunitas untuk menata, memoderasi, dan memantau keberlangsungan suatu server, dengan memberikan hak yang disesuaikan pada role yang telah terbagi dan terkategori yang kemudian nanti dipilih oleh anggota yang baru saja bergabung dalam suatu server komunitas. Misalnya seperti anggota biasa hanya akan dapat mengakses channel sesuai dengan role yang mereka pilih, sementara role admin dan pengelola lainnya akan memiliki keleluasaan untuk mengatur segala hal dalam server, termasuk menegur dan memberi sanksi terhadap anggota yang melanggar aturan yang telah disepakati.

Fitur lain yang dimanfaatkan dalam server komunitas Neo Historia dan Ruang Belajar adalah penambahan *bot*. sebagai pendukung untuk membantu dan menambahkan fitur lain dalam server mereka. *Bot*. sendiri merupakan suatu program yang telah diatur sedemikian rupa untuk fungsi dan tujuan tertentu. Seperti misalnya terdapat bot. yang berfungsi untuk memoderasi, memantau, dan mengatur jalannya aktifitas dari anggota yang ada dalam suatu server. Namun, tidak sedikit pula bot. yang difungsikan untuk menambahkan fitur seperti pemberian poin bagi anggota yang aktif, penegak sanksi bagi anggota yang melanggar ketentuan, pemberi reward, menyediakan game edukatif, sebagai penerjemah, hingga pemutar musik. Setiap pemilik dan pengelola server dapat memilih, menambahkan, bahkan hingga mengembangkan bot. yang sesuai dengan kebutuhan dari server komunitas masing- masing.

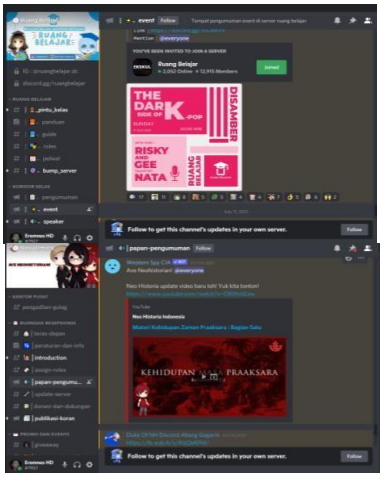


Gambar 3. Tampilan salah satu bot. bernama Alita yang dapat difungsikan sebagai kamus istilah dalam Bahasa Indonesia (dokumentasi pribadi)

Melalui pemaksimalan penggunaan fitur tersebutlah, kemudian menyebabkan server komunitas seperti Neo Historia dan Ruang Belajar ini lebih memiliki banyak anggota yang berinteraksi secara aktif. Sehingga memunculkan lingkungan yang lebih nyaman untuk saling berdiskusi, bertukar pikiran, ataupun mengikuti beragam kegiatan yang telah disediakan oleh pengelola masing- masing komunitas. Pembagian channel sesuai dengan topik yang sudah jelas juga memungkinkan user yang telah menjadi anggota dapat menyesuaikan cara dan ruang untuk berinteraksi. Penambahan sistem bot. juga menjadi daya tarik, karena tidak hanya berfungsi sebagai moderasi tetapi juga memperkaya fitur dari suatu server itu sendiri. Ditambah dengan sistem role yang memungkinkan pengguna untuk dapat berinteraksi pada channel-channel khusus ataupun mengikuti kegiatan tertentu yang disesuaikan dengan minat masing-masing.

Namun, selain memanfaatkan fitur-fitur yang tersedia dalam Discord secara maksimal, masing-masing pengelola komunitas Neo Historia dan Ruang Belajar juga menyediakan beragam agenda dan kegiatan yang bisa diikuti oleh para anggotanya secara gratis. Hal ini menyebabkan para anggota dari kedua server komunitas ini dapat memiliki banyak alternatif kegiatan yang sesuai dengan minat, dan dapat dilakukan serta diakses tanpa ada batasan jarak selama masih tetap terhubung dengan jaringan internet.

Tentunya beragam kegiatan tersebut disesuaikan dengan fokus dari masing-masing komunitas, seperti misalnya Neo Historia yang berfokus pada edukasi di bidang sejarah. Sementara Ruang Belajar lebih mengatur servernya layaknya sebuah sekolah virtual dan dilengkapi dengan agenda-agenda di bidang edukasi yang biasa ditemukan dalam kegiatan ekstrakurikuler di sekolah.



Gambar 3. Tampilan sebagian event yang ditawarkan dalam server komunitas Ruang Belajar dan Neo Historia (dokumentasi pribadi)

KESIMPULAN

Kesimpulan yang dapat diambil dari penelitian ini antara lain adalah bahwasanya aplikasi Discord dapat menjadi alternatif media pembelajaran yang dapat mendukung proses interaksi dalam kegiatan belajar mengajar secara daring tanpa dibatasi oleh jarak dan lokasi. Aplikasi ini dapat berfungsi menjadi suatu media pembelajaran yang memiliki beragam fitur yang dapat menjadi daya tarik dan mendukung proses pembelajaran, dan dapat dikombinasikan dengan media-media pembelajaran yang lainnya.

Tentunya untuk dapat memanfaatkan Discord sebagai media pembelajaran yang menarik diperlukan suatu upaya untuk memanfaatkan beragam fitur yang tersedia secara maksimal. Hal tersebut dapat digambarkan dengan yang telah dilakukan oleh beberapa komunitas edukatif seperti Neo Historia dan Ruang Belajar yang bergerak melalui Discord dengan membentuk forum yang disebut dengan istilah server.

Kedua komunitas ini memanfaatkan Discord sebagai suatu ruang untuk berkomunikasi dan berinteraksi dengan memaksimalkan pemanfaatan fitur-fiturnya untuk kepentingan pembelajaran sesuai dengan fokus masing-masing, jika Neo Historia bergerak di bidang kesejarahan, sementara Ruang Belajar menjadi media untuk berbagi ilmu terkait beragam matari pembelajaran dari berbagai bidang, khususnya

yang terkait dengan mata pelajaran di sekolah dan kegiatan ekstrakurikuler.

Pemanfaatan fitur secara maksimal tersebut ditujukan untuk dapat menciptakan lingkungan pembelajaran yang interaktif dan nyaman bagi para anggotanya. Fitur-fitur tersebut diantaranya adalah pemaksimalan *text* dan *voice channel*, pembagian channel sesuai topik yang dibutuhkan, penambahan sistem bot. untuk menambahkan beragam fitur lainnya, serta sistem role yang untuk mengatur keanggotaan secara lebih presisi.

Sehingga kesimpulan akhirnya adalah bahwasanya untuk memanfaatkan Discord sebagai suatu media pembelajaran yang membentuk linkungan yang nyaman, interaktif, dan menarik diperlukan pemaksimalan fitur yang tersedia di dalamnya. Selain itu juga dapat dikombinasikan dengan beragam media yang lainnya, seperti halnya yang telah diterapkan oleh komunitas Neo Historia dan Ruang Belajar. Hal tersebut juga tidak bisa dilakukan hanya dengan seorang individu saja, namun perlu kerjasama dari banyak pihak agar terbentuk suatu ruang belajar yang sesuai dengan yang diharapkan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6937

USE OF INTRANET FOR CBT-BASED ASSESSMENT *(COMPUTER BASED TEST)* AT SENIOR HIGH SCHOOL

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Abstract

Advances in information and communication technology have had a major impact on various aspects of life, including the education sector. One important innovation in this field is the implementation of Computer-Based Test (CBT) for assessment. The CBT system offers a number of advantages, such as time efficiency, increased assessment accuracy, and ease of data management. On the other hand, the implementation of CBT requires a strong infrastructure, one of which is an intranet network. This study aims to understand how intranets can be optimized in the implementation of CBT assessments, identify the benefits and challenges that arise, and provide recommendations for better implementation. This research method uses existing and trusted literature or references to be analyzed and the results are used to solve the problems being studied. Zed in Kartiningsih's research (2015) said that the literature study method is a series of activities related to the method of collecting library data, reading and recording, and managing materials. The data for this study were collected through direct observation of the implementation process of CBT-based assessments at SMA Negeri 6 Pontianak. Next, to complement the observations and interviews, the researcher did was to record and view documents to analyze the implementation process of CBT-based assessments. The results of the study indicate that the use of intranet in CBT assessment can improve operational efficiency, strengthen data security, and provide flexibility in accessibility. However, challenges such as the need for adequate infrastructure and competent technical expertise still need to be addressed. Recommendations from this study are expected to contribute to educational institutions in optimizing the use of intranet for CBT assessment and provide direction for further research in the future.

Keywords: Intranet, CBT Assessment, Information Technology, Education.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Government Center, 2003). Education organized by the government and society always aims to ensure that every person who is educated will be able to easily and be ready to face the rapid developments in the world every day, both in terms of their attitudes, knowledge and skills. The increasingly rapid development of information technology in the current era of globalization can no longer be avoided and its influence on the world of education. Global demands require the world of education to always adapt technological developments to efforts to improve the quality of education, especially adjusting the use of information and communication technology for the world of education, especially in the learning process (Agustian & Salsabila, 2021). The quality of learning today is also determined in terms of how easy it is for educators and students to access learning resources or practicality in using learning media; also the practicality of carrying out assessments or evaluations in learning itself. In the current digital era, the learning paradigm has shifted from traditional learning to learning based on technological developments. The implementation of assessments or assessment of learning outcomes has also experienced development, from evaluations using paper to evaluations based on CBT (Computer Based Test).

CBT is an assessment method that uses computers as the main medium for presenting questions and recording examinee answers. This system replaces traditional paper and pen-based assessment methods, and offers various benefits such as time efficiency, increased assessment accuracy, and ease of data management. The increasingly rapid development of information technology in the current era of globalization can no longer be avoided and its influence on the world of education. However, implementing CBT requires adequate technological infrastructure. One of the key components of this infrastructure is the intranet network. An intranet is a private computer network that uses internet technology to share information and manage operations within an organization. Implementing CBT-based assessment, intranet plays an important role in the distribution of exam materials, collection of answers, automatic scoring, and analysis of exam data.

The use of intranets in CBT-based assessments offers a number of advantages. First, the intranet allows for fast and efficient distribution of exam materials. Teachers can upload exam questions to an intranet server which can then be accessed by examinees via computers connected to the network. Second, collecting answers can be done quickly and in an organized manner. Exam takers can upload their answers to the intranet server, reducing the risk of losing or damaging answer files. Third, automated assessment using special software can reduce teacher workload and increase the accuracy and consistency of assessments. Fourth, exam result data stored on the intranet server can be analyzed to obtain information regarding participant performance, level of difficulty of questions, and others. This analysis can be used to improve curriculum and teaching methods.

However, despite having many benefits, implementing intranets for CBT-based assessments also faces several challenges. First, it requires adequate network infrastructure, including reliable servers and stable network connections, which requires significant initial investment. Second, managing and maintaining an intranet network requires sufficient technical expertise. Educational institutions need to have experts who are able to handle technical problems that may arise. Third, although intranets offer better security, there are still security risks such as cyber attacks therefore, strict security measures are needed to protect exam data.

Pontianak 6 Public High School is the first public high school in Pontianak to implement internet in carrying out CBT (Computer Based Test) based assessments and final semester assessments of students, starting from 2023 until now. The implementation of this can provide convenience for educators and students. For students, students do not need to provide special quota to take part in the assessment because the quota has been used for the school's intranet quota. Apart from that, students can also carry out assessment activities honestly because they cannot look for answers by browsing the internet on certain sites. Meanwhile, for teachers the CBT (Computer Based Test) application is very helpful because teachers do not need to make corrections and analyze learning results because this application provides analysis of learning results. This CBT (Computer Based Test) application is also equipped with features in the form of questions including multiple choice, essays, both open essays and closed essays, matching, true, false and so on. For school principals, the principal can monitor assessment activities from start to finish. In terms of financing and personnel, it is very effective.

This research aims to understand how intranets can be used optimally in implementing CBT-based assessments, identify the benefits and challenges faced, and provide recommendations for better implementation. The research method used is a qualitative method with a case study approach. Data was collected through in-depth interviews with teachers and technical personnel at several educational institutions that have implemented CBT- based assessments with intranet support. Apart from that, document analysis and direct observation of the CBT-based assessment implementation process were also carried out. It is hoped that the results of this research will provide deeper insight into the importance of using intranets in CBT-based assessments and help educational institutions optimize this technology to improve the quality of education. It is hoped that the

recommendations resulting from this research will help educational institutions overcome existing challenges and utilize intranets more effectively for CBT-based assessments, as well as provide directions for further research in the future.

METHOD

This research was conducted at SMA Negeri 6 Pontianak and the data sources came from the deputy principal, curriculum department, social studies subject teachers, and the CBT Team or exam implementation committee and students. This research uses a "purposive" sampling technique. In purposive sampling, sample selection is directed at data sources that are deemed to have important data related to the problem being researched (Sutopo, 2002). Data collection was carried out by direct observation, interviews and document analysis. The data validity test technique uses data or source triangulation and method triangulation, while the data analysis used is an interactive analysis technique. The steps in this research procedure include the observation stage, preparation stage, and data analysis stage.

RESULTS AND DISCUSSION

RESULTS

The problem at SMA Negeri 6 Pontianak is the economic income of the students' parents, such as parents finding it difficult to buy their children internet quota for the assessment process. Limited funds owned by students' parents is something that must be followed up by the school. Hamalik (2018: 82) said that the level of parental education, economic level, family attitudes towards social problems, the realities of life and so on are factors that will provide experience to children and cause differences in interests, appreciation of attitudes and economic understanding. The alternative that schools do regarding this is the use of Intranet as a substitute for the internet or quota which can be used to support the teaching and learning process and CBT-based assessments. Based on the results of the research that has been carried out, it can be said that the use of the Intranet for CBT-based assessments has mostly gone well. This can be seen from several stages of learning assessment and implementation of CBT at SMA Negeri 6 Pontianak. The stages of assessment or assessment at SMA Negeri 6 Pontianak have been said to be fulfilled based on explanations of the level of mastery, achievement of specific learning objectives (indicators) and general learning objectives (competency standards/basic competencies). Objectives or various indicators and competencies are usually designed in learning planning so that the learning process is intended so that teachers can achieve learning objectives and students can master previously determined competencies.

The use of an intranet for CBT-based assessment used by educational units, educators and students at SMA Negeri 6 Pontianak does not eliminate the essence of learning assessment principles such as continuity, it can be seen that learning assessment at SMA Negeri 6 Pontianak itself goes through a series of complex stages such as an implementation plan. early learning.

The technique for assessing learning outcomes used at SMA Negeri 6 Pontianak during the final semester exams in previous years was to use paper and the examinees were distributed in exam rooms according to their respective classes, the same as when carrying out daily tests by teachers who used final test at the end of each lesson per basic competency in the subject taught. Computers are usually only used for practice in informatics/ICT subjects, computer-based national examination facilities and also for searching for learning resources via the internet by some teachers. The advantage of exams using this paper is that students can take the exam in large numbers at the same time, exam supervisors can be assigned to each room simultaneously. However, the weakness faced is that the questions presented must be the same for all exam participants, and it will take a relatively long time in terms of the process of correcting students' answers, especially if there are students who take the supplementary exam because they are unable to attend on the specified schedule. Comprehensive implementation of learning assessments carries out the cognitive assessment aspect which assesses students' knowledge of the teaching material that has been explained, fairly and objectively. CBT-based assessment trains student independence because students answer questions individually and can minimize

deviant behavior such as cheating. It can be said to be cooperative. CBT-based learning assessment at SMA Negeri 6 Pontianak involves many parties such as the Deputy Principal, Curriculum Division, Committee, CBT Team. , Teachers and Students. Lastly, namely practicality, it is clear that there is time efficiency and the lack of equipment and supplies that students must prepare to take part in the CBT-based assessment.

Although in implementation there are certainly several obstacles that arise due to the use of CBT-based assessments, SMA Negeri 6 has been able to minimize the obstacles that arise as a result of switching from a manual system to a computer system. So that problems such as computers, namely the CPU machine or monitor freezing, internet network speed, power outages and if there are still students who are not used to using computers and so on, can be overcome by the school and teachers. So that in the exam implementation process, obstacles that occur when implementing a computer-based system or CBT can be minimized.

DISCUSSION

INTRANET

An intranet is a computer network within a company that uses standard data communications such as the internet. This means that we can use all internet facilities for company needs. Intranet can be said to be internet within the company environment (Tung, 2001). In general, the technology used between the internet and intranet is the same. However, there are differences between the internet and intranet from the perspective of reach and scope of use.

Figure 1

Hardware Flow and Intranet Logic

Basically, the Intranet is the same as the internet, the difference is the subject matter or material contained in it. Intranets, usually the subject of discussion at school level is about education or learning. An intranet is a collection of local computer networks that use internet software and TCP/IP or HTTP protocols. Therefore, an intranet network has all the facilities that the internet has, such as e-mail, file transfer protocol (FTP), meaning we can transfer files to each other and so on. Intranets are very easy to implement, learn, develop and reconfigure, educators just need creativity in how to apply intranets in the learning process. One of the most important things in an intranet is network security.

BENEFITS OF USE OF INTRANET

Learning can be more focused and not influenced by other content, for example online game sites, social networks, because what can be accessed by all intranet users is all material uploaded by the teacher to the server. Such as teaching modules, multi-media devices, video, audio, animation, and of course material uploaded by teachers in accordance with the curriculum implemented by the school.

a. Teachers can innovate to develop web-based, animated and interactive teaching materials
b. Students can be more critical of the lessons learned because if the lessons learned are not as expected, students can ask the teacher concerned. This makes teachers more creative in presenting lesson material or questions. d.Intranet allows us to have large bandwidth, because it is on a local network (LAN) and a larger data storage volume.
c. Time efficiency, is the ability to complete tasks or achieve goals in a short time while maintaining an adequate level of quality.
d. Cost effectiveness, because schools don't just print questions and answer sheets for the assessment process.

INTRANET WEAKNESSES

a. Incorrect or inappropriate information reduces its effectiveness
b. Interactions on the intranet that may be irresponsible
c. Special training is required for members in using the intranet
d. Experts are needed to build and develop an intranet in an organization or company
e. Overload (full data) can occur due to sending messages between users that are not properly controlled.

CBT (COMPUTER BASE TEST)

CBT (Computer Baset Test) is a test that

is done on a computer so you don't need paper, pen or pencil to answer the questions. All written questions and answer sheets are provided on the computer so we just have to click on the right or wrong answer or just type if answering essay questions. CBT (Computer Baset Test) is widely implemented in various fields such as education and the world of work. In the field of education, it is usually used to determine the highest score a student has in mastering a subject or course. Meanwhile, in the world of work, CBT (Computer Base Test) is used to determine the basic abilities of a job applicant, making it easier for HRD to select prospective employees.

PROCEDURE USING CBT (COMPUTER BASED TEST)

According to Ahmad Syaiful Ulum, procedures for using CBT (Computer Based Test) include:

a. The teacher provides direction and instructions on how to use the CBT (Computer Based Test) program
b. The browser used by students is Chrome
c. Students log in to the CBT (Computer Based Test) page with their username and password
d. Exam participants work on the questions according to the instructions
e. After students have finished working, they are required to log out.

The procedure above is a general procedure that does not yet know the setting for working on the questions. Before the exam is carried out, students have been given initial information about the procedures for using CBT (Computer Baset Test). So the teacher doesn't need a long time to give directions. Students are given a username and password to log in to the CBT (Computer Baset Test) page. Providing a username and password is not carried out during the exam but before the exam is held.

ADVANTAGES OF CBT (COMPUTER BASET TEST)

Implementing a CBT (computer based test) based assessment is not only carried out because there are no benefits to be gained. CBT (computer based test) based assessment has several advantages when compared with conventional methods. Among them is that all exam processes are carried out via computer, including starting from creating exam questions, class settings, user settings for both educators and students, and implementing exams that utilize web engineering technology (Hartati & Mardiana 2018).

From Endah Mastuti's study, the author cites the advantages of the CBT (Computer Baset Test) method according to Bridgman

a. Teachers can prepare high-quality exam materials. With the help of the internet network, teachers as educators can search for various sources of information related to learning and exam questions on the computer to use as a reference source. Teachers as educators are also able to choose topics that are appropriate and valid for the learning that will be carried out.
b. The test management process is carried out by default. When taking an exam packaged in computer media, the entire process will be carried out in it, including searching for material, creating questions, user settings, and assigning a score or value to the exam results.
c. Educators can monitor student motivation. In this case, teachers as educators are able to see students' motivation after learning by comparing scores between individuals and seeing the final results of the exam.

WEAKNESSES OF CBT (COMPUTER BASET TEST)

There is no perfect evaluation system, including this CBT method. Apart from the advantages, this system also has disadvantages. There are shortcomings in using an evaluation system using CBT (Computer Baset Test) media, including:

a. Students who want to take the exam are required to be able to operate the existing CBT (Computer Baset Test) feature. This is because this exam can only be used through one website. If students are not used to accessing CBT (Computer Baset Test), the processing time can take a long time and there is a big possibility that participants will not be able to answer the questions optimally because they run out of time.
b. Tools for accessing the CBT (Computer Baset Test), namely laptops or gadgets,

must also be provided or owned by the student or school and be in good condition to support the work on the questions in order to reduce technical problems when taking the test. Network problems are the technical problems that most often occur when CBT (Computer Baset Test) is carried out. This is because many students access one website during an exam, so the website often goes down. d.Product Assessment and Self Assessment Product Assessment is a process of assessing skills by making a particular product. Self-assessment is carried out by the students and teachers themselves in the interests of managing teaching and learning activities at the class level. Finally, this type of assessment can also be in the form of attitude assessment and class-based assessment.

CONCLUSION

Based on the results of the implementation of the Intranet for CBT-based assessments, the following conclusions can be drawn: The advantage of using the Intranet for CBT-based assessments, especially for students, is that students do not need to prepare quota for the assessment process, they just need to provide a cellphone or laptop for carrying out the assessment. CBT-based assessment at SMA Negeri 6 Pontianak can produce more accurate test results so that it can minimize human error, reduce time and cost, the results are immediately known to participants, participants are more focused on working on questions because they are written on the exam time, reducing sales of questions caused by questions. leaks and cheating in taking the exam, security is better maintained compared to paper tests which can result in the paper being damaged or torn.

What is an inhibiting factor in implementing CBT in the assessment process at SMA Negeri 6 Pontaianak is the lights going out during the assessment process. If the problem is a power outage, the school has prepared additional days for carrying out the assessment if during the assessment process there are problems with a power outage or the student is sick. So the school has prepared an additional day at the end of the assessment schedule, usually 1 or 2 days. So that students who are sick can take a supplementary exam on a day determined by the school. Quality schools can of course produce students who can contribute to the country, because education plays a major role in the progress of this country and each individual, therefore innovation is still needed in the education system so that the implementation of future assessments can be even better and students can be comfortable. when carrying it out. As technology users, we should use it wisely. Technology was created to facilitate and speed up human activities in daily life. When we can use it wisely, technology itself can help in various sectors, one of which is education. The presence of an intranet to assist CBT (computer based test) based assessments means both teaching staff and students can carry out the assessment process effectively because of the advantages obtained in carrying out these tests.

SUGGESTION

Based on the conclusions above, the author proposes several suggestions regarding the application of Intranet in implementing CBT (Computer Baset Test) based assessments.

1. It is hoped that the central government will implement more intranets in various schools to help students whose parents have lower incomes so that they are not burdened with buying intranet quota for carrying out assessments
2. Schools using intranets for CBT-based assessments are expected to be able to prepare more thoroughly regarding the briefing process during outreach to teachers or students regarding the mechanism for implementing the CBT-based assessments that will be implemented
3. For future researchers to be able to increase the repertoire and enrich empirical information in the assessment process and use of CBT (Computer Baset Test).

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7027

INCREASING STUDENT PARTISIPATION USING WINDOW SHOPPING LEARNING MODEL AND EXPLOSION BOX MEDIA AT SOCIAL EDUCATION

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Abstract

Social studies learning in Junior High Schools (SMP) is carried out to improve students' social science knowledge which is then applied to life in society. In fact, the results of social studies learning of class IX students of SMP Negeri 14 Malang in the 2023-2024 academic year still need to be optimized. This is evidenced by several conditions, including: (1) student learning outcomes that are still in the average range. (2) the role of student participation in social studies learning is low, and (3) the learning models applied by teachers do not vary. Based on these problems, a study was conducted entitled increasing student participation using the window-shopping learning model and explosion box media. This study used 143 respondents who were randomly determined to represent a population of 192 class IX students in the 2023/2024 academic year. The source of research data was obtained from secondary data in the form of social studies subject report card scores, and data collected using a questionnaire that showed the active role of students, as well as the application of the window-shopping learning model assisted by explosion box media. The data analysis technique used path analysis with the help of SPSS 21. The conclusion of this study: (1) the active role of students has a direct influence on learning outcomes, (2) the application of the window-shopping model assisted by explosion box media has a direct influence on learning outcomes, and (3) the application of the window-shopping learning model assisted by explosion box media can significantly mediate the influence of the active role of students on social studies learning outcomes.

Keywords : Social studies learning, window shopping learning model, explosion box learning media

INTRODUCTION

The success of education is generally assessed by student learning outcomes, which describe the depth of knowledge that has been absorbed, understood, and applied related to the material that has been taught, understanding concepts, mastery of a skill, and the ability to apply it. Achieving optimal learning outcomes in various subjects is a goal that is highly desired by students, although there are various obstacles to realizing it.

The results of initial observations showed the lack of active role of students in social studies learning activities in grades IX-1 to IX-6 of SMP Negeri 14 Malang for the 2023/2024 school year. The data is juxtaposed with the results of reflection and feedback at the end of learning activities which show that students are less facilitated to play an active role in learning activities, which is caused by the inappropriate learning model applied by teachers, and this has an impact on the lack of understanding of concepts and their application, which leads to student learning outcomes in social studies subjects that are less than optimal.

Therefore, the challenge faced by social studies teachers is how to change the passive learning behavior of students to play a more active role in learning, by making a student-centered learning plan, as well as conditioning an attractive learning environment. Teachers then changed their strategy by applying a window-shopping learning model assisted by media explosion boxes as a choice of solutions to existing problems. The recommendation is derived from the results of previous studies regarding the effectiveness of the window-shopping learning model and the use of

explosion box media in increasing the active role and learning outcomes of students.

The urgency of this research is based on the novelty designed by the teacher with the existence of an explosion box media that replaces the function of plano paper as a medium for pouring group work to be presented in window shopping activities. It also observed the role of teachers in controlling the course of window-shopping activities by ensuring the understanding of all students of clear scenarios, time limits, and warnings centrally so that the implementation of social studies learning activities runs smoothly, effectively and enjoyably. Although the essence of student-centered learning is of value, the role of teachers as facilitators plays an important part.

Jerome Bruner (as quoted in Azizah, 2020), emphasized the importance of students' active role in learning, students must be actively involved in exploration, observation, questioning, and problem-solving, so that students can develop their own understanding of various principles to be meaningful. Pramana (2024) said that the constructivism paradigm considers knowledge not only passively received, but also understood through individual involvement with information and experience, dialogue, experimentation, elaboration, peer discussion, and reporting on learning outcomes. This strengthens Ariani's (2019) opinion that the active involvement of students in learning is one of the indicators of a successful teacher in teaching, because learning is said to be successful and qualified if all students are actively involved, physically, mentally and socially, including the role of teachers and peers in the learning process.

Referring to the theory conveyed by Paul B Detrich (as quoted in Widiastuti, 2019), that the active role of students depicted in learning activities includes eight aspects of activities consist of: (1) visual activities, (2) oral activities, (3) listening activities, (4) writing activities, (5) drawing activities, (6) motor activities, (7) mental activities, (8) emotional activities. According to Busa, Eman, N. (2023), the active role of students is influenced by internal factors such as: physiological (five senses) and psychological (attention, response, and memory) and external factors including non-social (learning places and facilities) and social factors (teachers and peers).

It is important for a teacher to understand the various factors that can affect the success of the teaching and learning process in order to help students achieve optimal learning outcomes. Teachers must be able to establish a conducive learning environment to achieve maximum learning goals, improve the quality of good learning, develop abilities to the maximum, and be able to minimize problems that arise in learning. This is in accordance with the opinion conveyed by Zamroni, et al. (2023) that student learning outcomes are evidence of the success of learning carried out by teachers influenced by many factors, one of which is the role of teachers in designing learning activities.

According to Anjar (2021), good learning outcomes are implausible to shortly happen, but it does need a long process and is influenced by internal and external factors, thus determining the quality of learning outcomes. These internal factors include physiological and psychological, while external factors include family and school factors. External factors that come from the school include curriculum; teachers' teaching methods; teacher-student relationship or students' connection; school discipline; instrumental factor; and community factors.

Rasidi (2019) said that window shopping is an activity to see and understand each other's thoughts related to learning materials or topics, with two students act as peer tutors who explain the results of discussions related to the material displayed, while other members visit other groups to listen, record the material delivered by the group visited. In the final session, each returned to his group to report the results of the material shopping he obtained, so that all groups obtained the same information from the entire topic of discussion.

Hayati (2020) revealed that explosion box learning media is a box-shaped media that when opened on all four sides forms a net that has been filled with text or images related to the subject matter to be discussed together. Nabila (2022) said that in the application of explosion box media, students are motivated to play an active role in learning activities. The advantages of the media explosion box consist of: (1) stimulating curiosity because of its unique appearance like a gift box and when opened there is a feeling of surprise with the contents of the layer, (2) the presence of pictures, writings,

and interesting decorations in it, (3) various kinds of objects in the form of pictures or writing as needed can be included, (4) developing student creativity, and (5) containing a short resume as a result of students' understanding of the lesson.

Referring to the opinions of Rasidi (2019), Hayati 2020, and Nabila (2022), the combination of the window-shopping learning model and media explosion box is a learning innovation, a very interesting new thing to be applied in order to increase the active role of students in social studies learning activities so that it has an impact on more optimal learning outcomes.

Based on the background that has been presented, this study aims to investigate the influence of students' active role on learning outcomes through the application of the window-shopping learning model assisted by explosion box media. According to the results of previous research, this study is expected to make a significant contribution to understanding how the window-shopping learning model assisted by explosion box media can increase the active role of students and learning outcomes.

RESEARCH METHOD

This study uses a quantitative approach, which is carried out by a survey method at the end of the learning activity. The population of this study is the entire grade IX students at SMP Negeri 14 Malang spread from grade IX.1 to grade IX.6 with a total of 192 students, who experience social studies learning by applying a window-shopping learning model assisted by explosion box media. The sample of this study was randomly selected and totaled 143 respondents according to the Slovin formula.

Connected to the title of this study, there are 3 research variables, namely (1) exogenous variables, (2) endogenous variables), and (3) mediation variables. The exogenous variable (X) in this study is the active role of students, defined as the active involvement of students physically, intellectually and emotionally in learning activities reflected in such indicators as: visual activities, oral activities, listening activities, writing activities, drawing activities, metric activities, mental activities, and emotional activities.

The endogenous variable (Y) in this study is social studies learning outcomes, defined as the level of student achievement towards the learning objectives in the social studies subject matter, which is measured through the average scores of exams, assignments, and other relevant assessments to the aspects of knowledge and skills in one basic competency.

The mediating variable (Z) in this study is the window-shopping learning model assisted by media explosion box, whose indicators include students' ability to understand the steps in the learning model, the ability to understand the material, and the ability to solve evaluation questions at the end of learning activities that apply the window-shopping model assisted by media explosion box.

The data collection technique aims to collect useful data in formulating research results (Sugiyono, 2019). The data collection techniques in this study are documentation studies and questionnaires. The documentation study includes obtaining secondary data in the form of student learning outcomes, especially in Social Sciences subjects listed in the odd mid-semester report card for the 2023/2024 school year as initial data and the average student learning outcomes in basic competencies 3.4 and 4.4 as data on learning outcomes after treatment. Documents during learning activities such as reflection results and feedback after learning activities and anecdotal notes, as well as photos of learning activities to support data and considerations in interpreting the research results. The primary data in this study was explored with an online-based questionnaire using google forms to measure exogenous variables, namely the active role of students, and mediation variables, namely the application of a window-shopping learning model assisted by explosion box media.

This study uses a path analysis technique with the SPSS 21 (Statistical Product and Service Solution) statistical program. The path analysis technique is a statistical analysis technique developed from multiple regression analysis (Marwan, et al., 2023), This path analysis technique is used to explain the direct and indirect relationships between several variables, and these variables act as causes to other variables as the result. The direct influence is measured through the path

coefficient value of the exogenous variable, while the indirect influence is measured through the multiplication between the exogenous variables in one direction.

RESULTS AND DISCUSSION

Result

Before performing multiple linear regression analysis to obtain the path coefficient values and constants of structural equations, it is very important to perform classical assumption tests. This classical assumption test aims to ensure that the regression model meets the necessary conditions so that the resulting parameter estimates are valid and reliable. There are several classic assumptions that must be tested, namely: normality test, heteroskedasticity test, multicollinearity test.

Normality Test

The normality test was carried out to determine if the residual values were normally distributed. The residuals of a regression model must be normally distributed, this can be tested using statistical tests such as Kolmogorov-Smirnov or Shapiro-Wilk, as well as looking at histogram plots or Q-Q plots. In this study, the Kolmogorv Sminov normality test was chosen because the number of research samples was above 50.

Table 1. Normality Test Results

Model	Sig. Test of Normality	Conclusion
I	0.200	Residual Normal
II	0.200	Residual Normal

Source: Data processed 2024

The results of the normality test as stated in Table 1 above, for both regression models showed a fairly high significance value (Sig.), namely 0.200 for Model I and 0.200 for Model II. Based on these results, we can conclude that the residuals of the two models are normally distributed. Significant values greater than the commonly used alpha level (usually 0.05) suggest that there is insufficient evidence to refute the assumption that residuals are not normally distributed.

Thus, the assumption of normality is fulfilled for Model I and Model II. Success in fulfilling this assumption is important because it shows that the results of the regression analysis conducted are reliable in estimating path coefficients and other interpretations. The normality assumption also ensures that the parameter estimation is not affected by any deviation from the residual normal distribution. In this context, the results of the normality test provide a strong basis for the validity of the regression analysis results.

Heteroscedasticity Test

The heteroskedasticity test is carried out to test if there is a heterogeneity of residual variants from one observation to another in the regression model. If it is fixed, homokedasticity occurs, on the contrary, if it is different, it is called heteroskedasticity. The variance of the residual must be constant at all levels of independent variables. The Breusch-Pagan test or White's test can be used to test this assumption, and by looking at the residual plot versus the predictor, this is shown in Table 2 below.

Table 2. Heteroscedasticity Test Results

Type	Sig. Uji Gletsjer	Conclusion
I	Sig. X = 0.077	No heterosis Confidentiality
II	Sig. X = 0.738; Sig. Z = 0.466	No heterosis Confidentiality

Source: Data processed 2024

Based on Table 2 above, the results of the heteroscedasticity test for both regression models show a fairly high significance value (Sig.), namely 0.077 for Model I and 0.738 for the X variable and 0.729 for the Z variable in Model II. In both cases, meaning that there was no heteroskedastic in both regression models. There was no significant evidence that the variance of the residual in both models differed systematically along the range of independent variables X and Z, so that it can be stated that the heteroscedasticity assumption suits and gives confidence that the results of the regression analysis can be interpreted more convincingly in the context of this study.

Multicollinearity Test

Independent variables must not have a high correlation with each other. Multicollinearity can be tested by looking at the Variance Inflation Factor (VIF) and tolerance value as stated in Table 3 below.

Table 3. Multicollinearity Test Results

Independent Variables	VIF	Tolerance
X	2.846	0.351
With	2.846	0.351

Source: Data processed 2024

Based on Table 3 above, the results of the multicollinearity test show that the independent variable X has a Variance Inflation Factor (VIF) value of 2.846 and a Tolerance value of 0.351. A VIF value that is below the critical threshold of 10 indicates that variable X has a low to moderate level of multicollinearity. Although the Tolerance value is quite low, it does not indicate any significant problems related to multicollinearity for the X variable in the regression model.

Despite the few signs of multicollinearity in the Z variable, there is not enough evidence to suggest that there is a serious problem with multicollinearity in this regression model. However, it is important to remain cautious in interpreting the results of the analysis related to the influence of the Z variable on the model. Further evaluation may be needed to understand more deeply about the variable relationships in this regression model.

Results of t-Test, F-Test and Regression Coefficient

Overall, the results of the t-test, the F-test, and the regression coefficient are important tools in regression analysis to validate the relationship between variables and to provide a deeper understanding of the factors that affect dependent variables in the context of research. This analysis assists the researcher in making solid and informed conclusions based on the statistical data obtained, as shown in Table 4 below.

Table 4. Results of Linear Regression Analysis of the two Regression models

Regret Model If	Inde pendent variable	Path Coeffi cien	P Value	Sig. F test	R2
I	X	0,805	0,000	0,000	0,646
II	X	0,255	0,000	0,000	0,846
	Z	0,703	0,000		

Sumber: Data yang diolah 2024

Based on the results of the regression analysis in Table 4, it was concluded that the active role of students (X) had a positive and significant effect on the application of the window-shopping learning model assisted by explosion box media, shown by a positive path coefficient of 0.805 and a path coefficient significance of 0.000 <0.05. This means that the active role of students can support the application of the window-shopping learning model assisted by explosion box media.

The active role of students (X) has a positive and significant effect on learning outcomes (Y), shown by a positive path coefficient of 0.255 and a path coefficient significance of 0.000 <0.05. This means that the active role of students (X) who are high can achieve learning outcomes (Y).

The role of the application of the window-shopping learning model assisted by explosion box media (Z) has a positive and significant effect on learning outcomes (Y), shown by a positive path coefficient of 0.703 and a path coefficient significance of 0.000 <0.05. This means that the application of a high explosion box media-assisted window-shopping learning model (Z) can support learning outcomes (Y).

The active role of students (X) and the application of the window-shopping learning model assisted by explosion box media (Z) simultaneously affected Student Learning Outcomes (Y), shown by the significance value of the F test of 0.000 < 0.05.

The contribution of students' active role to the implementation of the explosion box-assisted window-shopping learning model was 64.6% with a value of e = $\sqrt{1 - R2}$ = 0,59 Meanwhile, the contribution of the active role of students and the application of the Window-Shopping learning model assisted by Explosion Box media to student learning outcomes is 84,6 % with e = $\sqrt{1 - R2}$ = 0,39.

Equations and Path Diagrams

Path diagram is a tool to graphically depict the structure of causal relationships between exogenous variables, endogenous variables and mediating variables. The following is a path diagram that illustrates the relationship between the three research variables, namely the active role of students (X), the window-shopping learning model assisted by explosion *box* media (Z) and learning outcomes (Y). More clearly about this as reflected in Figure 1 below.

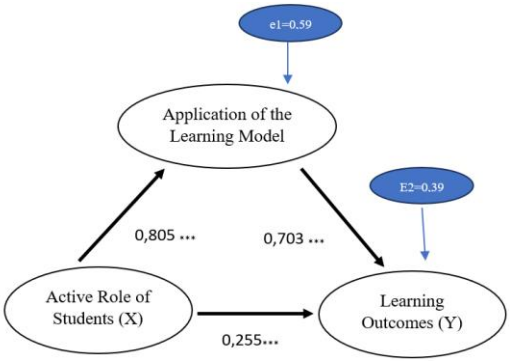


Figure 1 Path Diagram

Based on Figure 1 of the path diagram, the path equation or structural equation formed is:

Structural Equations I : Z = 0,59 + 0,805 X

Structural Equations II : Y = 0,39 + 0,255 X + 0,703 Z

With:

X = Active Role of Students
Z = Implementation of the Windows Shopping Learning Model assisted by explosion box media
Y = Learning outcomes

Mediation Test with Sobel Test

The mediation test is a test to find out whether the mediating variable is significantly able to play a role in mediating the relationship between exogenous variables and endogenous variables. The Mediation Test in this study uses the Sobel test which aims to explain the indirect influence of the variables of students' active roles on learning outcomes through the application of the window- shopping learning model assisted by explosion box media.

A clearer picture of the mediation test is reflected in Table 5 below.

Table 5. Results of Sobel Test of Indirect Influence X → Z → Y

a	*b*	S_a	S_b	*Soble Test Statistics*	*1 Tail Probability*	*2 Tail Probability*
0,805	0,703	0,028	0,061	10,6971	0,00000	0,00000

Note:
a = exogen coefficient path to endogen; *b* = intervening coefficient path to endogen; *Sa* = exogen coefficient path error standard to endogen; *sb* = intervening coefficient path error standard to endogen.

Source: data processed (2024)

The results of the Sobel test in Table 5 above show that the p value of the Sobel test results is 0.0000 (two tails), because the p value < 0.05, it is concluded that the application of the window-shopping learning model assisted by explosion box media can significantly mediate the influence of students' active role on student learning outcomes. The nature of mediation is partial mediation because without mediation the application of the window-shopping learning model assisted by explosion box media, the active role of students can affect student learning outcomes

Research Hypothesis Testing

Based on the analysis in this study, the results of hypothesis testing are obtained as stated in the following Table 6.

Table 6. Summary of Hypothesis Testing Results

No	Hypothesis	Results of Analysis	Cutting Pan
1	There is a direct influence of the active role of students on learning outcomes	• Regression Coefficient: 0,255 • P value: 0,000	Accepted
2	There is a direct influence of the application of the model Window Shopping Learning Helps Media Explosion Box on Learning Outcomes	• Regression Coefficient: 0,703 • P value: 0,000	Accepted
3	There is an indirect influence of the active role of students on learning outcomes mediated by	• P value 2 tail= 0,00000 • P value 1 tail= 0,00000Note	Accepted

No	Hypothesis	Results of Analysis	Cutting Pan
	the application of the window-shopping learning model assisted by explosion box *media*		

Source: processed data in 2024

The explanation of the results of hypothesis testing according to the table above is as follows:

Hypothesis 1 in this study states that there is a direct influence of students' active role on learning outcomes, the results of the analysis in this study show that the p value of students' active role in learning outcomes is 0.000 and the positive regression coefficient is 0.255, because the p value < 0.05, and the coefficient on the positive path, the hypothesis is accepted and it can be concluded that the active role of students can affect the application of the window shopping learning model.

Hypothesis 2 in this study states that there is a direct influence of the application of the window shopping learning model assisted by explosion *box* media on learning outcomes, the results of the analysis in this study show that the p value of the learning model on learning outcomes is 0.000 and the positive regression coefficient is 0.703, because the p value < 0.05, and the coefficient on the positive path, the hypothesis is accepted and it can be concluded that the model Learning can affect learning outcomes.

Hypothesis 3 in this study states that there is an indirect influence of students' active role on learning outcomes mediated by the application of the window-shopping learning model assisted by explosion box media, the results of the analysis in this study are shown with a p value of the sobel test of 0.000000 (two tails), because the p value < 0.05, the hypothesis is accepted and it can be concluded that the learning model can mediate the influence of active role in learning outcomes.

Discussion

The results of hypothesis testing in this study have proven the suitability of the theories of constructivism, cognitivism, and behaviorism which are the three learning theories underlying this research.

According to Jean Piaget and Lev Vygotsky (as quoted in Nerita, 2023) that constructivism theory emphasizes knowledge created through the interaction of individuals and others. This approach encourages students to play an active role in the learning process, focusing on active learning, where students collaborate and share experiences, students not only receive information but also play an active role in discussions, exploring learning resources related to learning topics. Constructivism also emphasizes that students create meaning from their experiences, so that these learning experiences can improve understanding and retention of information.

The theory of cognitivism put forward by Jean Piaget (as quoted in Wahab, G., 2021) reveals the importance of thinking in learning. Students are considered active learners who organize and interpret new information based on existing knowledge. Jerome Bruner (as quoted in Azizah, 2020), reinforces this opinion by emphasizing the importance of the active role of students in learning, students must be actively involved in exploration, observation, questioning, and problem-solving, so that students can develop their own understanding of various principles to make them meaningful.

The results of this study show that the application of the window-shopping learning model assisted by media explosion box shows a positive and significant influence on student learning outcomes in social studies subjects, the better the application of the window-shopping learning model assisted by media explosion box The better the student's learning outcomes. This further strengthens the results of previous studies conducted by Rokhmah, F. N. (2023), Prasetyo, A (2021), Astutik, S. W, Kurniawan, R. Y., & Wahyuningtyas, E. (2023), that the application of the window-shopping learning model has a significant effect on learning outcomes. The results of this study also corroborate the results of previous studies conducted by Vianda, U. (2020), Sholikah, T. A. (2020), Islamy, C. (2022), Innisya, A., Kasdriyanto, D. Y., & Jannah, F. (2023), that the explosion box media used to support social studies learning has a positive effect on learning outcomes.

Stimulus-Response Theory in the perspective of Behavioristic Theory and its implementation in learning as explained by Nur Fahanah (2018) that students who are active in the learning process, such as trying, serious, focused, paying attention, obeying regulations, and so on, will have a stronger and more effective response. If a positive stimulus is added, then the response will be even stronger. If the stimulus is reduced or eliminated, the response will be weaker. The stimulus referred to in this study is the application of a window-shopping learning model assisted by explosion box media, while the response is in the form of an active role of students.

A real picture of the effect of the application of the window-shopping learning model assisted by explosion box media which has succeeded in mediating the active role of students on learning outcomes, especially in social studies class IX subjects at SMPN 14 Malang, as reflected in the following Table 7.

Table 7. Student Learning Outcomes in Social Sciences Subjects

Class	Average value before treatment	Average score after treatment	Percentage increase in value
IX.1	78	88	12.82%
IX.2	78	87	11.54%
IX.3	73	85	16.44%
IX.4	76	85	11.84%
IX.5	73	84	15.07%
IX.6	75	83	10.67%
Average	**75.5**	**85.3**	**13.06%**

Source: 2024 curriculum data

Based on Table 7, it is known that there has been an increase in learning outcomes between before and after the implementation of the window-shopping learning model assisted by media explosion boxes, which is 13.06%

CONCLUSIONS AND SUGGESTIONS

Conclusion

The results of this study show that student learning outcomes increase when they are actively involved in learning activities. The active role of students in learning affects student learning outcomes, meaning that the higher the active role of students in learning activities, the better the learning outcomes, and vice versa, the lower the active role of students, the lower the learning outcomes**.**

The application of the window- shopping learning model assisted by media explosion box has an effect on student learning outcomes, meaning that the better the application of the window-shopping learning model assisted by media explosion box, the better the learning outcomes of students, and vice versa, the worse the application of the window-shopping learning model assisted by media explosion box then the lower the student's learning outcomes.

The application of the window-shopping learning model assisted by explosion box media can significantly mediate the influence of students' active role on learning outcomes. The nature of mediation is partial mediation because without being mediated by the learning model, the active role of students can also directly affect learning outcomes.

Suggestion

Other researchers are expected to conduct similar research with various adjustments and improvements regarding the application of the window-shopping learning model assisted by explosion box media, in the independent curriculum.

This research can inspire teachers to develop a more effective learning model that is more in line with students' learning styles and increase the active role of students in the learning process.

School principals as education managers can encourage collaboration between subject teachers to exchange knowledge and best practices related to the application of the window-shopping learning model assisted by media explosion boxes, in order to improve the quality of learning and generally have an impact on improving the quality of education.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6864

THE FUTURE OF IPS LEARNING: THE POTENTIAL AND CHALLENGES OF IMPLEMENTING AI IN THE CLASSROOM

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Abstract

This research aims to explore the potential and challenges that arise in the application of artificial intelligence in Social Science learning in the classroom environment. Amidst the rapid development of technology in the digital era, artificial intelligence has become a vital component in transforming learning methods by providing innovative solutions that enable personalization and adaptation of materials to the specific needs of each student. Through a qualitative desk research approach, this study combines in-depth description and analysis to evaluate the data obtained. Data were collected from various sources, including articles, academic journals, and books, which were then analyzed using the interactive data analysis method, which includes data reduction, data presentation, and conclusion drawing stages. The findings of this study reveal that the application of artificial intelligence in social studies learning is not only effective in improving student learning outcomes but also able to create a more personalized and adaptive approach. Artificial intelligence facilitates the accelerated adoption of technology in education, replacing traditional learning methods with approaches that are more dynamic, interactive and relevant to the needs of today's students. However, this research also highlights challenges that need to be addressed, including issues of student data privacy and security, as well as the risk of over-reliance on technology. Thus, strict policies and ethical considerations are necessary to ensure that artificial intelligence can be applied responsibly and sustainably, thus creating an effective, safe, and relevant learning environment in the digital era.

Keywords: Artificial Intelligence, Potential, Challenges and Social Science.

PENDAHULUAN

Kemajuan teknologi, terutama dalam kecerdasan buatan (AI), telah membawa perubahan besar dalam berbagai aspek kehidupan, termasuk cara manusia hidup dan berinteraksi. AI kini berperan penting di banyak sektor, termasuk pendidikan. Penerapan AI dalam pendidikan berdampak besar, terutama karena kemampuannya menganalisis dan mengolah data dengan efisien. Teknologi ini menawarkan solusi inovatif yang memungkinkan pembelajaran menjadi lebih personal dan adaptif (Muarif, 2022). Akibatnya, cara belajar tidak lagi terbatas pada metode pembelajaran tradisional, tetapi dapat mengakses sumber daya pendidikan yang disesuaikan dengan kebutuhan, yang pada akhirnya dapat meningkatkan efektivitas pembelajaran.

Penerapan AI ini tidak dapat dipisahkan dari kemajuan pesat teknologi dan dinamika zaman yang terus berkembang, yang menuntut adanya inovasi berkelanjutan dalam menciptakan solusi-solusi cerdas untuk berbagai permasalahan yang semakin kompleks (Supriadi, 2022:194). Adapun tujuan dari penelitian ini adalah untuk mengulas potensi dan tantangan penggunaan AI dalam pembelajaran IPS di kelas.

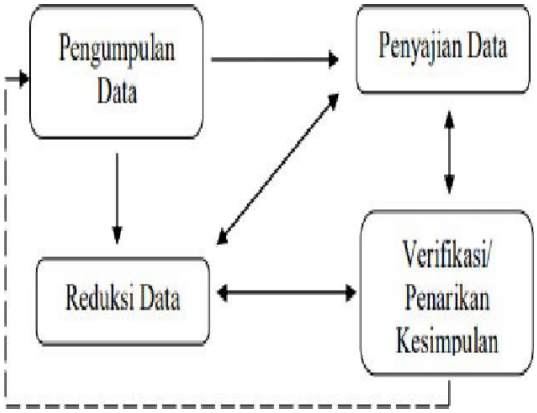
METODE PENELITIAN

Penelitian ini menggunakan metode penelitian literatur atau kepustakaan dengan pendekatan kualitatif yang melibatkan dua aspek utama: deskripsi dan analisis. Deskripsi digunakan untuk menggambarkan dan menjelaskan peristiwa, fenomena, serta situasi sosial yang sedang diselidiki dalam penelitian ini. Sementara itu, analisis bertujuan untuk memberikan makna, menginterpretasikan, dan membandingkan data yang dihasilkan dari

penelitian tersebut (Waruwu, 2023:2898).

Peneliti menggunakan beragam teknik dalam mengumpulkan data, dengan tujuan dapat mengumpulkan data yang diperlukan, dalam hal ini penulis menggunakan teknik studi dokumen berupa artikel, jurnal dan buku.

Validitas data atau keabsahan data penelitian mencakup penjelasan tentang bagaimana peneliti memverifikasi data atau melakukan triangulasi data. Penulis menerapkan triangulasi metode, sumber data, dan teori dengan tujuan menggabungkan berbagai data dan sumber yang ada, sehingga data yang diperoleh tidak subjektif tetapi objektif. Uji keabsahan data atau validitas data dalam metode penelitian kualitatif meliputi uji *credibility* (validitas internal/dalam), *transferabilit* (validitas eksterdal), *dependability* (relibilitas) dan *confirmability* (objektivitas), (Sugiyono, 2019: 488).



Metode analisis data yang digunakan dalam penelitian ini adalah analisis data interaktif, yang terdiri dari tiga langkah utama: reduksi data, penyajian data, dan penarikan kesimpulan (Dewi, 2018:8). Adapun langkah- langkah analisis data menurut Miles dan Huberman dalam (Sugiyono, 2019:439-448), seperti yang tertera gambar dibawah ini:

Gambar 1: Komponen dalam analisis data (Interactive Model)

Menurut Miles dan Huberman, analisis data model interaktif terdiri dari empat komponen utama:

1. Pengumpulan Data
   Tahap ini melibatkan pengumpulan informasi melalui berbagai metode seperti wawancara, observasi, dan analisis dokumen. Langkah awal ini sangat penting karena menyediakan data mentah untuk dianalisis.
2. Reduksi Data:
   Pada tahap ini, data mentah dipilih, difokuskan, disederhanakan, diabstraksikan, dan ditransformasikan. Reduksi data bertujuan untuk menajamkan, memilah, memfokuskan, membuang, dan mengorganisasi data sehingga kesimpulan akhir dapat ditarik dan diverifikasi.
3. Penyajian Data:
   Di tahap ini, data disusun dalam format yang memudahkan penarikan kesimpulan dan pengambilan tindakan. Penyajian data dapat berupa tabel, grafik, matriks, jaringan, dan bagan untuk memudahkan pemahaman data.
4. Penarikan Kesimpulan dan Verifikasi:
   Langkah ini melibatkan interpretasi data yang telah disusun dan disajikan. Kesimpulan awal yang diambil bersifat sementara dan memerlukan verifikasi untuk memastikan validitas dan keandalannya.

Metode analisis data yang digunakan dalam penelitian ini adalah analisis data interaktif, yang terdiri dari tiga langkah utama: reduksi data, penyajian data, dan penarikan kesimpulan (Dewi, 2018:8). Adapun langkah- langkah analisis data menurut Miles dan Huberman dalam (Sugiyono, 2019:439-448), seperti yang tertera gambar dibawah ini:

HASIL DAN PEMBAHASAN

Pendidikan IPS adalah gabungan dari berbagai disiplin ilmu sosial dan humaniora yang dirancang secara ilmiah untuk tujuan pendidikan. Diperkenalkan di Amerika Serikat pada tahun 1913 sebagai "social studies," pendidikan IPS lebih fokus pada aspek pendidikan daripada sekadar transfer konsep.

Pendidikan ini menggunakan pendekatan yang terintegrasi dan lintas disiplin dalam pengembangan materi sekolah. Tujuannya adalah untuk membentuk warga negara yang mampu bersosialisasi dan bertanggung jawab dalam menghadapi kompleksitas sosial dan fisik (Jumriani, 2021:1021).

Pada saat pandemi covid-19, percepatan implementasi AI dalam pembelajaran telah mengubah paradigma pendidikan di Indonesia. Fitur kecerdasan buatan telah menjadi teman belajar dari generasi gen-z dan gen alpha. Model dan metode pembelajaranpun lebih bervariasi dan juga lebih kreatif, sehingga pembelajaran yang dulunya sering menggunkan metode

konvensional seperti ceramah maka sekarang pembelajaran dikelas telah berubah, dan akses terhadap sumber materi lebih banyak lagi, sehingga kesempatan eksplorasi siswa menjadi lebih banyak lagi.

Kecerdasan buatan (AI) sedang dimanfaatkan dalam berbagai proyek untuk meningkatkan pengalaman belajar siswa dan guru. AI dapat mengotomatisasi tugas-tugas pendidikan seperti penilaian, menyesuaikan perangkat lunak pembelajaran dengan kebutuhan individu, dan memberikan dukungan tambahan melalui tutor berbasis AI.

Selain itu, AI juga mampu memberikan umpan balik yang berguna, menciptakan lingkungan pembelajaran trial-and-error yang lebih aman, serta mengubah cara sekolah mengumpulkan data dan mendukung siswa (Tjahyanti, 2022:19-20). Potensi AI dalam pendidikan sangat besar, dan meskipun mungkin AI tidak akan segera menggantikan guru, teknologi ini dapat mengubah banyak aspek dalam pendidikan, baik secara positif maupun negatif.

Potensi penggunaan AI dalam pembelajaran seperti yang telah di uji cobakan di 100 mahasiswa UNIMAR AMNI (Universitas Maritim AMNI), yang menggunakan AI sebagai metode pembelajaran bahasa dengan menggunakan sistem tutor pintar *(intelligent tutoring systems/ITS).*

Hasil penelitian ini menunjukkan bahwa penggunaan AI dalam pembelajaran bahasa Inggris secara signifikan meningkatkan kemampuan partisipan dalam mendengarkan, berbicara, membaca, dan menulis. Temuan ini mendukung penelitian sebelumnya yang telah menunjukkan potensi AI dalam meningkatkan pembelajaran bahasa.

Analisis data kuantitatif yang diperoleh menunjukkan adanya perbedaan signifikan antara skor pre-test dan post-test pada partisipan yang menggunakan AI sebagai alat bantu pembelajaran (Abimanto, 2023:256- 265). Peningkatan skor ini menggarisbawahi potensi AI dalam meningkatkan kemampuan bahasa Inggris, dengan memberikan pendekatan yang lebih personal dan adaptif terhadap kebutuhan individu peserta didik dan mahasiswa.

Pada abad ke-21, tantangan yang dihadapi semakin kompleks, sehingga individu tidak hanya dituntut untuk menguasai keterampilan dasar, tetapi juga harus memiliki kompetensi tingkat tinggi guna mengikuti dinamika perubahan, memanfaatkan teknologi, serta melakukan seleksi, analisis, dan evaluasi informasi dengan cepat.

Kompetensi ini esensial agar pengetahuan yang diperoleh dapat diterapkan secara efektif dalam kehidupan sehari-hari dan diubah menjadi produk yang bernilai. Kehadiran abad ke-21 telah menciptakan lingkungan global tanpa batas, di mana perkembangan teknologi yang pesat dan tantangan kehidupan yang semakin berat menuntut adaptasi yang lebih cepat.

Tantangan abad ke-21 menuntut pemikiran inovatif untuk menghasilkan output pendidikan yang berkualitas dan kompetitif dalam era globalisasi yang terbuka. Beberapa masalah yang dihadapi dalam pendidikan mencakup: (1) pembelajaran yang terlalu berfokus pada penguasaan teori dan hafalan, sehingga kemampuan penalaran peserta didik tidak berkembang secara optimal; (2) kurikulum yang terlalu padat, menyebabkan pembelajaran kurang kontekstual dan kurang relevan dengan lingkungan sekitar; (3) pemantauan mutu pendidikan yang kurang efektif; serta (4) rendahnya tingkat profesionalisme guru (Indraswati, 2020:13).

Individu yang tidak mampu beradaptasi dan bersaing dalam konteks ini akan terpinggirkan. Oleh karena itu, dalam konteks pendidikan, khususnya Pendidikan Ilmu Pengetahuan Sosial (IPS), diperlukan inovasi untuk menjawab tantangan abad ke-21 (Nurhayati, 2024:45-52).

Penerapan metode pembelajaran yang berfokus pada pemikiran kritis dan pemecahan masalah akan meningkatkan relevansi pembelajaran IPS dengan kehidupan nyata, sehingga peserta didik dapat memahami isu-isu secara mendalam dan menarik kesimpulan yang terarah, evaluatif, serta reflektif untuk memecahkan masalah sosial dan menjawab tantangan zaman.

Masa depan pembelajaran berbasis teknologi dan kecerdasan buatan (AI) merupakan elemen fundamental dalam transformasi pendidikan di era digital. Signifikansi pendekatan ini terus berkembang seiring dengan perubahan signifikan dalam gaya hidup, pekerjaan, dan proses pembelajaran.

Diskusi ini akan menguraikan pentingnya integrasi teknologi dan AI dalam pembelajaran serta relevansinya terhadap masa depan pendidikan. Selain itu, evaluasi objektif

merupakan komponen esensial dalam pembelajaran berbasis teknologi. Dengan bantuan AI, proses evaluasi dapat dilakukan secara adil dan konsisten, mengurangi potensi bias subjektif dalam penilaian. Inovasi dalam pembelajaran menjadi krusial untuk mencapai visi Society 5.0 yang berfokus pada manusia dan mendukung keberlanjutan di berbagai aspek kehidupan (Soegiarto, 2023).

Kecerdasan buatan (AI) berdampak besar pada pendidikan tinggi dengan mempermudah personalisasi pembelajaran. AI memungkinkan pengalaman belajar yang disesuaikan dengan kebutuhan siswa, meningkatkan efektivitasnya. Teknologi seperti chatbots membuat proses belajar lebih menarik dan efisien, serta membantu dalam evaluasi otomatis, mengurangi beban kerja pendidik dan memberikan umpan balik lebih cepat.

AI juga membantu mengelola data siswa dan proses pembelajaran dengan lebih efisien, serta membuat pendidikan jarak jauh lebih terjangkau dan berkualitas. Selain itu, AI mendeteksi dan mencegah plagiarisme, meningkatkan integritas akademik.

Meski AI memiliki banyak manfaat, masalah privasi dan keamanan data siswa perlu diperhatikan, dan peran pendidik harus disesuaikan dengan teknologi ini. Secara keseluruhan, AI membawa kemajuan positif dalam pendidikan tinggi, tetapi perlu diimbangi dengan perhatian terhadap etika dan keamanan data (Rifky, 2024:37).

KESIMPULAN

Kemajuan pesat dalam teknologi, khususnya kecerdasan buatan (AI), telah membawa transformasi yang mendalam dalam berbagai aspek kehidupan manusia, termasuk dalam cara belajar dan berinteraksi. AI kini menjadi elemen esensial dalam dunia pendidikan, menawarkan solusi inovatif yang memungkinkan personalisasi pembelajaran secara lebih komprehensif dan mendalam.

Dengan kemampuan AI untuk menganalisis data secara real-time dan menyajikan informasi yang relevan, materi pembelajaran dapat disesuaikan secara dinamis dengan kebutuhan dan preferensi individu siswa, yang pada akhirnya meningkatkan efektivitas proses pendidikan secara keseluruhan. Selain itu, AI mempercepat adopsi teknologi dalam lingkungan pendidikan, mengubah paradigma pembelajaran dari metode konvensional yang cenderung statis menjadi lebih adaptif, dinamis, dan interaktif.

Transformasi ini memberikan peluang bagi institusi pendidikan untuk lebih responsif terhadap tantangan era digital, menciptakan lingkungan belajar yang lebih kontekstual, relevan, dan menarik bagi siswa generasi masa kini. Namun, meskipun berbagai manfaat ditawarkan, penerapan AI dalam pendidikan juga menimbulkan tantangan signifikan, terutama terkait privasi dan keamanan data siswa, serta potensi ketergantungan berlebihan pada teknologi yang dapat mengurangi aspek manusiawi dalam pendidikan.

Oleh karena itu, implementasi AI harus diiringi dengan kebijakan yang ketat serta pertimbangan etis yang mendalam, guna memastikan bahwa teknologi ini digunakan secara bertanggung jawab dan berkelanjutan. Penelitian ini menemukan bahwa AI memiliki potensi luar biasa dalam menciptakan pendekatan pembelajaran yang lebih personal dan adaptif, dengan dampak positif yang signifikan terhadap hasil belajar siswa.

Tujuan dari penelitian ini adalah untuk mengkaji secara mendalam potensi dan tantangan dalam penggunaan AI, khususnya dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) di kelas, serta untuk memahami bagaimana AI dapat diterapkan secara efektif dan etis dalam konteks pendidikan yang terus berkembang di era digital.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6947

REBO PUNGKASAN TRADITION VALUES AS A HISTORY LEARNING SOURCE AND ARTIFICIAL INTELLIGENCE (AI) COUNTERWEIGHT

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Abstract

Value-based education at this time has a very important meaning to build the character of students, with social studies learning resources can be used as a medium to internalize the traditional values that exist in the student environment. An educator must also better understand and master the tradition. The purpose of this study is to build student character and expand environmental-based social studies learning resources by introducing the values of the Rebo Pungkasan tradition that exist in the learner's environment. This research method is a qualitative method with interview data collection techniques on community leaders in Singajaya District. The results of this study are the values contained in the Rebo Pungkasan tradition, namely (1) religious values, namely attitudes that are closer to God and tolerant of people with different beliefs. (2) the value of sharing or social care, in the rebo pungkasan tradition, the community is required to pray or share with fellow humans even though people have different beliefs. (3) cultural values, the Rebo Pungkasan tradition has culture and traditions that are believed by Muslims who carry out various traditions such as drinking isim water, eating dupi (ketupat wrapped in bamboo leaves). (4) historical value, in the implementation of the rebo pungkasan tradition, historical values are always instilled in the congregation to provide positive values from various historical deviations in the rebo pungkasan situation.

Keywords*: character education, social studies learning resources, the values of the rebo pungkasan tradition. Artificial intelligence*

PENDAHULUAN

Pendidikan pada saat ini menjadi penjamin kualitas diri seseorang dalam menjadi manusia yang mempunyai kualitas dalam segi akademiknya. Di dalam visi pendidikan untuk mempersiapkan manusia yang dapat memberikan suatu jawaban di era globalisasi saat ini adalah suatu keharusan yang dilakukan oleh setiap kalangan manusia (Oktarina, 2019). Artinya pentingnya pendidikan di era modern saat ini bukan hal yang biasa biasa saja melainkan suatu hal yang menjadi luar biasa yang harus di wajibkan bagi generasi muda karena tantangan era globalisasi saat ini menjadi penunjang persaingan dalam mempertahankan kualitas sumber daya manusia. Dalam peningkatan kualitas mutu manusi harus di internalisasikan dari sejak dini, Pembelajaran sejarah membahas hubungan antara manusia dengan lingkungannya. Lingkungan masyarakat dimana peserta didik tumbuh dan berkembang sebagai bagian di masyarakat, melakukan interaksi, komunikasi dengan individu lainnya. Pendidikan berbasis lingkungan masyaakat sangat di perlukan bagi seorang generasi muda, karena nilai kearifan lokal sangat penting di terapkan pada peserta didik yang mana di era modern ini berbagai aspek prilaku sudah banyak yang tidak mencirikan masyarakat Indonesia (Darmawati, 2020). Ini menunjukan bahwasannya pendidikan berbasis lingkungan masyarakat pada saat ini harus segera di internalisasikan pada peserta didik atau generasi muda karena mereka adalah bagian dari masyarakat yang akan menjalankan dari tradisi tersebut.

Artificial Intelligence (AI) merupakan mesin yang memiliki kemampuan dalam menyeleaikan suatu tugas tertentu sesuai data yang diberikan dengan cepat dan otomatis. Kegunaannya yang sangat besar membuat teknologi ini sangat populer di dunia. Terlebih lagi, di era digital dengan

kemajuan teknologi yang begitu besar membuat AI turut semakin berkembang dengan pesat sehingga bisa di terapkan di berbagai bidang kemasyarakatan.

Namun, kehadirannya yang membawa perubahan dan kemajuan ternyata memiliki konsekuensi tersendiri. Sebagian pihak menganggap AI bisa menjadi ancaman bagi manusia. Dalam dunia pekerjaan misalnya, AI di prediksi akan menggantikan tenaga kerja manusia pada beberapa pekerjaan tertentu karena dinilai lebih efektif dan efisien. Bahkan, saat ini banyak pihak atau perusahaan di dunia termasuk Indonesia, yang sudah menerapkan hal tersebut. Perubahan ini dapat menimbulkan kekecewaan pada para pekerja yang tergantikan oleh AI. Di Indonesia, hal ini tentu berhubungan dengan nilai-nilai sosial. Sehingga banyak pro dan kontra yang bermunculan tentang kehadiran kecerdasan buatan ini dan dampaknya terhadap penegakan nilai-nilai dalam masyarakat.

Tradisi *rebo weakasan* menjadi salah satu tradsi yang harus di pahami dan di ketahui oleh peserta didik sebagai generasi penerus dari kegiatan masyarakat tersebut. Pada tradisi rebo pungkasan terdapat nilai nilai, simbol-simbol yang menjadi cirikhas dari tradisi rebo pungkasan tersebut (Rahmawati et al., 2017). Dari symbol dan nilai nilai pada tradisi *rebo pungkasan* dapat dijadikan sumber pengetahuan bagi peserta didik untuk bisa mempertahankan dari tradisi lingkungan tersebut. Pada masyarakat kabupaten garut tradisi *rebo pungkasan* ini menjadi hal yang biasa di lakukan pada hari rabu terakhir di bulan sofar, masyarakat Garut berbondong bondong mempersiapkan kegiatan upacara tersebut dari sebelum uapcara di laksanakan. Pada tradisi *rebo pungkasan* banyak terdapat mitologi mitologi yang menjadi kepercayaan sebagian masayarakat berkenaan bulan sofar tersebut.

Dalam dunia pendidikan unsur kebudayaan harus menjadi salah satu target yang mana siswa harus mengenal lingkungannya sendiri, pada pembelajaran sejarah dapat di jadikan sumber belajar pengenalan tradisi, ini menujukan bahwa Sumber belajar merupakan sebagai pesan, orang, bahan, alat, teknik, dan latar dalam upaya mendapatkan hasil yang maksimal, maka sumber belajar itu perlu dikembangkan dan dikelola secara sistematik, bermutu, dan fungsional (Abdullah, 2012). Sumber belajar dapat di temukan dimana saja karena tujuan dari Sumber belajar merupakan sarana yang digunakan untuk mengembangkan materi pembelajaran (Anisah & Azizah, 2016).

Dalam pembelajaran sejarah yang terpenting tujuan dari Pembelajaran sejarah bagi siswa dasar dan menengah menurut (Sapriya, 2017, p. 201) mengatakan bahwa ada 4 tujuan pembelajaran sejarah yaitu : (1) Peserta didik harus mengenal konsep konsep yang berkaitan dengan kehidupan masyarakat. (2) Memiliki kemampuan dasar untuk berfikir logis kritis dan rasa ingin tahu, inkuiri, memecahkan masalah dan keterampilan dalam kehidupan social. (3) Memiliki komitmen dan kesadaran atas nilai nilai social dan kemanusiaan. (4) Memiliki kemampuan berkomunikasi, bekerja sama dan berkompetensi dalam duni masyarakat yang majmuk di kancah nasional maupun global.

Dari tujuan tersebut konsep- konsep yang manjadi dasar seorang pendidik untuk mencapai tujuan tersebut yaitu dengan memadukan pendidikan lingkungan dengan sumber belajar sejarah oleh karena itu peserta didik diharapkan mampu mengenal dan mempertahankan nilai nilai tradisi kearifan lokal *rebo pungkasan* pada langkungannya sendiri. Maka dari itu artikel ini mengangkat judul Nilai-Nilai Tradisi *Rebo Pungkasan* Sebagai Sumber Belajar Sejarah dan Penyeimbang Artificial Intelligence (AI).

METODE

Dalam penelitian ini pendekatan yang di gunakan yaitu pendekatan kualitatif deskriptif, pendekatan kualitatif ini merupakan metode untuk memahami makna dan mengeksplorasi terhadap sesuatu yang akan di teliti. Penelitian kualitatif tidak melakukan generelasi tapi lebih menekan kedalam informasi sehingga sampai pada tingkat makna (Sugiyono, 2019, p. 22). Pada studi deskriptif peneliti menggunakan metode ini agar dapat dengan jelas menggambarkan nilai nilai tradisi rebo pungkasan pada pembelajaran sejarah. lokasi penelitian ini yatiu berlokasikan di kecamatan Singajaya kabupaten Garut. Tehnik pengumpulan data dalam penelitian ini yaitu dengan, observasi, wawancara dan studi dokumentasi, kemudian data-data tersebut di

analisis dengan cara reduksi data, penyajian data dan verifikasi data untuk di cari titik jenuh pada penelitian ini.

HASIL DAN PEMBAHASAN

A. Hasil

Tradisi *rebo pungkasan* merupakan tradisi yang menjadi tradisi turun temurun sejak zaman para walisongo, beberapa pendapat para ulama memang belum menemukan hadist yang *sohih* terhadap tradisi *rebo pungkasan* ini, pada kontekstual sejarah tradisi *rebo pungkasan* ini setiap tahun itu diturunkan ke alam dunia ini tiga ratus dua puluh ribu musibah, semua musibah itu diturunkan pada hari Rabu akhir di bulan Safar (Khakim, F.2014). Turunnya musibah ini di ketahui oleh para ulama yang diberi anugrah oleh Allah SWT untuk bisa melihat sebuah musibah yang turun pada hari rabu akhir di bulan Safar.

Perkembangan tradisi *rebo pungkasan* ini juga terjadi di Kapanewon Pleret Kabupaten Bantul samapi saat ini masih terjaga namun dalam pra pelaksanaan nya hanya orang orang tertentu yang paham terhadap nilai nilai yang terjadi pada tradisi *rebo pungkasan.* Faktor yang melatar belakangi *Rebo Pungkasan* adalah pembingkaian adat dan tradisi non Islam dengan nilai-nilai Islam tersebut dapat terwujud karena warisan budaya Jawa yang harus dapat dipertahankan dan menyatu apabila dipadukan dengan unsur-unsur Islam (Nurozi, A. 2016). Dari pernyataan tersebut bahawasannya *rebo pungkasan* tidak keluar dari koridor keisalaman tradisi dapat di padukan dengan unsur kebudayaan dan keislaman yang akan selalu terjaga dalam unsur budaya lingkungan.

B. PEMBAHASAN

Dalam tradisi *rebo pungkasan* mempunyai arti dan makna yang baik, tidak hanya menjalankan saja akan tetapi masyarakat pada hari Rabu tersebut melakukan kebaikan sepanjang satu hari tersebut, seperti bergotong royong membersihkan lingkungan atau membantu pekerjaan yang bersifat umum, *bershodaqoh* atau kegiatan sosial, kegiatan sosial tersebut sperti berbagi kepada anak yatim atau faqir miskin. Tidak hanya kegiatan sosial yang di lakukan pada tradisi ini namun kegiatan upacaranya masih terjaga, konsep mitologi atau kepercayaan masyarakat dengan hal yang bersifat positif atau negatif masih sangat kental pada lingkungan kemasyaratan ini, seperti tradisi meminum air isim, memakan *dupi* atau ketupat yang di bungkusi oleh daun bambu, masyarakat masih mempercayai dari tradisi ini karena menurut tokoh masyarakat akan memberikan kebaikan dan perlindungan Allah Swt dari segala *bala* yang menimpa pada hari Rebo pungkasan tersebut.

1. Nilai Nilai yang terkandung pada tradisi *rebo pungkasan*

a. Religius/Toleran

Nilai religius merupakan salah satu nilai karakter keagamaan yang dijadikan sebagai sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianut, toleran terhadap pelaksanaan ibadah agama lain, dan hidup rukun dengan pemeluk agama lain(Wati & Arif, 2017). Nilai religius dalam tradisi *rebo pungkasan* memang menjadi paling depan di laksanakan karena dengan religius ini masyarakat memohon perlingdungan kepada Allah SWT dengan berbagai cara dalam beribadah, cara cara beribadah tersebut adalah dengan mengaji setelah salat subuh, shalat *lidaf'il bala,* berbagai doa- doa di panjatkan pada kegiatan hari Rabu terakhir bulan sofar tersebut. Dalam nilai religius ini masyarakat kecamatan Singajaya juga di haruskan mempunyai sifat dan prilaku toleansi terhadap masyarakat yang tidak melaksanakan ritual tradisi tersebut dengan berbagai keteladanan akhlaq yang mulia sehingga nilai nilai dari tradisi akan selalu terjaga dengan baik tanpa ada perselisihan berbeda pendapat.

Dalam hal ini nilai religius dapat menjadi kebiasaan para perserta didik terhadap peduli dalam kebaikan, lingkungan atau sesama manusia. Hal tersebut sejalan dengan pernyataan (Wati & Arif, 2017) bahwasannya karakter religius ini merupakan pondasi dari segala karakter yang akan ditanamkan oleh peserta didik. Karakter seorang peserta didik tidak bisa di jauhkan atau di pisahkan dari namanya hal yang bersifat religius karena, semua peserta didik dari sejak usia dini di tanamkan nilai nilai penting yang bersifat religius karena menjadi pondasi utama untuk memiliki sifat yang baik.

Peserta didik di haruskan memiliki nilai nilai tersebut karena peserta didik di didik dengan tempat yang baik namun ini tidak hanya

berlaku di sekolah saja akan tetapi berlaku pada hal yang bersifat lingkungan peserta didik. hal tersebut sejalan seperti yang di katakan (Rifa'i, 2016) Nilai religius multikultural merupakan nilai *urgen* untuk diinternalisasikan kepada peserta didik karena nilai tersebut akan mampu menjadikan peserta didik menjadi lebih toleran dan lebih religius bahkan mengamalkan ajaran agamanya dan menyentuh afeksi dan psikomotoriknya.

b. Saling berbagi (peduli sosial)

Pada dasarnya manusia adalah mahluk sosial yang di anjurkan memiliki rasa dan tanggung jawab pada sesama manusia. Mempunyai rasa peduli bisa di lakukan di mana saja seperti lingkungan keluarga, sekolah, dan masyarakat memberikan peranan yang berarti dan lingkungan masyarakat yang berperan paling tinggi terhadap pembentukan sikap peduli lingkungan peserta didik (Tamara, 2016). Peserta didik bisa di berikan pemahaman dan peranan pendidikan untuk menanamkan rasa peduli terhadap sesuatu yang bersifat lingkungan, manusia alam tempat tinggalnya dan lainnya.

Tadisi *rebo pungkasan* saling berbagi atau *bershodaqoh* memang menjadi hal yang sudah biasa di laksanakan oleh masyatrakat yang menjalankan tradisi tersebut, segala aspek yang bisa di gunakan untuk *bershodaqoh* mereka lakukan seperti membagi makanan, membagikan berupa materi pada faqir miskin dan anak yatim. Ini biasa di jadikan sumber pengajaran literasi pada siswa terhadap pentingnya saling berbagi pada sesama manusia. Seperti halnya masyarakat yang ada di pedesaan itu memiliki hubungan sosial antar masyarakat di sekitarnya yang tinggi, sehingga sikap peduli sosial yang tinggi ini siswa bawa ke lingkungan sekolah (Ningsi & Suzima, 2021). Dalam tradisi *rebo pungkasan* ini Nilai sosial bisa mereka aplikasikan pada lingkungan sekolahnya agar mereka memiliki rasa sosial dan kemanusiaan yang tinggi, mereka akan tergambarkan dari lingkungan tempat tinggalnya sendiri . Seperti yang di kemukakan oleh (Sari, 2016) bahwasannya pendidikan karakter dapat membangkitkan kembali semangat toleransi dan peduli sosial dapat dilakukan melalui pendidikan karakter yang diimplementasikan dalam institusi pendidikan. Sekolah dimana tempat berkumpulnya peserta didik dapat di internalisasikan melalui pembelajaran sejarah.

c. Nilai budaya

Pada tradisi *rebo pungkasan* memiliki nilai yang sangat berarti bagi masyarakat. Nilai-nilai Budaya Atau Kultural Merupakan Nilai-nilai yang Disepakati Oleh Semua Anggota Masyarakat, Suku Atau Bangsa (Ruky, 2016), nilai budaya pada tradisi rebo pungkasan ini tertuju pada ritual pelaksanaan tradisi rebo pungkasan yang menggunakan symbol-symbol dari tradisi ini, seperti (1) Meminum air putih *isim* dan mandi dengan air *isim. Makna konotasi air putih yaitu sebagai simbol kesucian, makna konotasi dupi adalah sebagai simbol penolakan yang di dalamnya terdapat rukun agama* (Rahmawati et al., 2017). Makna air *isim* yang di minum adalah air yang di berikan sekertas do'a-do'a yang di tuliskan dan kemudian di campurkan pada air minum atau mandi, sebagian masyarakat mempercayai bahwa dengan meminum dan mandi air isim tersebut akan bisa menolak *balahi* atau hal yang buruk yang akan menimpa terhadap dirinya. (2) Memakan *dupi*, *dupi* sama halnya dengan ketupat namun bungkusnya yang berbeda kalau ketupat menggunakan daun kelapa, sedangkan *dupi* menggunakan daun bambu sebagai bungkusnya. *Dupi* memiliki arti yang sangat baik bagi masyarakat, menurut kepercayaan masyarakat islam di kabupaten Garut *dupi* berasal dari kata *Dafa'a* dan masyarakat sunda khususnya menyebutkan nya dengan *dupi* artinya Tolak, masyarakat mengartikan makanan *dupi* ini sebagai makanan yang bisa menolak terhadap segala hal yang buruk pada hari *rebo pungkasan* tersebut. Rebo pungkasan ini merupakan tradisi yang sifatnya positif, yang bersinggungan dengan dua konsep agama dan budaya (Rahmawati et al., 2017). Dari nilai nilai budaya ini dapat di internalisasikan pada siswa karena pada halnya peserta didik harus mengetahui karena mereka akan menajadi pewaris budaya budaya pada lingkungannya sendiri.

Nilai budaya tersebut tidak hanya yang bersifat positif namun ada juga mitologi yang beersifat negative, sebagian masyarakat ada yang mempercayai bahwa pada hari rebo pungkasan banyak yang bersifat larangan seperti, (1)

dilarang menikah atau mengadakan acara pada bulan sofar karena berkaitan dengan rebo pungkasan yang diturunkannya 320.000 penyakit, masyarakat mempercayai bahwa pernikahan yang dilaksanakan pada bulan sofar tidak akan berlangsung lama akan berujung pada keburukan. (2). Dilarang membangun rumah, sebagian masyarakat memeprcayai bahwa membangun rumah pada bulan sofar tidak akan beranjak selesai dan akan kesulitan dalam materi. (3). Dilarang bepergian yang bersifat jauh atau merantau, karena menurut masyarakat bepergian di bulan sofar dengan berkaitannya dengan rebo pungkasan tidak akan selamat di perjalanan dan tidak akan tercapai apa yang akan dituju.

Nilai nilai yang terkandung pada Tradisi *Rebo Pungkasan* penting untuk di jadikan sumber belajar karena peserta didik bagian dari masyarakat yang akan meneruskan dari tradisi tersebut, kemudian harus di internalisasikan pada pembelajaran sejarah dalam materi Kebudayaan Lokal. Pada era globalisasi saat ini siswa di harapkan mampu menguasai dan mengenal keragaman lingkungannya sendiri. Seperti yang di katakan (Tanu, 2016) Pendidikan berbasis budaya (culture basededucation) merupakan mekanisme yang memberikan peluang bagi setiap orang untuk memperkaya ilmu pengetahuan dan teknologi melalui pembelajaran seumur hidup. Ini menunjukan bahwa manusia tidak terlepas dari tempat ruang dan sistem sosial dalam konteks lingkungan. Pada pembelajaran sejarah ini tidak hanya buku teks saja yang di sampaikan pada siswa namun berbagai aspek lingkungan juga perlu untuk di sampaikan pada siswa menurut (Subroto, 2011) sejarah sebagai gerakan sosio-kultural yang berperan sebagai wahana aktualisasi diri warganegara baik secara perorangan maupun kelompok sesuai dengan hak, kewajiban, dan konteks sosial budayanya, melalui partisipasi aktif secara cerdas dan bertanggung jawab.

2. Sumber Belajar Mata Pelajaran Sejarah

Sejarah merupakan mata pelajaran yang memuat disipin ilmu sosial yang kompleks sehingga guru memerlukan strategi yang tepat agar tujuan pembelajaran dapat tercapai dengan maksimal Ni'mah, S. (2019). Strategi yang di haruskan bagi pendidik adalah dengan cara mereka harus lebih memahami terhadap tradisi tradisi yang berperajn positif pada lingkungan masyarakat. Dari segala aspek nilai nilai tradisi rebo pungkasan ini dapat di jadikan sumber belajar sejarah, dengan segala nilai nilai positif yang menjadi acuan umat beragama islam. pada saat ini guru juga dituntut harus memiliki kemampuan menguasai lingkungan untuk di internalisasikan pada siswa mengenai hal yang berbasic pendidikan lingkungan dan masyarakat, karena tujuan dari pendidikan sejarah harus memiliki beberapa kemampuan yang berbasis masyarakat. seperti halnya tradisi *rebo pungkasan* yang terdapat pada lingkungan peserta didik, sumber belajar sejarah menjadi tempat penginternalisasian nilai nilai tradisi *rebo pungkasan,* sehingga siswa akan merasa bahwa dirinya harus mampu mempertahankan suatu tradisi *rebo pungkasan* yang ada di lingkungannya.

Pembelajaran sejarah melalui penerapan nilai-nilai kearifan lokal merupakan suatu upaya untuk menanamkan rasa kepedulian terhadap sesama, meluaskan pengetahuan tentang budaya bangsa, serta merupakan bagian dari upaya untuk meminimalisir dampak negatif dari arus globalisasi yang tidak lagi dapat dihindarkan dewasa ini (Widyanti, 2016). Pernyataan tersebut menajadi penunjang bahwasannya siswa sebagai generasi masa kini menjadi efek dari perubahan globalisasi harus selalu di tanamkan nilai-nilai postivisme dari suatu tradisi yang bertujuan untuk memberikan pendidikan karakter dengan menerapkan nilai nilai tradisi rebo pungkasan pada lingkungan pendidikan di sekolah/madrasah.

SIMPULAN DAN SARAN

Simpulan

Kehadiran kecerdasan buatan (AI) dapat dianggap sebagai ancaman atau peluang tergantung pada bagaimana teknologi tersebut digunakan dan diatur. Secara inheren, AI adalah sekumpulan algoritma dan komputer yang dapat melakukan tugas-tugas yang biasanya membutuhkan kecerdasan manusia. AI dapat digunakan untuk

berbagai tujuan, termasuk pengembangan ekonomi, peningkatan efisiensi, dan pemberdayaan masyarakat. Dalam konteks nilai sosial, kehadiran AI dapat membawa peluang dan tantangan yang harus dihadapi. Sebagai sebuah negara yang berlandaskan Pancasila, penting untuk memastikan bahwa perkembangan AI sejalan dengan nilai-nilai sosial kemasyarakatan. Dengan memperhatikan aspek ini, kehadiran AI dapat menjadi peluang dalam menghadapi tantangan dan meningkatkan implementasi nilai-nilai dalam masyarakat itu sendiri.

Tradisi *rebo pungkasan* merupakan tradisi yang di laksanakan umat muslim pada hari rabu terakhir di bulan Shofar Hijriah, umat muslim mempercayai bahwa pada hari rabu terakhir tersebut akan di turunkannya 320.000 penyakit, sebagian melaksanakan nya dengan berbagai tradisi seperti halnya berdoa saling berbagi dan berbagai aspek symbol, nilai nilai yang terkandung yaitu :

1) Nilai religius, yang berarti bahwa lebih mendekatkan diri pada sang pencipta alam dan lebih bisa mensyukuri kehidupan in tanpa ada perdebatan dengan masyarakat yang berbeda keyakinan.
2) Saling berbagi atau peduli sosial, artinya bahwa menurut masyarakat dengan kita banyak berbagi menjadi penolak bala atau marabahaya terhadap dirinya.
3) Nilai budaya, dari nilai budaya memiliki beberapa keunikan yaitu pada saat pelaksanaan tradisi *rebo pungkasan* diwajibkan harus ada makanan seperti (Dupi) yaitu makanan dari beras yang sama seperti ketupat namun dupi bungkusnya menggunakan daun bambu. *Dupi* berasal dari kata Bahasa arab yaitu *Dafa'a* artinya Tolak, dan orang muslim bersuku sunda mengartikannya dengan menolak bala atau menolak segala penyakit atau..

Saran

a. Masyarakat Desa Wonokromo dan Kapanewon Pleret
   1. Hendaknya pelaksanaan upacara *Rebo Pungkasan* tetap dilestarikan dan dengan tetap tidak menyimpang dari ajaran agama.
   2. Hendaknya pemerintah lebih memperhatikan tradisi upacara *Rebo Pungkasan* agar terjaga kemurnian nilai tradisi baik dari segi nilai religi ataupun sosial budaya.

b. Bagi Pendidikan
   Hendaknya upacara *Rebo Pungkasan* dijadikan sebagai salah satu sumber belajar khususnya Mata Pelajaran Sejarah dan umumnya mata Pelajaran pada rumpun IPS karena *rebo pungkasan* sarat akan nilai-nilai luhur sehingga dapat mengajarkan arti pentingnya nilai sejarah bagi para peserta didik dan pemangku pendidikan yang berkepentingan di bidang pendidikan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6995

INCREASING INTEREST, CREATIVITY AND LEARNING OUTCOMES IN CIVICS THROUGH A PROJECT-BASED LEARNING MODEL PROJECT-BASED LEARNING MODEL

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Abstract

This research aims to increase interest, creativity, and PKN learning outcomes through the application of the Project Based Learning Learning Model for Class. This research is Classroom Action Research. The subjects of this research were 37 class XI students at SMKN 1 Kalasan. Data collection techniques are carried out using questionnaires, observations and tests. The data analysis technique uses quantitative descriptive techniques with percentages. The results of the research concluded that 1) Through the application of the Project Based Learning (PjBL) learning model, 19 students (51.35) could increase the learning interest of class XII A students at SMKN 1 Kalasan. %), increased in cycle I by 25 students (67.57%), and increased in cycle II by 32 students (86.49%). 2) Through the application of the Project Based Learning (PjBL) learning model, it can increase the learning creativity of class in cycle I there were 27 students (72.97%), and increased in cycle II as many as 30 students (86.09%). 3) Through the application of the Project Based Learning (PjBL) learning model, it can improve the learning outcomes of class increased in cycle I by 26 students (70.27%), and increased in cycle II by 31 students (83.78%).

Keywords: interest in learning, creativity in learning, learning outcomes, project based learning

PENDAHULUAN

Pendidikan adalah wahana yang dapat digunakan untuk penanaman kreativitas. Pendidikan mempunyai peran penting dalam menghasilkan manusia Indonesia yang kreatif tertuang dalam Undang-Undang No. 20 tahun 2003 tentang sistem pendidikan nasional pasal 3 yang menyebutkan bahwa pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warganegara yang demokratis serta bertanggung jawab. Proses pembelajaran bukan hanya diarahkan pada upaya mendapatkan ilmu pengetahuan sebanyak-banyaknya, tetapi juga bagaimana menerapkan seluruh pengetahuan yang didapat tersebut untuk mengatasi permasalahan atau mengerjakan tugas yang ada hubungannya dengan bidang studi yang sedang dipelajari.

Pada saat ini proses pembelajaran masih banyak didominasi oleh guru dengan metode ceramah dan peserta didik cenderung pasif karena hanya mendengarkannya. Dalam kondisi demikian pengalaman belajar peserta didik hanya mendengarkan ceramah guru saja, sehingga peserta didik masih bersikap pasif saja tidak ada keaktifan dan kepedulian. Peserta didik kurang memiliki kemampuan memecahkan permasalahan sosial yang kontekstual,

yakni permasalahan yang dialami dalam kehidupan sehari-hari.

Begitu juga tantangan yang dihadapi dalam pembelajaran PKN dewasa ini mengharuskan guru untuk aktif dan kreatif mensiasati dengan cara mencari model pembelajaran yang sesuai dengan pengembangan kurikulum dimana peserta didik dituntut untuk belajar secara aktif, kreatif, mandiri, serta bertanggung jawab agar mencapai kompetensi sesuai standar. Sehingga guru tidak mendominasi dalam kegiatan pembelajaran yang mengakibatkan peserta didik menjadi pasif.

Model pembelajaran yang diterapkan oleh guru di sekolah selama ini masih dengan model ceramah sehingga kurang mampu memotivasi peserta didik untuk belajar lebih aktif dan kreatif. Untuk itu guru mencoba mencari solusi dengan menerapkan model pembelajaran *Project Based Learning*. Model Pembelajaran *Project Based Learning* (PjBL). Model Pembelajaran Berbasis Proyek (*Project Based Learning*) merupakan model atau metode belajar yang menggunakan masalah sebagai langkah awal dalam mengumpulkan dan mengintegrasikan pengetahuan baru berdasarkan pengalamannya dalam beraktivitas secara nyata.

Dalam pembelajaran PKN yang dilaksanakan secara menyenangkan akan memudahkan peserta didik dalam memahami konsep-konsep yang ada. Namun pembelajaran PKN di kelas XI SMK N 1 Kalasan, proses pembelajaran masih sering diabaikan. Terlebih dalam pembelajaran PKN untuk media pembelajaran sangat terbatas dan sedikit. Pembelajaran yang cenderung monoton menjadikan peserta didik bosan, omong sendiri, ngobrol dengan teman dan tidak tertarik untuk mendengarkan guru yang sedang memberikan materi pembelajaran. Adanya hal tersebut peneliti tergugah untuk segera menyelesaikan permasalahan diatas, salah satunya dengan cara merubah pandangan belajar peserta didik, bahwa PKN membosankan dan banyak materi menghafal serta masih terpusat pada guru. Salah satu aternatif untuk mengatasi masalah yang ada berupa penerapan model pembelajaran yang mengutamakan minat belajar, kreativitas peserta didik dalam memecahkan masalah. Model pembelajaran yang dimaksud adalah model pembelajaran PjBL yang cocok diterapkan pada pembelajaran PKN peserta didik kelas XI di SMK N 1 Kalasan. Pembelajaran PKn yang identik dengan menghadapi masalah, sehingga peserta didik dilatih untuk mengembangkan kemampuan menyelesaikan masalah yang berorientasi pada masalah otentik dari kehidupan aktual peserta didik, serta untuk merangsang kemampuan berfikir tingkat tinggi.

METODE PENELITIAN

Penelitian ini bertempat di SMK N 1 Kalasan yang terletak di Randugunting Rt 01/Rw 01, Kepatihan, Tamanmartani, Kalasan, Kabupaten Sleman, Daerah Istimewa Yogyakarta. Penelitian dilaksanakan pada semester genap tahun pelajaran 2023/2024 selama tiga bulan yaitu bulan Desember 2023 – Maret 2024.

Subjek dalam penelitian ini adalah peserta didik kelas XI SMK N 1 Kalasan Tahun Pelajaran 2023/ 2024 sebanyak 37 peserta didik. Dalam penelitian ini peneliti dibantu 1 guru mata pelajaran PKN lain sebagai kolaborator dalam mengamati segala aktivitas peserta didik selama proses pembelajaran. Objek dalam penelitian ini adalah adanya perbaikan dalam pembelajaran untuk meningkatkan minat, kreativitas dan hasil belajar PKN pada pembelajaran tematik melalui penggunaan model

Pembelajaran *Project Based Learning* (PjBL).

Penelitian tindakan kelas memiliki ciri khusus, yaitu sikap reflektif yang berkelanjutan sehingga proses dan hasil penelitian dapat menjadi penjelasan dan justifikasi tentang kemajuan, peningkatan, kemunduran, kekurangefektifan dalam proses pembelajaran. Penelitian ini dimaksudkan untuk meningkatkan minat belajar, kreativitas dan hasil belajar PKN pada peserta didik melalui model Pembelajaran PjBL Penelitian tersebut dilaksanakan dalam 3 siklus tindakan dengan model Kurt Lewin (Suharsimi, 2014: 131). Pelaksanaan penelitian tindakan kelas ini mengikuti tahap penelitian yang setiap siklus terdiri dari tahap perencanaan tindakan, pelaksanaan tindakan, observasi, dan refleksi. Dalam penelitian ini digunakan dua siklus penelitian (siklus I dan siklus II) dengan empat tahap pelaksanaan.

Teknik pengumpulan data menggunakan berbagai macam cara, yaitu: Tes, Observasi, dan Angket. Instrumen yang digunakan dalam penelitian ini adalah dengan menggunakan observasi, angket dan tes.

Tabel 5. Rekap Kategori Minat Belajar Pada Pra Siklus

No.	Kategori	Jumlah	Persentase
1	Sangat baik	4	10,81%
2	Baik	15	29.41%
3	Cukup	13	29.41%
4	Kurang	5	29.41%
Jumlah		37	

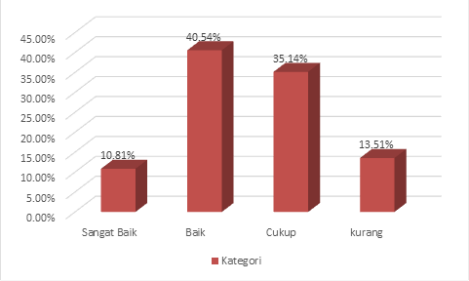
Berdasarkan tabel tersebut dapat dijelaskan bahwa pada pra siklus peserta didik yang mempunyai minat belajar sangat baik 4 peserta didik (10,81%), peserta didik yang berkategori baik 15 peserta didik (40,54%), peserta didik yang berkategori cukup 13 peserta didik (35,14%), berkategori kurang 5 peserta didik (13,51%). Berkaitan dengan hasil pengamatan terhadap minat peserta didik masih sangat perlu peningkatan terhadap minat belajar peserta didik, oleh karena itu perlu sekali dorongan dari berbagai pihak agar peserta didik lebih berminat dalam mengikut pelajaran PPKn.

Teknik analisa data yang digunakan dalam penelitian ini adalah metode diskriptif kuantitatif dengan prosentase merupakan suatu metode yang menyajikan data penelitian apa adanya. Data mengenai hasil belajar diambil dari kemampuan kognitif peserta didik dengan cara menghitung nilai dan ketuntasan belajarnya. Data yang diperoleh dari observasi kemudian dikumpulkan dan dilakukan rekap hasil sedangkan untuk angket kreativitas dengan cara melakukan tabulasi terhadap hasil angket yang diperoleh dari peserta didik, yang kemudian dipersentasekan. Data mengenai hasil belajar diambil dari kemampuan kognitif peserta didik dengan cara menghitung nilai dan ketuntasan belajarnya.

HASIL PENELITIAN DAN PEMBAHASAN

Pra Siklus

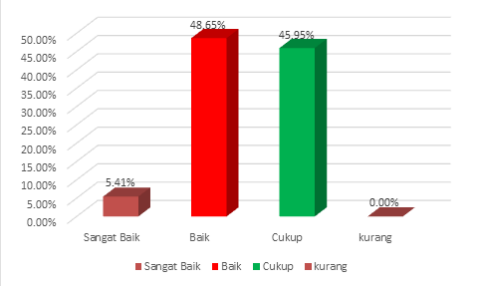
Untuk mendapatkan data minat belajar PPKn, peneliti bersama kolaborator melakukan pengamatan terhadap minat belajar peserta didik, berdasarkan hasil pengamatan berikut minat belajar peserta didik pada pra siklus:



kreativitas belajar peserta didik kelas SMKN 1 Kalasan.

Tabel 6. Rekap Kategori Kreativitas Belajar Pada Pra Siklus

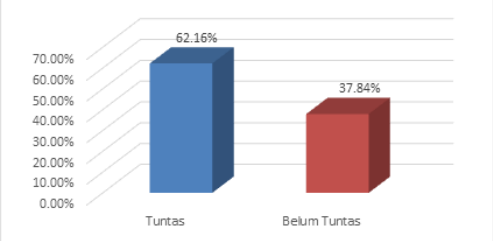
No.	Kategori	Jumlah	Persentase
1	Sangat baik	2	5,41%
2	Baik	18	48,65%
3	Cukup	17	45,95%
4	Kurang	0	-
Jumlah		37	



Berdasarkan tabel tersebut dapat dijelaskan bahwa pada pra siklus peserta didik yang mempunyai kreativitas belajar sangat baik 2 peserta didik (5,41%), peserta didik yang berkategori baik 18 peserta didik (48,65%), peserta didik yang berkategori cukup 17 peserta didik (45,95%). Berkaitan dengan hasil pengamatan terhadap kreativitas peserta didik masih sangat perlu peningkatan terhadap minat belajar peserta didik, oleh karena itu perlu sekali dorongan dari berbagai pihak agar peserta didik lebih berminat dalam mengikut pelajaran PPKn. Sedangkan untuk hasil belajar peserta didik, peneliti melihat dari hasil ulangan terakhir. Dalam ulangan tersebut guru kelas memberikan latihan berupa pilihan ganda dan essay. Adapun hasil belajar yang didapatkan adalah sebagai berikut:

Tabel 7. Rangkuman Hasil Belajar PPKN Pra Siklus

Nilai	Jumlah	Persentase
> KKM	22	62,16%
< KKM	15	37,84%
Jumlah	37	



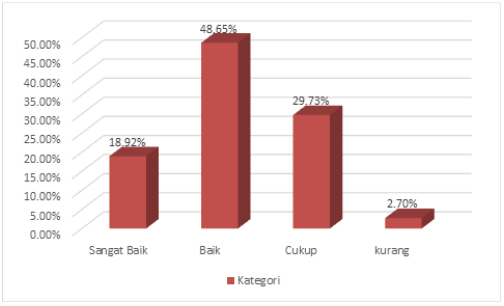
Berdasarkan tabel dan histogram di atas dapat dijelaskan bahwa hasil belajar PPKN yang mendapatkan nilai KKM sebanyak 22 peserta didik (62,16%), hal ini belum sesuai dengan indikator keberhasilan yang ditentukan sehingga masih perlu tindakan. Dalam penelitian ini, peneliti ingin menerapkan model pembelajaran Project Based Learning agar pembelajaran lebih bermakna dan dapat meningkatkan minat, kreativitas dan hasil belajar PPKn pada peserta didik kelas XI SMKN 1 Kalasan.

Siklus I

Pengamatan didasarkan hal-hal yang dilakukan oleh peserta didik. Minat peserta didik terhadap proses pembelajaran PPKn sangat menentukan keberhasilan peserta didik dalam belajar, oleh karena itu perlu sekali diperhatikan agar peserta didik mendapatkan hasil belajar yang lebih maksimal. Minat peserta didik pada siklus I ini meningkat daripada pertemuan sebelumnya. Berikut hasil pengamatan peserta didik terhadap minat belajar peserta didik:

Tabel 8. Rekap Kategori Minat Belajar Pada Siklus I

No.	Kategori	Jumlah	Persentase
1	Sangat baik	7	18,92%
2	Baik	18	48,65%
3	Cukup	11	29,73%
4	Kurang	1	2,70%
Jumlah		37	

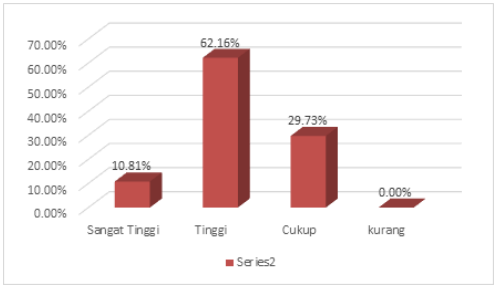


Berdasarkan tabel tersebut dapat dijelaskan bahwa pada siklus I peserta didik yang mempunyai minat belajar sangat baik 7 peserta didik (18,92%), peserta didik yang berkategori baik 18 peserta didik (48,65%), peserta didik yang berkategori cukup 11 peserta didik (29,73%), dan berkategori kurang 1 peserta didik (2,70%). Berkaitan dengan hasil pengamatan terhadap minat peserta didik mengalami peningkatan terhadap minat belajar peserta didik, oleh karena itu perlu sekali dorongan dari berbagai pihak agar peserta didik lebih berminat dalam mengikut pelajaran PPKn.

Di akhir siklus I, guru memberikan angket kreativitas kepada peserta didik, guru menjelaskan bahwa pengisian angket tidak ada pengaruhnya terhadap penilaian hasil belajar, jadi diharapkan peserta didik mengisi sesuai dengan kondisi peserta didik sebenar-benarnya. Berdasarkan hasil pengamatan, maka diperoleh hasil sebagai berikut:

Tabel 9. Rangkuman Kreativitas belajar Peserta didik Pada Siklus I

No.	Kategori	Jumlah	Persentase
1	Sangat baik	4	10,81%
2	Baik	23	62,16%
3	Cukup	11	29,73%
4	Kurang	0	0,00%
Jumlah		37	



Berdasarkan tabel tersebut di atas, untuk kreativitas belajar peserta didik pada siklus I kreativitas belajar peserta didik yang berkategori Sangat Baik sebanyak 4 peserta didik (10,81%), peserta didik yang mempunyai kategori baik 23 peserta didik (62,16%), peserta didik yang mempunyai kategori cukup 11 peserta didik (29,73%).

Hasil belajar pada siklus I ini berdasarkan atas pencapaian nilai peserta didik pada soal evaluasi yang dibagikan di akhir siklus I. Berdasarkan hasil tes prestasi belajar PKn pada akhir siklus I didapatkan terdapat peningkatan apabila dibandingkan dengan tahap pra tindakan. Prestasi belajar PKn pada siklus I dapat dideskripsikan pada tabel sebagai berikut :

Tabel 10. Prestasi Belajar Siklus I

No	KKM	Jumlah Peserta didik	Persentase	Rata-rata Kelas
1	≥ 75	28	75,68%	76,38
2	< 75	9	24,32%	
Jumlah		37	100,0	

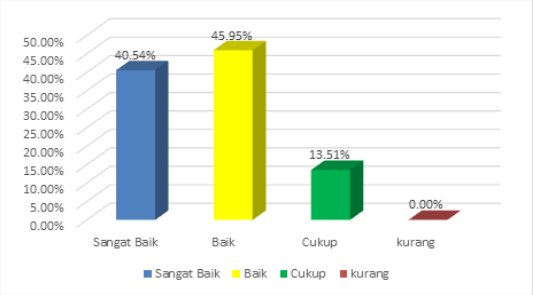
Tabel di atas menunjukkan bahwa rata-rata prestasi belajar PKn pada siklus I adalah 76,38. Adapun ketuntasan klasikal diperoleh sebesar 28 peserta didik (75,68%).

Siklus II

Pengamatan didasarkan hal-hal yang dilakukan oleh peserta didik. Minat peserta didik terhadap proses pembelajaran PPKn sangat menentukan keberhasilan peserta didik dalam belajar, oleh karena itu perlu sekali diperhatikan agar peserta didik mendapatkan hasil belajar yang lebih maksimal. Minat peserta didik pada siklus II ini meningkat daripada pertemuan sebelumnya. Berikut hasil pengamatan peserta didik terhadap minat belajar peserta didik:

Tabel 11. Rekap Kategori Minat Belajar Pada Siklus II

No.	Kategori	Jumlah	Persentase
1	Sangat baik	15	40,54%
2	Baik	17	45,95%
3	Cukup	5	13,51%
4	Kurang	0	0,00%
Jumlah		37	

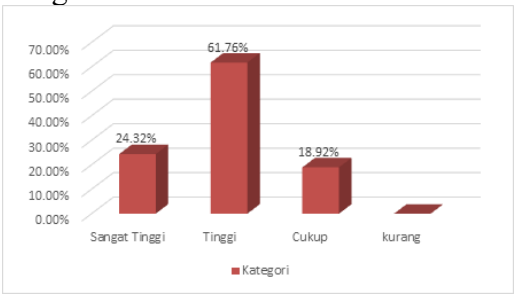


Berdasarkan tabel tersebut dapat dijelaskan bahwa pada siklus I peserta didik yang mempunyai minat belajar sangat baik 15 peserta didik (40,54%), peserta didik yang berkategori baik 17 peserta didik (45,95%), peserta didik yang berkategori cukup 5 peserta didik (13,51%). Berkaitan dengan hasil pengamatan terhadap minat peserta didik mengalami peningkatan dari siklus sebelumnya dan telah sesuai dengan indikator keberhasilan yang telah ditentukan.

Di akhir siklus II, guru memberikan angket kreativitas kepada peserta didik, guru menjelaskan bahwa pengisian angket tidak ada pengaruhnya terhadap penilaian hasil belajar, jadi diharapkan peserta didik mengisi sesuai dengan kondisi peserta didik sebenar-benarnya. Berdasarkan hasil pengamatan, maka diperoleh hasil sebagai berikut:

Tabel 12. Rangkuman Kreativitas belajar Peserta didik Pada Siklus II

No.	Kategori	Jumlah	Persentase
1	Sangat baik	9	24,32%
2	Baik	21	61,76%
3	Cukup	7	18,92%
4	Kurang	0	0,00%
Jumlah		37	



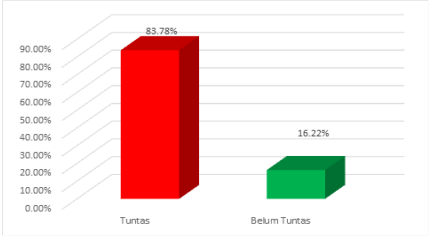
Berdasarkan tabel tersebut di atas, untuk kreativitas belajar peserta didik pada siklus II kreativitas belajar peserta didik yang berkategori Sangat Baik

sebanyak 9 peserta didik (24,32%), peserta didik yang mempunyai kategori baik 21 peserta didik (61,76%), peserta didik yang mempunyai kategori cukup 7 peserta didik (18,92%).

Hasil belajar pada siklus II ini berdasarkan atas pencapaian nilai peserta didik pada soal evaluasi yang dibagikan di akhir siklus II. Berdasarkan hasil tes prestasi belajar PKn pada akhir siklus II didapatkan terdapat peningkatan apabila dibandingkan dengan tahap pra tindakan. Prestasi belajar PKn pada siklus II dapat dideskripsikan pada tabel sebagai berikut :

Tabel 13. Prestasi Belajar Siklus II

No	KKM	Jumlah Peserta didik	Persentase	Rata-rata Kelas
1	≥ 75	31	83,78%	78,81
2	< 75	6	16,.32%	
Jumlah		37	100,0	



Berdasarkan tabel dan grafik di atas menunjukkan bahwa rata-rata prestasi belajar PKn pada siklus II adalah 78,81. Adapun ketuntasan klasikal diperoleh sebesar 31 peserta didik (83,78%).

PENUTUP

Kesimpulan

Melalui penerapan model pembelajaran Project Based Learning (PjBL) dapat meningkatkan minat belajar peserta didik kelas XII A SMKN 1 Kalasan dilihat dari pada pra siklus peserta didik yang memiliki kategori baik pada pra siklus sebanyak 19 peserta didik (51,35%), meningkat pada siklus I sebanyak 25 peserta didik (67,57%), dan meningkat pada siklus II sebanyak 32 peserta didik (86,49%).

Melalui penerapan model pembelajaran Project Based Learning (PjBL) dapat meningkatkan kreativitas belajar peserta didik kelas XII A SMKN 1 Kalasan dilihat dari pada pra siklus peserta didik yang memiliki kategori baik pada pra siklus sebanyak 20 peserta didik (54,05%), meningkat pada siklus I sebanyak 27 peserta didik (72,97%), dan meningkat pada siklus II sebanyak 30 peserta didik (86,09%).

Melalui penerapan model pembelajaran Project Based Learning (PjBL) dapat meningkatkan hasil belajar peserta didik kelas XII A SMKN 1 Kalasan dilihat dari pada pra siklus peserta didik yang memiliki nilai lebih dari KKM pada pra siklus sebanyak 23 peserta didik (62,16%), meningkat pada siklus I sebanyak 26 peserta didik (70,27%), dan meningkat pada siklus II sebanyak 31 peserta didik (83,78%).

Saran

Pelaksanaan penerapan model pembelajaran project based learning (pjbl) memerlukan peran guru sebagai fasilitator yang baik dalam kegiatan pembelajaran, oleh karena itu hendaknya guru selalu memantau aktifitas peserta didik selama kegiatan belajar mengajar berlangsung agar kegiatan pembelajaran dapat berjalan dengan kondusif dan efektif.

Guru diharapkan dapat menerapkan strategi, metode atau model pembelajaran yang bervariasi, dan dapat melibatkan peserta didik dalam proses kegiatan pembelajaran agar peserta didik tidak bosan, semangat dalam belajar, dan keaktifan belajar peserta didik dapat meningkat.

Peserta didik hendaknya lebih aktif dan bersemangat dalam belajar berkelompok terutama pada saat

diskusi, pembuatan proyek dan presentasi, agar tugas yang diberikan oleh guru dapat terselesaikan dengan mudah dan cepat.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6867

CHARACTER DEVELOPMENT OF ENVIRONMENTAL CARE AND HUMANISM THROUGH LOCAL TOURISM POTENTIAL IN SMP NEGERI 1 GALING

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Abstract

This study aims to evaluate the condition of tourism potential in Sambas area, analyze the impact of tourism potential on the character of the local community, and assess the character of environmental care and humanism in students at SMP Negeri 1 GalingTop of FormBottom of Form. The method used in this research is qualitative method. This form of research uses descriptive qualitative research which aims to describe, analyze, record, and interpret the conditions that occur or exist at the research location. Data sources in primary data research using archives, interviews with local communities, village officials, teachers, while secondary data that will be collected in this study are used to support primary data. Secondary data used in this research is in the form of a profile or description of the Paloh District area obtained from the Sebubus Village office. In this study researchers examined the condition of the local tourism potential of the Sambas region, the results of the data obtained were the government and visitors to the local tourism. Data obtained through direct observation in the field and interviews. Sea turtles are one of the protected fauna because of their endangered population, if sea turtle nesting sites are not considered in the management of coastal and coastal areas, it will have an impact on sea turtle populations and even shrinkage due to land conversion of coastal areas for various uses.

Keywords: Character, environmental care, tourism potential

INTRODUCTION

Indonesia has a coastline with a length of 95,181 km. (Fathurrohmah et al., 2013), making Indonesia the country with the second longest coastline in the world after Canada (Chamdareno et al., 2019). As much as 71% of the total area of Indonesia is marine waters with an area of 5.8 Km 2 (Hambali et al., 2021). Coastal areas are inherent in Indonesia's vast territory (Andina, 2015). According to the Law on the Management of Coastal Areas and Small Islands, coastal areas are transitional areas between terrestrial and marine ecosystems (Law No. 1 of 2014 concerning Amendments to Law No. 27 of 2007 concerning Management of Coastal Areas and Small Islands). Furthermore, the coastal area is defined as the meeting area between land and sea (Trinanda, 2017). Coastal areas towards land include parts of the land (Arisaputra, 2015), both dry and submerged in water, which are still influenced by marine characteristics such as tides, sea breezes and saltwater seepage (Sucahyowati & Hendrawan, 2020). Meanwhile, coastal areas towards the sea include parts of the sea that are still influenced by natural processes that occur on land such as sedimentation (Muharuddin, 2019) and freshwater flow, as well as those caused by human activities on land such as pollution (Harahap, 2015).

Based on the results of previous literature studies, Indonesia as a country with extensive coastal areas is considered to have abundant resource potential but has not been accompanied by optimal resource management (Trinanda, 2017). The potential resources of Indonesia's coastal areas include resources that can be renewable resources consisting of coral reefs,

seaweed and seagrass beds (Harahap, 2015), mangrove forests, marine fisheries resources, and bioactive materials, non- renewable resources consisting of mineral and geological resources (Kadarisman, 2017), as well as economic development potential such as the use of coastal areas as tourism and recreation sites (Zayadi & Hakim, 2013), education and research facilities and transportation and communication media.

Problems that often occur in coastal areas are damage to marine ecosystems (Vatria, 2013) due to fishing activities that use fishing gear that is not nvironmentally friendly (Chaliluddin et al., 2019) and is harmful to the sustainability of the ecosystem by unscrupulous fishermen (Lestari, 2017). Even though the government has issued Law Number 45 of 2009 concerning Amendments to Law Number 31 of 2004 concerning Fisheries which contains a ban on the use of fishing gear that can damage the sustainability of fish resources. Then the Minister of Maritime Affairs and Fisheries of the Republic of Indonesia issued Minister of Maritime Affairs and Fisheries Regulation Number 2 of 2015 concerning the prohibition of the use of trawls and seine nets (Adhitama et al., 2018). However, in practice there are still fishermen who catch fish in ways that have been prohibited and damage the marine ecosystem.

According to the results of a study conducted by (Trinanda, 2017), one of the problems that occur in the management of coastal areas is the lack of awareness of local communities in the knowledge and utilization of technology based on environmental conservation in everyday life. In general, the implementation of coastal resource management patterns is still top down, local communities do not get the opportunity to participate in coastal area management activities. All implementation of coastal area management activities ranging from policy making, planning, implementation, monitoring and evaluation are carried out by the government.

Sea turtles have a strong back-to-home nature (Nuitja, 1992), namely migration between foraging locations and nesting locations. Based on the Directorate of Conservation and Marine National Parks (2009), the existence of sea turtles, both in the waters and when laying eggs when heading to the nesting area, has many disturbances that pose a threat to their lives. Problems that can threaten the life of sea turtles in general can be classified into natural threats and threats due to human actions.

According to The Ecotourism Society (1990) in Fandeli (2000) ecotourism is a form of tourist travel to natural areas that is carried out with the aim of conserving the environment and preserving the lives and welfare of local residents, it is hoped that it can be a solution to the declining turtle population that occurs in Paloh District and even in the world. According to the Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 33 of 2009 concerning Guidelines for Ecotourism Development in the Region in the first article, the first point, statesthat ecotourism is a natural tourism activity in a responsible area by taking into account elements of education, understanding and support for natural resource onservation efforts, as well as increasing the income of local communities.

The location of Sambas Regency which is directly adjacent to Sarawak Malaysia makes Sambas Regency quite strategic in tourism sector development efforts. However, because the area around Sambas Regency has a lot of tourist objects, Sambas Regency must be able to compete with other regions in West Kalimantan. Therefore, an appropriate policy strategy is needed to further improve the competitiveness of the Sambas Regency tourism sector.

In Indonesia, sea turtles are protected by Law Number 5 of 1990 concerning the Conservation of Natural Resources and Ecosystems, and Government Regulation (PP) Number 7 of 1999 concerning the Preservation of Plant and Animal Species. These regulations direct that sea turtles and their offspring, including eggs, should not be traded. Paloh Subdistrict, Sambas Regency has sandy beaches with a coastline length of more than 100 kilometers. About 79 percent of the total coastline in Paloh or 63 kilometers is turtle nesting habitat. Paloh is the longest turtle nesting beach in Indonesia. Of the four species of sea turtles that inhabit the sea turtle nesting beach in Sebubus Village, Sambas Regency, only two species have

been found in the last five years. The two types of sea turtles found in Sebubus Village at this time are Green Turtle and Hawksbill Turtle. The decline in sea turtle populations is due to the high exploitation that has been carried out both the exploitation of sea turtles and their shells, as well as the exploitation of their eggs. In fact, during the peak season of 2013, poaching of sea turtle eggs increased by 40 percent in Sebubus Village and almost 95 percent in Temajuk Village, Paloh District.

Efforts that can be made to maximize tourism potential in Sambas Regency can be done by innovating the types of tourism offered, not only natural tourism, but Sambas Regency also offers cultural tourism, culinary tourism, and shopping tourism spread in various areas of Sambas Regency as well as other tourism and cultural activities that can be witnessed and visited in Sambas Regency which will ultimately increase the number of tourist visits. Sambas Regency has great assets, especially in the tourism sector, from 74 existing tourist attractions, the types of tourist attractions are quite diverse ranging from natural, cultural/historical, and built (artificial) tourism. These tourist attractions are spread across 17 sub-districts, one of which the sub-district with the most potential is Paloh sub-district, with a total of 19 tourist attractions spread across 4 villages namely Tanah Hitam village, Sebubus, Kalimantan, and Temajuk village.

As one of the biodiversity, sea turtle is one of the protected fauna due to its endangered population. In Indonesia, there are 6 out of 7 types of sea turtles in the world. Of the 6 species, 4 of them are green turtles (Chelonia mydas), hawksbill turtles (Eretmochelys imbricate), Olive Ridley turtles (Lepidochelys olivaceae) and leatherback turtles (Dermocelys coriaceae). These are known to breed in Indonesia, while another species, the loggerhead sea turtle (Caretta caretta) is thought to breed here as well. A sixth species, the flatback turtle (Natatorepresus) is known to breed only in Australia, but has been observed foraging in Indonesian waters (Prihanta, 2007). The green sea turtle (Chelonia mydas L) is the most commonly found sea turtle species that lives in tropical seas. It can be recognized by its small head and blunt beak. It turns out that the name green turtle is not because its scales are green, but the color of the fat under the scales is green. The body can be gray, blackish or brownish. The meat of this type of turtle is the most widely consumed around the world, especially in Bali. Perhaps because people hunt for its meat, this turtle is sometimes also called the meat turtle and the weight of green turtles can reach 400 kg (Nuitja, 1992).

Based on the above, there needs to be a study of the development of environmental and humanist character through local tourism potential. Therefore, the author is interested in studying "the development of environmental and humanist character through the potential of local tourism in public junior high school 1 Galing". So that the formulation of the problem in this study is how the potential, conditions, and character of environmental care and humanism in the people of the Sambas region, with the aim of knowing the potential, conditions, and character of environmental care and humanism in the people of the Sambas region.

TOURISM POTENTIAL

Indonesia as the second megabiodiversity country in the world, is known to have natural wealth, namely very high flora and fauna. Many domestic and foreign tourists have traveled to explore the natural wealth in Indonesia or commonly known as ecotourism. Ecotourism is a form of tourism that is managed with a conservation approach. Ecotourism is a tourist trip to the environment or nature, both natural and artificial, as well as the culture around the environment which is informative and participatory in nature which has the aim of ensuring the preservation of nature and socio-culture.

Ecotourism basically focuses on three main things, namely the sustainability of nature or ecology, providing beneficial impacts on the economy, and psychologically acceptable in the social life of the community in the ecotourism environment. This ecotourism activity provides an opportunity for everyone to be able to see, know, and enjoy the nature, intellectual and culture of local communities (Dias, 2009). **It has** been 13 years since WWF Indonesia Foundation has been

in Paloh Sub-district, Sambas Regency, West Kalimantan Province. The span of 13 years (2009-2022) is certainly not a short time. Not a little work, tasks, and challenges faced during that period. The same applies to the achievements made. One of the important achievements was when Paloh was designated as a Conservation Area. This is an achievement that we should all be grateful for.

Paloh sub-district is one of the main turtle nesting habitats in Indonesia. This region is an important habitat for sea turtles. Therefore, it is an honor for WWF Indonesia Foundation to be able to participate and contribute to the conservation efforts of sea turtles as protected and endangered marine biota in Paloh. Conservation activities in Paloh are not carried out by WWF Indonesia Foundation alone, but the result of cooperation involving many parties. Without the cooperation and support from these various parties, it would be impossible for WWF Indonesia Foundation to produce proud achievements.

The conservation journey on the turtle nesting beach in Paloh is a realization of the commitment of various parties. This is an important key to the decline in sea turtle egg poaching in the last decade. Not only that, the commitment of various parties in the conservation journey also led Paloh to be designated as a Conservation Area based on the Decree of the Minister of Maritime Affairs and Fisheries (Kepmen KP) Number 93 of 2020 concerning the Paloh Coastal and Small Islands Conservation Area and its Surrounding Waters in West Kalimantan Province.

Village communities, represented by community groups and village governments, are at the forefront of realizing conservation ideals. Villagers are the ones who most often struggle with issues at the site level and should be the first to benefit directly when the dream of a Conservation Area is realized. The commitment of the village community, which carries the spirit of gotong royong and participatory, is a strong foundation for the future of conservation in Paloh.

WWF Indonesia Foundation would like to thank the commitment of the villagers and all parties who have made the conservation of the area and turtles in Paloh run well despite facing various obstacles. Among them, the Regional Government (Pemda) of Sambas Regency, the West Kalimantan Maritime and Fisheries Service (DKP), the Pontianak Coastal and Marine Resources Management Center (BPSPL), academics and other NGOs that also contribute ideas, ideas, energy, and knowledge that are very useful in conservation activities.

We realize that this book is far from perfect. Therefore, we do not close our eyes to suggestions and input from various parties. Both in connection with the publication of this book, as well as with the conservation activities that are strived to continue to be carried out. We hope that this book can be a reference for the sustainable management of Conservation Areas in Paloh, especially sea turtle conservation.

TOURISM OBJECTS

A tourist object is a place that tourists visit because it has attractive resources, both natural and man-made, such as natural beauty or mountains, flora and fauna beaches, zoos, ancient historic buildings, monuments, temples, dances, attractions and other distinctive cultures. (Adisasmita, 2010).

According to Fandeli 2000, a tourist attraction is a manifestation of human creation, living arrangements, cultural arts and national history and places or natural conditions that have an attraction for tourists to visit. While natural attractions are tourist attractions whose appeal is sourced in the beauty of natural resources and the environmental system.

A tourist attraction according to Yoeti 1992 must fulfill three requirements, namely:

a. The area must have what is referred to as something to see. That is, in that place there must be tourist objects and tourist attractions that are different from what other areas have natural scenery, traditional ceremonies, art that can be seen by tourists.
b. In the area there must be what is called something to do something to do. That is, in that place there are recreational facilities that make them feel at home to stay longer in that place adequate hotel lodging, swimming pools, water bikes so that they can do something that cannot be done at home or in other tourist attractions.

In the area there must be what is called something to buy something to buy. That is, there must be facilities for shopping,

especially souvenirs and folk crafts as souvenirs to take home to their respective places of origin.

COMMUNITY

The term society comes from the Arabic language, which is rooted in the word syaraka which means to participate, participate. While in English, the term society is called society which comes from the Latin word socius, meaning friend. One of them is the explanation of Indonesian anthropologist Koentjaraningrat. In his book entitled Introduction to Anthropology, Koentjaraningrat states that the definition of society is a group of humans who get along with each other, or in scientific terms, interact with each other. A human unit can have an infrastructure through which its citizens can interact with each other (Koentjaraningrat, Eighth Print, 2002; 150).

While in the book Introduction to Anthropology, it is explained that the definition of society is a number of humans who become a group unit that is in permanent contact and has the same interests. In addition, society can be interpreted as one of the social units in the social system, or the unity of human life (Gusnu Nurmansyah, et al (2019: 46)).

Another opinion about society is a group of people who have an order of life, norms, customs that are equally obeyed in their environment. According to Soerjono Soekanto (in Bambang Tejokusumo, 2014: 39), the characteristics of community life are as follows:

a. Humans who live together consist of at least two individuals.
b. Mixing or associating for a long time.
c. Realizing their life is a unity.
d. Is a shared system that gives rise to culture as a result of feeling interrelated with one another.

ENVIRONMENTAL AND HUMANIST CHARACTER

Education is a basic need for every individual to develop and improve their potential to face challenges and changes in life. High expectations of the role of education have not been achieved, so education is not in accordance with current conditions. Seeing the many cases of brawls, rape, corruption, and drug use, it happens because they have not applied human values properly (Maulana, 2016). Human values are related to the discussion of one's personality character. The phenomenon of character crisis towards moral decline in the nation's generation should be overcome through the role of education.

One of the solutions to this educational problem is humanist learning. Humanist learning is present to provide a liberation of human values that have been confined in an education system that is so dominant in controlling the rights of freedom possessed by every human being (Sidik, 2016). Humanist theory in practice encourages students to actively participate in learning, which means that the behavior of each individual is determined by that individual, including the environment and themselves (Sulasmi et al., 2019). With that, students are taught how to become social creatures in socializing both communicating, interacting with others and working. This character underlies ethical attitudes and behavior or noble morals. Therefore, someone with good qualities is not enough to be a good person, but must know how to use these good values to achieve noble goals (Aqib, 2014).

In accordance with Emile Durkheim's opinion, children during their school years do not yet have the basics of morality. For Durkheim, schools have a very important role in creating new beings according to the needs of society later. Durkheim's thinking about the concept of morality tries to understand what children need, especially in moral education, about how methods are taught so that children are able and can get this education maturely (Sinulingga, 2016). Morality can be intrinsic, which comes from the individual himself, so that his actions are independent of the influence of existing laws. Morality can also be extrinsic, which is an assessment based on applicable legal regulations that are binding (Syarapuddin & Elihami, 2019).

The definition of humanism is an effort that focuses on the ability of humans to explore and improve their potential. In the humanist view, humans play a role in their lives and behavior, and have the right to develop their attitudes and personalities. Humanists believe

that the center of learning is aimed at students and educators only as facilitators (Sumantri & Akhmad, 2019).

The idea of a humanist learning approach refers to several indicators, namely students are someone who has high potential, the learning target comes from students, teachers only guide, accompany, and motivate so that students have the independence to explore and discover their potential, the learning designed should be able to provide solutions in solving problems, schools become the embodiment of the community environment faced by students, and finally create a democratic school environment and good cooperation (Amirudin, 2019).

The value of humanity arises from concrete experiences. It is this experience that plays a role in shaping children's emotions well. Thus, in learning, students are not only recipients of knowledge, but also have the freedom to develop their abilities. Humanist learning method is a learning method in which affective aspects are as important as cognitive and psychomotor aspects. Tropiano states that humanist education is liberation. Students are given freedom in determining the full learning process (Nurbaiti, 2019).

In humanist learning, teachers as facilitators should build a real social environment. Although it is more suitable for learning materials that are character values formation, humanist-based learning can be applied to various science structures (Darmandi, 2012). This shows that humanist theory can be applied to all subjects. Humanist learning does not touch the cognitive domain, but also the affective domain that focuses on learning and enhancing creativity and human potential (Kristiarto, 2015).

Adik Nurul Ummah in her research stated that the implementation of character-based school culture at Bengawan Solo Nature Elementary School is reflected in three layers of culture, namely values and beliefs, artifacts and assumptions that are manifested in the physical manifestations and behavior of school residents. Planning for the cultivation of character values is integrated in the school curriculum with six cultivated character values, namely religion, creativity, independence, curiosity communicativeness,and environmental care, as well as supporting and inhibiting factors for cultivating character values that come from parents and the community (Ummah, 2019). Furthermore, Firman Sidik explained that the role of humanist education in learning still encounters various problems. By focusing more on human values, each individual can develop all the potential they have (Sidik, 2016).

Unik Fepriyanti and Abdul Wachid Bambang Suharto (2021) stated that in an effort to strengthen character education, teachers provide examples to students to instill positive values. This is reinforced by the role of parents in the family environment to foster noble values so that a positive character is formed in all generations of the nation.

RESEARCH METHODS

The research that has been conducted uses descriptive qualitative research methods. Qualitative research methods are used to understand a social phenomenon in a natural way by prioritizing the process of in-depth communication interaction between the researcher and the phenomenon under study. The results of the research process with qualitative methods are in the form of descriptive data from people and observed behavior and can be written and oral. The object of this research is the preservation of turtle tourism on Tanjung Api Beach, Sebubus Village, Paloh District, Sambas Regency, which is one of the preservation places as well as turtle farms in Sambas Regency and is cultivated by the community around Tanjung Api beach located in Sebubus Village.

Informants in this study consisted of several members, namely the village head, the surrounding community, visitors, and the head of turtle conservation. This is the determination of informants based on the purpose of the research topic. Research data were obtained through observation, interviews and documentation. The data obtained were then presented through descriptive narratives and images to strengthen the findings in the study.

RESULTS AND DISCUSSION

Green turtles (C. mydas) have their own

characteristics in determining their nesting habitat. Specific beach characteristics that affect turtle landing include slope and beach vegetation. Beach characteristics affect the landing of C. mydas towards the beach, influential beach characteristics include slope and beach vegetation. The slope on the three beaches varies, the lowest slope is 1,150 and the highest is 4,000. Beach vegetation at station 1 is dominated by C. equisetifolia plants, while at stations 2 and 3 it is dominated by C. equisetifolia and P. Tectorius plants.

Paloh Beach is a hotspot area for C. mydas to go to the beach to lay their eggs. Paloh Beach is located in Sambas Regency, with a beach length of ±63 km (Suprapti, 2012). The area of Paloh Beach that is often used in C. mydas landing activities towards the beach to build nests is on the coast of Belacan Beach, Tanjung Kemuning and Tanjung Api. This is because the beach is sloping, not dirty and most of the vegetation in the beach area is sea pandanus (P. tectorius).

Based on the measurement results, Belacan Beach, Tanjung Kemuning and Tanjung Api have different beach slopes. The difference in beach slope occurs due to the accumulation of sand buildup caused by the transfer of sand masses by wind and waves at high tide (Yuriadi, 2000).

The slope of the beach in the three study sites was categorized as gentle and favorable for sea turtles to land. The slope of the beach ranged from 1.15˚-4.00˚. Manalu (2010) states that beaches classified as sloping range from 2˚-6˚. The slope of the three beaches in Paloh is relatively similar to the slope at Perencak Jembaran Beach, Bali, which is one of the C. mydas nesting sites, ranging from 2.7˚-4.4˚ (Yuriadi, 2000).

The slope of Belacan Beach and Tanjung Api is relatively the same with a range between 1.15˚-3.43˚. This is because the waters around Belacan Beach and Tanjung Api have relatively calm waves, thus minimizing the addition of beach substrate carried from the sea to the mainland. Unlike the slope of Belacan and Tanjung Api Beach, Tanjung Kemuning Beach has a slightly steeper beach slope of 1.15˚-4.00˚. This is because the Tanjung Kemuning Beach area has relatively strong waves that allow additional beach substrate to be carried by the waves to the mainland.

The slope of the beach greatly affects the turtle's activity to land on the beach. The steeper the beach, the more difficult it is for turtles to see objects in front of them, so the greater the energy required for turtles to climb to the beach. In addition to the gentle slope of the beach, beach vegetation also supports it to be used as a C. mydas nesting habitat. Beach vegetation is one of the characteristics of sea turtle nesting beaches. Each type of turtle likes different vegetation. Beach vegetation serves as a shade for turtle nests so that they are not exposed to excessive sunlight. Excessive sunlight will increase the temperature of the nest substrate so that it can kill the embryos. C. mydas nesting beaches are generally dominated by sea pandanus (P. tectorius).

It was observed that C. mydas that landed on the beach more often built nests under pandanus vegetation. Pandanus vegetation can provide a sense of security for C. mydas to build nests and lay eggs (Nuitja, 1992). This is because the root system of sea pandanus (P. tectorius) is able to increase sand moisture, maintain sand temperature stability and facilitate turtles when digging nests (Suwelo et al., 1985).

The landing frequency of green turtles (C. mydas) to the beach is related to the conditions around the beach, such as the presence of huts or houses, human activities around the beach and beach vegetation. Based on field observations, the average landing frequency of C. mydas at Belacan Beach in July 2013 was 25.61% and in August-September 2013 was 46.15%, while the average landing frequency of C. mydas at Tanjung Kemuning and Tanjung Api Beach in August-September 2013 and July 2013 was 100%. The landing site of C. mydas at Belacan Beach is close to the fishermen's hut, the beach vegetation is dominated by sea pine trees (C. equisetifolia) and at low tide, the beach will be used by the community as a motorized traffic lane, thus disturbing C. mydas to land.

Green turtle (C. mydas) landing at Paloh Beach is not only influenced by beach conditions but also by environmental factors, such as sand moisture and air humidity. The measurement results obtained air humidity ranged from 89%-92% and sand humidity ranged from 68%-70%. Sand moisture and air humidity on the coast of Paloh Beach are suitable for C. mydas to land on

the beach and build nests. Both sand and air humidity are still within the normal range of 69%-95 (Segara, 2008).

Belacan, Tanjung Kemuning and Tanjung Api beaches are beaches that have two high tides and two low tides or semi diurnal. The tides affect the frequency of turtle landings and also affect the number of green turtles (C. mydas) that land on the beach. Based on observations, green turtles (C. mydas) on the three beaches generally actively landed on the beach at night. This is in accordance with the results of observations on the Java Island of Pangumbahan Beach, C. mydas actively landed when the sun began to sink, starting at 20.00 WIB until 04.00 WIB (Department of Marine Conservation and National Parks, 2009).

CONCLUSION

Sambas Regency, especially Paloh Sub-district has sandy beaches with a coastline length of approximately 100 kilometers on the island of Borneo. It is an almighty gift that Paloh Sub-district Beach, precisely in Tanjung Api, Sebubus Village is a place for sea turtles to lay their eggs. These marine reptiles are able to migrate long distances along the Indian Ocean, Pacific Ocean and Southeast Asia. Tanjung Api Beach is one of the beaches visited by sea turtles to conduct natural nesting with a beach length of ± 2 km. Sea turtles are one of the protected fauna because of their endangered population, if sea turtle nesting sites are not considered in the management of coastal and coastal areas, it will have an impact on sea turtle populations and even shrinkage due to land conversion of coastal areas for various uses. Turtle laying eggs in coastal conservation areas is important to preserve until the eggs hatch. Currently, Tanjung Api Beach is an area of Nature conservation is an interesting place to visit. In addition to its natural beauty, you can also see how the Tanjung Api Pokdarwis and the Marine Resources Monitoring Community Group breed turtle eggs until they hatch, see the hatching cycle of turtles of various varieties, there are many lessons to be learned there, how we love this nature. Because it is a nature conservation location, Tanjung Api Beach, located in Sebubus Village, Paloh Sub-District, Sambas Regency, is a Sea Turtle Nesting Core Zone which is very important for the preservation of sea turtle habitat. Here we can learn about the process of sea turtles laying eggs, the process of relocating nests to a semi- natural hatchery, and the release of sea turtle hatchlings that are ready to be released to the sea. Education about sea turtles is very important to maintain the survival of these rare protected animals.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7034

PUBLIC PERCEPTION OF WOMEN'S HIGHER EDUCATION (CASE STUDY IN BATU PUTIH VILLAGE)

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Abstract

This study aims to determine the Public Perception of the Importance of Higher Education for Women Case Study in Batu Putih Village, Sekotong District, West Lombok Regency. The research method used is a qualitative descriptive research method. The type of research used in this research is a phenomenological research type because this research is categorized as a case study research. This research is located in Batu Putih Village, Sekotong District, West Lombok Regency with the research subjects being the Batu Putih Village community, Community Leaders and the general public. The data collection technique is in the form of primary data by means of open observation, interviews and direct observation. While the secondary data sources in this study are written data in the form of livelihood data, education level, and educational institutions in Batu Putih Village. Data analysis in the study was carried out using qualitative analysis. The results of this study explain that women who continue their education to a higher level are fewer, when compared to men in Batu Putih village because there are several public perceptions about the importance or unimportance of higher education for women. Then some of these public perceptions are as follows. First, higher education for women is important. Second, higher education for women is important, but education is not the main priority for women. Third, higher education for women is sufficient only to be able to read and write. Fourth, higher education for women is not important because women's duties are as housewives.

Keywords: Community Perceptions, Higher Education, and Women

INTRODUCTION

Higher education is one of the important pillars in the development of quality human resources. For women, higher education not only functions as a means of increasing knowledge and skills, but also as an empowerment tool that can improve the well-being of individuals and society as a whole. However, despite the increase in women's access to higher education in various countries, including Indonesia, there are still a number of challenges and obstacles that need to be overcome, especially in rural areas (Garcia & Lopez, 2019).

In many villages in Indonesia, including Batu Putih Village, there are various public perceptions that affect women's access to higher education. The people in this village often have a traditional view that tends to see women as figures whose roles are more dominant in the household. Women's domestic role is more emphasized in the local culture leading to doubts about the importance of women pursuing higher education. This view can limit women's opportunities to develop themselves and contribute more broadly beyond the family (Dewi & Nugraheni, 2024).

In addition, the social norms that apply in Batu Putih Village also help shape the community's perception of women's higher education. Many families in this village prefer that their daughters marry at a young age rather than continue their education to a higher level. This is due to the assumption that the main role of women is to be a good wife and mother, not as an individual who has a career or higher education. This perception reinforces gender stereotypes that can limit women's potential to contribute in the professional field.

Economic factors also play a significant role in family decisions to support or not support higher education for women. In Batu Putih Village, many families have low incomes and consider education as a heavy financial burden. In situations like these, families often prefer to allocate limited resources to the education of boys, which is considered more likely to support the family's economy in the future. As a result, women are often overlooked in terms of access to higher education (Patel & Singh, 2018).

The influence of religion also cannot be ignored in shaping public perception of higher education for women. In Batu Putih Village, religious teachings are often used as the basis for decision-making related to girls' education. Some interpretations of religion may favor women's education, but there are also interpretations that emphasize women's domestic roles and view higher education as something less important. This can affect the attitude of families and communities in providing support for women's education (Sari & Nugroho, 2019).

The impact of women's limited access to higher education in Batu Putih Village can be seen from the low level of women's participation in various sectors, be it in the economic, political, and social fields. Women who do not have higher education tend to have limited access to decent and high-income jobs. In addition, women's low participation in higher education can also reduce their ability to play an active role in decision-making at the family and community level (Indrawati & Santoso, 2021).

However, there are several success stories of women in Batu Putih Village who have managed to achieve higher education and contribute significantly to the community. These stories can be an inspiration and proof that higher education for women is not only beneficial for individuals, but also for society as a whole. However, this success story is still an exception and not enough to change the perception of society as a whole.

The government and various educational institutions have made various efforts to improve women's access to higher education, including providing scholarships and affirmation programs. However, cultural and structural challenges in villages such as Batu Putih require a more comprehensive and sustainable approach. This approach should include education on gender equality, economic empowerment, and strengthening social support for women (Amalia & Susanto, 2020).

Education about gender equality is an important step to change public perception of the role of women in the family and society. By understanding that women have the same right to higher education and careers, society is expected to provide greater support for women to continue their education. This education is also important to reduce gender stereotypes that are still widely believed by the community.

In addition, economic empowerment for families in villages such as Batu Putih is very important to increase women's access to higher education. By improving the economic condition of the family, the financial burden that is often the main reason for not continuing education can be reduced. Women-focused economic empowerment programs can also help them to become financially independent and support their children's education in the future.

Strengthening social support is also needed to create an environment that supports higher education for women. Support from family, friends, and the community is essential to ensure that women feel supported in their pursuit of education. In addition, the role of religious leaders and community leaders in encouraging women's education is also very important, because they have a great influence in shaping public perceptions (Chen & Wang, 2022).

Although these challenges are quite complex, there is hope that with coordinated efforts from various parties, women's access to higher education in Batu Putih Village can be improved. Further research is needed to understand the social and cultural dynamics that affect people's perceptions of women's higher education, as well as to identify the most effective strategies to overcome these barriers.

By overcoming this limiting perception, women in Batu Putih Village will have a greater opportunity to develop their potential to the fullest. Higher education can open doors for them to contribute more to society, not

only in traditional roles, but also as leaders, professionals, and agents of change. Finally, people who support higher education for women will see significant benefits, both in terms of economic welfare, health, and social stability (Ramadhani & Wahyuni, 2022).

This study seeks to explore the perception of the community in Batu Putih Village towards women's higher education, identify the factors that affect this perception, and provide policy recommendations that can increase women's access to higher education. Thus, it is hoped that the results of this study can make a meaningful contribution to women's empowerment efforts in rural areas.

RESEARCH METHODS

This study uses qualitative data. Meanwhile, the approach used in this study is a qualitative approach According to Bogdan and Taylor, qualitative research is a research procedure that later produces descriptive data in the form of words or orals that come from the person being researched.

The type of research used in the research that has been carried out is a type of phenomenological research because this study is categorized as a case study research. Case study research is a form of in-depth or focused research on aspects of the social environment, including the human beings in it.

This researcher describes or expresses the meaning of the concept or phenomenon of experience based on the consciousness that occurs in the individual. In addition, this research is carried out in a natural situation so that there are no limits to interpreting or understanding the phenomenon being studied.

In the implementation of this case study research, the researcher chose Batu Putih Village, Sekotong District, as the research location. This research will also be carried out for 3 months, starting from May 2 to July 30, 2023. This location was chosen by the researcher, because in this village the community still does not know the importance of education for women. This is intended to obtain general and accurate data, so that maximum results can be achieved. This also needs to be the focus of discussion on public perception of women who continue their education at the university level.

The data collection technique is divided into two, including primary data and secondary data. Primary data are in the form of observations, structured interviews, and documentation. Primary data itself is the core data in this case which is used as primary data by researchers, including: Village Head, Hamlet Head, two educational figures, one religious leader, one parent, 5 female community junior high school graduates, 5 high school graduates. So that the number of respondents is 17 people in Batu Putih Village, Sekotong District, West Lombok Regency. Meanwhile, in secondary data, the main data source is in the form of written data. In this secondary data, the researcher uses data sources related to livelihoods, education levels, and educational institutions of the population in Batu Putih Village, Gerung District, West Lombok Regency.

Data analysis techniques are also closely related to data collection methods, namely observation and interviews or *focus group discussions*. Thus, data collection is carried out by interviews and observations through the tradition of data analysis techniques. In this study, the researcher used a data analysis technique proposed by Miles and Huberman. There are several steps that can be taken in analyzing data according to Miles and Huberman, including:

a. Reducing data, The data obtained by researchers from research in the field is getting more and more complicated day by day. For this reason, it is necessary to immediately conduct data analysis through data reduction. Thus, the reduced data will provide a clearer picture, and make it easier for researchers to collect data later,
b. Data presentation or data model, in this study data presentation is an act of presenting data from observations and interviews that have been recorded and have been written in the form of writing points from the results of the data presentation then it is concluded that there is data findings from the two data so that it is able to answer the problems in this study,
c. Drawing conclusions, conclusions in qualitative research may be able to answer the focus of research formulated from the beginning, but it may not, because as has been stated, the problems and focus of

research in qualitative research are still temporary and will develop after the research is in the field. In addition, the conclusion drawn in this study will be carried out by comparing the data obtained, namely data from the results Observation and interviews, then the data is analyzed inductively, namely by describing events or data that are specific and then concluding in the form of general data.

RESULTS AND DISCUSSION

Result

Exposure to Research data

In this chapter, several things related to research data and findings will be explained. The data and findings related to the research that has been carried out include the following.

Number of Residents of Batu Putih Village

Batu Putih Village is one of the villages in Sekotong District, which has a relatively dense population of 7,597 consisting of 3,634 men and 4,063 women. Furthermore, the number of residents in each hamlet in Batu Putih Village can be seen in the table below.

Table 1. Number of Residents of Batu Putih Village

No	Hamlet Name	**Male**	**Woman**	**Sum**
1	Labuan Poh Hamlet	1.195	1.217	2.312
2	Nusa Sari Hamlet	628	788	1.416
3	Ketapang Hamlet	153	161	314
4	Mekar Sari Hamlet	474	550	1.024
5	Siung Hamlet	377	464	841
6	Berambang Hamlet	278	319	597
7	Tibu Baru Hamlet	200	209	409
8	Labuan Poh Timur hamlet	329	355	684
Jumlah		**3.634**	**4.063**	**7.597**

Livelihood of Batu Putih Village

The residents of Batu Putih Village 50% of the population are engaged in agriculture, both as farmers and farm laborers so that the rural atmosphere is so very thick, which has such a high level of solidarity. Apart from being farmers, the livelihood of the people of Batu Putih Village is also 30% as fishermen because Batu Putih Village is also not far from the coast. The remaining 20% earn a living as traders and Civil Servants (PNS).

Most of the residents of Batu Putih Village are classified as having never received a variety of education, among them there are those who have not graduated from elementary, junior high, high school, and university, residents who have a livelihood as farmers or farm laborers, their education on average most of them have not graduated from elementary school. For more details about the education level of the Batu Putih Village community, please see the following table:

Table 2. Education Level of Batu Putih Village Community

No	Education	Male	Woman
1	Age 3-6 years old has not entered kindergarten	85	103
2	Age 3-6 years old entering kindergarten	43	35
3	Ages 7-18 who have never gone to school	27	64
4	7-18 years old who are in school	76	18
5	Age 18-56 years old who have gone to school	27	134
6	Age 18-56 years old who have been in elementary school but did not finish	10	37
7	Age 18-56 years old, graduated from elementary school or equivalent	75	32

8	Age 12-52 years old who have not completed junior high school	15	45
9	Age 18-56 years old who have not completed high school	36	76
10	Graduated from junior high school equivalent	86	47
11	Graduated from high school equivalent	70	42
12	Finish D3	10	4
13	Finish SI	20	8

The table above shows how the state of women's education has clearly seen a gap in obtaining education. Where education, especially formal education, is more dominated by men, this is clearly seen from the table above where women who have the same level of education as men to a higher level or level of education, are very few compared to men. It shows how the interest of parents to provide formal education to their children or especially their daughters is very lacking. Due to the awareness of parents towards the formal education of their children, especially girls, we can see this from the data below:

Table 3. Those who are studying

No	Education	Male	Woman
1	Age 3-6 years who are in kindergarten	21	19
2	Ages 7-11 years old who are in elementary school	105	97
3	Age 11-14 years old who are in junior high school	78	45
4	14-19 years old who are in high school	65	25
5	Age 19-25 years who are currently entering a university or college	27	13

The table above shows the situation of men and women who are studying from elementary to tertiary level in Batu Putih village. Furthermore, the table shows that there is a gap between women and men in obtaining education. Where those who are studying are more dominated by men, while women who are studying are less.

Furthermore, educational institutions from elementary to high school levels in Batu Putih Village totaling 11 educational institutions, we can see this from the data below:

Table 4. Formal Education Institutions in Batu Putih Village

No	Institution	Sum
1	TK/RA	4
2	SD/MI	5
3	SMP/TSANAWIYAH	2
4	SMA/ALIYAH	1
Jumlah		**11**

Beliefs (Religion), Batu Putih Village Community

In terms of population, Batu Putih Village is classified as a very dense village, which amounts to approximately 7,013 people with a total of 1,783 heads of families. Batu Putih Village has most of its residents adhering to Islam and a small part adhering to Hinduism. Thus the efforts made by the residents of Batu Putih Village to gather and enliven Islamic teachings, especially in terms of religion and the recitation of the Qur'an, are relatively high, it is very visible in various aspects of welcoming religious holidays where all the people of Batu Putih Village are so enthusiastic that almost all people have their

own role in society, both from youth leaders, religious leaders, and community leaders, even more so the Batu Putih Village government itself. Religious norms are so strongly held by the people of Batu Putih Village, it can be seen from how parents provide a level of awareness to their children in behavior. Community life and parents strongly emphasize providing religious education to every family activity, especially to their children.

Research Findings

Research that has been carried out in Batu Putih Village, Sekotong District, West Lombok Regency has produced several findings. The results of the researcher's findings include the following.

Public Perception of Education in Batu Putih Village

Perception is a person's perspective on an object that is seen, observed, felt, and so on. A person's perception of an object can be different, especially in terms of women's education. This can be seen from the results of the interviews conducted, that there are several public perceptions in seeing the importance and absence of higher education for women in Batu Putih Village. There are several public perceptions about the importance of women's education in Batu Putih Village, including the following:

Women's education is important, but education is not a top priority for women

We know that everyone must need education in life, because it is with education that people can live a good life. At least everyone living in the world has an education, however, education for women is sometimes considered important or even not considered important for every society. As happened in Batu Putih Village, there are several people who view education for women as important, but we as women are not the main priority This is certainly based on the reason that the community has such a view.

From this assumption, it was strengthened by the results of an interview with Mr. Fajrin S.Pd (48 years old), as the head of Batu Putih Village. The results of the interview are as follows:

"I personally view education as important for women to live their lives. Everyone if their life wants to be directed, of course, they must have an education. However, in some places in our village, some people consider higher education for women not to be a top priority that is considered the most important so that women forget their nature. If women are given the opportunity to go to college, it is even better, but at least women are given the opportunity".

In the second interview conducted by the women's community who only graduated from junior high school, Salwa Hayati (30 years old), expressed her views on higher education for women as follows:

"In my opinion, higher education for women is very important, because if we go to high school, it is not only up to junior high school. Of course we will be respected and not underestimated. But what costs us for school is our parents. so if my parents can only send me to school until I graduate from junior high school, I can only be grateful."

From the results of some interviews that have been conducted as above with several circles of society, we can conclude that public perception of higher education for women is indeed considered important. However, higher education for women does not have to be a top priority, because the people of Batu Putih Village, Sekotong District, West Lombok Regency consider that if women continue their higher education, they may forget their nature as women. However, women must be given equal opportunities to obtain education.

Women's Education Is Only Limited to Being Able to Read and Write

In the fact that many things happen in society is still low education, especially for women. Education for women is still considered the 2nd grade portion, where people think that those who need the highest education are only men. Many people in Batu Putih Village still think and view women's education as only limited to being able to read and write.

In this case, the results of the interview that support the discussion, Fatmah's mother (36 years old) will reveal it as follows:

"The school is for children to be able to read and write, so I send my daughters to school until they graduate from junior high school only because women are worried that later the association will be damaged and girls will not be able to take care of themselves if the school is far away and the school is high. So I think if

you can read and write, it's enough for girls to go to school."

To strengthen the above opinion, the researcher explained the results of an interview conducted with the Head of Mekar Sari Hamlet, Batu Putih Village, namely with Mr. Haji Salman (54 years old). The results of the interview are as follows:

"In my opinion, women are better at home so that their association does not become damaged. Indeed, the obligation of parents to provide education for their children is the same, but if later the girls of the high school then bring slander, eat sinful meals, we as parents will also be enough, so it is enough for us as parents to send girls to school by being able to read and write. Because maintaining dignity and good name is the most important thing".

From the results of several interviews that have been conducted as above with several circles of society, we can conclude that the public's perspective on girls' higher education is still very primitive and traditional. People are more worried if they send girls to higher levels of education. The people of Batu Putih Village consider that girls do not have to have higher education, as far as being able to read and write is extraordinary, even though by having a high education, there is still a lot that women can do with the education they have.

Women's Education Is Not Important because Women's Duty is as a Housewife

Becoming a housewife will certainly be experienced for every woman and many more tasks that will be carried out by women. Among the duties of women after marriage are such as taking care of children, husbands, taking care of the household and so on. Therefore, even though women are highly educated, if they have a family, one of their main duties is to take care of children and husbands. These things are the perception that higher education for women is not important because it is caused by the role and main task of women is to be housewives.

In this case, the results of the interview were obtained that supported the discussion. Mr. Sahmat (40 years old) is one of the parents who only sends their children to school as junior high school graduates will reveal it as follows:

"No matter how high a girl wants to be in school, in the end she will get married and become a housewife, whose job is to take care of children, husbands, and homes. So why continue girls to high school. Girls don't need to go to college, because even if they are smart, they won't have the same position as you guys. As long as you can cook rice, make chili sauce, and can maintain the house, you can serve your husband".

In order to support Mr. Sahmat's answer, the researcher also explained the results of an interview conducted with Mrs. Sakmah (35 years old) 'a community of women who are only junior high school graduates', in this case she revealed the following:

"For me, education is necessary so that we do not fall behind with the increasingly advanced times. However, my parents think that I don't need to go to school too high because later if we get married, we women will only have higher education, then we will be relied on to work automatically, we women. Meanwhile, if we are married, we women have to take care of the house, take care of Ramadan children, prepare the needs of children and husbands".

From the above explanation, it can be seen that the community views women's need for higher education as not considered important because society thinks that every woman will be a housewife so that with that perception education becomes not important for women.

Factors Affecting Public Perception of Women's Higher Education in Batu Putih Village

The community's perception of women's higher education in Batu Putih Village is influenced by several factors. Among the factors that affect this perception include the following.

Economic Factors

Economics is one thing that must support when someone has an ideal education or reaches higher education, of course, family economic factors also have an influence, how we see the role and function of parents towards their children, of course everyone is aware of the importance of an education. However, due to the unsupportive economic situation, that is why many women in Batu Putih Village do not continue to higher levels.

In this case, the researcher explained the results of his interview with Mr. Mahyudin (57 years old), one of the speakers, following the results of the interview:

"Our willingness to provide education to children is very large, but economic factors are not so supportive, why can we only make our abilities up to the junior high school level. But if our sons want to continue their education to a higher level (University), we will try our best who knows with a higher education, they will not follow in our footsteps whose work is only to become ordinary traders".

To strengthen the above opinion, the researcher explained the results of interviews conducted with other sources, namely with Mr. Samsul (55 years old). The results of the interview are as follows:

"I really want to provide education to children up to college, but because of our economic limitations, in the end I only go to college for boys, because I think that if a woman, after all, if she gets married, she will be a dependent of her husband, unlike her son who will be the backbone of the family. And that's why I don't send my daughter to school."

From the results of the interview above, it is explained that economic factors have a big influence in providing education to children. So as to form a priority scale, who will be prioritized in obtaining education to the level of higher education, even though parents have awareness of the importance of education, but due to economic factors, they must distinguish who will be prioritized in obtaining education, especially up to the level of higher education.

Family Factors

The family factor plays the most role, especially regarding the form of family in Batu Putih Village, in general the form of the family in the community of Batu Putih Village is a form of patriarchal family in which the placement of men is more dominant in all things. This causes women not to have the same access as men because men tend to be more dominant, especially regarding the difference in education levels between men and women in the people of Batu Putih Village

This is strengthened by the results of the researcher's interview with Mr. Irawan (47 Tahunn), one of the resource persons in Batu Putih Village, the following are the results of the interview:

"In my family, there is no distinction between boys and girls in obtaining education, but if we look at in general, every family in Batu Putih Village must prioritize education for their boys, until college, we will obey because it is the boy who will be the head of the family later".

To strengthen the above opinion, the researcher explained the results of interviews conducted with other sources, namely with Mr. Abdullah (68 years old), one of the other sources in Batu Putih Village, following the results of the interview:

"We know for ourselves, the people in the village when it comes to school must prioritize boys over girls. Whether he comes from a well-off family or not, let alone people like us who only make money by working in the rice fields. Even though there are those who send their daughters to college, it is because their sons do not want to continue, which is why girls are sent to college, because parents think that women can cook is enough".

From the results of interviews that have been conducted with several circles of the community, the following conclusions can be drawn: It turns out that what aggravates the public's thinking about the view to limit the education of boys and girls is because of the above factors in accordance with the expressions of several sources, so as to strengthen gender towards children's education in Batu Putih Village, Sekotang District

Female Nature Factors in the Kitchen

The people in Batu Putih Village still have many who consider the nature of women in the kitchen, no matter how high school girls will end up in the kitchen, this reason makes few women in Batu Putih Village continue to the university level.

The above is strengthened by the results of an interview with Mr. Mahyudin (47 years old), the results of the interview are as follows:

"Women, no matter how high their education, should not neglect their main task as a housewife, which is to prepare the needs of their husbands and children. This is the main task of a woman when they are married and this must be prioritized over others because

after her husband comes home from work, a wife has prepared food for her husband".

To strengthen the above opinion, the researcher explained the results of interviews conducted with other sources, namely with Mrs. Desi Fatmawati (32 years old). The results of the interview are as follows:

"We as women after getting married are indeed our duty is to prepare all the needs of our husbands and take care of children. So no matter how high our education is, we will not forget our nature as women, namely cooking in the kitchen where we are in Labuan Poh Hamlet. This is one of the reasons why many women in our hamlet think that school up to junior high school or high school is enough, even though many of them have reached junior high school, it is still rare to continue to the high school level".

From the results of interviews that have been conducted with several circles of the community, the following conclusions can be drawn: some communities in Batu Putih Village above, researchers found that one of the factors that affects the perception of the community regarding women's higher education is that some people in Batu Putih Village consider women to be in the kitchen, taking care of the needs of their husbands and children. That is why some people are not so interested in continuing their daughters' education to a higher level. It is different from boys who continue to be encouraged and facilitated to continue their education to a higher level.

Cultural Factors

The culture that has been ingrained in society is one of the main factors regarding boys being more important than women, the assumption that people will continue to think that "women don't need to go to high school because they end up in the kitchen". From this factor developed the thought of educated women that, when they graduated from college, they were better off being housewives than working.

This was strengthened by the results of an interview with Mr. H. Subardi (60 years old), as the head of Berambang hamlet. The results of the interview are as follows:

"As long as I was the head of the hamlet. I found that some women who are highly educated actually prefer not to work anymore and stay at home as housewives. They think that after getting married, the husband is the one who has dependents, so what happens is that many women who have worked after marriage do not work anymore, even not allowed by their husbands, they are asked to focus on taking care of their household and children. If women are allowed to work, then who will take care of their households and children".

To strengthen the above opinion, the researcher explained the results of interviews conducted with other sources, namely with Mardiah's mother (46 years old). The results of the interview are as follows:

"Most people here, higher education for girls is not very important, unlike boys. Parents consider higher education for boys to be a must, because they will be the head of the household who will provide for the family. That is why parents are fighting as much as possible to finance their son's education. As for girls, from the past until now, parents are halfway in fighting for their daughters' education".

From the results of interviews that have been conducted with several circles of society, the following conclusions can be drawn: the cultural factors of the surrounding community that still think that from the past until now women rarely continue their education to a higher level, so that there is a so-called ingrained habit in the midst of society that women are enough to reach the junior high or high school level do not have to continue to the same level higher. Because in the end after getting married, they will stop working and change their profession to become housewives and take care of children.

Family Environmental Factors

A family history that has been passed down from generation to generation enjoys education as a student so that parents prefer to enlist their children and fear because of negative prejudices about student association makes parents very afraid to allow their children to continue to higher education. One of the hallmarks of our era is technology and freedom in all things. All spoke and invited for freedom.

This is reinforced by the results of the researcher's interview with Mr. Farhan (56 Tahunn), one of the community leaders in

West Berambang Village, the following are the results of the interview:

"This association is what makes parents afraid to send their children to a higher level of education and we are very worried about this as parents who are far from our daughters. Not all, but some of the cases that have occurred so far have traumatized us that the association with those around them when they carry out the process in the high desert is very inversely proportional to when they before continuing to a higher level of education. That is why we as parents tend to enroll our daughters in Islamic boarding schools whose goal is to make their associations directed and not reckless like some other girls in our place".

To strengthen the above opinion, the researcher explained the results of interviews conducted with other sources, namely with Mrs. Fatmah (45 years old), following the results of the interview:

"We as parents are very worried about the change in the character of our daughters. that is why our family agreed that our girls' education is limited to junior high school or high school only, unlike boys we encourage them to have the highest education".

From the results of interviews that have been conducted with several circles of society, the following conclusions can be drawn: the public's perception of the number of women who do not continue to higher ranks is influenced by family environmental factors that consider that girls are enough to go to school until junior high school or high school. They are worried about the association of their daughters so many of them do not support their daughters to continue to a higher level. In fact, not all highly educated women fall into the wrong hole.

Discussion

The community's perception of higher education for women in Batu Putih Village reflects social and cultural dynamics that are still thick with traditional values. Higher education for women is often considered not as important as their domestic roles in the household, such as being good housewives and taking care of the family. This view is reinforced by the social norms that prevail in the village, where women's roles are more often associated with housework and family responsibilities than with academic achievement or professional careers (Baker & Thompson, 2024).

The people in Batu Putih Village tend to view higher education as something more relevant for men, who are expected to be the main breadwinners. This results in educational priorities often being given to boys, while girls are encouraged to marry and take on the role of housewives. Women who have higher education are often considered incompatible with traditional roles, which can create social pressure for those who choose to continue their education (Yuliana & Setiawan, 2023).

Economic factors also play an important role in limiting women's access to higher education. Many families in Batu Putih Village are low-income, so education is considered a significant financial burden. In this situation, parents tend to invest limited resources in the education of boys, in the hope that they will be able to support the family economically in the future. As a result, women are often overlooked when it comes to access to higher education, which exacerbates gender inequalities in education.

In addition to economic factors, the influence of religion also plays a role in shaping public perception of women's higher education. The religious teachings in Batu Putih Village, which are often interpreted conservatively, reinforce the view that women's roles are more appropriate in the home than in the world of work or education. Although there are interpretations of religion that support education for all, regardless of gender, often traditional understandings that emphasize women's domestic roles dominate. This strengthens the public's view that higher education for women is not important.

One of the impacts of women's limited access to higher education is their low participation in various sectors, both economic, social, and political. Women who do not have higher education tend to have limited access to low-income jobs and have less opportunities to be involved in important decision-making, both at the family and community levels. This not only harms individual women, but also hinders the development of society as a whole (Martinez & Rodriguez, 2023).

However, it is important to note that there are women in Batu Putih Village who

have successfully pursued higher education and contributed significantly in various fields. These success stories show that educated women can bring about positive change, not only for themselves but also for society. Those who succeed often have to face various challenges economically, socially, and culturally, but the perseverance and support they receive allow them to overcome these obstacles.

Efforts by the government and educational institutions to improve women's access to higher education have been made, such as through scholarship and affirmation programs. However, this approach is often less effective in villages like Batu Putih because it does not take into account complex social and cultural factors. These programs need to be complemented by a more comprehensive approach, including education on gender equality and economic empowerment that involves all members of the community (Putri & Aisyah, 2018).

Education about gender equality is very important to change people's views on the role of women. Through continuous education, it is hoped that the community can understand that women have the same right to higher education and careers, and that education is not only beneficial for individuals but also for families and society as a whole.

The program should include all levels of society, including men, to ensure that a change in perception occurs not only in women but also in the entire community (Brown & Miller, 2020).

In addition, economic empowerment for families in villages such as Batu Putih is also a crucial step. By increasing the economic independence of families, the financial burden that is often the main barrier to continuing higher education can be reduced. Women-focused economic empowerment programs can also help them become more financially independent and provide support for their children's education in the future. This will reinforce the argument that higher education is a worthwhile investment, not only for men but also for women.

Strong social support is also needed to create an environment that supports higher education for women. Support from family, friends, and community is essential for women to feel supported in their pursuit of education. In addition, religious leaders and community leaders have an important role in encouraging changes in public perception. With the support of these respected figures, society may be more likely to accept that higher education for women is something important and worth fighting for (Davis & Williams, 2021).

Integrating gender education and economic empowerment in community programs can also help address gender stereotypes that are still strong in Batu Putih Village. This education will not only provide knowledge, but also build awareness about the importance of gender equality in all aspects of life, including education. In this way, women will be more courageous to pursue higher education, and society will be more supportive of the decision.

Strengthening the role of women who have been successful in achieving higher education can also be an effective tool to drive change. These inspiring stories can be used as role models for young women in Batu Putih Village, showing that higher education can open up wider opportunities and bring great benefits to them and the community. This mentoring program involving successful women can help young women in facing challenges they may encounter in their educational journey (Widodo & Kartika, 2018).

The government and educational institutions also need to continue to monitor and evaluate the programs that have been implemented to ensure their effectiveness. Continuous evaluation allows for the identification of problems that may arise during the implementation of the program and provides an opportunity to adjust the strategies used. In this way, these programs can be more effective in achieving the goal of increasing women's participation in higher education (Smith & Johnson, 2019).

Through an integrated and sustainable approach, it is hoped that women's access to higher education in Batu Putih Village can continue to increase. This will not only bring direct benefits to the women involved, but will also have a positive impact on society as a whole. With more and more educated women, there will be more contributions that can be

made to society, both in the economic, social, and cultural fields.

Overall, changing public perception of women's higher education requires long-term commitment from various parties. With the right support, women in Batu Putih Village will have greater opportunities to develop themselves to the fullest, which will ultimately lead to more inclusive social and economic progress. This study has identified the main challenges faced by women in accessing higher education and provided actionable suggestions to overcome these barriers.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The perception of the people of Batu Putih Village towards women's higher education is still influenced by various social, cultural, economic, and religious factors that tend to limit women's access to higher levels of education. Despite success stories that show the benefits of higher education for women, traditional views emphasizing women's domestic roles are still dominant. Therefore, more comprehensive efforts, including education on gender equality, economic empowerment, and strengthening social support, are needed to change this perception and increase women's participation in higher education.

Suggestion

To increase women's access to higher education in Batu Putih Village, it is recommended to integrate education on gender equality and family economic empowerment in community programs, as well as expand access to women-only scholarships. Support from religious leaders and community leaders is also very important in changing traditional perceptions that limit women, while strengthening the role of women who have been successful can be used as inspiration for the younger generation. Additionally, it is important to ensure that each program is monitored and evaluated regularly to achieve optimal results.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6849

NGINDUNG KA WAKTU MIBAPA KA ZAMAN: FOOD RESILIENCE BASED ON LOCAL WISDOM IN KAMPUNG ADAT CIREUNDEU

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Abstract

The development of technology in this digital era has significantly changed various aspects of human life. This technological development provides innovation in all fields, including life and economy. This research aims to study and understand the food resilience the Kampung Adat Cireundeu community applies through their local wisdom. The method used in this study is a descriptive method with a qualitative approach. Through this approach, the research focuses on data collection through in-depth interviews, participatory observations, and related document studies. Kampung Adat Cireundeu, located in Cimahi Regency, West Java, is known for maintaining food resilience through traditional practices and local wisdom passed down from generation to generation. One of the primary practices is using cassava as a staple food in place of rice, which improves food resilience and maintains local culture and traditions. The activity results prove that most of them have a livelihood in cassava farming called Cassava Rice (*Rasi*), and the Cireundeu Indigenous people have the principle of "*Ngindung Ka Waktu, Mibapa Ka Jaman*". The meaning of the word "*Ngindung Ka Waktu*" is that the residents of the traditional village have their own ways, characteristics, and beliefs. Meanwhile, "*Mibapa Ka Jaman*" means that the people of the Kampung Adat Cireundeu do not fight against the changing times but follow the changing times, including adapting to the existence of technology, television, communication tools in the form of *mobile phones*, lighting, and entrepreneurship by using the Shopee platform as a souvenir sale of the Kampung Adat Cireundeu called *Serba* Cassava Kampung Cireundeu.

Keywords: Food Resilience, Technology, Sustainable Development

INTRODUCTION

Food security is a crucial issue affecting a community's social and economic stability. Amidst globalization and modernization, the Cirendeu Traditional Village in West Java faces challenges in maintaining its agricultural traditions. The principle of "*Ngindung ka Waktu Mibapa ka Zaman*," which signifies the ability to adapt to changing times without abandoning local wisdom, is an essential foundation for ensuring food security in Cirendeu Traditional Village. Known for its food resilience, the village survived a food crisis in 1918, when the elder, Mamah Ali, chose not to consume rice, a practice referred to as "*Nyunda Kersa Nyai*" or "*Dewi Sri*," but instead shifted to corn. Over time, in 1984, Omah Asnamah introduced the technology to convert rice into cassava (*sampeu*), a tradition that continues today. The community of Cirendeu Traditional Village maintains this practice by producing "rasi," or cassava rice. Cassava is processed into various innovative food products, and today, the people of Cirendeu also utilize technology to sell cassava-based food items through the Shopee app under the name "Serba Singkong Kampung Cirendeu." This exemplifies their enduring presence as a food security model that can protect in unexpected situations and natural disasters. Hence, Cirendeu Traditional Village is renowned for its food resilience, consistently preserving its community's local wisdom, customs, and traditions, all while adhering to the principle of mutual support. "*Teu Boga Sawah Asal Boga Pare, Teu Boga Pare Asal Boga Beas, Teu Boga Beas Asal Nyangu, Teu Nyangu Asal Dahar, Teu Dahar Asal Kuat".*

As research suggests (Reis et al., 2021), disaster resilience strategies are part of broader disaster preparedness efforts. These strategies span five years and view disaster resilience as the

responsibility of all sectors of society. The goal is for communities in affected areas to be aware of and understand the impacts of natural disasters. They must also be empowered to take practical action and prepare themselves for self-preservation.

The development of technology transcends social status and even culture, embodying the presence of technology that embraces and offers its convenience, as seen in Kampung Adat Cireundeu.

"*Ngindung Ka Waktu*" Means that the people of Kampung Adat Cireundeu have their ways and signs. Whereas "*Mibapa Ka Jaman*" This means that the people of Kampung Adat Cireundeu do not close themselves off to the progress of the times and adapt to current changes, including embracing technology, television, communication tools such as cell phones, lighting, and entrepreneurship by using the Shopee platform for selling souvenirs from Kampung Adat Cirendeu under the name "Serba Singkong Kampung Cireundeu," as stated by (Ločičnik, 2024)

"The function of social technology is dedicated to social purposes through the use of meaningful digital goods. In this context, social technology can be understood as information and communication tools accessible to everyone (or at least should be when internet connectivity is introduced). However, it ultimately requires the cooperation of the entire community of Kampung Adat Cireundeu not to abandon their local wisdom, as expressed by Astasio Picadoet et al., 2022 (in Ločičnik, 2024). "This, in turn, requires the cooperation of the entire community, particularly the health and education sectors, with learning tailored to individuals".

"*Ngindung Ka Waktu*" Preserving the local wisdom of Kampung Adat Cireundeu and "*Mibapa Ka Zaman*" The indigenous people of Cireundeu adapt to the advancing times to survive. This is evidence that Kampung Adat Cireundeu has endured through all the changes and surrounding developments with sustainable progress. Humans are a totality of six dimensions: physical, mental, spiritual, coexistence, development, and existential. Sustainable development highlights the "need for the next energy transition," as it is evident that the current energy system is unsustainable across all social, economic, and environmental criteria." Grubler, 2012 (in Chipango & To, 2024).

Everything is interconnected, and sustainable development is intended to meet the needs of the current generation without compromising the ability of future generations to meet their own needs. The people of Kampung Adat Cireundeu, guided by the *Ngindung Ka Waktu Mibapa Ka Zaman* principle, maintain food security based on their local wisdom.

METHOD

This study employs a qualitative descriptive approach, integrating data through participatory observation, relevant document studies, and in-depth interviews. Cireundeu is a traditional village in Cimahi Regency, West Java. Thus, Kampung Adat Cirendeu is known for its strong food security while maintaining its community's cultural values and traditions, which emphasizes mutual support.

RESULTS AND DISCUSSION

I. Result

A. Food Resilience in Kampung Adat Cireundeu

Kampung Adat Cireundeu is a traditional village where the community has moved beyond reliance on staple foods like rice. Through historical food crises, cassava has become a staple, ensuring food security in Kampung Adat Cireundeu. Since cassava became the primary food source, there has not been a food crisis. This success is attributed to mutual support and cooperation among community members, fostering peace and harmony in the lives of Kampung Adat Cireundeu residents while preserving their local wisdom, which they commonly refer to as "*Silih Asah, Silih Asih, Silih Asuh, Tata Titi, Diduga Peryoga".* The people of Kampung Adat Cireundeu steadfastly uphold the Karuhun Cireundeu proverb, which is also used as a principle for their local food security wisdom, namely:



Figure 1. Personal Document: Food Security Motto of Kampung Adat Cireundeu

"*Teu Boga Sawah Asal Boga Pare, Teu Boga Pare Asal Boga Beas, Teu Boga Beas Asal Nyangu, Teu Nyangu Asal Dahar, Teu Dahar Asal Kuat".* "It's okay not to have rice fields as long as you have paddy; it's okay not to have paddy as long as you have rice; it's okay not to have rice as long as you can cook it; it's okay not to cook rice as long as you can eat; it's okay not to eat as long as you can live."

The people of Kampung Adat Cireundeu honour their ancestors by not consuming rice, which has now been replaced by cassava (sampeu), commonly referred to as "Rasi" or cassava rice.



Figure 2. Personal Document: *Rasi* (Cassava Rice) of Kampung Adat Cireundeu

The daughter of Mr. Haji Ali, Mrs. Omah Asmanah, initiated the shift in staple food for the people of Kampung Adat Cireundeu from rice, a change that her relatives followed in Kampung Cireundeu. In 1964, Mrs. Omah Asmanah was awarded the title of "Food Hero" by the Cimahi government through Wedana Cimahi for her pioneering efforts.

B. *Ngindung Ka Waktu Mibapa Ka Zaman as Technology in Kampung Adat Cireundeu*

Kampung Adat Cireundeu continues to uphold their ancestral customs and beliefs. However, they strive to keep pace with the times, including adopting technology. *"Ngindung Ka Waktu"* reflects that the village community has its methods, characteristics, and beliefs. Meanwhile, *"Mibapa Ka Zaman"* means that the people of Kampung Adat Cireundeu do not resist or oppose the progress of the times but instead adapt to it, such as embracing technology, television, and cell phones, lighting, and entrepreneurship using the Shopee platform for selling souvenirs from Kampung Adat Cireundeu under the name "*Serba Singkong* Kampung Cireundeu."

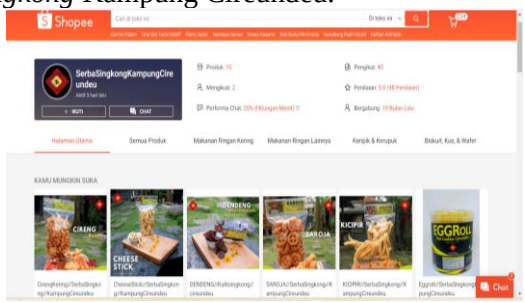


Figure 3. Shopee Platform "Serba Singkong Kampung Cireundeu" *https://shopee.co.id/serbasingkong?is_from_login=true*

The use of this technology has become one of the livelihoods and economic activities of the people of Kampung Adat Cireundeu. It also demonstrates that the community can consistently uphold ancestral principles while striving to keep up with the times, including technology, to sustain their lives through entrepreneurship with cassava (*sampeu*) or cassava rice, which is then processed into various cassava products: Cireng Rujak, *Cheese Stick*, *Dendeng Kulit Singkong*, *Saroja*, Kicipir, *Eggroll*, *Keripik Bawang*, *Simping*, *Opak Bumbu*. The sale of "*Serba Singkong Kampung Cireundeu*" has reached an international level. Many visitors from both domestic and abroad order traditional foods made from cassava rice to be shipped to their home countries.

C. Sustainable Development Based on Local Wisdom in Kampung Adat Cireundeu

The concept of sustainable development means that the development of the current generation should not require future generations to sacrifice a lower level of social welfare than the current generation. This includes economic welfare social welfare, which encompasses health, education, and environmental well-being. To plan development based on sustainable development, one must understand the components needed for sustainability. Knowing which components and instruments are necessary for sustainable development is also essential.

Local wisdom can be defined as wise, insightful, and valuable local ideas that are ingrained and followed by the community members. Local culture is a form of local wisdom typically possessed by specific regions or groups. Local culture reflects and characterizes a region, which can be demonstrated through customs, skills, and even the structures in that area. Local culture is a strength for the region in developing businesses, including in the agricultural sector.

Growth and conservation of natural resources and the environment are always associated with exploiting natural resources and environmental damage (Meadows, Donella and Meadows, Nancy, 1972 (Chaireni et al., 2020).



Figure 4. Personal Document: Entrepreneurial Kitchen "Serba Singkong Kampung Cireundeu"

In addition to using the Shopee platform for entrepreneurship, the people of Kampung Adat Cireundeu have a public elementary school in the village, Cireundeu Public Elementary School.



Figure 5. Cireundeu Public Elementary School https://www.kompasiana.com/erfransdo/6503593f4addee3f792e9822/ketuk-tular-prinsip-masyarakat-kampung-adat-cireundeu-dalam-mencegah-pandemi-covid-19?page=all

Additionally, Kampung Adat Cireundeu, by embracing the developments of the times, has been provided with free WIFI services from the Ministry of Communication and Information (*Kominfo*). This aims to support education, economic empowerment, and the preservation of local culture through digital technology.



Figure 6. Free WIFI Facility from Kominfo https://youtu.be/CGoPXb0KgcU?feature=shared

With access to the internet, the people of Kampung Adat Cireundeu are leveraging sustainable development to enhance digital opportunities that can improve the well-being of the local community.

II. Discussion

A. Food Resilience in Kampung Adat Cireundeu

Food security is sufficient for a healthy life as a means of sustaining life, which involves ensuring an adequate and high-quality food supply that is safe and affordable for all Kampung Adat Cireundeu community members. This is essential to avoid the risk of food insecurity, as outlined by

Maxwell and Frankenberger 1992 (This means "providing everyone with access at all times to sufficient food for a healthy life." (*always secure access to sufficient food for a healthy life*). Law Number 7 of 1996 on Food (dalam BPK, 1996) states that "the condition of food security for households is reflected in the availability of food that is adequate in both quantity and quality, safe, evenly distributed, and affordable." Meanwhile, USAID, 1992 (in Suharyanto, 2011) states, "the condition in which everyone can physically and financially meet their consumption needs for a healthy and productive life." Meanwhile, FAO, 1992 (in Suharyanto, 2011) states that "the condition of food security for households is reflected in the availability of food that is adequate in both quantity and quality, safe, evenly distributed, and affordable."

With the increasing population and the risk of food and nutrition insecurity, the people of Kampung Adat Cireundeu have significantly focused on cultivating cassava as a primary staple. This directly impacts production and the sustainability of their food system with Rasi (cassava rice). This demonstrates the independence and firm determination of the Kampung Adat Cireundeu community to maintain cassava as a critical food source, serving as the first subsystem of three subsystems in the food security system. Food availability is the foundation for achieving food independence and sovereignty. Food security is crucial in creating community well-being, especially regarding availability, affordability, and price stability. Additionally, there is a strong correlation between food security and inflation issues, particularly regarding affordability and purchasing power.

On the other hand, according to Farooq et al. 2022; Leal Filho et al., 2022 (Chen et al., 2024), “To maintain food security, it is often the case that climate change can cause alterations in temperature, rainfall patterns, and extreme weather events, all of which have a direct impact on agricultural productivity. These changes can affect crop yields, planting seasons, and the overall quality of products. Increased temperatures can lead to plant heat stress, while altered rainfall patterns can result in droughts or floods that damage crops.

However, the people of Kampung Adat Cireundeu can prepare a supply of cassava to be used as cassava rice, ensuring food independence. According to Meiva, food availability is a continuation of consumption but is considered insufficient regarding food security due to various factors at the local and household levels. Physical and economic access to food is a crucial requirement to ensure the sustainability of food consumption.

B. Ngindung Ka Waktu Mibapa Ka Zaman as Food Technology in Kampung Adat Cireundeu

The advancement and development of technology continue to surpass boundaries and spaces, regardless of status, gender, or age in society. Everything evolves rapidly with the ease of access offered, making it inseparable from human life. This is undoubtedly influenced by globalization and the technological advancements that have reached Kampung Adat Cireundeu. These technologies are utilized for ease of education and livelihood sustainment through entrepreneurship using the Shopee platform called "*Serba Singkong Kampung Cireundeu.*" This demonstrates that the people of Kampung Adat Cireundeu embrace technological developments without abandoning their local wisdom as a form of values and ancestral heritage passed from generation to generation, known as *Ngindung Ka Waktu Mibapa Ka Zaman.*

The potential of food availability as food technology in Kampung Adat Cireundeu reflects the abundant and high-quality natural resources used as primary food ingredients and produced through entrepreneurship. The innovative technology utilized to the fullest is evident in the sale of traditional cassava rice products, known as rasi, including items such as *Cireng Rujak, Cheese Stick, Dendeng Kulit Singkong, Saroja, Kicipir, Eggroll, Keripik Bawang, Simping, Opak Bumbu.* Thus, this is an innovation of local wisdom from the people of Kampung Adat Cireundeu to attract consumers to consume local food products, specifically cassava/rasi, to ensure food security for the Kampung Adat Cireundeu community. According to Hazelia D, Aomi et al., 2010 (in Ching-Pong Poo et al., 2024), “Several forms of innovation involve utilizing local food sources, such as cassava, to create various food products, demonstrating how these products attract

consumer interest.

This demonstrates (Ločičnik, 2024) that the focus of social technology is to achieve social goals through the use of meaningful digital tools. In this context, social technology can be defined as communication and information tools available to everyone, or at least should be, when everyone has access to the Internet. For older adults who hope that ICT can enhance their active ageing, it is the right time to teach and introduce ICT or to demonstrate initiatives and evidence of the benefits of social technology for active ageing. Over time, various technology types have become increasingly part of their lives. (Cotten, 2017). Proper information and communication technology can reduce social isolation among older adults and encourage lifestyle changes that support active ageing, thereby enhancing independence.

C. Sustainable Development Based on Local Wisdom in Kampung Adat Cireundeu

Law No. 32 of 2009 on Environmental Protection and Management has identified various elements needed to achieve sustainable development at the national and regional levels (Provinces, Districts, and Cities).

According to (Wang, 2024)**,** "Sustainable development refers to the overall capacity of various components within a system to support sustainable development through interaction, development, and feedback among those elements".

Local wisdom can be defined as ideas imbued with wisdom and positive values, which are ingrained in and followed by the community. Local wisdom reflects the culture of the region. J.W. Ajawaila 1991 (in Suparmoko, 2020) "argues that local culture is a characteristic of the culture of a specific community. Meanwhile, Judistira 2008 (in Dasipah & Iskandar, 2019) "states that regional culture is not only reflected in artistic and aesthetic expressions but also in the behaviours, actions, and underlying thought patterns behind what is visible on the surface. According to Judistira, 2008 (in Dasipah & Iskandar, 2019) states that regional culture is not only reflected in artistic and aesthetic expressions but also behaviours, actions, and thought patterns underlying what is visible on the surface. The ability to have a significant advantage in balancing regional development (Mally et al., 2022) (Chen et al., 2024), using resources optimally.

According to Hu et al., 2022 (Chen et al., 2024), "Using resources optimally. Additionally, small towns often have unique natural heritage, ethnic cultures, and local businesses." Liao dan Yi, 2018; Jaszczak et al., 2024 (in Chen et al., 2024) "They show a strong potential for preserving traditions and local characteristics. ." Mainet 2015 (Chen et al., 2024) "They maintain urban concepts while considering local characteristics and uniqueness (natural environment, historical culture, and biodiversity) in their sustainable development."

Hu et al., 2022 (in Chen et al., 2024) " Many sustainable development models, one of which is characteristic cities that focus on agriculture." According to Filipovi'c et al., 2016 (Chen et al., 2024), "Sustainable small cities can enhance economic and social development, reduce 'urban diseases,' and improve residents' living standards. With accessible geographic locations, pleasant environments, and prominent characteristic industries, they emerge as new platforms that drive industry transformation and improvement, foster new industrial aggregation, and support integrated urban-rural development." Wu et al., 2018 (Chen et al., 2024).

CONCLUSION AND RECOMMENDATIONS

This study shows that Kampung Adat Cireundeu can maintain its food resilience through cassava, which is processed into rasi, also known as cassava rice, a natural product obtained through agriculture. This food resilience does not preclude technological advancement; Kampung Adat Cireundeu has adopted technology, particularly in production and sales, by utilizing the Shopee platform 'Serba Singkong Kampung Cireundeu' as evidence that the community of Kampung Adat Cireundeu is keeping up with technological developments, known as Ngindung Ka Waktu Mibapa Ka Zaman, without abandoning any of the local cultural values as principles from their ancestors. This also represents an effort in sustainable development, where local wisdom can be interpreted as ideas from the local community that contain wisdom, possess positive values, and are

practised and embraced by its members.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7031

THE INFLUENCE OF TEACHERS' ABILITY TO MANAGE CLASSROOMS, USE MEDIA AND LEARNING METHODS ON SOCIAL STUDIES LEARNING OUTCOMES

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Abstract

This study aims to analyze the joint influence between teacher ability in managing class, using media, and learning methods on social studies learning outcomes of SD Negeri Mentor III, Sumberasih District, Probolinggo. The data collection technique is from primary data in the form of a questionnaire. The use of the scale in this study is the Likert scale which will be used in a closed questionnaire. While secondary data is in the form of documentation in the form of notes, reports, and photos. This documentation technique is used to collect data on student grades in the form of report card grades, school profiles, facilities and infrastructure, and the number of students who will be studied later. There are 2 data analysis techniques used in this study, namely: Frequencies analysis and graphic analysis. Based on the questionnaire on class management skills (X1), learning methods (X2), and learning media (X3), the average answers from 72 respondents were the same. The results of the 3 questionnaires, for the lowest ranged from 1.4% as many as 1 respondent and the highest ranged from 29.2% as many as 21 respondents. So, from the results of this study it can be concluded that there is a positive and significant influence simultaneously on the ability to manage the class, learning media, and learning methods on the learning outcomes of students at SD Negeri Mentor III, Sumberasih District.

Keywords: Teacher ability, Class management, Media, Learning methods, Learning outcomes

INTRODUCTION

Education is the main foundation in the development of a nation, where the role of teachers is very vital in determining the quality of education. Teachers not only play the role of conveyors of knowledge, but also as facilitators, motivators, and inspirations for students. In this context, the ability of teachers to manage the classroom, use learning media, and apply effective learning methods is the key to the success of the teaching and learning process. At SD Negeri Mentor III, Sumberasih District, Probolinggo, the challenge in optimizing these three aspects is an important concern because it is directly related to student learning outcomes, especially in the subject of Social Sciences (IPS) (Rahmawati & Suhardi, 2019).

Effective classroom management is the foundation for the creation of a conducive learning atmosphere. Teachers who are able to manage the classroom well will be able to create a safe, comfortable, and structured environment, so that students can focus on the material being taught. Classroom management is not only about maintaining discipline, but also about creating positive interactions between teachers and students and between students. At SD Negeri Mentor III, differences in teachers' ability to manage the classroom are often seen from the difference in the level of student activity and the varying classroom atmosphere. This indicates the need to strengthen classroom management skills among teachers (Williams & Zhang, 2020).

In addition, the use of appropriate and innovative learning media is an important element in increasing learning effectiveness. Learning media functions as a tool that can facilitate students' understanding of the material presented. In social studies subjects, which often involve abstract concepts, The use

of media such as images, videos, and interactive maps can help students to more easily understand and remember the material. However, at SD Negeri Mentor III, not all teachers have adequate access and skills in utilizing various types of learning media available, both conventional and digital.

The teacher's ability to choose and apply learning methods is also a factor that greatly determines the success of student learning. Learning methods that are in accordance with the characteristics of the material and students will make the learning process more interesting and effective. For example, discussion, group work, and project-based learning methods can encourage students to be more actively involved in the learning process and develop their critical thinking skills. However, in SD Negeri Mentor III, most teachers still tend to use one-way learning methods, such as lectures, which can cause students to become passive and less actively involved in the learning process (Priyadi & Setiawan, 2020).

The importance of classroom management, the use of media, and the right learning methods can be seen from their impact on student learning outcomes. Learning outcomes are not only about how much students can remember information, but also about how students understand, apply, and develop the material studied. In social studies subjects, which teach about society, history, and culture, a deep understanding and the ability to think critically are indispensable. Therefore, teachers' abilities in these three aspects must be improved to ensure that students do not just pass exams, but also truly understand the material and can apply it in daily life (Brown & Green, 2020).

Previously, many studies have shown that there is a positive correlation between teachers' ability to manage the classroom, use media, and apply learning methods with student learning outcomes. However, at SD Negeri Mentor III, research that specifically examines the influence of these three factors on social studies learning outcomes has not been widely conducted. In fact, understanding the relationship between teachers' abilities and learning outcomes is very important to formulate strategies to improve the quality of education in the school. By identifying the most influential factors, schools can take concrete steps to support teachers' professional development and improve the quality of learning.

In the digital era like now, teachers' ability to utilize technology as a learning medium is becoming increasingly important. Technology offers a wide range of opportunities to create a more learning experience engaging and interactive. E-learning applications, learning videos, and digital simulations are some examples of media that can be used to enrich social studies learning. However, at SD Negeri Mentor III, the use of technology in learning is still limited. Some teachers may not be used to or do not have enough skills to utilize this technology, so learning is still predominantly done conventionally (Lestari & Suryani, 2021).

In addition to mastery of technology, the ability of teachers to adjust learning methods to students' learning styles is also very important. Each student has a different learning style; Some are more visual, some are more auditory, and some are more kinesthetic. Teachers who can adjust their learning methods to the needs of students will be more successful in achieving learning goals. For example, students who are more visual may find it easier to understand social studies material if presented in the form of maps or diagrams, while students who are more kinesthetic may need practical activities to understand concepts. Adapting learning methods to students' learning styles will help improve their learning outcomes.

The role of teachers in providing constructive feedback should also not be ignored. Clear and timely feedback is essential to help students understand their mistakes and improve their understanding. At SD Negeri Mentor III, teachers who are able to provide feedback effectively can help students not only remember the subject matter, but also understand how to apply it in a broader context. Positive and supportive feedback will increase students' confidence and motivate them to continue learning.

Classroom management, media use, and effective learning methods also contribute to the development of students' social and emotional skills. This skill is especially

important in social studies subjects, which often address social, cultural, and moral issues. At SD Negeri Mentor III, teachers who are able to create an inclusive classroom atmosphere and use media and learning methods that involve students in discussions and cooperation will help students develop empathy, a sense of responsibility, and critical thinking skills. These skills are not only important for academic success, but also for shaping students' character as good citizens (Arifin & Nugraha, 2022).

In line with that, good classroom management also includes the ability of teachers to create positive discipline in the classroom. Positive discipline not only means enforcing rules, but it also encourages students to understand the importance of taking responsibility for their actions. Teachers who are able to apply fair and consistent discipline will create a more organized and productive learning environment. At SD Negeri Mentor III, good discipline in the classroom will help students to focus on learning and reduce distractions that can hinder the teaching and learning process.

One of the challenges faced by teachers at SD Negeri Mentor III is limited resources. Whether it is limitations in terms of available learning media, time to design innovative learning methods, or adequate professional training. Without adequate support, teachers may find it difficult to implement effective classroom management, use appropriate media, and implement optimal learning methods. Therefore, it is important for schools and local governments to provide the necessary support, both in the form of providing facilities, training, and opportunities for teachers to continue to develop themselves (Thompson & Davis, 2018).

In an effort to improve social studies learning outcomes, collaboration between teachers, students, and parents is also very important. Parents who are involved in their child's education can help reinforce the learning done in school. At SD Negeri Mentor III, encouraging parental involvement in the learning process, for example by providing regular feedback on their child's progress or involving them in learning activities, can help improve student learning outcomes. This collaboration will create a more comprehensive learning environment and support students' academic and personal development.

Finally, it is necessary to realize that improving learning outcomes cannot be achieved instantly, but requires continuous effort. Teachers, as the main component in the educational process, need to continue to adapt and improve their competence to face the ever-evolving challenges. In SD Negeri Mentor III, strategies to improve teachers' ability to manage classrooms, use media, and apply appropriate learning methods must be a priority. Thus, it is expected to achieve a significant improvement in social studies learning outcomes, which in turn will contribute to improving the overall quality of education.

RESEARCH METHODS

This study uses quantitative data. (Sugiyono (2019), stated that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.

The approach used in this research data is a quantitative approach, because the data information obtained is presented in the form of numbers and analyzed using statistical analysis. The method used in this study is the survey method.

There are 4 main variables that are the focus of this study, including:

Teacher's ability to manage the classroom:

1. Independent/independent variable (X1)
2. Independent variable learning media (X2).
3. Independent variable learning method (X3)
4. Learning outcomes: bound/dependent variable (Y)

The data measurement used for each variable is ordinal. Ordinal measurements allow everything to be sorted according to their respective ranks.

The measurement scale for the research instrument used is the Likert scale. This Likert scale will show the agreement or disagreement of a series of questions about an object, and usually has five or seven categories from strongly agreeing to strongly disagreeing (Sugiyono, 2019).

The population in this study is students of SDN Mentor 3 Sumberasih District, Probolinggo Regency, below are some of the classes that will be used as the population, including:

a. There are a total of 24 students in class 1, with the number of boys around 15 children while the number of female students is around 9 children
b. There are a total of 27 students in grade 2, with the number of boys around 17 children while the number of female students is around 10 children.
c. Grade 3 has a total of 25 students, with the number of boys around 9 children while the number of female students is around 16 children.
d. Grade 4 has a total of 21 students, with the number of boys around 10 children while the number of female students is around 11 children.
e. Grade 5 has a total of 25 students, with the number of boys around 10 children while the number of female students is around 15 children.
f. There are a total of 26 students in grade 6, with the number of boys around 17 children while the number of female students is around 9 children.

So the total population in the research that will be carried out at SDN Mentor III is around 148 students. In this study, the researcher determined that the population was only taken in grades 4, 5, and 6. With consideration of being more capable of responding to the questionnaire that will be given by the researcher. The basis for this determination is using Purpossive Sampling, which if made into one, a sample of 72 students is obtained. In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale.*

b. Documentation

Documentation techniques are used to obtain data that is already available in the form of documentation techniques are used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student attitudes and behaviors, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study using descriptive data analysis, there are 2 models for this data analysis, including:

a. Analisis frequencies

Frequencies are data analysis of teachers' ability to manage classrooms, learning media and learning methods for the presentation of data in the form of tables or percentages (in statistics known as frequency distribution.

b. Chart analysis

Frequencies is an analysis of learning motivation data, learning facilities and environment for the presentation of data in the form of tables. In this study, the author uses the Graph method (Setiawan et al., 2014).

RESULTS AND DISCUSSION

Result

Data processing was carried out in two stages, the first stage was carried out by calculating and summing each score, then finding the average score answer from each respondent. Then the second stage is the calculation of the statistical components needed in the analysis which includes a validity test with the product moment correlation formula, a reliability test with the Cronbach's Alpha formula, a normality test with chi squared, a linearity test, finding the mean (M), standard divergence (SD), data analysis with the double regression correlation formula as explained in the previous chapter. Meanwhile, the calculation of statistical analysis was carried out using the SPSS 27 program computer.

Based on the results of the data processing, the research data can be described with the aim of providing information about the state of the independent variable of classroom management ability (X1), learning method (X2), learning media (X3) and the presentation of variables bound to learning outcomes (Y). An overview of the scores and criteria can be tabulated as follows:

Table 1. Tabulation of Research Results Score

Statistics

		X1	X2	X3	Y
N	Valid	72	72	72	72
	Missing	0	0	0	0
Mean		3.86	3.86	3.86	85.79
Median		3.30	3.30	3.30	87.00
Mode		3	3	3	89
Std. Deviation		.789	.789	.789	4.522
Minimum		3	3	3	74
Maximum		5	5	5	92
Sum		278	278	278	6177

And in detail, the score results of each variable are presented as follows:

a. Ability to Manage Classes

Based on the results of the distribution of the questionnaire for the ability to manage classes (X1), the following data was obtained: From 20 questionnaire items distributed to 72 respondents, it was known that the ability to manage classes was in the average range between 1.4% to 29.2% with details of 1 respondent answering with an average score of 1.4%; 6 respondents answered with an average score of 2.8%; 4 respondents answered with an average score of 5.6%; 5 respondents answered with an average score of 6.9%; 8 respondents answered with an average score of 11.1%; 12 respondents answered with an average score of 16.7%; 15 respondents answered with an average score of 20.8% and 21 respondents answered with an average score of 29.2%. The average answer of 72 respondents for the ability to manage classes (X_1) was the lowest at 1.4% and the highest at 29.2% with 21 respondents.

b. Learning Methods

Based on the results of the distribution of questionnaires for the learning method (X_2), the following data was obtained: From 10 questionnaire items distributed to 72 respondents, it was known that the learning method was in the average range between 1.4% to 29.2% with details of 1 respondent answering with an average score of 1.4%; 6 respondents answered with a taskor ratio of 2.8%; 4 respondents answered with an average score of 5.6%; 5 respondents answered with an average score of 6.9%; 12 respondents answered with an average score of 16.7%.; 15 respondents answered with an average score of 20.8% and 21 respondents answered with an average score of 29.2%. The average answer of 72 respondents for the learning method (X_2) was the lowest at 1.4% for 1 respondent and the highest at 29.2% for 21 respondents.

c. Learning Media

Based on the results of the distribution of the learning media questionnaire (X3), the following data was obtained: From 10 questionnaire items distributed to 72 respondents, it was known that the learning media was in the average range between 1.4% to 29.2% with details of 6 respondents answering with an average score of 2.8%; 4 respondents answering with an average score of 5.6%; 5 respondents answering with an average score of 6.9%; 8 respondents answered with an average score of 11.1%; 12 respondents answered with an average score of 16.7%; 15 respondents answered with an average score of 20.8%; and 21 respondents answered with an average score of 29.2%. The average The answers of 72 respondents of the learning media (X3) were the lowest at 1.4% as 1 respondent and the highest at 29.2% as many as 21 respondents.

d. Learning Outcomes

Based on the report card results for learning outcomes (Y), the following data were obtained: From table 1 of learning outcomes, 72 respondents were found to have an average range of 1.4% to 18.1% with details of 4 respondents answering with an average score of 1.4%; 6 respondents answering with an average score of 2.8%; 3 respondents answering with an average score of 4.2%; 8 respondents answering with an average score of 5.6%: 5 respondents answered with an average score of 6.9%; 6 respondents answered with an average score of 8.3%; 7 respondents answered with an average score of 9.7%; 12 respondents answered with an average score of 16.7%; 8 respondents

answered with an average score of 11.1% and 13 respondents answered with an average score of 18.1%. The average answer of 72 respondents was the lowest Learning Outcome (Y) of 1.4% for 4 respondents and the highest for 18.1%. as many as 13 respondents.

Hypothesis Test Results
Statistical testing
Linearity test

From the results of the linearity test for data derived from independent variables, namely the ability to manage classes (X1), learning methods (X2), and learning media (X3) as well as the variables bound to student learning outcomes (Y), the results were obtained that these variables were normally distributed. Graphically, the lineart of these variables can be described as follows:

Table 2. Results of the X1 Linearity Test with Y

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
* X1	Between Groups	(Combined)	111.632	9	12.404	.574	.813
		Linearity	3.795	1	3.795	.176	.677
		Deviation from Linearity	107.837	8	13.480	.624	.755
	Within Groups		1340.243	62	21.617		
	Total		1451.875	71			

In the results of the linearity test of X1 with Y, it is explained that 0.677 is obtained from the table Anova X1 with Y. So the relationship from X1 to Y is linear meaning that the change of the X1 variable is followed by the change of the Y variable.

Table 3. Results of the X2 Linearity Test with Y

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
* X2	Between Groups	(Combined)	48.790	9	5.421	.240	.987
		Linearity	17.319	1	17.319	.765	.385
		Deviation from Linearity	31.471	8	3.934	.174	.994
	Within Groups		1403.085	62	22.630		
	Total		1451.875	71			

In the results of the linearity test of X2 with Y, it is explained that 0.385 is obtained from the Anova table X2 with Y. So the relationship from X2 to Y is linear means that the change of the X2 variable is followed by the change of the Y variable.

Table 4. Results of the X3 Linearity Test with Y

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
* X3	Between Groups	(Combined)	561.650	9	62.406	4.346	.000
		Linearity	440.421	1	440.421	30.673	.000
		Deviation from Linearity	121.229	8	15.154	1.055	.406
	Within Groups		890.225	62	14.358		
	Total		1451.875	71			

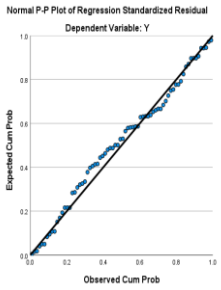
In the results of the linearity test of X3 with Y, it is explained that 0.000 is obtained from the table Anova X3 with Y. So the relationship from X3 with Y is linear meaning that the change of the X3 variable is followed by the change of the Y variable.

Normality Test

From the results of the normality test for data derived from independent variables,

namely learning methods (X1), learning media (X2), and learning facilities (X3) as well as variables bound to student learning outcomes (Y), the results were obtained that these variables were normally distributed. Graphically, the normality of these variables can be described as follows.

Figure 1. Normality Test Results



Heterokedasticity Test

Heterokedasticity is a residual variant that is not present in all observations in the regression model. The heteroscedasticity test uses the Spearman's rho correlation coefficient test technique, which is to correlate independent variables with their residuals. The test uses a significance level of 0.05 with a 2-sided test. If the correlation between the independent and residual variables can be significant more than 0.05, then it can be said that there is no heteroscedasticity problem

Table 5. Heteroscedasticity Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.294	3.799
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

The results of heteroscedasticity using the Spearman's rho correlation coefficient test technique, which is . 569a in a significance of more than 0.05, it can be said that there is no heteroscedasticity problem.

Multicollinearity Test

Multicollinearity means that the independent variables contained in the regression model have a perfect linear relationship or near perfect (the correlation coefficient is high or even 1). The consequence of multicollinearity is that the correlation coefficient is not definite and the error becomes very large.

Table 6. Multicollinearity Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.294	3.799
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

correlation test

The autocorrelation test is a statistical analysis that is carried out to find out if there is a correlation between the variables in the prediction model and the change in time. Therefore, if the autocorrelation assumption occurs in a prediction model, then the disturbance values are no longer independently paired, but autocorrelated pairs. On this occasion, we will only focus on the autocorrelation test with SPSS.

Table 7. Correlation Auto Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.569[a]	.324	.294	3.79886	1.349

a. Predictors: (Constant), X3, X1, X2
b. Dependent Variable: Y

Hypothesis testing

From the 4 hypothesis submissions, the same conclusion was obtained, namely that there is a positive and significant influence between the teacher's ability to manage the classroom, the selection of learning media, the selection and learning method on student learning outcomes. The results of data analysis obtained a regression of 0.000^{b} with a significance of 0.005. This number of 0.000 is smaller than the alpha of 0.05. Thus, it can be said that there is a significant influence of X1, X2, X3 on Y.

Discussion

The ability of teachers to manage the classroom is one of the key factors that affect the effectiveness of the learning process. A well-managed classroom is able to create a conducive learning environment, where students can focus on the material presented. Effective classroom management involves good spatial planning, control of student interaction, and proper time management. When teachers are able to create an orderly and orderly classroom atmosphere, students will find it easier to concentrate and be motivated to learn, so their learning outcomes tend to improve (Chen & Wang, 2021).

In addition to classroom management, the use of appropriate learning media also plays an important role in improving student learning outcomes. Learning media is a tool or means used by teachers to convey subject matter. The use of media that is appropriate to the characteristics of the material and the needs of students can help make their understanding easier. For example, the use of videos or images can help students understand abstract concepts in social studies. Engaging and interactive media can also increase students' interest and motivation in learning, so they are more active in the learning process (Smith & Jones, 2023).

The selection of the right learning method by teachers also has a great influence on student learning outcomes. Learning methods that are varied and in accordance with the characteristics of the subject matter will make the learning process more dynamic and interesting. Teachers who are creative in choosing learning methods can avoid student boredom and encourage their active participation in learning. For example, group discussion methods or project-based learning can directly involve students in the learning process, so that they not only receive information passively, but also actively develop their own understanding.

Teachers' ability to combine classroom management, media use, and learning methods can also create a more holistic learning experience for students. By managing classes well, using effective media, and implementing appropriate learning methods, teachers can facilitate more in-depth and meaningful learning. This is very important in social studies subjects, which often involve complex concepts and require a good understanding to be applied in daily life (Setiawan & Nurhadi, 2023).

In the context of social studies learning, teachers also need to pay attention to student characteristics, such as their ability level, interests, and learning styles. An understanding of the characteristics of these students will help teachers in choosing the most effective learning media and methods. For example, students who are more visual may be more helped by the use of diagrams and concept maps, while more kinesthetic students may need more hands-on activities to understand the material. By adapting learning approaches to student needs, teachers can help students achieve optimal learning outcomes (Johnson & Ward, 2019).

Teachers' ability to use technology is also an important factor in modern learning. In this digital era, learning media is no longer limited to textbooks and whiteboards, but also includes various digital platforms such as videos, interactive applications, and e-learning. Teachers who are able to utilize this technology effectively can create a more engaging learning experience that suits the needs of today's students. Technology also allows for more flexible learning, where students can learn outside the classroom and access learning resources at any time (Wahyudi & Hartono, 2021).

Effective classroom management also involves the teacher's ability to create positive discipline in the classroom. Good discipline not only means enforcing rules, but also building mutual respect between teachers and students. When students feel valued and treated fairly, they will be more motivated to participate in learning and achieve good learning outcomes. Conversely, chaotic and disorganized classrooms will hinder the learning process and reduce student learning outcomes (Walker & Moore, 2019).

Innovative learning methods can also increase student involvement in social studies learning. For example, the use of project-based learning methods or problem-based learning can help students develop critical and creative thinking skills. Through this method, students not only learn about social studies materials in theory, but are also invited to solve real problems that are relevant to their lives. This relevant learning experience will make students more interested and engaged in learning, so that their learning outcomes will also improve (Cahyono & Hidayat, 2020).

The teacher's ability to provide constructive feedback also greatly affects student learning outcomes. Feedback provided in a timely and clear manner will help students understand their mistakes and correct them. Teachers who are able to provide feedback in a supportive way will also build students' confidence, so they are more motivated to learn and achieve better results. Positive and constructive feedback is one of the most important forms of support in the teaching and learning process (Miller & Yang, 2022).

In conclusion, teachers' ability to manage the classroom, use media, and choose the right learning method has a significant influence on student learning outcomes, especially in social studies subjects. Teachers who are competent in these three aspects are able to create a conducive, interesting, and interactive learning environment, so that students can learn more effectively and achieve optimal learning outcomes. For this reason, it is important for teachers to continue to develop their competencies in classroom management, media use, and the application of innovative learning methods.

CONCLUSIONS AND SUGGESTIONS

1. There is a significant influence together between teachers' ability to manage classes, use media, and apply learning methods to social studies learning outcomes at SD Negeri Mentor III, Sumberasih District, Probolinggo. This shows that these three aspects are interrelated and together determine the effectiveness of social studies learning.
2. The ability of teachers to manage classes independently also has a significant influence on social studies learning outcomes. Good classroom management helps create a conducive learning atmosphere, which in turn supports the achievement of more optimal learning outcomes.
3. The ability of teachers to use learning media and apply appropriate learning methods also individually has a positive influence on social studies learning outcomes. The effective use of media and learning methods that are in accordance with the material and characteristics of students is able to increase students' understanding and participation in the learning process, which then has an impact on improving their learning outcomes.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7037

THE INFLUENCE OF PARENTAL ATTENTION, MOTIVATION AND STUDENT LEARNING FACILITIES ON STUDENT LEARNING OUTCOMES

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Abstract

The aim of this research is to: (1) analyze the extent to which parental attention influences the learning outcomes of class VI students at SDN Sotabar 02 (2) assess the influence of students' learning motivation on achieving their learning outcomes (3) evaluate the role of learning facilities in supporting learning success students and (4) identify the relationship between parental attention, learning motivation, and learning facilities with overall student learning outcomes. Previous research shows that parental attention, learning motivation, and learning facilities have a significant influence on student learning outcomes. Research at SDN Sotabar 02 Pasean, Pamekasan, found that these three factors together influenced student learning outcomes by 67.107%, while the remaining 32.893% was influenced by other factors. The approach used in this research is quantitative research. Simultaneously, it shows that there is a significant influence between parental attention, learning motivation and learning facilities on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. Researchers believe that together parental attention, learning motivation and learning facilities have a significant effect on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. Meanwhile, the remaining 32,893% is determined by other variables/factors not discussed in this research. Parental attention, learning motivation, and learning facilities have a significant influence on student learning outcomes. Great parental attention, high learning motivation, and adequate facilities are proven to support overall student achievement. On the other hand, lack of parental attention, low motivation to learn, and limited facilities tend to have a negative impact on student learning outcomes

Keywords: Parental Attention, Learning Motivation, and Learning Facilities

INTRODUCTION

Education is the main pillar in the formation of competent and characterful individuals. As a vital element in human life, education functions not only as a tool to transfer knowledge, but also as a means to guide individuals in living their social lives and form the discipline and ethics needed in interacting with society. This confirms that education is a fundamental need that applies universally, not least in the simplest communities. Ngalim (2017) states that education is an inseparable part of human life, because through education, individuals are prepared to face life's challenges, acquire skills, and develop character that will determine their future.

The role of education is not only limited to formal institutions such as schools, but also involves the important role of the family environment, especially parents. Parents are the first and main educators of their children. Within the family, parents have a big responsibility to provide attention, support and guidance to their children in the learning process. Parents' attention to their children's education not only has an impact on their children's academic achievement, but also on the formation of their children's character and attitudes towards education itself. Every parent certainly wants their children to be successful in education, and for this reason they must be actively involved in providing the necessary support, both in the form of motivation, supervision and guidance in daily learning activities.

Previous research shows that parental attention, learning motivation, and learning

facilities have a significant influence on student learning outcomes. Research at SDN Sotabar 02 Pasean, Pamekasan, found that these three factors together influenced student learning outcomes by 67.107%, while the remaining 32.893% was influenced by other factors. This research is supported by other studies, such as research by Jefri Kurniawan (2019) which shows that the school and family environment has a significant impact on student achievement. In more detail, parental attention was proven to have an influence of 57.51% on student learning outcomes, in line with the findings of Prastyaningsih and Yuliana Putri (2021) which showed the importance of parental support in increasing student motivation and learning outcomes. Learning motivation also shows a positive influence of 33.49%, supported by research by Meilana Sapta Dityawati (2019) and Wang and Holcombe (2019), which states that students with high motivation tend to achieve better academic achievements. Apart from that, learning facilities have a significant influence of 63.90%, which is also supported by research by Vina Devi Yekti Irawan (2021) and Schneider (2016), showing that adequate facilities not only support the learning process, but also increase motivation and learning outcomes. student.

Apart from parental attention, learning motivation is another important factor that influences student learning outcomes. Learning motivation is an internal drive that encourages students to study hard and achieve their educational goals. Students who have high learning motivation tend to be more enthusiastic in participating in the learning process, more diligent in completing school assignments, and have a strong desire to achieve good achievements. On the other hand, students who have low motivation to learn may feel lazy, lack enthusiasm, and tend to ignore school assignments, so that their learning outcomes tend to be low. According to Slameto (2017), learning motivation is very important because it functions as a driving force that makes students want to learn, and without strong motivation, the learning process may not take place effectively.

Learning facilities also play a significant role in supporting the success of the learning process. Adequate learning facilities, such as comfortable classrooms, complete libraries, laboratories equipped with adequate equipment, and access to good information technology, are very important to create a conducive learning environment. Good facilities enable students to study more comfortably and effectively, so that they can achieve optimal learning outcomes. However, in many schools, especially in rural areas or areas with limited budgets, learning facilities are often inadequate. This condition can hinder the learning process and have a negative impact on student learning outcomes.

The reality on the ground shows that many students have not reached the Minimum Completion Criteria (KKM) due to various factors, including lack of parental attention, low learning motivation, and limited learning facilities. Based on initial observations carried out on April 1 2023 at SDN Sotabar 02, Pasean District, Pamekasan Regency, it was found that of the 31 students, 73.8% had reached the KKM in Social Sciences (IPS) subjects, while 11 other students had not yet reached the KKM. This shows that there are still a number of students who require special attention so that they can achieve the specified KKM.

Teachers at this school have made various efforts to help students who have not yet reached the KKM, such as repeating material that students do not understand and providing more focused explanations. However, this effort may not be enough if it is not supported by parental attention and high learning motivation from the students themselves. In this case, it is important for schools and parents to work together to create a supportive learning environment, both at school and at home.

Specifically, the aims of this research are to: (1) analyze the extent to which parental attention influences the learning outcomes of class VI students at SDN Sotabar 02; (2) assessing the influence of students' learning motivation on achieving their learning outcomes; (3) evaluate the role of learning facilities in supporting student learning success; and (4) identifying the relationship between parental attention, learning motivation, and learning facilities with overall student learning outcomes.

It is hoped that this research can make a

significant contribution in understanding the factors that influence student learning outcomes at SDN Sotabar 02 and provide a strong basis for the formulation of more effective education policies. Thus, the results of this research can be used as a reference to improve the quality of education in these schools and achieve national education goals more effectively and efficiently. This research also has the potential to provide benefits to other schools facing similar challenges, so that a more holistic approach can be implemented in an effort to improve student learning outcomes.

RESEARCH METHOD

The approach used in this research is quantitative research. Quantitative research methods can be interpreted as methods used to research certain populations or samples that give rise to certain numbers, data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses.

FINDINGS AND DISCUSSIONS

FINDINGS

The description of the research results is based on calculating the frequency of the scores for each alternative answer to the questionnaire to obtain the percentage and average score of the respondents' answers. In this research there are three independent variables used, namely parental attention (X1), motivation (X2) and learning facilities (X3) and the dependent variable is learning outcomes.

a. Learning Outcome Variable (Y)

These learning outcomes are taken from the final semester assessment (PAS) scores of odd semester 2023-2024 students in social studies subjects, learning outcome indicators can include; (1) Cognitive domain: concerns intellectual learning outcomes which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation. (2) Affective domain: concerns attitudes which consist of five aspects, namely acceptance, answer or reaction, assessment, organization and internalization. (3) aspects of the psychomotor domain, namely (a) reflex movements, (b) skills, basic movements, (c) perceptual abilities, (d) harmony or precision, (e) complex skill movements, and (f) expressive and interpretive movements. The following are the PAS results for Class VI Social Sciences subjects at SDN Sotabar 02, Pasean District, Pamekasan Regency.

Table 4.1 Learning Outcomes (Y)

		Freq	Percen	Valid Percent	Cum Percent
Valid	75.00	4	9.5	9.5	9.5
	80.00	12	28.6	28.6	38.1
	85.00	10	23.8	23.8	61.9
	90.00	10	23.8	23.8	85.7
	95.00	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Source: data processed 2024

Based on this table, it can be seen that of the 42 students who got a KKM score of 75, 4 students or 9.5%, 12 students got a score of 80 or 28.6%, 10 students got a score of 85 or 23.8%, 10 students got a score of 90 or 28.6%, and 6 students got a score of 95 or 14.3%.

b. Parental attention (X1)

The parental attention variable consists of the following indicators: Giving rewards or punishments, Providing guidance/help with difficulties. Set a good example. Meeting children's learning needs.

c. Learning motivation (X2)

The self-efficacy variable consists of the following indicators: The desire and desire to succeed, the encouragement and need for learning, the hope and aspirations for the future, the existence of appreciation for learning, and the existence of a conducive learning environment. These indicators are made up of 10 questions with a score of 1 – 5

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
1.	23	54.8	10	23.8	9	21.4			-	-
2.	21	50.0	7	16.7	12	28.6	2	4.8	-	-
3.	23	54.8	10	23.8	9	21.4			-	-
4.	23	54.8	13	31.0	4	9.5	2	4.8	-	-
5.	21	50.0	9	21.4	10	23.8	2	4.8	-	-
6	24	57.1	6	14.3	8	19.0	4	9.5	-	-
7	20	47.6	9	21.4	11	26.2	2	4.8	-	-
8	20	47.6	10	23.8	12	28.6			-	-
9	19	45.2	10	23.8	9	21.4	4	9.5	-	-
10	20	47.6	10	23.8	12	28.6			-	-
Σ	214	509,5	94	223,8	96	228,5	16	38,2		
Rata	21	50,9	9	22,4	10	22,85	2	6,36	-	-

Source: data processed 2024

for each question. The following are the results of the recapitulation of the learning motivation variable (X2):

Table 4.3 Learning Motivation

Based on this table, it can be seen that from the total of 10 questions regarding the learning motivation variable, 21 respondents or the equivalent of 50.9% answered strongly agree, 9 respondents or the equivalent of 22.4% answered agree, 10 respondents or the equivalent of 22 .85% answered that they disagreed, and 2 respondents or the equivalent of 6.36% answered that they disagreed, thus it can be concluded that in the learning motivation variable many respondents answered strongly agree with a percentage of 50.9%. From the temporary findings, researchers believe that learning motivation contributes to learning outcomes.

d. Learning Facilities (X3)

The learning facilities variable consists of the following indicators: Study place, Study tools, Study aids, Lighting. These indicators consist of 8 questions with a score of 1 – 5 for each question. The following are the results of the recapitulation of the learning facilities variable (X3):

Table 4.4 Learning Facilities

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
1.	23	54.8	19	45.2	-	-	-	-	-	-
2.	30	71.4	6	14.3	6	14.3	-	-	-	-
3.	24	57.1	11	26.2	7	16.7	-	-	-	-
4.	29	69.0	13	31.0	-	-	-	-	-	-
5.	29	69.0	7	16.7	6	14.3	-	-	-	-
6	26	61.9	10	23.8	5	11.9	1	2.4	-	-
7	24	57.1	14	33.3	4	9.5	-	-	-	-
8	32	76.2	2	4.8	8	19.0	-	-	-	-
∑	217	516,5	82	195,3	36	85,7	1	2,4	-	-
Rata	27	64,56	10	24,4	6	14,28	1	2,4	-	-

Source: data processed 2024

Based on this table, it can be seen that from the total of 12 questions regarding the Soft Skills variable, 71 respondents or the equivalent of 62.90% answered strongly agree, 24 people or the equivalent of 21.9% answered agree, 17 people or the equivalent of 14.66% answered that they disagreed, and 1 person or the equivalent of 0.52% answered that they disagreed, thus it can be concluded that in the entrepreneurial value variable, many respondents answered strongly agree with a percentage of 62.90%. From the results of these findings, researchers believe that Soft Skills contribute to entrepreneurial readiness.

Prerequisite Test

a. Classical Assumption Test

The purpose of using the classical assumption test is to obtain an unbiased estimator from least squares regression.

1) Normality Test

The use of parametric statistical analysis must meet the assumption that the data is normally distributed, so it is necessary to test the normality of the data. The test used is the graphic method (Normal Probability Plot), if the distribution of data on the graph is around the diagonal line and the direction of the distribution follows the direction of the diagonal line, it means the data is normally distributed.

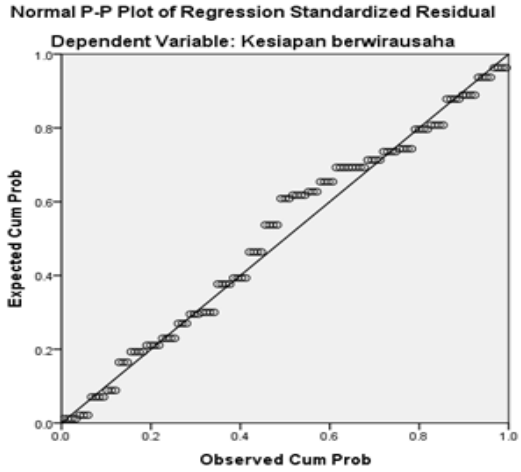


Figure 4.1 Normality Test

The data spreads around the diagonal line, and the direction of the spread follows the direction of the diagonal line, so it can be stated that the data is normally distributed.

2) Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables.

Table 4.5 Interpretation of Multicollinearity test

Model		Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	47,099	3,805		
	Perhatian orangtua	,305	,053	,725	1,378
	Motivasi belajar	,302	,090	,436	2,293
	Fasilitas belajar	,409	,135	,386	2,592

a. Dependent Variable: Hasil belajar

Source: Data processed 2024

From the results of the multicollinearity test and the results of the VIF values, it shows that the three independent variables do not experience multicollinearity, with proof that the tolerance value is above > 0.10, then the VIF value is below 10.

3) Heteroscedasticity Test

The heteroscedasticity test was

carried out using a Scatter Plot graph. If the points are spread randomly and do not form a clear pattern, and are spread both above and below the number 0 on the Y axis, this means that there is no heteroscedasticity or homogeneous data. The Scatterplot image of the heteroscedasticity test can be seen in the image below:

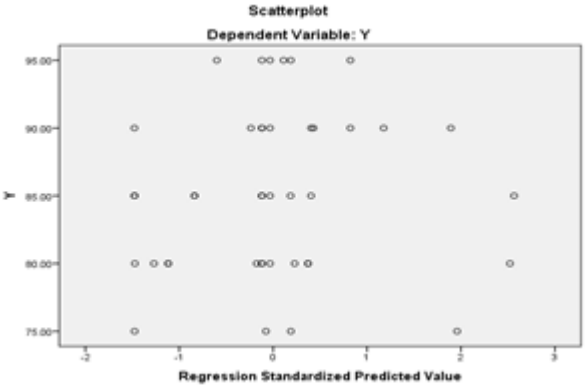


Figure 4.2 Heteroscedasticity Test

4) Autocorrelation Test

The autocorrelation test to find out whether the data is autocorrelated or not is using the Q:Box-Pierce and Liung Box statistical tests. The criterion for whether there is autocorrelation is if the number of significant lags is more than two, then autocorrelation occurs, if the number of significant lags is two or less than two, then there is no autocorrelation. Or it can be seen from the probability value, if prob > 0.05 it is not significant, if prob > 0.05 then it is significant.

Table 4.7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,730[a]	,533	,502	4,19520	1,732

a. Predictors: (Constant), Fasilitas belajar, Motivasi, Perhatian orang tua
b. Dependent Variable: Hasil belajar
Sumber: Data diolah 2024

From the table (table 4.7) above, the Durbin-Watson (calculated DW) value is 1,732 or below 2. Based on the criteria that have been determined, the calculated DW is between -2 and 2, namely -2 ≤ 2, so this means that there is no autocorrelation. So the conclusion is that the Autocorrelation Test is fulfilled.

b. Multiple Regression Analysis

Based on the results of the classical assumption test, the data is suitable for multiple linear regression tests to determine the magnitude of the influence of the independent variables on the dependent variable in the form of a multiple linear regression equation. The results of multiple regression testing can be seen in table 4.8.

Table 4.8 Multiple Regression test output

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,099	3,805		12,377	,000
	Perhatian orangtua	,305	,053	,681	5,751	,000
	Motivasi	,302	,090	,511	3,349	,000
	Fasilitas belajar	,409	,064	,492	6,390	,000

a. Dependent Variable: Hasil belajar

Based on this table, a multiple linear regression equation can be prepared as follows:

Y= a + b1X1 + b2X2 + b3X3 + e

Y= 47.099 + 305X1 + 302X2 + 409X3 + e

Hypothesis Testing

1) F test

Based on the results of statistical calculations with the help of SPSS 22.00 for Windows software, an Anova table was obtained which shows the statistical F test. The F test results in the Anova table can be seen as follows:

Table 4.9 F Test

ANOVAb

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	922,735	3	307,578	67,107	,000[a]
	Residual	809,585	46	17,600		
	Total	1732,320	49			

a. Dependent Variable: Hasil Belajar
b. Predictors: (Constant), Fasilitas belajar, Motivasi, Perhatian orangtua

Based on the results of the analysis in the table above, it can be seen that there is an influence of parental attention, learning motivation and learning facilities on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency with a value of Fcount = 67.107 with a significance value of 0.000.

2) t Test

The t test is used to test the truth of the research hypothesis using the t-test significance test tool. This is intended to test the significance of the influence of individual (partial) variables on the influence of parental attention (X1), learning motivation (X2) and learning facilities (X3) on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District,Pamekasan Regency (Y).

Table 4.10 Output t Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,099	3,805		12,377	,000
	Perhatian orangtua	,305	,053	,681	5,751	,000
	Motivasi	,302	,090	,511	3,349	,000
	Fasilitas belajar	,409	,064	,492	6,390	,000

a. Dependent Variable: Hasil belajar

3) R Square Test

To find out the correlation coefficient or the closeness of the relationship and the coefficient of determination between the independent variable and the dependent variable, you can see the table below:

Table 4.11

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,730[a]	,533	,502	4,19520	1,732

a. Predictors: (Constant), Fasilitas belajar, Motivasi, perhatian orang tua
b. Dependent Variable: Hasil belajar

The R test is a number that shows the ability of the independent variable to explain the variable bound. The value ranges between 0 and 1 ($0 < R < 1$) where the R value is closer to 1, the closer the relationship between the independent and dependent variables. The table above shows that the R value is 0.730, which shows that there is a close relationship between the independent and dependent variables. Because R. is 0.730, it has been proven that there is a double correlation.

DISCUSSIONS

Parental Attention, Motivation and Learning Facilities on Student Learning Outcomes

Simultaneously or together, it shows that there is a significant influence between parental attention, learning motivation and learning facilities on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. From the results of the research above and supported by several previous studies, the researcher is confident that together parental attention, learning motivation and learning facilities have a significant effect on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. Meanwhile, the remaining 32,893% is determined by other variables/factors not discussed in this research, such as prepared learning facilities, business facilities, and so on.

The research results above are supported by Jefri Kurniawan, 2019 The Effect of School Environment, Family Environment and Learning Motivation on Student Learning Outcomes. The results of the research show that 1) there is a significant influence of the school environment on student learning outcomes, 2) there is a significant influence of the family environment on student learning outcomes, 3) there is a significant influence of the school environment on student learning outcomes. learning outcomes, 4) there is a significant influence of the family environment on the learning outcomes of students at XII AK SMK Bismen Tanah Datar.

Furthermore, it was also supported by Silvi Junita, Alfi Rahmi, Haidi Fitri. 2019, the influence of learning motivation and parental attention on the mathematics learning outcomes of class VII students at SMP Negeri 1 Baso in the 2018/2019 academic year. The research results showed that partially, learning motivation contributed 20.307% to students' mathematics learning outcomes, parental attention to mathematics learning outcomes contributed 16.3406%, and learning motivation and parental attention simultaneously had a significant influence on students' mathematics learning outcomes. class VII of SMP Negeri 1 Baso for the 2018/2019 academic year with a contribution of 25.2004%.

This finding is supported by the latest empirical studies in the last two years, such as research by Lee and Bowen (2020) which found that parental involvement increases student academic achievement, as well as research by Müller and Schmidt (2021) which shows a correlation between high learning motivation and increased student test scores. In addition, research by Johnson and McGrath (2022) emphasizes the importance of learning facilities, including digital facilities which are crucial during the COVID-19 pandemic. Thus, parental attention, learning motivation, and learning facilities are important factors that must be considered to significantly improve student learning outcomes.

Overall, this research confirms that parental attention, learning motivation, and learning facilities are key factors that significantly influence student learning outcomes. These findings are consistent with theory and recent empirical studies showing the importance of family support, students' internal motivation, and an adequate learning environment in improving academic achievement. Therefore, greater attention must be paid to these three factors to significantly improve student learning outcomes.

The influence of parental attention on

the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency

Based on the results of partial data analysis, it shows that there is a significant influence between parental attention on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 57.51%. This means that the better the parents' attention, the better the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency.

The research results above are supported by research by Prastyaningsih, Yuliana Putri (2021). The Influence of Parental Attention and Motivation on the Learning Outcomes of Class IV Students in Thematic Subjects at Joresan State Elementary School for the 2020/2021 Academic Year. 1) parental attention has a significant effect on learning outcomes in thematic lessons for class IV students at Joresan Mlarak Elementary School, with an influence of 52%. 2) motivation has a significant effect on learning outcomes in thematic lessons for class IV students at Joresan Mlarak Elementary School, with an influence of 55.2%. 3) parental attention and motivation have a significant effect on learning outcomes in thematic lessons for class IV students at Joresan Mlarak Elementary School, with an influence of 74.5%. Laela Lutfiana Rachmah. 2019. The Influence of Family Environment and Learning Facilities on Students' Social Sciences Learning Outcomes in View of Learning Motivation. There is a direct influence between the family environment on IPS results. There is a direct influence between student learning facilities on students' social studies results with sig scores. 0.000<0.05. Silvi Junita, Alfi Rahmi, Haidi Fitri. 2019.

The Influence of Learning Motivation and Parental Attention on Mathematics Learning Outcomes of Class VII Students of SMP Negeri 1 Baso in the 2018/2019 Academic Year. The research results showed that partially, learning motivation contributed 20.307% to students' mathematics learning outcomes, parental attention to mathematics learning outcomes contributed 16.3406%, and learning motivation and parental attention simultaneously had a significant influence on students' mathematics learning outcomes. class VII of SMP Negeri 1 Baso for the 2018/2019 academic year with a contribution of 25.20%.

Furthermore, consistent parental attention can increase students' learning motivation. According to Eccles and Wigfield (2020), learning motivation plays a crucial role in academic achievement, and support from parents can facilitate this achievement by increasing student motivation. Research by Jansen et al. (2017) showed that enhanced intrinsic motivation through parental support contributed to better academic achievement. Thus, parental attention not only influences learning outcomes directly, but also plays a role in motivating students to study harder.

Good learning facilities also support the influence of parental attention. Adequate facilities, such as comfortable study rooms and sufficient educational resources, can increase the effectiveness of learning. Research by Schneider (2016) shows that the quality of learning facilities is positively related to student academic achievement, and this shows that parental attention in providing facilities that support children's learning is very influential. A study by Earthman (2017) underlines the importance of the school's physical environment, which is also influenced by parental attention in maintaining and improving the quality of learning facilities.

Recent research also strengthens these findings. Lee and Bowen (2020) found that parental involvement significantly improved students' academic achievement in elementary schools. This study shows that parental attention and involvement in school activities has a substantial impact on student learning outcomes. In addition, research by Müller and Schmidt (2021) supports that learning motivation triggered by parental support can improve students' test scores, indicating a close relationship between parental attention and academic learning outcomes.

Parental attention is more important than ever. Research by Johnson and McGrath (2022) shows that during distance learning, parental support and attention to children's learning process greatly influences learning outcomes. Digital facilities provided by parents also play an important role in the success of distance learning. These findings emphasize that parental concern remains a key

factor in supporting students' academic achievement, especially in unconventional learning situations.

Overall, the results of this analysis show that parental attention significantly influences student learning outcomes. This research is consistent with theory and recent empirical studies, which confirm the importance of parental support in children's education. With better attention from parents, students tend to achieve better learning outcomes, strengthening the argument that parental involvement is an important factor in improving student academic achievement.

Motivation on Student Learning Outcomes

Based on the results of partial data analysis, it shows that there is an influence of learning motivation (X2) on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency. It can be concluded that learning motivation has a positive influence on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 33.49%. This means that the more motivation to learn, the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency will also be better.

Meilana Sapta Dityawati. 2019. The Influence of Learning Motivation, Ability of Teachers to Teach, Parental Attention and Learning Facilities in Understanding Material of Regulatory Systems in Senior High School. The research results show that the effect of learning motivation is 9.4%; teacher's teaching ability 9.5%; parental attention is 12.1% and learning facilities are 7.6% on understanding the regulatory system material and simultaneously have an influence of 20.3% on understanding the regulatory system material.

Silvi Junita, Alfi Rahmi, Haidi Fitri. 2019. The Influence of Learning Motivation and Parental Attention on Mathematics Learning Outcomes of Class VII Students of SMP Negeri 1 Baso in the 2018/2019 Academic Year. The research results showed that partially, learning motivation contributed 20.307% to students' mathematics learning outcomes, parental attention to mathematics learning outcomes contributed 16.3406%, and learning motivation and parental attention simultaneously had a significant influence on students' mathematics learning outcomes. class VII of SMP Negeri 1 Baso for the 2018/2019 academic year with a contribution of 25.2004%.

Motivation to learn plays a crucial role in academic achievement. Self-Determination Theory by Deci and Ryan (2015) distinguishes between intrinsic and extrinsic motivation, both of which contribute to academic success. Intrinsic motivation, namely the drive to learn because of personal satisfaction and interest, has been proven to be positively related to student learning outcomes. Research by Schunk, Pintrich, and Meece (2018) supports this by showing that high motivation increases academic achievement through increased learning effort and resilience.

Recent research shows that learning motivation significantly influences learning outcomes. A study by Wang and Holcombe (2019) found that students with high learning motivation showed better academic results compared to students who were less motivated. Learning motivation encourages students to be more actively involved in the learning process, overcome challenges, and utilize available resources to achieve their academic goals.

Adequate learning facilities also play a role in increasing learning motivation. Research by Turner and Meyer (2020) shows that a positive learning environment and adequate resources can increase student motivation, which in turn influences their learning outcomes. A supportive environment provides additional stimulus for students to learn more effectively and committedly.

Apart from learning facilities, support from teachers and families is also important in motivating students. Research by Dweck (2016) shows that emotional support and positive feedback from teachers and parents can increase student motivation. This is in line with findings by Hattie and Timperley (2017), who emphasize that constructive feedback and consistent support can improve motivation and, ultimately, student learning outcomes.

These findings have important implications for educational practice. To improve student learning outcomes, it is important for educators and parents to focus on increasing learning motivation. This can be done through providing a supportive learning environment, using motivating teaching strategies, and providing positive and

constructive feedback. Research by Pintrich (2018) shows that strategies that increase students' intrinsic motivation can significantly improve their academic outcomes.

Overall, the results of this study confirm that learning motivation has a significant positive influence on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency. These findings are consistent with motivation theory and recent empirical studies showing that high motivation contributes to better academic achievement. Therefore, efforts to increase student learning motivation must be a priority in educational strategies to achieve optimal learning outcomes.

Facilities for Student Learning Outcomes

Based on the results of partial data analysis, it shows that there is an influence of learning facilities (X3) on the Learning Outcomes of Class VI Students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y). It can be concluded that learning facilities have a positive effect on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y), namely 63.90%. This means that the more complete the learning facilities the students have, the better the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y).

Vina Devi Yekti Irawan, 2021, The Effect of Parental Attention, Rewards, and Learning Facilities on Student Learning Outcomes, The results of the research show that: (1) There is a significant influence between Parental Attention, Rewards, and Learning Facilities on learning outcomes. indicated by a sig value of F count 46.856 > F table 2.47. (2) There is an influence between parental attention, giving awards, and learning facilities on learning motivation.

Ega Sri Dini, 2019, The Effect of Parental Attention, Educational Background of Parents, Learning Facilities and Learning Motivation on Student Learning Outcomes. The results of the research show that parental attention, level of education, and learning facilities have a significant effect on student learning motivation, parental education level does not have a significant effect on learning outcomes, parental care, and learning facilities at home have a significant positive effect on student learning outcomes in areas of expertise. Accounting at Padang City State Vocational School.

Hayatul Azma, 2019, The Influence of Learning Facilities, Learning Interest, Learning Environment and Learning Motivation on Student Learning Outcomes in Social Sciences Subjects at Tanah Datar Regency Vocational School: Study (1) Learning facilities have a positive and significant effect on the learning motivation of class XI students at Tanah Datar Regency Vocational School , (2) Learning facilities have a positive and significant effect on the social studies learning outcomes of class XI students at Tanah Datar Regency Vocational School. This means that the better the students' learning facilities at home, the higher the social studies learning outcomes of Tanah Datar Regency Vocational School students. (3) Learning motivation has a positive and significant effect on the social studies learning outcomes of class XI students at Tanah Datar Regency Vocational School. This means that the better the learning motivation, the higher the social studies learning outcomes of Tanah Datar Regency Vocational School students.

Learning facilities include various elements such as classrooms, books, learning equipment, and access to technology. The learning environment theory put forward by Fraser (1994) explains that the quality of the learning environment has a direct effect on student learning outcomes. Recent research by Turner and Meyer (2020) confirms that adequate facilities, including comfortable study spaces and complete study aids, contribute to improving student academic outcomes. Good facilities provide conditions that support an effective learning process, so that students can learn better.

Good learning facilities can also influence student learning motivation. Research by Schneider (2016) shows that adequate learning facilities can increase students' motivation to study, because they feel more supported and comfortable in their learning environment. Facilities such as complete books, modern technology, and conducive classrooms can stimulate students' interest and curiosity, which ultimately has a positive impact on their learning outcomes.

The physical condition of the school,

including the facilities available, has a significant impact on student academic performance. Research by Earthman (2017) confirms that the quality of physical facilities, such as lighting, ventilation and comfortable furniture, is directly related to student learning outcomes. Inadequate facilities can interfere with students' concentration and comfort, whereas good facilities support an effective learning process and improve academic results.

These findings have important implications for education policy. To improve student learning outcomes, it is important for schools and the government to focus on providing adequate learning facilities. Investments in educational facilities, including improving the physical condition of schools and providing technology, can have a significant positive impact on student academic achievement. Research by Woolner et al. (2020) show that improvements in learning facilities can improve academic outcomes and motivate students to study better.

Overall, the results of this research confirm that learning facilities have a significant positive influence on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency. These findings are consistent with theory and recent empirical studies showing that good facilities contribute to improving student academic achievement. Therefore, greater attention must be paid to the provision and improvement of learning facilities to ensure optimal learning outcomes for students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research results, it is concluded as follows:

1. Parental Influence, Motivation, and Learning Facilities
   These three factors together have a significant impact on the learning outcomes of class VI students at SDN Sotabar 02. The presence of parental attention, high learning motivation, and adequate facilities really support student learning achievement.
2. The Effect of Parental Attention
   Attention from parents has a big influence on student learning outcomes. Children who lack attention tend to be difficult to manage and seek outside attention, which can have a negative impact on their behavior and learning outcomes.
3. Influence of Learning Motivation
   Lack of motivation to learn results in laziness, lack of enthusiasm, and even student absenteeism from school, all of which negatively affect learning outcomes.
4. Influence of Learning Facilities
   Adequate learning facilities are important for students. Delays or deficiencies in providing facilities can reduce enthusiasm for learning, which ultimately has an impact on learning outcomes.

Suggestion

Based on the results of this research, the suggestions are as follows:

1. School principals are expected to continue to motivate students by inviting parents and teachers to jointly provide support. With this collaboration, students will feel more comfortable and cared for by important people in their lives.
2. Teachers are expected to always communicate with parents to work together in providing motivation to students, supported by data such as student learning outcomes that have increased or decreased.
3. Even though they are busy, parents are expected to continue to provide attention, enthusiasm and accompany their children in their learning, as well as completing their children's school needs on a regular basis to maximize their learning outcomes.
4. Students are expected to continue to improve their learning outcomes by utilizing parental attention and the learning facilities that have been provided. Keep your enthusiasm for learning, especially in social studies subjects, so you can excel and make your parents proud.
5. It is recommended that future researchers conduct further research on other factors that may be related to parental attention, learning motivation, and learning facilities, such as parents' economic conditions, school distance, and family environment.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7032

THE EFFECT OF SELF-EFFICACY, LEARNING METHODS, AND LEARNING MEDIA ON STUDENTS' SOCIAL STUDIES LEARNING MOTIVATION

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Abstract

This research aims to determine the simultaneous influence of self-efficacy, choice of learning methods, and choice of learning media on students' social studies learning motivation at SDN Brani Wetan, Maron District, Probolinggo Regency. This research is quantitative research. The data collection technique is from primary data in the form of a questionnaire. Meanwhile, secondary data is in the form of documentation in the form of notes, reports and photos. There are 2 data analysis techniques used in this research, namely: descriptive analysis and Multiple Linear Regression analysis. The results of this research include: first, the influence of self-efficacy on learning motivation: the coefficient of determination (R2) is .999a which indicates that the independent variable (X) is able to explain the dependent variable at SDN Brani Wetan Maron (Y) by 99.9% while the remainder is 0, 1% is explained by other variables outside the model. Second, the influence of learning methods on learning motivation: the coefficient of determination is 0.305a which indicates that the independent variable (X2) is able to explain the dependent variable at SDN Brani Wetan Maron (Y2) of 30.5% while the remaining 68.5% is explained by other external variables. model. Third, the influence of learning media on learning motivation: the coefficient of determination (R2) is 0.937a which indicates that the independent variable Maron (X2) is able to explain the dependent variable literacy (Y2) of 93.7% while the remaining 06.3% is explained by other variables in external model.

Keywords: Self-Efficacy, Learning Methods, Learning Media, Learning Motivation.

INTRODUCTION

Education is a crucial aspect in the development of individual potential and the progress of society. In the context of basic education, student learning motivation plays an important role in achieving optimal learning outcomes. High learning motivation encourages students to be actively involved in the learning process, which ultimately affects their academic performance. However, various factors can affect students' motivation to learn, including self-efficacy, learning methods, and learning media (Asmara & Putri, 2019).

Self-efficacy is an individual's belief in his or her ability to achieve the desired results through the right effort and strategy. According to Bandura (1997), self-efficacy is closely related to motivation and goal achievement. In the context of education, students who have high self-efficacy tend to be more confident and motivated in learning, because they are confident that they can overcome the challenges they face. Therefore, understanding the influence of self-efficacy on students' learning motivation is important in designing effective educational strategies (Wijaya & Mahendra, 2020).

The learning method is an approach used by educators to convey subject matter to students. The methods used in the learning process can affect the level of student engagement and motivation. Varied learning methods, such as project-based learning, group discussions, and cooperative methods, have been shown to be effective in improving student motivation and learning outcomes. The right method can make learning more interesting and relevant for students.

In addition to learning methods, learning media also plays an important role in the teaching and learning process. Learning media is a tool or means used to convey subject

matter, be it in the form of textbooks, videos, audio, or other digital devices. The use of learning media that suits the characteristics and needs of students can increase their understanding and engagement in the lesson. Innovative and interactive learning media can help students understand concepts better and increase their motivation to learn (Purwanto & Rahmawati, 2020).

In elementary school, social studies (Social Sciences) subjects are often considered less interesting compared to other subjects such as mathematics or language. This can affect students' motivation in learning social studies. Therefore, it is important to explore learning methods and media that can increase students' interest in these subjects. The use of interesting media and innovative learning methods can help students understand social studies material in a more enjoyable way (Cheng et al, 2021).

Previous research has shown that self-efficacy is positively related to learning motivation. Students who believe in their ability to succeed in learning tend to be more motivated and active in their lessons. In addition, various studies have also shown that learning methods that actively involve students, such as project-based learning and group discussions, can increase their motivation to learn. Varied learning media can also affect the effectiveness of learning and student motivation.

On the other hand, the challenges faced in the application of effective learning methods and media often involve limited resources and infrastructure. Schools in certain areas, especially in rural areas, may face difficulties in providing modern and adequate learning media. This can affect the quality of learning and student motivation. Therefore, there needs to be a practical and affordable solution to increase the effectiveness of learning methods and media in various conditions (Siregar & Wahyuni, 2023).

Seeing the importance of the role of self-efficacy, learning methods, and learning media in student learning motivation, this study aims to explore how these three factors affect the social studies learning motivation of students at SD Negeri Brani Wetan, Maron, Probolinggo. This research will provide deeper insights into the relationship between self-efficacy, learning methods, learning media, and student learning motivation (Handayani & Suryani, 2022).

The importance of this research lies in its ability to contribute to the development of better educational practices. By understanding the influence of these factors on student learning motivation, educators can design more effective strategies in improving student engagement and achievement. This research is also expected to provide practical recommendations for schools and education policymakers in improving the quality of learning (Schunk & DiBenedetto, 2020).

In carrying out this research, a qualitative approach will be used to dig up in-depth information about the experiences and perspectives of students, teachers, and other related parties. The data obtained will be analyzed to identify patterns and relationships between self-efficacy, learning methods, learning media, and student learning motivation (Saputra, 2021).

With this background, this study is expected to provide a better understanding of the factors that affect student learning motivation at SD Negeri Brani Wetan, Maron, Probolinggo. The results of this research will be useful for the development of more effective educational strategies that are in accordance with the needs of students.

Finally, this research is the first step in an effort to improve the quality of learning and student learning motivation through a deeper understanding of self-efficacy, learning methods, and learning media. It is hoped that the results of this study can make a positive contribution to educational practices in elementary schools and help students reach their maximum potential.

RESEARCH METHODS

This study uses quantitative data, namely research that is widely demanded using numbers, starting from data collection, interpretation of the data, and the appearance of the results. According to Sugiyono (2019), it is stated that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.

The approach used in this research data is a quantitative approach, because the data

information obtained is presented in the form of numbers and analyzed using statistical analysis. The method used in this study is a survey method.

The 4 main variables that are the focus of this research are:

1. Free/independent variable self-efficacy (X1)
2. Free/independent variable learning method (X2).
3. Free/independent variable learning media (X3).
4. Learning motivationBound/dependent variable (Y)

The population in this study is all students in grades 4, 5 and 6 of SD Negeri Brani Wetan, Maron District, Probolinggo Regency. Below is the number of students who will be used as the population, including:

a. Grade 4 has a total of 31 students, with the number of male students around 15 children while the number of female students is around 16 children.
b. Grade 5 has a total of 27 students, with the number of male students around 12 children while the number of female students is around 15 children
c. Grade 6 has a total of 22 students, with the number of male students around 10 children while the number of female students is around 12 children

In this study, the researcher determined that the population space was less than 100 respondents, so a saturated sample was determined, meaning that all populations were at once a sample of respondents, which was as many as 80 people. In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale*.

b. Documentation

Documentation techniques are used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student attitudes and behaviors, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study using descriptive data analysis, there are 2 models for this data analysis, including:

a. Descriptive Analysis

The descriptive analysis method is more complete in its facilities than the previous method, can store new variables as a result of Z transformation (Field Andy P, 2018*)* This is in accordance with the research that will be carried out on the influence of self-efficacy, learning methods, and learning media on the learning motivation of SDN Brani Wetan students.

b. Linear Regression Analysis

The analysis in this study uses statistical calculations, for that the data must be in the form of quantitative data in the form of numbers. Multiple Linear Regression is a general statistical method used to examine the effect between a bound variable and a free variable.

RESULTS AND DISCUSSION

Data Description

Based on the results of the data processing carried out, the research data can be described with the aim of providing information about the state of the self-efficacy free variable (X1), learning method (X2), learning media (X3) and the presentation of variables bound to learning motivation (Y). An overview of the scores and criteria can be tabulated as follows:

Table 1. Tabulation of Research Results Score

Statistics					
		X1	X2	X3	Y
N	Valid	80	80	80	79
	Missing	0	0	0	1
Mean		38.34	38.66	38.66	38.41

Median	33.00	33.00	33.00	33.00
Mode	32	32	32	48
Std. Deviation	8.722	7.928	7.928	8.758
Minimum	3	30	30	3
Maximum	49	49	49	49
Sum	3067	3093	3093	3034

In detail, the score results of each variable are presented in the form of a presentation as follows:

Self-Efficacy (x1)

Based on the results of the distribution of questionnaires for self-efficacy (X1), the following data were obtained: 13 questionnaire items distributed to 80 respondents were found to be in the average range between 1.3% to 31.3% with details of 1 respondent answering with an average score of 1.3%; 8 respondents answering with an average score of 2.5%; 5 respondents answering with an average score of 6.3%; 10 respondents answering with an average score of 12.5%; 11 respondents answering with an average score score 13.8%; 20 respondents answered with an average score of 25.0%; and 25 respondents answered with an average score of 31.3%. The average answer of 80 respondents for self-efficacy (X_1) was the lowest at 1.3% for 1 respondent and the highest at 31.3% for 25 respondents.

Learning Methods

Based on the results of the questionnaire distribution for the learning method (X2), the following data was obtained: 10 questionnaire items distributed to 80 respondents were found that the learning method was in the average range between 1.3% to 30.0% with details of 1 respondent answering with an average score of 1.3%; 6 respondents answering with a nursery ratio of 2.5%; 3 respondents answering with an average score of 3.8%, ; 5 respondents answered with an average score of 6.3%; 9 respondents answered with an average score of 11.3 %.; 14 respondents answered with an average score of 17.5% and 18 respondents answered with an average score of 22.5% and 24 respondents answered with an average score of 30.0%. The average answer of 80 respondents for the learning method (X_2) was the lowest 1.3% for 1 respondent and the highest was 30.0% for 24 respondents.

Learning Media (x3)

Based on the results of the distribution of the learning media questionnaire (X3), the following data were obtained: 10 questionnaire items distributed to 80 respondents were found that the learning media was in the average range between 1.3% to 30.0% with details of 1 respondent answering with an average score of 1.3%; 6 respondents answered with an average score of 2.5%; 3 respondents answered with an average score of 3.8%; 5 respondents answered with an average score of 6.3%; 9 respondents answered with an average score of 11.3%; 14 respondents answered with an average score of 17.5%; 18 respondents answered with an average score of 22.5%. and 24 respondents answered with an average score of 30.0%. As for the average answer of 80 respondents of the learning media (X3) was the lowest 1.3% as 1 respondent and the highest 30.0% as many as 24 respondents.

Motivasi Belajar (Y)

Based on the results of the report card for learning motivation (Y) as follows:

Table 2. Tabulation of the Average Score of the Learning Motivation Variable (Y)

Y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.3	1.3	1.3
	31	12	15.0	15.2	16.5
	32	16	20.0	20.3	36.7
	33	13	16.3	16.5	53.2
	34	2	2.5	2.5	55.7
	35	2	2.5	2.5	58.2

	47	8	10.0	10.1	68.4
	48	21	26.3	26.6	94.9
	49	4	5.0	5.1	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

Table 2 of the learning outcomes, 80 respondents were found to have an average learning motivation in the range between 1.3% to 26.3% with details of 2 respondents answering with an average score of 1.3%; 4 respondents answered with an average score of 2.5%; 4 respondents answered with an average score of 5.0%; 8 respondents answered with an average score of 10.0%: 12 respondents answered with an average score of 15.0%; 13 respondents answered with an average score of 16.3%; 16 respondents answered with an average score of 20.0% and 21 respondents answered with an average score of 26.3%.

The average answer of 80 respondents for learning motivation (Y) was the lowest at 1.3% and the highest at 26.3%. A total of 21 respondents.

Hypothesis Test Results

Statistical Requirements Testing

Linearity Test

From the results of the linearity test for data derived from independent variables, namely self-efficacy (X1), learning methods (X2), and learning media (X3) as well as the bound variable of student learning motivation (Y), the results were obtained that these variables were normally distributed. Graphically, the lineart of these variables can be described as follows:

Table 3. Results of the X1 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X1	Betwen Groups	(Combined)	6060.790	9	673.421	3582.027	.000
		Linearity	6055.850	1	6055.850	32211.968	.000
		Deviation from Linearity	4.940	8	.617	3.285	.003
	Within Groups		13.160	70	.188		
	Total		6073.950	79			

In the results of the linearity test of X1 with Y, it is explained that 0.000 is obtained from the Anova table X1 with Y. So the relationship from X1 with Y is linear, meaning that the change of the X1 variable is followed by the change of the Y variable.

Table 4. Results of the X2 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X2	Betwen Groups	(Combined)	2119.311	9	235.479	4.168	.000
		Linearity	580.722	1	580.722	10.279	.002
		Deviation from Linearity	1538.589	8	192.324	3.404	.002
	Within Groups		3954.639	70	56.495		
	Total		6073.950	79			

In the results of the linearity test of X2 with Y, it is explained that 0.002 is obtained from the Anova table X2 with Y. So the relationship from X2 to Y is linear meaning that the change of the X2 variable is followed by the change of the Y variable.

Table 5. Results of the X3 Linearity Test with Y

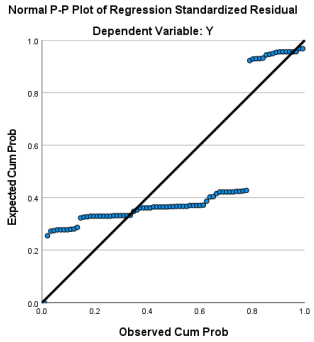
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X3	Betwen Groups	(Combined)	6061.168	9	673.463	3688.147	.000
		Linearity	5333.008	1	5333.008	29205.631	.000
		Deviation from Linearity	728.160	8	91.020	498.461	.000
	Within Groups		12.782	70	.183		
	Total		6073.950	79			

In the results of the linearity test of X3 with Y, it is explained that 0.000 is obtained from the table Anova X3 with Y. So the relationship from X3 with Y is linear meaning that the change of the X3 variable is followed by the change of the Y variable.

Normality Test

From the results of the normality test for data derived from independent variables, namely self-efficacy (X1), learning method (X2), learning media (X3), and variables bound to student learning motivation (Y), the results were obtained that these variables were normally distributed. Graphically, the normality of these variables can be described as follows.

Figure 1. Normality Test Results



Heteroscedasticity Test

Various heteroscedasticity tests include the Spearman's rho correlation coefficient test, looking at the pattern of points on the regression graph, the Park test, and the Glacier test. In this study, we will discuss the Spearman's rho correlation coefficient test and look at the pattern of points on the regression graph. The heteroscedasticity test uses the Spearman's rho correlation coefficient test technique, which is to correlate independent variables with their residuals. The test uses a significance level of 0.05 with a 2-sided test. If the correlation between the independent and residual variables can be significant more than 0.05, then it can be said that there is no heteroscedasticity problem

Table 6. Heteroscedasticity Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.999[a]	.997	.997	.488	2.080
a. Predictors: (Constant), X3, X2, X1					
b. Dependent Variable: Y					

The results of heteroscedasticity using the Spearman's rho correlation coefficient test technique, which is . 999a in a significance of more than 0.05, it can be said that there is no heteroscedasticity problem

Multicollinearity Test

Multicollinearity means that the independent variables contained in the regression model have a perfect linear relationship or near perfect (the correlation coefficient is high or even 1). The consequence of the existence of multi-collinearity is that the correlation coefficient is not definite and the error becomes very large. By comparing the value of the individual determination coefficient (r2) with the determination value simultaneously (R2).

Table 7. Multicollinearity Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.999[a]	.997	.997	.488	2.080
a. Predictors: (Constant), X3, X2, X1					
b. Dependent Variable: Y					

Uji Autokorelasi

The autocorrelation test is a statistical analysis that is carried out to find out if there is a correlation between the variables in the prediction model and the change in time. Therefore, if the autocorrelation assumption occurs in a prediction model, then the disturbance values are no longer independently paired, but autocorrelated pairs. On this occasion, we will only focus on the autocorrelation test with SPSS.

Table 8. Correlation Auto Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.294	3.799
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

Uji Hipotesis

Before hypothesis testing, a null hypothesis is first presented that is tied to an alternative hypothesis. And statistical analysis was carried out to test hypotheses 1, 2, and 3 by submitting hypotheses as follows:

1. Hypothesis Submission 1, Ha: There is an influence of self-efficacy on students' learning motivation
2. Hypothesis Submission 2, Ha: There is an influence of learning methods on students' learning motivation
3. Hypothesis 3, Ha: There is an influence of learning media on students' learning motivation.
4. Hypothesis Submission 4, Ha: There is a joint influence of self-efficacy, learning methods, and learning media on students' learning motivation

From the 4 hypothesis submissions, the same conclusion was reached, namely that there is a positive and significant influence between self-efficacy, learning methods, and learning media on students' learning motivation. The results of data analysis from the submission of hypothesis 1,3,4 obtained a regression of 0.000b with a significance of 0.005. This number of 0.000 is smaller than the alpha of 0.05. Thus, it can be said that there is a significant influence of X1 and X3 on Y. Meanwhile, the results of data analysis from hypothesis 2 submission obtained a regression of 0.005b with a significance of 0.05. This number 0.005 is smaller than the alpha of 0.05. Thus it can be said that the influence of X2 on Y is significant. So, from the 4 hypothesis submissions, there is no difference because they both have a significant influence on Y.

Discussion

Self-efficacy, or a student's belief in his or her ability to succeed in a learning task, affects how they face challenges and set learning goals. Students with high self-efficacy

tend to have greater motivation because they feel confident in their ability to understand and complete the subject matter, including social studies subjects that are often considered less engaging (Chen & Jang, 2018).

The learning methods used also play a crucial role in increasing student motivation. Methods that actively involve students, such as project-based learning and group discussions, can increase student engagement and make the learning process more engaging. This method provides an opportunity for students to work together, apply knowledge in real-life situations, and feel in control of their learning process (Tsai & Tsai, 2024).

The learning media used in the classroom also contributes to the effectiveness of learning and student motivation. Varied media, such as videos, simulations, and digital applications, can make the subject matter more interactive and engaging. The use of media that suits students' characteristics and needs can help them better understand concepts and reduce boredom that often arises during the learning process (Park & Kim, 2022).

However, many schools, especially in rural areas, face limited resources and infrastructure that can hinder the implementation of effective learning methods and media. These limitations can affect the quality of learning and student motivation. Therefore, it is important to look for practical solutions, such as utilizing available media in creative ways and collaborating with others to get additional support.

Teachers play an important role in building students' self-efficacy and motivation. By providing positive feedback, appreciating students' efforts, and using effective learning methods and media, teachers can increase students' confidence and their involvement in learning. Teachers' skills in managing classes and adapting learning methods according to students' needs have a great influence on the success of the learning process (Bandura & Locke, 2018).

Students with high self-efficacy are more likely to accept and utilize new learning methods and media well. They feel more open to change and ready to try new approaches to learning. Conversely, students with low self-efficacy may have difficulty adjusting and are less motivated to utilize new methods or media (Rahayu & Prasetyo, 2018).

Regular evaluation of learning methods and media is essential to ensure their effectiveness. Collecting feedback from students and analyzing learning outcomes can help in making necessary adjustments to improve the quality of learning and student motivation. These adjustments can ensure that learning methods and media remain relevant and effective.

Parent involvement can also affect students' motivation to learn. Parental support in the form of effective communication with teachers and positive encouragement at home can increase students' self-efficacy and strengthen their motivation to learn. Parent involvement can create an environment that supports and strengthens the learning process that occurs at school.

Professional development for teachers is an important factor in improving the quality of learning. Training and workshops that focus on innovative learning strategies and the use of educational technology can assist teachers in implementing best practices in the classroom. This development allows teachers to face existing challenges and better meet the needs of students (Kurniawan & Lestari, 2019).

Related research shows that the combination of self-efficacy, learning methods, and learning media has a significant impact on students' learning motivation. These findings support the need for a holistic approach to designing learning experiences that can motivate students and meet their needs. This study provides insight into how these factors are interconnected and affect students' learning motivation.

Recommendations for educational practice include a focus on developing students' self-efficacy through positive support and constructive feedback. In addition, the use of varied learning methods and learning media that suit students' needs can increase their engagement and motivation. The implementation of these recommendations can help create a more effective learning environment (Zimmerman & Cleary, 2019).

Education policies also need to consider the findings of this study in allocating resources for the development of learning methods and media. Policies that support

teacher training, the provision of adequate media, and programs that increase students' self-efficacy can contribute to improving the overall quality of education (Margaryan et al., 2020).

Finally, this study emphasizes the importance of integration between self-efficacy, learning methods, and learning media in increasing students' learning motivation. The next step is to apply the recommendations that have been identified in educational practice and continue to conduct research to better understand the factors that affect learning motivation and the effectiveness of various learning strategies.

CONCLUSIONS AND SUGGESTIONS

Conclusion

In conclusion, this paper highlights the importance of self-efficacy, learning methods, and learning media in increasing student learning motivation, especially in the context of social studies subjects in elementary schools. High self-efficacy can strengthen students' confidence in achieving learning goals, while effective learning methods, such as project-based and cooperative learning, as well as the use of innovative learning media, have been shown to increase student interest and engagement. The use of media that suits the needs of students also plays a significant role in enriching the learning experience and strengthening their motivation to learn more actively and dedicatedly.

Suggestion

The suggestion for this study is that educators and education policymakers pay more attention to the development of strategies that can improve students' self-efficacy, such as consistent training and support. In addition, it is hoped that there will be the application of varied and innovative learning methods as well as the integration of learning media that is in accordance with the characteristics and needs of students to maximize learning motivation. Conducting regular evaluations of the effectiveness of the learning methods and media used and adapting them to student feedback will help in creating a more effective and engaging learning environment. Outcomes. Journal of Education and Learning, 10(1), 123-132.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7033

THE INFLUENCE OF TEACHER COMPETENCE, LEARNING RESOURCES, AND THE UTILIZATION OF SCIENCE AND TECHNOLOGY ON SOCIAL STUDIES LEARNING OUTCOMES

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Abstract

This study aims to analyze the influence of teacher competence, learning resources, and utilization of science and technology on student learning outcomes in Social Sciences (IPS) subjects at SDN Gugus IV, Maron District, Probolinggo Regency. The research method used is quantitative, data collection techniques are carried out by giving questionnaires to samples. The population of this study was students at SDN Gugus IV totaling 595, with a sample of 114 students selected. The data collection instrument was a questionnaire for the variables of teacher competence, learning resources, utilization of science and technology on student learning outcomes at SDN Gugus IV Maron, Maron District. The method used in this study is a survey method with Teacher Competence (X1), Learning Resources (X2), and Utilization of Science and Technology (X3) while the dependent variable is Learning Outcomes (Y). The results of data analysis obtained multiple linear regression of .000b with a significance of 0.05. This figure of 0.000 is smaller than alpha of 0.05. Thus it can be said that the influence of X1, X2, and X3 on Y is significant. In other words, student learning outcomes are a reflection of teacher competence, learning resources, utilization of science and technology, towards good student learning outcomes in student learning taken by students. Based on the description presented, a conclusion can be drawn that with teacher competence that is in accordance with educational standards, the available learning resources are sufficient, and the utilization of science and technology by competent teachers can improve student learning outcomes at SDN Gugus IV, Maron District, Probolinggo Regency.

Keywords: Teacher Competence, Learning Resources, Utilization of Science and Technology, Learning Outcomes.

PENDAHULUAN

Pendidikan merupakan salah satu aspek penting dalam pembangunan suatu bangsa. Pendidikan yang berkualitas akan menghasilkan sumber daya manusia yang unggul dan berdaya saing. Salah satu mata pelajaran yang memiliki peran strategis dalam pendidikan dasar adalah Ilmu Pengetahuan Sosial (IPS). Mata pelajaran IPS di Sekolah Dasar (SD) bertujuan untuk membentuk pengetahuan, keterampilan, dan sikap siswa agar dapat memahami lingkungan sosial dan budaya, serta membekali mereka dengan berbagai keterampilan sosial. Namun, hasil belajar siswa pada mata pelajaran IPS di SD sering kali masih belum optimal. Beberapa faktor yang mempengaruhi hasil belajar siswa antara lain Proses pembelajaran yang dilakukan, Sarana dan prasarana yang ada, serta pemanfaatan perkembangan IPTEK di era digital seperti saat ini. Kompetensi guru mencakup kemampuan pedagogik, profesional, kepribadian, dan sosial yang sangat mempengaruhi efektivitas pembelajaran. Sarparas yang memadai dan bervariasi juga menjadi faktor penting dalam menunjang proses pembelajaran. Selain itu, pemanfaatan IPTEK dalam pembelajaran dapat meningkatkan minat dan motivasi belajar siswa, serta memfasilitasi pemahaman konsep-konsep yang kompleks.

Kecamatan Maron di Kabupaten Probolinggo memiliki beberapa Sekolah Dasar Negeri (SDN) yang tergabung dalam Gugus IV. Berdasarkan pengamatan awal, ditemukan bahwa hasil belajar siswa pada mata pelajaran IPS di SDN Gugus IV Kecamatan Maron masih perlu ditingkatkan. Oleh karena itu, penelitian

ini bertujuan untuk menganalisis pengaruh kompetensi guru, sumber belajar, dan pemanfaatan IPTEK terhadap hasil belajar siswa pada mata pelajaran IPS di SDN Gugus IV Kecamatan Maron Kabupaten Probolinggo. Penelitian ini diharapkan dapat memberikan gambaran yang lebih jelas mengenai faktor-faktor yang mempengaruhi hasil belajar siswa pada mata pelajaran IPS, serta memberikan rekomendasi yang dapat digunakan oleh pihak sekolah dan para guru untuk meningkatkan kualitas pembelajaran IPS di SD. Dengan demikian, diharapkan akan terjadi peningkatan hasil belajar siswa yang signifikan, sehingga tujuan pendidikan dapat tercapai dengan lebih baik.

Untuk mewujudkan hal tersebut tentu saja harus didukung dengan guru yang memiliki kompetensi yang baik dalam upaya memberikan kualitas belajar yang baik. Sudah menjadi suatu kewajiban yang mutlak bagi guru untuk memberikan kualitas belajar yang baik untuk mewujudkan siswa-siswi yang berprestasi dalam rangka menghadapi persaingan yang semakin ketat saat ini. Selain itu pula merupakan suatu kebanggaan tersendiri bagi guru jika siswa-siswi didiknya dapat mencapai hasil belajar yang memuaskan. Pendidikan di sekolah dan proses belajar mengajar merupakan kegiatan yang paling pokok, di mana di dalamnya terjadi interaksi antara berbagai komponen pembelajaran. Interaksi antara ketiga komponen pembelajaran ini tidak terlepas dari metode, media, serta lingkungan tempat belajar, yang semua ini ikut membantu dalam mencapai tujuan yang telah direncanakan sebelumnya.

Dalam dunia pendidikan, guru adalah faktor yang sangat vital dalam memberikan hasil belajar siswa dapat tercapai. Hal ini dikemukakan oleh Sagala(2011:39) yang menyatakan bahwa guru adalah salah satu faktor penting dalam penyelenggaran pendidikan di Sekolah. Karena guru mempunyai tanggung jawab untuk mengamati perkembangan dalam belajarnya. Guru harus mampu menciptakan iklim belajar menarik, aman, nyaman, dan kondusif di kelas. Keberadaannya di tengah-tengah dapat mencairkan suasana kekakuan dan kejenuhan belajar yang terasa berat diterima oleh siswa. Oleh karenanya sudah semestinya seorang guru haruslah professional dalam menjalani profesinya sebagai tenaga pendidik. Selain kompetensi profesional guru dalam upaya meningkatkan hasil belajar peserta didik, hal penting lainnya yang perlu diperhatikan oleh seorang guru untuk meningkatkan hasil belajar peserta didiknya yaitu dengan pemanfaatkan sumber belajar. Hal ini penting, agar apa yang dipelajari sesuai dengan kondisi dan perkembangan masyarakat, sehingga tidak terjadi kesenjangan dalam pola pikir peserta didik (Mulyasa, 2013:156).

Sumber belajar merupakan suatu unsur yang memiliki peranan penting dalam menentukan proses pembelajaran, karena didalamnya akan menjadi efektif dan efisien untuk mencapai ketuntasan belajar dengan melibatkan komponen proses belajar secara terencana. Sumber belajar dalam penelitian ini adalah sumber belajar tidak terbatas bahan cetak dan sarana audiovisual. Sumber belajar dapat berupa buku teks, media cetak seperti majalah dan koran, media elektronik berupa radio dan televisi, narasumber dan lingkungan sekitar baik keluarga, sekolah atau masyarakat.

Pada saat ini perkembangan tenologi sangat luar biasa, hal tersebut secara tidak langsung sangat mempengaruhi gaya belajar siswa di era serba digital ini, sebagai pelaku pendidikan seorang guru harus bisa menyesuaikan diri dengan perkembangan zaman yang ada, penggunaan smartphone, medsos dan jaringan internet bukan hal baru lagi di saat ini. Bukan hal yang baru juga dalam proses pembelajaran seorang guru memanfaat kecanggihan teknologi saat ini dalam pembelajaran, oleh sebab itu penggunaan IPTEK yang tepat di harapkan dapat meningkatkan hasil belajar siswa khsusnya di SDN Gugus IV Kecamatan Maron. Hasil belajar dalam pembelajaran sangat penting karena keberhasilan pembelajaran yang dilakukan dalam kegiatan belajar mengajar dapat dilihat dari hasil belajar siswa.

Hasil belajar adalah hasil akhir setelah mengalami proses belajar, perubahan itu tampak dalam perbuatan yang dapat diamati, dan dapat diukur. Arikunto (2009:133). Siswa berusaha mendapatkan hasil belajar yang terbaik untuk mencapai prestasi yang baik pula. Hasil belajar siswa tidak hanya dilihat dari nilai akademis di sekolah tetapi juga dilihat dari perubahan-perubahan dalam diri siswa tersebut, karena dalam kegiatan belajar mengajar siswa

mengalami proses belajar mengajarnya sebagai proses perubahan yang terjadi dalam diri siswa akibat pengalaman yang diperoleh siswa saat berinteraksi dengan lingkungannya. Hasil belajar idealnya tidak hanya dalam bentuk pemahaman semata. Berdasarkan hasil observasi yang dilakukan bahwa siswa di SD Gugus IV Kec Maron, pada umumnya memiliki rata-rata hasil belajar masih rendah, masih banyak siswa yang memiliki nilai di bawah kriteria ketuntasan minimal (KKM), yakni dari 114 orang siswa yang belum tuntas sebanyak 66 orang siswa (57.89%) sedangkan sisanya sebanyak 48 orang siswa (42.10%) sudah memiliki nilai tuntas.

Berangkat dari fenomena yang telah dikemukakan, maka menimbulkan ketertarikan
untuk mengangkat tema ini menjadi suatu kajian empirik dengan judul "Pengaruh Kompetensi Guru, Sumber belajar, dan Pemanfaatan IPTEK Terhadap Hasil Belajar Siswa pada Mata Ilmu Pengetahuan Sosial di SD Gugus IV Kec Maron". Sesuai dengan permasalahan yang diajukan dalam penelitian, maka tujuan dari peneltian ini yaitu: 1) Untuk menganalisis pengaruh kompetensi guru terhadap Hasil belajar Siswa; 2) Untuk menganalisis pengaruh pemanfaatan sumber belajar terhadap hasil belajar; 3) Untuk menganalisis pengaruh pemanfaatan IPTEK terhadap hasil belajar; serta untuk menganalisis pengaruh kompetensi guru, sumber belajar dan pemanfaatn IPTEK secara bersama-sama terhadap hasil belajar.

Berdasarkan uraian di atas, perlu disadari bahwa peningkatan hasil belajar tidak dapat dicapai secara instan, tetapi membutuhkan upaya yang berkelanjutan. Guru, sebagai komponen utama dalam proses pendidikan, perlu terus beradaptasi dan meningkatkan kompetensinya untuk menghadapi tantangan yang terus berkembang. Di SD Negeri Gugus IV kec.Maron, penggunaan sumber belajar yang bervariasi dan tepat guna diharapkan dapat membantu dalam meningkatkan hasil belajar siswa, serta pemanfaatan kecanggihan teknologi pada era digitalisasi saat ini perlu dimaksimalkan. Dengan demikian, diharapkan dapat tercapai peningkatan yang signifikan dalam hasil belajar IPS, yang pada gilirannya akan berkontribusi pada peningkatan kualitas pendidikan secara keseluruhan.

METODE PENELITIAN

Metode yang digunakan oleh penulis dalam penelitian ini adalah kuantitatif yaitu penelitian yang banyak dituntut menggunakan angka, mulai dari pengumpulan data, penafsiran terhadap data tersebut, serta penampilan dari hasilnya. Penelitian kuantitatif merupakan salah satu jenis penelitian yang spesifikasinya adalah sistematis, terencana, dan terstruktur dengan jelas sejak awal hingga pembuatan desain penelitiannya.Sugiyono (2019), mengemukakan bahwa metode penelitian kuantitatif dapat diartikan sebagai metode penelitian yang berlandaskan pada filsafat positivisme, digunakan untuk meneliti pada populasi atau sampel tertentu. Teknik pengambilan sampel pada umumnya dilakukan secara random, pengumpulan data menggunakan instrumen penelitian, analisis data bersifat kuantitatif/statistik dengan tujuan untuk menguji hipotesis yang telah ditetapkan.

Pendekatan yang digunakan dalam data penelitian ini adalah pendekatan kuantitatif, karena informasi data yang diperoleh disajikan dalam bentuk angka–angka dan dianalisis menggunakan analisis statistik. Metode yang digunakan dalam penelitian ini adalah metode survei.

Ada 4 variabel utama yang menjadi fokus perhatian penelitian ini, antara lain:

a) Kompetensi Guru: variabel bebas/independen (X1)
b) Sumber Belajar variabel bebas/ independen (X2).
c) Pemanfaatn IPTEK variabel bebas/ independen (X3)
d) Hasil belajar: variabel terikat/dependen (Y)

Pengukuran data yang digunakan untuk masing-masing variabel adalah ordinal. Menurut Sarwono, (2015), mengemukakan pengukuran ordinal memungkinkan segala sesuatu disusun menurut peringkatnya masing-masing. Jawaban pertanyaan berupa peringkat, misalnya sangat tidak setuju, tidak setuju, netral, setuju dan sangat setuju dapat diberi simbol angka 1,2,3,4 dan 5. Angka-angka ini hanya merupakan simbol peringkat, tidak mengekspresikan jumlah.

Skala pengukuran untuk instrument penelitian yang digunakan adalah skala likert. Skala likert ini akan menunjukkan persetujuan atau ketidak setujuan dari serangkaian

pertanyaan tentang suatu objek, dan biasanya memiliki lima atau tujuh kategori dari sangat setuju sampai sangat tidak setuju. (Sugiyono, 2019).

Populasi dalam penelitian ini adalah seluruh siswa SDN Gugus Sekolah IV Kecamatan Maron Kabupaten Probolinggo tahun pelajaran 2023/2024 sebanyak 595 siswa. Dalam penelitian ini peneliti menetapkan sampel siswa kelas V dengan pertimbangan lebih cakap merespon angket yang diberikan peneliti dari pada kelas I,II.III, dan IV, Sedangkan kelas VI walaupun lebih cakap dipertimbangkan tidak dipilih menjadi sampel, karena mereka sedang sibuk-sibuknya menghadapi ujian untuk lulus belajar tahun 2024. Kelas V SDN Gugus Sekolah IV Kecamatan Maron Kabupaten Probolinggo sebanyak 114 siswa.

Penelitian ini menggunakan beberapa teknik pengumpulan data, antara lain:

1). Kuesioner

Teknik pengumpulan data dilakukan dengan cara memberikan pertanyaan tertulis kepada responden untuk dijawab. Jenis kuesioner yang digunakan yaitu kuesioner tertutup menggunakan skala Likert. Responden cukup memilih jawaban yang telah disediakan dalam kuesioner. Pada kuesioner ini disediakan 5 alternatif jawaban yaitu sangat senang, senang, kadang senang, tidak senang, sangat tidak senang; selalu, sering, kadang-kadang, tidak pernah dan sangat tidak pernah; sangat baik, baik, kurang baik, tidak baik, sangat tidak baik (menyesuaikan)

2). Dokumentasi

Teknik dokumentasi digunakan untuk memperoleh data yang sudah tersedia dalam bentuk catatan, laporan, foto. Teknik ini digunakan untuk mengumpulkan data tentang nilai siswa yaitu nilai raport, profil sekolah, sarana dan prasarana, serta jumlah siswa yang akan diteliti.

Pada penelitian ini menggunakan analisis data berjenis deskriptif, analisis data ini ada 2 model antara lain:

a) Analisis Frequencies

Frequensies merupakan analisis data motivasi belajar, fasilitas belajar dan lingkungan untuk penyajian data dalam bentuk tabel atau presentase (dalam statistik dikenal dengan distribusi frekwensi. (Field Andy P, 2018) Analisis Statistik menggunakan SPSS 27 guna mempermudah dalam penyajian data, diantaranya; Bar, Line, Pie, Histogram, Area, Pareto dll. Dalam penelitian ini penulis menggunakan grafik Pie dengan alasan jelas frequensies yang muncul dengan tujuan mudah dibaca oleh siapapun.

b) Analisis Grafik

Frequencies merupakan analisis data motivasi belajar, fasilitas belajar dan lingkungan untuk penyajian data dalam bentuk tabel. Dalam penelitian ini penulis menggunakan metode Graph (Field Andy P, 2018)

HASIL DAN PEMBAHASAN

Hasil

Pengolahan data dilakukan dua tahap yaitu tahap pertama dilakukan dengan penghitungan serta penjumlahan skor masing-masing, kemudian mencari rerata jawaban skor dari masing-masing responden. Untuk setiap variabel bebas kompetensi guru (X_1), sumber belajar (X_2), pemanfaatan IPTEK (X_3) serta penyajian variabel terikat hasil belajar (Y). Kemudian tahap kedua dilakukan penghitungan komponen-komponen statistik yang diperlukan dalam analisis yang mencakup uji validitas dengan rumus korelasi product moment, uji reliabilitas dengan rumus Cronbach's Alpha, uji normalitas dengan chi kuadrat, uji linieritas, mencari mean (M), standar diviasi (SD), analisis data dengan rumus korelasi regresi ganda seperti yang telah dipaparkan dalam bab sebelumnya. Sedangkan penghitungan analisis statistik dengan menggunakan komputer program SPSS 26 (Field Andy P, 2018).

Hasil pengolahan data yang dilakukan dapat dideskripsikan data-data penelitian dengan tujuan memberikan informasi tentang keadaan variabel bebas kompetensi guru (X_1), sumber belajar (X_2), pemanfaatan IPTEK (X_3) serta penyajian variabel terikat hasil belajar (Y). Gambaran tentang skor dan kriteria dapat ditabulasikan sebagai berikut:

Tabel 4.1 Tabulasi Skor Hasil Penelitian

Statistics					
		X1	X2	X3	Y
N	Valid	114	114	114	114
	Missing	0	0	0	0
Mean		40.47	40.47	39.86	85.83
Median		47.00	47.00	45.00	86.00

Mode	49	49	31	89
Std. Deviation	9.331	9.331	9.299	4.152
Minimum	3	3	3	74
Maximum	49	49	49	92
Sum	4614	4614	4544	9785

a. Kompetensi Guru

Berdasarkan hasil sebaran angket untuk kompetensi guru (X_1) diperoleh data sebagai berikut: Dari 20 item kuesioner yang disebarkan kepada 114 responden diketahui bahwa kompetensi guru berada pada rentang rerata antara kompetensi guru 1.8 % sampai dengan 20,2 % dengan rincian 2 responden menjawab dengan rerata skor 1.8 % ; 5 responden menjawab dengan reratas skor 4.4 %, ; 10 responden menjawab dengan rerata skor 8.8 % ; 1 responden menjawab dengan rerata skor 9 % ; 12 responden menjawab dengan rerata skor 10.5 % ; 17 responden menjawab dengan rerata skor 14.9 % ; 44 responden menjawab dengan rerata skor 19.3 % dan 23 responden menjawab dengan rerata skor 20.2 % . Adapun rerata jawaban dari 114 responden kompetensi guru (X_1) terendah 1.8 % sebanyak 2 responden dan tertinggi 20.2 % sebanyak 23 responden. Dengan demikian menunjukkan bahwa kemampuan guru dalam perencanaan pembelajaran sudah baik, kemampuan guru dalam pelaksanaan pembelajaran sudah baik, kemampuan guru dalam evaluasi pembelajaran berhasil dengan baik, dan kemampuan guru dalam disiplin tugas sudah berjalan dengan semestinya.

b. Sumber Belajar

Berdasarkan hasil sebaran angket untuk media sumber belajar (X_2) diperoleh data sebagaiberikut: Dari 20 item kuesioner yang disebarkan kepada 114 responden diketahui bahwa sumber belajar berada pada rentang rerata antara 1.8 % sampai dengan 20,2 % dengan rincian 2 responden menjawab dengan rerata skor 1.8 % ; 5 responden menjawab dengan rera taskor 4.4 % ; 10 responden menjawab dengan rerata skor 8.8 %, ; 1 responden menjawab dengan rerata skor 9 % ; 12 responden menjawab dengan rerata skor 10.5 %. ; 17 responden menjawab dengan rerata skor 14.9 % 44 responden menjawab dengan rerata skor 19.3 %, dan 23 responden menjawab dengan rerata skor 20.2%. Adapun rerata jawaban dari 114 responden sumber belajar (X_2) terendah 1.8 % sebanyak 2 responden dan tertinggi 20.2 % sebanyak 23 responden. Dengan demikian menunjukkan bahwa ketersediaan sumber bacaan sudah tersedia cukup, sumber belajar bukan bacaan sudah tersedia cukup, laboratorium atau tempat praktek sudah tersedia dan perpustakaan sudah tersedia cukup.

c. Pemanfaatan IPTEK (X_3)

Berdasarkan hasil sebaran angket pemanfaatan IPTEK (X_3) diperoleh data sebagai berikut: Dari 15 item kuesioner yang disebarkan kepada 114 responden diketahui bahwa pemanfaatan IPTEK berada pada rentang rerata antara 1.8 % sampai dengan 26,3 % dengan rincian 10 responden menjawab dengan rerata skor 1.8 % ; 4 responden menjawab dengan rerata skor 3.5 % ; 10 responden menjawab dengan rerata skor 4.4 % ; 8 responden menjawab dengan rerata skor 7.0 % ; 9 responden menjawab dengan rerata skor 7.9 % ; 17 responden menjawab dengan rerata skor 14.9 % ; 26 responden menjawab dengan rerata skor 22.8 %, dan 30 responden menjawab dengan rerata skor 26.3 %. Adapun rerata jawaban dari 114 responden pemanfaatan IPTEK (X_3) terendah 1.8 % sebanyak 10 responden dan tertinggi 26.3 % sebanyak 30 responden. Dengan demikian menunjukkan bahwa intensitas penggunaan smartpone sudah berjalan sebagaimana mestinya, waktu penggunaan smartphonesudah sesuai jadwal yang ditetapkan dan pemanfaatan smartphone sudah bagus.

d. Hasil Belajar (Y)

Berdasarkan hasil raport untuk hasil belajar (Y) diperoleh data sebagai berikut: Dari tabel 4.5 hasil belajar, 114 responden diketahui bahwa hasil belajar berada pada rentang rerata antara .9 % sampai dengan 16,7 % dengan rincian 1 responden menjawab dengan rerata skor .9 % ; 12 responden menjawab dengan rerata skor 1.8 3 % ; 6 responden menjawab dengan rerata skor 5.3 % ; 16 responden menjawab dengan rerata skor 7.0 % : 18 responden menjawab dengan rerata skor 7.9 % ; 24 responden menjawab dengan rerata skor 10.5 % ; 18 responden menjawab dengan rerata skor 15.8 % ; dan 19 responden menjawab dengan rerata skor 16.7 %.

Adapun rerata jawaban dari 114 responden Hasil Belajar (Y) terendah .9 % sebanyak 1

responden dan tertinggi 16.7 %. sebanyak 19 responden.

Dengan demikian menunjukkan bahwa penilaian harian sudah dilaksanakan dengan baik, penilaian tengah semester sudah dilaksanakan dengan baik, penilaian harian sebelum UAS sudah dilaksanakan dengan baik, penilaian akhir semester sudah dilaksanakan dengan baik dan penilaian keterampilan sudah dilaksanakan dengan baik.

Hasil Pengujian Hipotesis

Pengujian statistic

Uji linearitas

Hasil uji linearitas untuk data-data yang berasal dari variabel bebas yaitu kompetensi guru (X_1), sumber belajar (X_2), pemanfaatan IPTEK (X_3) serta variabel terikat hasil belajar siswa (Y) diperoleh hasil bahwa variabel tersebut berdistribusi normal. Secara grafik, lineartas variabel tersebut dapat dipaparkan sebagai berikut :

Tabel 4.9 Hasil Uji Linearitas X1 dengan Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	232.241	8	29.030	1.777	.090
		Linearity	125.911	1	125.911	7.706	.007
		Deviation from Linearity	106.330	7	15.190	.930	.487
	Within Groups		1715.592	105	16.339		
	Total		1947.833	113			

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Uji linieritas digunakan untuk mengetahui linieritas data, yaitu apakah dua variabel mempunyai hubungan yang linear atau tidak, dan apabila dua variabel mempunyai hubungan yang linier bila signifikansi (Deviation for Linearity) lebih dari 0,05. Oleh karena Linearity pada tabel Anova X1 dengan Y diperoleh .487, maka hubungan X1 dengan Y linear artinya perubahan variabel X1 diikuti dengan perubahan variabel Y

Tabel 4.10 Hasil Uji Linearitas X2 dengan Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	731.645	8	91.456	7.896	.000
		Linearity	633.233	1	633.233	54.670	.000
		Deviation from Linearity	98.412	7	14.059	1.214	.302
	Within Groups		1216.188	105	11.583		
	Total		1947.833	113			

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Uji linieritas digunakan untuk mengetahui linieritas data, yaitu apakah dua variabel mempunyai hubungan yang linear atau tidak, dan apabila dua variabel mempunyai hubungan yang linier bila signifikansi (Deviation for Linearity) lebih dari 0,05. Oleh karena Linearity pada table Anova X2 dengan Y diperoleh .302, maka hubungan X2 dengan Y linear artinya perubahan variabel X2 diikuti dengan perubahan variabel Y

Tabel 4.11 Hasil Uji Linearitas X3 dengan Y

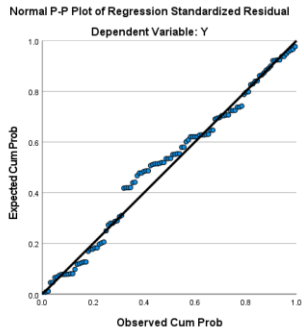
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X3	Between Groups	(Combined)	1187.985	12	98.999	13.159	.000
		Linearity	610.099	1	610.099	81.095	.000
		Deviation from Linearity	577.886	11	52.535	6.983	.000
	Within Groups		759.848	101	7.523		
	Total		1947.833	113			

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Uji Normalitas

Hasil uji normalitas untuk data-data yang berasal dari variabel bebas yaitu kompetensi guru (X_1), sumber belajar (X_2), pemanfaatan IPTEK (X_3) serta variabel terikat hasil belajar siswa (Y) diperoleh hasil bahwa variabel tersebut berdistribusi normal. Secara grafik, normalitas variabel tersebut dapat dipaparkan sebagai berikut.

Gambar 4.5 Hasil Uji Normalitas



Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Hasil analisis normalitas didapatkan titik-titik menyebar sekitar garis dan mengikuti garis diagonal maka nilai residual tersebut telah normal.

Uji Hipotesis

Sebelum dilakukan pengujian hipotesis, terlebih dahulu disajikan hipotesis nol yang

diikat dengan hipotesis alternatif. Dan analisis statistik dilakukan untuk menguji hipotesis 1, 2, 3 dan 4 .

Hipotesis Alternatif (Ha) menyatakan terdapat hubungan yang signifikan secara statistik antara kedua variable. Hipotesis nol (Ho) mengatakan tidak ada hubungan secara statistik antara kedua variable. Adapun hasil pengujian hipotesis tersebut diatas dengan menggunakan program SPSS 27 (Field Andy P, 2018), terlebih dahulu akan dikemukakan pengaruh yang positif signifikan, kompetensi guru terhadap hasil belajar siswa, sumber belajar terhadap hasil belajar, pemanfaatan IPTEK terhadap hasil belajar siswa, dan terakhir secara bersama-sama kompetensi guru, sumber belajar, pemanfaatan IPTEK terhadap hasil belajar siswa, Ada pengaruh yang positif dan signifikan secara bersama-sama kompetensi guru, sumber belajar, pemanfaatan IPTEK, terhadap hasil belajar siswa. Hal ini ditunjuk kan pada tabelberikut :

Tabel 4.15 Regresi Ganda X_1, $X_{,2}$ dan X_3 terhadap Y

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.573[a]	.328	.310	3.450	1.436
a. Predictors: (Constant), X3, X1, X2					
b. Dependent Variable: Y					

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	638.743	3	212.914	17.891	.000[b]
	Residual	1309.091	110	11.901		
	Total	1947.833	113			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X1, X2						

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Nilai koefisien determinasi (R2) sebesar . 573 [a] yang berarti bahwa variabel bebas yaitu X_1,X_2, dan X_3 mampu menjelaskan variabel terikat Y sebesar 57,3 % sedangkan sisanya sebesar 42,7 % dijelaskan oleh variabel lain di luar model. Dari hal tersebut menunjukkan bahwa variabel bebas dengan variabel terikat mempunyai pengaruh positif signifikan

Hasil uji hipotesis pertama berbunyi ada pengaruh yang positif dan signifikan secara bersama-sama kompetensi guru, sumber belajar, pemanfaatan IPTEK, terhadap hasil belajar siswa. Hasil analisis data diperoleh regresi linear berganda sebesar.000[b] dengan signifikansi 0,05. Angka 0,000 ini lebih kecil dari alpha sebesar 0,05. Dengan demikian dapat dikatakan pengaruh X_1, X_2, dan X_3 terhadap Y signifikan.

Ada pengaruh yang positif dan signifikan kompetensi guru, terhadap hasil belajar siswa. Hal ini ditunjukkan pada tabel berikut

Tabel 4.12 Regresi parsial Untuk X_1, Terhadap Y

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.254[a]	.065	.056	4.033	.924
a. Predictors: (Constant), X1					
b. Dependent Variable: Y					

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.911	1	125.911	7.740	.006[b]
	Residual	1821.922	112	16.267		
	Total	1947.833	113			
a. Dependent Variable: Y						
b. Predictors: (Constant), X1						

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Nilai koefisien determinasi (R2) sebesar .254[a] yang berarti bahwa variabel bebas yaitu X_1, mampu menjelaskan variabel terikat Y sebesar 25,4 % sedangkan sisanya sebesar 74,6 % dijelaskan oleh variabel lain di luar model. Dari hal tersebut menunjukkan bahwa variabel bebas dengan variabel terikat mempunyai pengaruh yang signifikan.

Hasil uji hipotesis kedua berbunyi ada pengaruh yang positif dan signifikan kompetensi guru terhadap hasil belajar siswa. Hasil analisis data diperoleh regresi sebesar 0,006[b] dengan signifikansi 0,05. Angka 0,006 ini lebih kecil dari alpha sebesar 0,05. Dengan demikian dapat dikatakan pengaruh X_1 terhadap Y signifikan.

Ada pengaruh yang positif dan signifikan sumber belajar, terhadap hasil belajar siswa. Hal ini ditunjukkan pada tabel berikut:

Tabel 4.13 Regresi Parsial Untuk X_2, Terhadap Y

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.570[a]	.325	.319	3.426	1.395
a. Predictors: (Constant), X2					
b. Dependent Variable: Y					

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	633.233	1	633.233	53.950	.000[b]

	Residual	1314.600	112	11.738		
	Total	1947.833	113			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2						

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Nilai koefisien determinasi (R2) sebesar .570[a] yang berarti bahwa variabel bebas yaitu $X_{2,}$ mampu menjelaskan variabel terikat Y sebesar 57,0 % sedangkan sisanya sebesar 43,0 % dijelaskan oleh variabel lain di luar model. Dari hal tersebut menunjukkan bahwa variabel bebas dengan variabel terikat mempunyai pengaruh yang signifikan.

Hasil uji hipotesis ketiga berbunyi ada pengaruh yang positif dan signifikan sumber belajar terhadap hasil belajar siswa. Hasil analisis data diperoleh regresi sebesar 0,000[b] dengan signifikansi 0,05. Angka 0,000 ini lebih kecil dari alpha sebesar 0,05. Dengan demikian dapat dikatakan pengaruh X_2 terhadap Y signifikan.

Ada pengaruh yang positif dan signifikan pemanfaatan IPTEK, terhadap hasil belajar siswa. Hal ini ditunjukkan pada tabel berikut :

Tabel 4.14 Regresi Parsial Untuk X_3, Terhadap Y

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.560[a]	.313	.307	3.456	1.513
a. Predictors: (Constant), X3					
b. Dependent Variable: Y					

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	610.099	1	610.099	51.080	.000[b]
	Residual	1337.734	112	11.944		
	Total	1947.833	113			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3						

Sumber Analisis, SPSS 27 (Field Andy P, 2018) 2024

Nilai koefisien determinasi (R2) sebesar .560[a] yang berarti bahwa variabel bebas yaitu $X_{3,}$ mampu menjelaskan variabel terikat Y sebesar 56,0 % sedangkan sisanya sebesar 44,0 % dijelaskan oleh variabel lain di luar model. Dari hal tersebut menunjukkan bahwa variabel bebas dengan variabel terikat mempunyai pengaruh yang signifikan

Hasil uji hipotesis keempat berbunyi ada pengaruh yang positif dan signifikan pemanfaatan IPTEK terhadap hasil belajar siswa. Hasil analisis data diperoleh regresi sebesar 0,000[b] dengan signifikansi 0,05. Angka 0,000 ini lebih kecil dari alpha sebesar 0,05. Dengan demikian dapat dikatakan pengaruh X_3 terhadap Y signifikan.

Pembahasan

Kompetensi guru adalah salah satu faktor yang mempengaruhi hasil belajar siswa. Guru yang kompeten tidak hanya memiliki pengetahuan yang mendalam tentang materi ajar, tetapi juga kemampuan pedagogis yang baik dalam menyampaikan materi tersebut. Kompetensi ini mencakup penguasaan strategi pengajaran, kemampuan untuk memotivasi siswa, serta kemampuan untuk mengelola kelas dengan efektif. Penelitian ini menemukan bahwa kompetensi guru memiliki pengaruh yang signifikan terhadap hasil belajar IPS. Siswa yang diajar oleh guru dengan kompetensi tinggi cenderung memiliki pemahaman yang lebih baik dan hasil belajar yang lebih tinggi dibandingkan dengan siswa yang diajar oleh guru dengan kompetensi yang lebih rendah.

Sumber belajar merupakan salah satu hal penting dalam peningkatan hasil belajar, meliputi segala bentuk materi atau alat yang digunakan untuk mendukung proses belajar mengajar, seperti buku teks, media digital, dan lingkungan belajar. Penelitian ini menunjukkan bahwa sumber belajar yang berkualitas dan relevan sangat penting dalam meningkatkan hasil belajar siswa. Penggunaan sumber belajar yang variatif dan sesuai dengan kebutuhan siswa dapat membantu memperkaya pengalaman belajar, memperjelas konsep-konsep yang sulit, dan mendukung penguasaan materi secara lebih mendalam. Sumber belajar yang efektif memberikan siswa kesempatan untuk belajar secara mandiri dan memperkuat apa yang telah diajarkan oleh guru di kelas.

Pemanfaatan Ilmu Pengetahuan dan Teknologi (IPTEK) dalam proses pembelajaran merupakan faktor lain yang mempengaruhi hasil belajar siswa. Teknologi yang digunakan secara tepat dapat meningkatkan interaktivitas dan keterlibatan siswa dalam proses belajar. Penggunaan teknologi seperti komputer, internet, dan perangkat lunak pendidikan memungkinkan siswa untuk mengakses informasi lebih luas, melakukan eksplorasi yang lebih mendalam, serta mendapatkan umpan balik yang lebih cepat dan lebih tepat waktu. Penelitian ini menemukan bahwa pemanfaatan IPTEK yang optimal dalam

pembelajaran IPS dapat meningkatkan hasil belajar siswa secara signifikan, terutama ketika teknologi digunakan untuk memperkuat metode pengajaran yang sudah efektif.

Hasil belajar IPS yang baik ditandai dengan kemampuan siswa untuk memahami dan menerapkan konsep-konsep sosial dalam kehidupan sehari-hari. Penelitian ini menyimpulkan bahwa hasil belajar siswa dalam mata pelajaran IPS sangat dipengaruhi oleh kombinasi dari kompetensi guru, kualitas dan ketersediaan sumber belajar, serta pemanfaatan teknologi. Ketiga faktor ini saling mendukung dan bersama-sama menciptakan lingkungan belajar yang kondusif untuk pencapaian hasil belajar yang optimal. Dengan demikian, untuk meningkatkan hasil belajar IPS, perlu adanya peningkatan dalam kompetensi guru, penyediaan sumber belajar yang memadai, dan pemanfaatan IPTEK yang efektif dalam proses pembelajaran.

Secara keseluruhan, penelitian ini menunjukkan bahwa ketiga faktor tersebut – kompetensi guru, sumber belajar, dan pemanfaatan IPTEK – memiliki pengaruh yang signifikan terhadap hasil belajar siswa dalam mata pelajaran IPS. Oleh karena itu, upaya untuk meningkatkan kualitas pendidikan IPS harus mencakup pengembangan kompetensi guru, penyediaan sumber belajar yang berkualitas, serta integrasi teknologi dalam proses pembelajaran. Pembahasan ini menekankan pentingnya pendekatan holistik dalam pendidikan, di mana semua elemen yang berkontribusi pada pembelajaran siswa dioptimalkan untuk mencapai hasil yang diinginkan.

SIMPULAN DAN SARAN

a. Kompetensi guru memiliki pengaruh signifikan terhadap hasil belajar siswa. Guru yang memiliki pengetahuan, keterampilan, dan sikap profesional yang baik mampu menciptakan lingkungan belajar yang efektif, memotivasi siswa, dan memberikan pengajaran yang berkualitas.
b. Sumber belajar yang bervariasi dan berkualitas, seperti buku, media digital, dan alat peraga, meningkatkan hasil belajar siswa. Sumber belajar yang memadai membantu siswa memahami materi dengan lebih baik dan mendalam.
c. Pemanfaatan IPTEK terhadap Hasil Belajar Siswa: Pemanfaatan IPTEK (Ilmu Pengetahuan dan Teknologi) dalam proses pembelajaran memberikan dampak positif pada hasil belajar siswa. Teknologi yang digunakan dengan tepat dapat membuat pembelajaran lebih interaktif, menarik, dan efisien.
d. Ada pengaruh yang positif dan signifikan secara bersamaan kompetensi guru, sumber belajar, dan pemanfaatan IPTEK terhadap Hasil Belajar siswa pada mata pelajaran IPS di SDN Gugus IV Kecamatan Maron Kabupaten Probolinggo. Hasil belajar siswa merupakan cerminan kompetensi guru, sumber belajar, pemanfaatan IPTEK, terhadap hasil belajar siswa yang baik dalam membelajarkan siwa yang ditempuh siswa

SARAN

a. Dinas pendidikan dan sekolah harus terus mengadakan pelatihan dan workshop untuk meningkatkan kompetensi guru, terutama dalam hal pedagogik, profesional, sosial, dan personal. Program mentoring dan supervisi juga perlu diterapkan untuk memastikan peningkatan kompetensi guru secara berkelanjutan.
b. Penyediaan dan Pengelolaan Sumber Belajar:
   Sekolah harus memastikan ketersediaan dan aksesibilitas sumber belajar yang berkualitas. Pengelolaan perpustakaan, laboratorium, dan media pembelajaran digital perlu ditingkatkan. Selain itu, keterlibatan guru dalam pengembangan materi ajar yang relevan dan menarik sangat diperlukan.
c. Optimalisasi Pemanfaatan IPTEK dalam Pembelajaran: Sekolah perlu meningkatkan infrastruktur teknologi, seperti akses internet, perangkat komputer, dan alat bantu pembelajaran lainnya. Pelatihan penggunaan teknologi untuk guru dan siswa juga harus rutin dilakukan untuk memastikan teknologi digunakan secara efektif dalam proses belajar-mengajar.
d. Kolaborasi dengan Pihak Eksternal: Sekolah dapat bekerja sama dengan universitas, lembaga penelitian, dan industri untuk memperkaya sumber belajar dan teknologi yang digunakan. Program kemitraan ini dapat memberikan akses ke sumber daya

tambahan dan inovasi terbaru dalam pendidikan.

e. Evaluasi dan Monitoring Berkelanjutan: Penting untuk melakukan evaluasi dan monitoring secara berkala terhadap implementasi kompetensi guru, penggunaan sumber belajar, dan pemanfaatan IPTEK. Hasil evaluasi ini dapat digunakan untuk melakukan perbaikan dan penyesuaian strategi pembelajaran yang lebih efektif.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6903

IMPLEMENTATION OF PASIBATER INTERACTIVE MEDIA IN SUPPORTING DIFFERENTIATED LEARNING IN PANCASILA EDUCATION SUBJECTS PANCASILA EDUCATION IN GRADE V ELEMENTARY SCHOOL

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Abstract

This research aims to explore the implementation of PaSiBaTer (Pasangkan Kartu, Simak Video, Baca Bahan Bacaan, Terapkan Nilai Pancasila) media in supporting differentiated learning in Pancasila Education subject. This research uses a qualitative approach with a case study method, where data is collected through observation, in-depth interviews, and document analysis. The participants of this research are teachers and fifth grade students at SDN 6 Besole Tulungagung Regency. The results show that PaSiBaTer media is effective in supporting differentiated learning by accommodating students' diverse learning styles from visual, auditory, and kinesthetic aspects. This media allows students to be actively involved in the learning process through interactive activities, learning videos, and practical tasks that support the application of Pancasila values. In addition, the use of this media also increases student participation, learning independence, and character development in accordance with the values of Pancasila. However, this study also found some challenges, such as technical constraints and learning time adjustments. Nevertheless, solutions implemented by teachers, such as providing offline materials and flexible time planning, were able to overcome the obstacles. Overall, the implementation of PaSiBaTer media can be an effective alternative in supporting differentiated learning and student character building. It is recommended that this media be tested and adapted for use in other subjects that require differentiated learning.

Keywords: PaSiBaTer media, learning, differentiated, Pancasila Education, character

PENDAHULUAN

Pendidikan Pancasila di sekolah dasar memegang peranan penting dalam membentuk karakter siswa. Pendidikan ini bertujuan untuk menanamkan nilai-nilai Pancasila yang menjadi dasar kehidupan berbangsa dan bernegara, serta membentuk sikap mental yang kuat pada siswa untuk menghadapi berbagai tantangan di masa depan. Pendidikan karakter melalui pembelajaran Pancasila diharapkan dapat mencegah pengaruh negatif yang berkembang di masyarakat, seperti perilaku menyimpang, penggunaan narkoba, dan kekerasan (Nugroho & Surjono, 2019).

Dalam Kurikulum Merdeka, tujuan Pendidikan Pancasila adalah membentuk siswa yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, memiliki kebhinekaan global, gotong royong, kemandirian, berpikir kritis, serta kreatif (Indra, Adi Darma & Azis, Abdul & Dewi, 2021). Namun, pelaksanaan pembelajaran Pendidikan Pancasila di SDN 6 Besole masih belum optimal dalam menumbuhkan karakter siswa. Observasi menunjukkan bahwa pembelajaran masih berfokus pada metode ceramah dan penugasan, yang cenderung mengedepankan aspek kognitif dibandingkan pengembangan sikap atau karakter.

Sikap siswa yang kurang bertanggung jawab, rendahnya kepekaan, serta meningkatnya perilaku negatif menjadi tantangan yang dihadapi oleh para guru. Oleh karena itu, inovasi dalam praktik pembelajaran sangat diperlukan, salah satunya melalui penerapan pembelajaran berdiferensiasi yang memanfaatkan media interaktif. Pembelajaran berdiferensiasi adalah

pendekatan yang memfasilitasi kebutuhan belajar siswa dengan karakteristik yang beragam (Handiyani & Muhtar, 2022 dalam Sanjaya et al., 2023). Menurut Tomlinson sebagaimana dikutip oleh (Purwowidodo & Zaini, 2023) bahwa dalam pembelajaran berdiferensiasi menggunakan beberapa kegiatan seperti: 1) beragam cara yang dapat dilakukan siswa untuk mengeksplorasi kurikulum; 2) beragam kegiatan atau proses yang masuk akal untuk memahami informasi atau ide; 3) beragam pilihan di mana siswa dapat mendemonstrasikan apa yang dipelajar. Penelitian (Agustiana et al., 2023), menjabarkan pembelajaran berdiferensiasi yang diterapkan pada pelajaran Pendidikan Pancasila sebagai berikut: 1) diferensiasi konten, dengan melakukan pemetaan minat dalam memberikan materi yang dimana materi diberikan dengan urgensi mempelajari materi yang akan dipelajari; 2) diferensiasi proses, dengan melakukan perancangan pembelajaran yang disesuaikan dengan kebutuhan siswa; 3) diferensiasi produk, dimana siswa menciptakan produk yang optimal berdasarkan gaya belajar dan kesukaannya.

Penggunaan media interaktif dalam pembelajaran diyakini dapat meningkatkan motivasi belajar siswa dan memudahkan mereka dalam memahami materi. Namun, penggunaan media dalam pembelajaran Pendidikan Pancasila di SDN 6 Besole masih sangat terbatas. Oleh karena itu, penelitian ini bertujuan mendeskripsikan pengembangan dan implementasi media pembelajaran interaktif PaSiBaTer (Pasangkan Kartu, Simak Video, Baca Bahan Bacaan, Terapkan Nilai Pancasila) dalam pembelajaran Pendidikan Pancasila di kelas V sekolah dasar. Media ini diharapkan dapat mengakomodasi kebutuhan belajar siswa dengan berbagai karakteristik dan menguatkan karakter siswa, terutama dalam hal kepedulian terhadap lingkungan.

Pengembangan media ini berbeda dari penelitian sebelumnya karena menekankan pada penguatan karakter melalui penyajian materi kontekstual dan aktivitas belajar yang bervariasi. Materi disajikan dengan ilustrasi dan warna yang menarik, serta didesain untuk melatih kemampuan berpikir kritis siswa. Media ini juga dilengkapi dengan berbagai bentuk asesmen yang mendukung proses pembelajaran berdiferensiasi, serta aktivitas reflektif yang mendorong siswa untuk menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari.

Melalui penelitian ini, diharapkan implementasi media interaktif PaSiBaTer dapat meningkatkan minat dan motivasi siswa dalam mempelajari Pendidikan Pancasila, serta menguatkan karakter siswa dalam kehidupan sehari-hari.

METODE

Metode penelitian kualitatif dalam konteks penelitian ini akan berfokus pada pemahaman yang mendalam terkait penerapan pembelajaran berdiferensiasi menggunakan media interaktif PaSiBaTer dalam pendidikan Pancasila di sekolah dasar. Sugiyono (2017) juga menyatakan bahwa penelitian kualitatif bertujuan untuk memahami fenomena sosial dan perspektif yang dihasilkan dari interaksi antara individu. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Studi kasus dipilih karena memungkinkan peneliti untuk mendalami proses implementasi media PaSiBaTer secara holistik di satu lokasi, yaitu SDN 6 Besole. Penelitian ini melibatkan guru Pendidikan Pancasila, siswa kelas V, dan kepala sekolah di SDN 6 Besole. Teknik pengambilan sampel dilakukan secara *purposive sampling*, di mana peneliti memilih subjek yang dianggap paling relevan dengan tujuan penelitian. Kriteria utama adalah guru yang menggunakan media PaSiBaTer dan siswa yang mengikuti pembelajaran tersebut.

Teknik pengumpulan data dengan wawancara, observasi dan dokumentasi. Wawancara dilakukan secara semi-terstruktur untuk mendapatkan data yang mendalam terkait pandangan, pengalaman, serta persepsi guru dan siswa mengenai pembelajaran dengan media PaSiBaTer. Wawancara ini fleksibel sehingga memungkinkan peneliti menelusuri lebih dalam isu-isu yang muncul selama proses wawancara. Observasi dilakukan selama proses pembelajaran berlangsung. Peneliti mengamati interaksi antara guru dan siswa, aktivitas penggunaan media PaSiBaTer, serta dampaknya terhadap karakter siswa. Observasi memungkinkan peneliti untuk menangkap perilaku dan dinamika kelas yang tidak selalu dapat diungkapkan melalui wawancara. Dokumentasi berupa foto, video, dan catatan dari aktivitas pembelajaran, serta karya siswa. Dokumentasi ini berfungsi sebagai data pendukung

untuk memperkuat hasil dari wawancara dan observasi.

Peneliti merujuk pada pendapat Sugiyono (Sugiyono, 2016) dalam tahapan analisis data, yaitu: 1) *data reduction* (reduksi data); 2) *data display* (penyajian data); 3) *conclusion drawing* (penarikan kesimpulan).

HASIL DAN PEMBAHASAN

Hasil

Dari hasil observasi dan wawancara, dapat diidentifikasi beberapa masalah utama dalam pembelajaran Pendidikan Pancasila, yaitu kurangnya metode pengajaran yang dapat mengakomodasi kebutuhan seluruh siswa, kurangnya pemanfaatan teknologi dalam pembelajaran, serta pembelajaran yang masih monoton dan kurang menarik. Kebutuhan siswa meliputi metode pembelajaran yang lebih interaktif, kreatif, dan berbasis teknologi. Sementara itu, guru memerlukan metode pembelajaran yang lebih interaktif, contoh-contoh kontekstual yang relevan, dan pemanfaatan teknologi yang maksimal.

Media interaktif PaSiBaTer dirancang berdasarkan hasil analisis masalah dan kebutuhan di lapangan, yang mengintegrasikan metode pembelajaran berdiferensiasi dengan penggunaan teknologi untuk meningkatkan keterlibatan siswa. Desain awal meliputi berbagai aktivitas yang disesuaikan dengan gaya belajar siswa, seperti permainan memasangkan, simak video pembelajaran, baca bahan bacaan interaktif, dan terapkan nilai-nilai Pancasila. Semua komponen media disusun dalam sebuah buku besar yang dilengkapi dengan *barcode* untuk mengakses materi digital, sehingga siswa dapat belajar secara mandiri atau berkelompok dengan mudah.

Validasi dilakukan oleh ahli media dan ahli materi untuk memastikan bahwa media interaktif PaSiBaTer sesuai dengan kebutuhan pembelajaran dan karakteristik siswa. Hasil validasi menunjukkan bahwa media ini sangat valid dengan beberapa revisi yang disarankan oleh validator. Perbaikan meliputi penyempurnaan desain buku besar, penyempurnaan petunjuk penggunaan, peningkatan kualitas video pembelajaran, dan penyempurnaan bahan bacaan.

Revisi ini bertujuan untuk membuat media lebih menarik, mudah digunakan, dan mampu mengakomodasi berbagai gaya belajar siswa, sehingga diharapkan dapat meningkatkan efektivitas pembelajaran Pendidikan Pancasila dan membantu siswa dalam memahami dan menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari.



Gambar 1.1 Tampilan Buku Media PaSiBaTer

Implementasi pembelajaran menggunakan media PaSiBaTer dilakukan dalam tiga tahap utama sebagai berikut. Pertama perencanaan pembelajaran, dengan menyusun alur pembelajaran yang mengintegrasikan media PaSiBaTer ke dalam setiap tahapan pembelajaran. Alur tersebut meliputi aktivitas Pasangkan Kartu, Simak Video Pembelajaran, Baca Bahan Bacaan, dan Terapkan Nilai Pancasila. Guru juga menyiapkan perangkat teknologi yang akan digunakan siswa untuk mengakses video pembelajaran dan bahan bacaan digital.

Tahap kedua adalah pelaksanaan pembelajaran: 1) Pasangkan Kartu: Siswa memulai pembelajaran dengan aktivitas menjodohkan gambar dan pernyataan terkait nilai-nilai Pancasila; 2) Simak Video Pembelajaran: siswa menyimak video pembelajaran yang memvisualisasikan nilai-nilai Pancasila melalui cerita narasi yang menarik; 3) Baca Bahan Bacaan: siswa kemudian membaca bahan bacaan yang telah disediakan dalam bentuk *flipbook* digital, bahan bacaan ini dilengkapi dengan kasus-kasus yang harus dianalisis siswa; 4) Terapkan Nilai Pancasila: Pada tahap akhir, siswa diberikan tugas untuk menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari, siswa diminta untuk mendokumentasikan penerapan ini dalam berbagai bentuk karya seperti poster, cerita lisan, atau video. Tugas ini tidak hanya berfungsi sebagai penilaian formatif tetapi juga mendorong siswa untuk lebih reflektif dan kreatif.

Tahap ketiga adalah evaluasi dan refleksi. Evaluasi dilakukan melalui asesmen formatif yang tersedia dalam media PaSiBaTer, seperti permainan interaktif dan latihan soal *online*. Guru

juga melakukan penilaian terhadap karya siswa yang mencerminkan penerapan nilai-nilai Pancasila. Refleksi dilakukan bersama siswa untuk mengetahui efektivitas penggunaan media PaSiBaTer dalam mendukung proses belajar mereka. Siswa diberikan kesempatan untuk menyampaikan pengalaman dan saran mereka terkait penggunaan media ini.

Hasil observasi pembelajaran menunjukkan terjadinya peningkatan partisipasi aktif siswa. Aktivitas seperti menjodohkan kartu dan menyimak video pembelajaran membantu siswa lebih terlibat secara emosional dan intelektual dalam pembelajaran. Bahkan siswa yang biasanya pasif menjadi lebih aktif dalam berdiskusi dan menyampaikan pendapat. Melalui media PaSiBaTer, terutama pada bagian terapkan nilai Pancasila, siswa terlatih untuk menunjukkan kepedulian terhadap teman-teman dan lingkungannya. Aktivitas ini juga membantu menumbuhkan sikap kolaboratif dan mengurangi sikap individualis siswa. Siswa menjadi lebih mandiri, terutama dalam mengakses bahan bacaan digital dan menyelesaikan tugas-tugas berbasis teknologi. Media ini juga membantu siswa mengembangkan kemampuan belajar mandiri sekaligus meningkatkan keterampilan TIK. Lebih lanjut, media PaSiBaTer berhasil mengakomodasi kebutuhan belajar siswa yang beragam, baik dari segi gaya belajar (visual, auditori, kinestetik) maupun minat terhadap penggunaan teknologi.

Kendala yang dialami secara umum adalah teknis seperti konektivitas internet yang tidak stabil dan keterbatasan perangkat. Solusi yang dilakukan adalah dengan menyiapkan materi *offline* dan memanfaatkan perangkat TIK yang tersedia secara bergantian. Implementasi media interaktif PaSiBaTer memerlukan penyesuaian waktu pelaksanaan pembelajaran karena melibatkan banyak aktivitas. Guru perlu merencanakan jadwal yang fleksibel dan menyesuaikan durasi setiap aktivitas agar semua tahapan dapat terlaksana dengan baik.

PEMBAHASAN

Berdasarkan hasil observasi dan wawancara dengan siswa serta guru, penggunaan media PaSiBaTer dalam pembelajaran Pancasila terbukti mampu mendukung pembelajaran berdiferensiasi. Media ini dirancang untuk mengakomodasi beragam gaya belajar siswa (visual, auditori, dan kinestetik) dengan cara mengintegrasikan berbagai jenis aktivitas yang sesuai dengan kebutuhan masing-masing siswa. Tomlinson menyatakan bahwa guru dapat menggunakan kegiatan yang beraneka ragam, kreatif dan inovatif untuk memenuhi semua kebutuhan belajar. Pola pembelajaran ini dirancang, dilaksanakan dan dinilai untuk memenuhi kebutuhan individual siswa dengan memperhatikan kesiapan belajar *(readiness)*, minat belajar *(learning interest)*, dan profil belajar *(learning profiles)* (Yusuf & Harisdayani, 2023).

Kombinasi antara permainan interaktif, video pembelajaran, bahan bacaan digital, dan tugas penerapan nilai-nilai Pancasila memberikan variasi dalam proses belajar yang membuat siswa lebih terlibat secara aktif. Aktivitas-aktivitas ini memberikan kesempatan bagi siswa untuk belajar dengan cara yang paling sesuai dengan preferensi mereka. Misalnya, siswa dengan gaya belajar visual lebih terbantu dengan penggunaan video dan bahan bacaan yang kaya ilustrasi, sementara siswa dengan gaya belajar kinestetik dapat lebih berperan aktif melalui tugas-tugas praktis yang menuntut penerapan nilai-nilai Pancasila dalam kehidupan sehari-hari. Howard menyatakan dalam mendiferensiasi pembelajaran guru dapat melakukan modifikasi terhadap materi pelajaran, proses, produk, lingkungan dan evaluasi (Purwowidodo & Zaini, 2023).

Marantika (2023) menyatakan bahwa implementasi pembelajaran berdiferensiasi ini seyogyanya didukung oleh lingkungan dan atmosfer belajar yang baik. Pembelajaran berdiferensiasi yang didukung oleh media PaSiBaTer juga menciptakan lingkungan belajar yang lebih inklusif, di mana semua siswa, termasuk mereka yang biasanya kesulitan mengikuti pembelajaran konvensional, dapat berpartisipasi dan berkontribusi secara optimal.

Dalam konteks pembelajaran Pendidikan Pancasila, pendekatan berdiferensiasi penting untuk membantu siswa dalam memahami dan menginternalisasi nilai-nilai Pancasila dan kewarganegaraan dengan lebih baik (Ramadhan et al., 2023). Hasil penelitian menunjukkan bahwa siswa yang terlibat dalam aktivitas ini lebih mampu menunjukkan perilaku yang sesuai dengan nilai-

nilai Pancasila, seperti sikap saling menghormati, kerjasama, dan kepedulian terhadap lingkungan. Hal ini menunjukkan bahwa penggunaan media PaSiBaTer tidak hanya efektif dalam meningkatkan partisipasi dan kemandirian belajar siswa, tetapi juga dalam membentuk karakter yang sesuai dengan nilai-nilai Pancasila.

Selain melalui alur aktivitas pembelajaran, penguatan karakter siswa diintegrasikan ke dalam muatan materi yang didesain lebih kontekstual, menyajikan cerita dan masalah yang erat dengan kehidupan sehari-hari siswa. Selain itu, siswa juga menerapkan karakter kepedulian secara langsung dalam kehidupan sehari-harinya dengan dibantu oleh kartu refleksi diri dan kartu penerapan nilai-nilai Pancasila. Penguatan karakter ini dilakukan melalui integrasi pada bidang kognitif maupun kehidupan sosial siswa. Seperti disampaikan oleh Edwita (2020) bahwa di dalam pembentukan karakter, guru tidak boleh mengintegrasikan pada bidang kognitif saja, tetapi juga pada kehidupan sosial siswa (Nurhikmah et al., 2023).

SIMPULAN DAN SARAN

Berdasarkan hasil penelitian yang telah dilakukan, dapat disimpulkan bahwa implementasi media PaSiBaTer secara signifikan mendukung pembelajaran berdiferensiasi pada mata pelajaran Pendidikan Pancasila di kelas V sekolah dasar. Penggunaan media ini mampu meningkatkan keterlibatan siswa dalam proses pembelajaran serta memfasilitasi pemahaman materi yang lebih mendalam sesuai dengan kebutuhan dan potensi masing-masing siswa. Media PaSiBaTer memungkinkan guru untuk lebih efektif mengakomodasi perbedaan individu siswa, baik dari segi gaya belajar, kemampuan awal, maupun minat, sehingga tujuan pembelajaran dapat tercapai dengan lebih optimal.

Disarankan agar pengembangan media PaSiBaTer terus dilakukan dengan mempertimbangkan umpan balik dari siswa dan guru untuk meningkatkan kualitas dan efektivitasnya dalam mendukung pembelajaran berdiferensiasi. Penambahan fitur interaktif atau penyesuaian materi yang lebih mendalam dapat menjadi fokus pengembangan selanjutnya. Penting bagi guru untuk mendapatkan pelatihan khusus dalam penggunaan PaSiBaTer serta pemahaman yang lebih mendalam mengenai prinsip-prinsip pembelajaran berdiferensiasi. Dengan demikian, guru dapat lebih efektif mengintegrasikan media ini dalam proses pembelajaran. Mengingat keberhasilan implementasi media PaSiBaTer dalam pembelajaran Pendidikan Pancasila, disarankan agar media ini diuji coba dan disesuaikan untuk digunakan dalam mata pelajaran lain yang memerlukan pembelajaran berdiferensiasi, seperti IPAS dan Bahasa Indonesia.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6923

ARTIFICIAL INTELLIGENCE AND ITS RELATIONSHIP IN FORMING VALUES AND CHARACTER IN EDUCATION

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Abstract

This research discusses the application of artificial intelligence (AI) in education, specifically focusing on character education. The rapid development of AI technology has had a significant impact on various aspects of human life, including education. Character education aims to instill moral values and virtues in students to develop their ability to make ethical decisions and realize goodness in everyday life. The integration of AI in education raises ethical and moral concerns, particularly in discussing values such as integrity, digital ethics, and responsibility in the use of technology. This research aims to explore the potential of AI in developing critical thinking skills, which are important in forming strong character. There is a need for an innovative system to improve the quality of thinking and skills in education and overcome the shortcomings of existing learning models. The methodology used includes a literature review and qualitative analysis to examine the impact of AI on character education. The findings show that AI in education can help students develop critical thinking skills and minimize misunderstandings of learning material. The implications of this research underscore the importance of integrating AI in character education and the need for comprehensive learning strategies.

Keywords: Artificial Intelligence, Character Education, Ethics, Moral Values, Critical Thinking, Educational Innovation

PENDAHULUAN

Kecerdasan buatan (AI) telah memberikan pengaruh yang besar terhadap dunia pendidikan global. Perkembangan teknologi AI telah merubah cara pendidikan disampaikan, dikelola, dan diakses oleh pelajar serta pendidik. Dengan adanya AI, proses pendidikan menjadi lebih personal, adaptif, dan kreatif. Dampak AI terhadap pendidikan dapat dilihat dari berbagai aspek yang akan dijelaskan dalam artikel ini. AI memungkinkan terjadinya personalisasi dalam pembelajaran; dengan analisis data dan algoritma cerdas, AI dapat mengetahui kebutuhan belajar tiap individu dengan tepat. Hal ini memungkinkan penyedia pendidikan untuk menyusun kurikulum yang sesuai dengan kebutuhan tiap siswa, sehingga mereka bisa belajar dengan metode yang paling efektif untuk mereka, meningkatkan efisiensi dan efektivitas pembelajaran. Selain itu, AI juga berperan dalam memberikan umpan balik secara real-time kepada siswa. Sistem AI mampu memantau kemajuan belajar siswa dan memberikan umpan balik yang tepat waktu, membantu siswa memahami kekurangan mereka dan memperbaiki pemahaman sebelum melanjutkan ke topik berikutnya.

Kecerdasan buatan adalah sistem yang dikembangkan dan terus ditingkatkan dalam bidang penelitian dengan kemampuan adaptasi, pengambilan keputusan, kognitif, dan pembelajaran mirip manusia. Teknologi AI berkembang pesat dan memberikan dampak besar dalam berbagai aspek kehidupan, termasuk pendidikan. Pendidikan karakter adalah proses penanaman nilai-nilai karakter yang meliputi pengetahuan, kesadaran atau kemauan, dan tindakan untuk menerapkan nilai-nilai tersebut, baik terhadap Tuhan, diri sendiri, sesama, dan lingkungan. Karakter merupakan gabungan dari moral, etika, dan akhlak. Moral fokus pada kualitas tindakan atau perilaku manusia, apakah baik atau buruk, benar atau salah. Etika

menilai baik dan buruk berdasarkan norma masyarakat, sedangkan akhlak menekankan bahwa manusia secara naluriah memiliki pemahaman tentang baik dan buruk. Oleh karena itu, pendidikan karakter dimaksudkan untuk mengembangkan kemampuan peserta didik dalam mengambil keputusan baik-buruk, menjaga apa yang baik, dan menerapkan kebaikan dalam kehidupan sehari-hari.

Penerapan kecerdasan buatan dalam pendidikan memunculkan pertanyaan tentang etika dan moral. Diskusi mengenai nilai-nilai seperti integritas, etika digital, dan tanggung jawab penggunaan teknologi adalah bagian penting dari pendidikan karakter. AI dalam pendidikan dapat membantu siswa mengembangkan kemampuan berpikir kritis, yang merupakan nilai dasar dalam membentuk karakter yang kuat.

Dalam dunia pendidikan seringkali terdapat permasalahan pada model pembelajaran yang memuat strategi dan metode pembelajaran yang kurang komprehensif. Seringkali siswa salah memahami materi yang disampaikan, seharusnya hal tersebut tidak sepenuhnya merupakan kesalahan guru atau siswa. Namun demikian, diperlukan suatu sistem inovatif yang dapat meningkatkan kualitas berpikir dan ketrampilan agar kejadian-kejadian tersebut dapat diminimalisir. (Hikmawati, et al., 2023)

METODE

Penulisan artikel ini menggunakan metode studi pustaka atau kepustakaan (library research). Pengertian studi pustaka adalah suatu kegiatan mengumpulkan informasi atau data yang berhubungan terkait topik penelitian yang sedang dibahas. Menurut beberapa ahli mengemukakan pendapat tentang pengertian studi pustaka atau kepustakaan yaitu menurut Sarwono, proses kegiatan menelaah dan menganalisis materi atau data informasi dari kerelevanan penelitian yang telah dikaji sebelumnya dengan objek penelitian ini sebagai referensi atau rujukan. Sedangkan kedua menurut tokoh ilmuan Nasir, beliau menyebutkan bahwa studi pustaka adalah metode atau cara menguraikan dan mengupas suatu kajian penelitian berupa buku, artikel/jurnal ilmiah, literatur, catatan yang sesuai dengan kajian pembahasan yang akan diselesaikan dengan mengamati dan menganalisisnya.

Kemudian ketiga menurut tokoh ahli Sugiyono berpendapat arti dari studi pustaka yakni, tinjauan teoritis, daftar rujukan serta tulisan ilmiah yang berhubungan dengan adat kebiasaan, nilai/kualitas/kuantitas, dan tata cara terhadap kondisi perkembangan sosial yang dipelajari. (Liriwati et al., 2023)

HASIL DAN PEMBAHASAN

Kecerdasan buatan memiliki beberapa definisi, antara lain: (a) Menurut Kusumadewi, "Kecerdasan buatan atau artificial intelligence adalah cabang ilmu komputer yang memungkinkan mesin (komputer) untuk melakukan tugas-tugas yang setara dengan kemampuan manusia"; (b) Menurut Avron Barr dan Edward E. Feigenbaum, artificial intelligence merupakan bagian dari ilmu komputer yang merancang sistem komputer dengan kecerdasan, yaitu sistem yang memiliki karakteristik berpikir seperti manusia; (c) Rich dan Knight mendefinisikan kecerdasan buatan sebagai studi tentang cara membuat komputer melakukan tugas yang saat ini lebih baik dilakukan oleh manusia.

Pada tahun 2019, Komite Menteri Dewan Eropa mengeluarkan rekomendasi mengenai tujuan utama penerapan kecerdasan buatan dalam pendidikan. Mereka menyatakan bahwa "Kecerdasan buatan, seperti alat lainnya, menawarkan banyak peluang serta potensi ancaman. Oleh karena itu, prinsip-prinsip hak asasi manusia harus diperhatikan dalam perancangan awal penerapannya. Para guru perlu memahami kekuatan dan kelemahan penggunaan kecerdasan buatan dalam pembelajaran agar dapat memanfaatkan teknologi ini secara optimal dalam praktik pendidikan, tanpa mengesampingkan peran mereka. Kecerdasan buatan, melalui pembelajaran mesin dan pembelajaran mendalam, dapat memperkaya pendidikan. Namun, perkembangan ini juga dapat memengaruhi interaksi guru-siswa dan masyarakat umum secara signifikan, yang berpotensi merusak esensi pendidikan. Meskipun mungkin terlalu awal untuk penerapan kecerdasan buatan secara luas dalam lingkungan pembelajaran, para ahli pendidikan dan sumber daya manusia harus menyadari tantangan dan aspek etis yang muncul dalam konteks sekolah."

Hubungan Kecerdasan Buatan dengan

Pendidikan

Dalam konteks pendidikan, kecerdasan buatan memiliki potensi besar untuk meningkatkan efisiensi, aksesibilitas, dan efektivitas pembelajaran. Salah satu manfaat utama dari kecerdasan buatan dalam pendidikan adalah kemampuannya untuk mempersonalisasi pembelajaran. Sistem kecerdasan buatan dapat mengumpulkan data tentang kekuatan dan kelemahan setiap siswa dan kemudian merancang program pembelajaran yang disesuaikan dengan kebutuhan individu. Hal ini memungkinkan siswa untuk belajar pada tingkat mereka sendiri dan mengatasi kesulitan dengan lebih baik.

Kecerdasan buatan dapat digunakan untuk memberikan rekomendasi mengenai materi pelajaran atau bahan bacaan yang sesuai dengan kebutuhan dan minat siswa dengan menganalisis preferensi belajar mereka. Teknologi ini juga dapat menganalisis sentimen atau perasaan siswa terhadap materi pelajaran atau pengalaman belajar. Dengan informasi tersebut, sistem dapat membantu tenaga pengajar memahami bagaimana siswa merespons dan memahami materi pelajaran. Selain itu, kecerdasan buatan dapat mendeteksi emosi dengan menganalisis ekspresi wajah, suara, dan bahasa tubuh siswa untuk menentukan emosi yang dirasakan. Dengan informasi ini, sistem dapat membantu tenaga pengajar dalam memahami kebutuhan dan respon emosional siswa terhadap materi pelajaran.

Pembelajaran berbasis data memungkinkan lembaga pendidikan untuk mengumpulkan dan menganalisis data tentang kinerja siswa dengan lebih efisien. Dengan bantuan algoritma dan analisis data, guru dan administrator dapat mengidentifikasi tren dan pola yang dapat digunakan untuk meningkatkan strategi pembelajaran. Selain itu, kecerdasan buatan juga memperluas akses dalam pendidikan. Dengan alat seperti penerjemah bahasa otomatis dan pembaca teks, siswa dengan disabilitas dapat lebih mudah mengakses materi pembelajaran, menciptakan lingkungan yang lebih inklusif di mana semua individu memiliki kesempatan belajar yang setara.

Namun, meskipun kecerdasan buatan menawarkan banyak manfaat dalam pendidikan, terdapat sejumlah tantangan yang perlu diatasi. Salah satu tantangannya adalah keamanan data. Dengan penggunaan kecerdasan buatan yang luas dalam pendidikan, ada risiko besar terkait privasi dan data siswa. Oleh karena itu, kecerdasan buatan harus digunakan sebagai alat pendukung yang meningkatkan pengalaman pembelajaran dan membantu guru, bukan untuk menggantikan peran mereka.

Peran Kecerdasan Buatan dalam Pendidikan

Berikut adalah beberapa peran kecerdasan buatan dalam pendidikan dan bagaimana peran ini akan membentuk pengalaman pendidikan di masa depan:

a) Kecerdasan buatan dapat mengotomatiskan aktivitas pendidikan dasar, seperti penilaian. Meskipun kecerdasan buatan mungkin tidak sepenuhnya menggantikan guru, teknologi ini semakin mempermudah proses penilaian otomatis untuk tes pilihan ganda, isian, dan tulisan siswa, sehingga memungkinkan guru untuk lebih fokus pada aktivitas di kelas dan berinteraksi dengan siswa.
b) Perangkat lunak pendidikan yang dapat disesuaikan dengan kebutuhan siswa. Dengan banyaknya program adaptif, seperti permainan, sistem ini responsif terhadap kebutuhan siswa, memberikan penekanan pada topik tertentu, mengulangi materi yang belum dikuasai, dan umumnya membantu siswa belajar dengan kecepatan mereka sendiri. Hal ini memberikan solusi untuk membantu siswa dengan dukungan dan bimbingan guru.
c) Kecerdasan buatan dapat menunjukkan aspek-aspek yang memerlukan perbaikan. Guru mungkin tidak selalu menyadari adanya kesenjangan dalam materi pelajaran yang dapat membingungkan siswa. Kecerdasan buatan menawarkan solusi dengan membantu mengisi kesenjangan penjelasan dan memastikan semua siswa memahami konsep dasar yang sama.
d) Siswa dapat memperoleh dukungan tambahan dari tutor kecerdasan buatan. Meskipun tutor manusia masih menawarkan aspek yang belum dapat disediakan oleh mesin, di masa depan, lebih banyak siswa mungkin dibimbing oleh tutor kecerdasan buatan yang dapat mengajarkan materi dasar. Namun, keterampilan berpikir tingkat tinggi dan kreativitas masih perlu difasilitasi oleh guru

manusia.

e) Program berbasis kecerdasan buatan dapat membantu guru dan siswa menyesuaikan kelas sesuai kebutuhan. Kecerdasan buatan juga dapat memberikan umpan balik tentang tingkat keberhasilan secara keseluruhan. Sekolah, terutama yang menawarkan layanan online, menggunakan sistem kecerdasan buatan untuk memantau kemajuan siswa dan mengingatkan guru tentang kinerja siswa.
f) Teknologi kecerdasan buatan mengubah cara menemukan dan berinteraksi dengan data. Dalam beberapa dekade terakhir, sistem berbasis kecerdasan buatan telah mengubah interaksi manusia dengan informasi secara pribadi dan profesional. Teknologi ini juga dapat mengubah cara siswa melakukan penelitian dan mencari fakta di sekolah dan institusi akademik di masa depan.
g) Kecerdasan buatan dapat mengubah cara guru bekerja. Kecerdasan buatan dapat mengambil alih tugas seperti penilaian, membantu siswa dalam proses pembelajaran, dan bahkan berfungsi sebagai pengganti guru dalam beberapa kasus. Sistem ini dapat diprogram untuk memberikan keahlian kepada siswa, mengajukan pertanyaan, dan mencari informasi, atau berpotensi menggantikan guru untuk materi pembelajaran.
h) Sistem trial-and-error pada pembelajaran tidak dianggap menakutkan oleh kecerdasan buatan. Trial-and-error adalah bagian penting dari pembelajaran, dan siswa dapat menggunakan kecerdasan buatan untuk bereksperimen dan belajar dalam lingkungan yang mendukung, terutama dengan bantuan tutor kecerdasan buatan.
i) Data yang didukung oleh kecerdasan buatan dapat mengubah cara sekolah menemukan, mengajar, dan mendukung siswa. Sistem komputer cerdas yang mendukung pengumpulan data telah mengubah cara perguruan tinggi berinteraksi dengan mahasiswa. Beberapa sekolah dan perguruan tinggi sudah mengadaptasi sistem ini untuk merekomendasikan minat yang sesuai dengan kebutuhan siswa.
j) Kecerdasan buatan dapat mengubah tempat siswa belajar, siapa yang mengajar, dan bagaimana keterampilan dasar diperoleh. Kecerdasan buatan memiliki potensi untuk mengubah hampir semua aspek pendidikan yang sebelumnya dianggap sepele, meskipun perubahan besar mungkin baru akan terjadi dalam beberapa dekade ke depan. Siswa dapat belajar dari mana saja dengan dukungan sistem kecerdasan buatan.

Penerapan Kecerdasan Buatan di Bidang Pendidikan

Beberapa penerapan kecerdasan buatan dalam bidang pendidikan meliputi:

a) **Mentor Virtual**: Kecerdasan buatan dapat memberikan umpan balik dari aktivitas belajar dan latihan soal siswa, serta merekomendasikan materi yang perlu dipelajari kembali seperti seorang guru atau tutor. Contoh penerapannya adalah Blackboard, yang banyak digunakan di perguruan tinggi di Eropa dan Amerika. Alat ini digunakan oleh profesor untuk mempublikasikan catatan, pekerjaan rumah, kuis, dan tes, serta memungkinkan siswa untuk mengajukan pertanyaan dan tugas. Selain itu, alat ini dapat mengidentifikasi alasan mengapa siswa tidak memahami materi dan memberikan solusi yang diprogram sebelumnya oleh dosen atau guru. Sistem kecerdasan buatan akan terus belajar dan memperbarui informasi secara mandiri berdasarkan kebutuhan siswa.
b) **Asisten Suara (Voice Assistant)**: Asisten suara adalah teknologi kecerdasan buatan yang umum dikenal dan dimanfaatkan di berbagai bidang, termasuk pendidikan. Contoh asisten suara termasuk Google Assistant (Google), Siri (Apple), dan Cortana (Microsoft). Asisten suara memungkinkan siswa mencari materi, referensi soal, artikel, dan buku hanya dengan berbicara atau menyebutkan kata kunci.
c) **Konten Cerdas (Smart Content)**: Teknologi kecerdasan buatan ini berfungsi untuk membagi dan menemukan konten materi serta buku digital yang telah diprogram secara virtual dengan lebih mudah dan cepat. Contoh penerapannya dapat ditemukan di berbagai perpustakaan digital di sekolah, perguruan tinggi, maupun perpustakaan umum. Kecerdasan buatan dapat menemukan dan mengklasifikasikan buku dengan cepat dan

terstruktur.

d) **Penerjemah Presentasi (Presentation Translator)**: Teknologi ini mirip dengan asisten suara, namun berfungsi untuk menerjemahkan

SIMPULAN DAN SARAN

Kecerdasan buatan adalah suatu sistem yang telah dikembangkan dan terus mengalami kemajuan dalam bidang penelitian, dengan kemampuan adaptasi, pengambilan keputusan, kognitif, dan pembelajaran yang menyerupai manusia. Dalam konteks ini, pendidikan karakter dipahami sebagai pendidikan nilai, budi pekerti, moral, dan watak, dengan tujuan untuk mengembangkan kemampuan peserta didik dalam membuat keputusan yang baik dan buruk, memelihara nilai-nilai positif, serta mewujudkan kebaikan dalam kehidupan sehari-hari. Sistem kecerdasan buatan dapat mengumpulkan data mengenai kekuatan dan kelemahan setiap siswa, serta merancang program pembelajaran yang sesuai dengan kebutuhan individu. Kecerdasan buatan juga dapat digunakan untuk memberikan rekomendasi mengenai materi pelajaran atau bahan bacaan yang relevan dengan kebutuhan dan minat siswa, dengan menganalisis preferensi belajar mereka. Penerapan kecerdasan buatan telah meluas ke sektor pendidikan, mencakup pendidikan dasar, pendidikan tinggi, hingga pendidikan profesi, dan diyakini dapat membantu manusia dalam belajar lebih efektif serta mencapai tujuan pendidikan yang diinginkan. Nilai-nilai seperti kejujuran, persaingan, dan tanggung jawab memiliki dampak signifikan terhadap pola pikir dan pengetahuan umum siswa dan mahasiswa. Teknologi kecerdasan buatan akan mendorong mereka untuk berpikir kritis dan berhati-hati, serta menyediakan akses dan interaksi yang sangat maju.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6934

EFFORTS TO IMPROVE THE QUALITY OF SOCIAL SCIENCE LEARNING WITH THE LEARNING COMMUNITY MODEL

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Abstract

The quality of social studies learning will increase with the application of the Learning Community learning model. The application of the Learning Community method in social studies subjects can improve the quality of learning in schools. This can be seen from the increase in student interest in learning social studies. Application of Learning Community method in social studies learning, students feel relaxed and get the opportunity to express opinions. Learning Community learning model can also increase student participation or involvement in learning social studies education. Learning strategies with this method can be applied by forming small groups in learning activities. This way students can learn with friends through group work discussions and correct each other.

Keywords: efforts, improve, social science, learning community model

A. Introduction

The learning process at schools often feels monotonous, with students remaining passive and unenthusiastic about the lessons delivered by the teacher. Teachers frequently experience boredom as there are no significant changes in the students or improvement in the learning outcomes. Teachers tend to dominate the classroom, and during the learning process, they usually do not provide opportunities for students to actively participate. Social Science lessons are often reduced to mere memorization to meet the prescribed curriculum. Teachers get stuck in a static lecture-based teaching method without employing varied approaches, which creates barriers in Social Science education. Consequently, student engagement and potential development in learning are low, resulting in subpar learning outcomes and ineffective mechanisms.

To achieve the objectives of Social Science education effectively, teachers must work to enhance the quality of education, starting with their role as facilitators guiding students towards their goals. For high-quality learning, Social Science teachers are required to have adequate professional skills to deliver education in a communicative and integrated manner. According to Sujarwo (2023), the quality of learning depends on three main elements: 1) the level of student participation and the types of learning activities, 2) the teacher's role in employing various methods and techniques, and 3) classroom organization. The level of student participation in learning is largely determined by the teacher's efforts to engage students, making the selection and use of teaching methods and the development of appropriate materials crucial for achieving learning goals. The challenge of improving the quality of learning services that optimizes student capabilities and addresses low academic performance must be met. The quality of the learning process and student outcomes can be improved if teachers can stimulate students' learning motivation, interest, attention,

activity, and independence. Learning materials become more engaging when linked to students' real-life experiences. Therefore, there is a need to implement a teaching model that addresses these issues.

In light of these problems, it is necessary to have teaching methods that captivate students and draw out their abilities through Social Science learning. One approach to enhancing motivation and activity is improving the quality of learning through the Learning Community model.

B. Discussion

Nowadays, there is a trend in education towards the belief that children learn better in a natural environment. The Contextual Teaching and Learning (CTL) approach is a concept that helps teachers connect the material being taught with real-world situations and encourages students to relate their existing knowledge to its application in their lives as members of society. According to Sungkowo (2023:1), the contextual learning concept suggests that learning outcomes occur naturally through student activities and experiences, rather than as a direct transfer of knowledge from teacher to student.

Contextual learning is a concept that helps teachers link the material taught with real-life situations and encourages students to make connections between their knowledge and its application in their daily lives. This discussion will focus on creating learning communities (group learning) as Nurhadi (2023:49) notes that the Learning Community model is a component of Contextual Teaching and Learning (CTL) that suggests learning outcomes are achieved through collaboration with others. For example, if a child is learning to use an electric pencil sharpener and asks a peer who already knows how to operate the tool, the two children have formed a learning community. Learning outcomes are achieved through sharing among peers, between groups, and between those who know and those who do not. In this space, in the classroom, and beyond, everyone is a member of the learning community.

In a learning community, it is advised that teachers conduct lessons in heterogeneous groups. Skilled students help those who are less proficient, knowledgeable students assist those who are less informed, quick learners support their slower peers, and those with ideas contribute suggestions, and so on. Student groups can vary in membership, size, and can even include students from higher classes or involve collaboration with other teachers or experts. A learning community can develop when there is a two-way communication process, meaning that two or more groups are engaged in learning communication and sharing knowledge. Members of the learning community provide necessary information to their peers. This mutual learning occurs when there is no dominant party in communication, no one is hesitant to ask questions, and no one assumes they know everything. Everyone should feel that others have valuable knowledge, experiences, or skills worth learning. When everyone is open to learning from others, then others become learning resources, enriching the process of learning in the classroom.

Working with the community is a task that involves building a learning community, which is an integral part of education. According to Bence Joyce (2016:375), a professional learning community involves observing practices, then practicing, observing and practicing,

and continuing with collaborative practice. In essence, it involves observing, practicing, and collaborating to refine and enhance skills.

The concept of a learning community can be summarized as group-based learning where collaboration with others is essential. A learning community occurs when there is two-way communication, observation, and practice, forming a collaborative environment that fosters the development of new knowledge and ongoing learning. This involves both teachers and students. Teachers instruct and assign tasks positively, employing a variety of strategies to proactively educate students, collaborate, and design effective teaching activities.

In a school or university learning community, members rely on each other within a class to discover ideas, methods, and resources to enhance understanding and improve reciprocal relationships. A learning community is an integrated approach that connects to real-world events, encouraging critical thinking and continuous improvement.

C. Conclusion

The enhancement of students' understanding of material, increased participation, and engagement in Social Science education can be achieved through the application of the Learning Community approach. By forming small groups in learning activities, this approach allows students to actively engage in the learning process. Students learn from peers through group work, discussions, and mutual correlation.

With the Learning Community approach, students are encouraged to think, discuss, exchange and receive opinions, and ultimately agree on the most appropriate answers. In these small groups, students can help each other, discuss, and argue to complement one another. Thus, the Learning Community approach in Social Science education, using small group strategies, demonstrates that student success is not solely derived from the teacher's instruction but also from peer interactions within the group.

The Learning Community approach transforms the learning environment from one that is passive, unmotivated, and less creative into one that is active, highly motivated, and more creative. This approach creates a more dynamic, empowering learning atmosphere and provides students with opportunities to actively participate in problem-solving.

Students can find enjoyment in Social Science lessons, feel relaxed, and be free to express their opinions. Delivering material that is current and aligned with the core competencies proves to be more engaging for students. This is because the content is presented in a real and relevant context, making what is discussed applicable to real-life situations.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6919

THE APPLICATION OF AI AS A TOOL FOR THE LEARNING PROCESS AT THE EDUCATION LEVEL OF PUBLIC ELEMENTARY SCHOOL 2 TANGGUNGGUNUNG

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Abstract

The purpose of this service activity is to provide training, assist teachers about the development of Artificial Intelligence (AI) in the world of education. With this activity, it can improve soft skills in the teaching and learning process, starting from how teachers create media-based learning materials, interesting learning videos using AI, so that students easily understand what is conveyed by their teachers and integrate AI in the daily learning process. It is hoped that after this activity, it will help create a learning environment that is more effective, efficient, and responsive to the needs of students and teachers. With a careful and thoughtful approach, starting from theoretical exposure and hands-on practice, the development of Artificial Intelligence (AI) in education can bring positive and sustainable benefits to all parties involved in the education process. The partners in this activity were 18 teachers of SD Negeri Tanggunggunung, Tanggunggnung District, Tulungagung Regency, East Java. The results of this activity are the level of understanding of the participants as much as 54%, less understanding 29%, and not understanding 17%. The result of this service activity is that partners can utilise AI in designing learning materials, managing and evaluating the learning process.

***Kata kunci**: Aplication, Artificial Intelligence,learning process, elementary school*

PENDAHULUAN

Artificial Intelligence (AI) adalah bidang yang berkembang dengan cepat di bidang ilmu komputer dan teknologi informasi. AI mengacu pada kemampuan komputer atau mesin untuk melakukan pekerjaan-pekerjaan yang biasanya membutuhkan kecerdasan manusia, seperti membuat keputusan, menyelesaikan masalah, belajar, dan mengolah bahasa alami (Alief & Nurmiati, 2022). Sejak konsep dasar AI pertama kali diusulkan pada tahun 1950-an, AI telah melewati beberapa tahapan perkembangan yang signifikan. Pada awalnya, AI didasarkan pada pendekatan simbolik yang mengandalkan representasi formal dan manipulasi simbolik. Namun, perkembangan teknologi komputer dan penemuan pendekatan baru seperti jaringan saraf tiruan (neural network) telah membawa AI ke tingkat yang lebih tinggi (Rahmahafida & Sinaga, 2022).

Pada dekade terakhir, AI telah mencapai pencapaian-pencapaian luar biasa. Teknik pembelajaran mesin (machine learning) dan deep learning, yang berdasarkan pada jaringan saraf tiruan yang dalam (deep neural networks), telah mengubah cara kita memproses dan memahami data (Press, 2021). Hal ini telah menghasilkan kemajuan signifikan dalam berbagai bidang, termasuk pengolahan bahasa alami, visi komputer, kendaraan otonom, dan analisis data (Avisyah et al., 2023). Selain itu, AI juga memiliki potensi besar dalam meningkatkan efisiensi dan produktivitas di berbagai sektor, termasuk bisnis, industri, pelayanan kesehatan, dan pendidikan (Serdianus & Saputra, 2023). Dalam era di mana data menjadi semakin melimpah, AI mampu mengolah dan menganalisis data secara cepat dan akurat, membantu pengambilan keputusan yang lebih baik, dan mendukung inovasi. Namun, seiring dengan kemajuan teknologi AI, muncul juga berbagai tantangan, seperti masalah privasi data, etika, dan keamanan siber (Chakim, 2023). Oleh karena itu, penting untuk menjalankan kegiatan dan pengembangan AI dengan cermat, mempertimbangkan dampak sosial, etika, dan hukum yang relevan. Dalam konteks ini, jelaskan tujuan laporan, misalnya mengembangkan sistem AI untuk meningkatkan efisiensi dalam bisnis, mengkaji dampak sosial AI pada pekerjaan

manusia, atau merancang algoritma AI untuk diagnosis medis. Laporan ini akan merinci metode penelitian, sumber daya yang dibutuhkan, dan manfaat yang diharapkan dari proyek ini.

Dengan pemahaman yang lebih mendalam tentang latar belakang dan perkembangan AI, proyek ini diharapkan akan berkontribusi pada peningkatan pengetahuan, penerapan teknologi AI yang lebih bijak, dan mendukung perkembangan positif dalam berbagai sektor tak terkecuali sektor pendidikan (Robandi, 2021). Penguatan literasi baru pada guru SD adalah kunci untuk revitalisasi kurikulum berbasis literasi dan peningkatan peran guru dengan kompetensi digital (Ibda & Rahmadi, 2018). Guru bertanggung jawab dalam membentuk generasi kompeten, berkarakter, memiliki literasi baru, dan keterampilan berpikir tingkat tinggi (Muliastrini, 2019). Pendidikan dasar (SD) berperan penting dalam membentuk kecerdasan anak secara intelektual, spiritual, dan emosional, sehingga perlu ditingkatkan literasi abad 21 yaitu salah satunya dengan pemanfaatan Artificial Intelligence (AI) (Muliastrini, 2019).

Kecerdasan Buatan (Artificial Intelligence atau AI) memiliki banyak fungsi yang dapat mendukung perbaikan dan transformasi dalam dunia pendidikan (Hartati, 2021). Berikut ini adalah beberapa fungsi AI dalam dunia pendidikan diantaranya Pembelajaran Personalisasi yaitu AI dapat digunakan untuk mengidentifikasi kebutuhan belajar individu siswa dan menyediakan materi pembelajaran yang sesuai dengan tingkat pemahaman, gaya belajar, dan minat mereka (Kisno et al., 2023). Ini memungkinkan pengajaran yang lebih efektif dan responsif terhadap kebutuhan masing- masing siswa. Evaluasi Otomatis yaitu AI dapat mengotomatisasi proses evaluasi siswa, termasuk pengukuran kemajuan mereka, pemberian umpan balik, dan rekomendasi tindak lanjut. Guru dapat menggunakan hasil evaluasi ini untuk mengidentifikasi area yang memerlukan perhatian lebih lanjut. *Tutoring Online* yaitu Sistem tutor AI dapat memberikan bantuan individual kepada siswa dalam pemahaman konsep dan tugas-tugas akademik. Mereka dapat menjawab pertanyaan siswa, memberikan latihan tambahan, dan memantau perkembangan belajar. Pengembangan Materi Pembelajaran yaitu AI dapat membantu guru dalam merancang dan mengembangkan materi pembelajaran yang lebih menarik dan efektif. Ini dapat mencakup pembuatan konten yang disesuaikan, video pembelajaran, atau simulasi interaktif.

Penerapan AI dalam pendidikan memiliki potensi untuk meningkatkan efisiensi dan kualitas pendidikan, memungkinkan pendekatan yang lebih terpersonalisasi, dan membantu guru serta siswa untuk mencapai hasil belajar yang lebih baik (Hakim, 2022). Namun, penggunaan AI dalam pendidikan juga perlu mempertimbangkan masalah privasi data, etika, dan pelatihan yang diperlukan untuk para pendidik. Dalam proses pembelajaran, siswa, guru, dan sekolah menghadapi berbagai masalah, seperti minimnya konsentrasi, sarana, dan kesejahteraan mental siswa, serta hambatan guru dalam menjalankan kurikulum, menetapkan kompetensi dasar, dan menyiapkan materi pembelajaran (Abroto et al., 2021). Kesulitan guru dalam merancang dan menyusun materi pembelajaran yang sesuai dengan kurikulum, struktur materi, sarana dan prasarana, dan alokasi waktu. Guru juga mengalami hambatan dalam memahami dan menerapkan kurikulum, menyesuaikan materi dengan kemampuan siswa, dan memanfaatkan fasilitas dan infrastruktur yang ada (Pratikto & Setiawan, 2019). Kendala dalam pembelajaran tematik yang dihadapi guru dan siswa, seperti keterbatasan kompetensi guru dalam pemanfaatan aplikasi pembelajaran, keterbatasan sumber daya untuk pemanfaatan teknologi pendidikan, banyaknya tugas yang diberikan oleh guru, dan kurangnya interaksi sosial antara guru dan siswa.

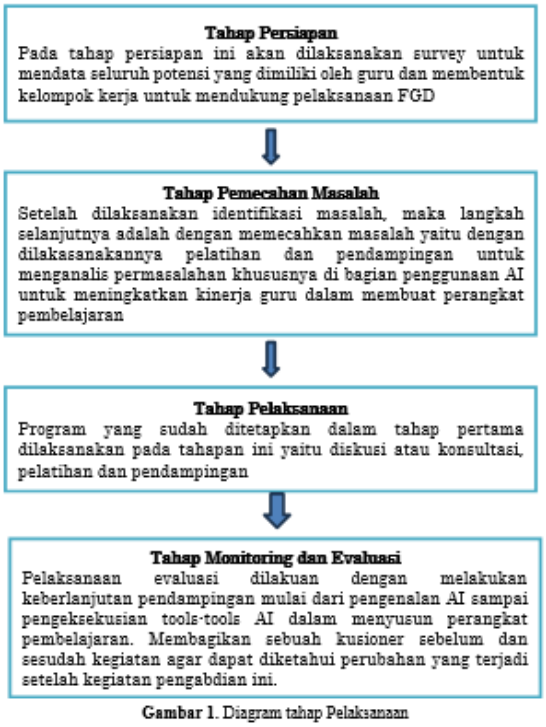
Tabel 1. Permasalahan mitra dan Solusi

No	Permasalahan	Solusi
1	Keterbatasan Sumber Daya: Sekolah dasar mungkin memiliki sumber daya terbatas, seperti anggaran yang terbatas dan infrastruktur yang kurang memadai untuk mendukung teknologi AI.	Memanfaatkan perangkat keras yang sudah ada sebaik mungkin dan menggali solusi berbasis cloud yang lebih terjangkau
2	Pelatihan Guru: Guru-guru mungkin memerlukan pelatihan khusus untuk menggunakan teknologi AI dalam pembelajaran	Mengadakan pelatihan dan workshop reguler untuk guru tentang penggunaan teknologi AI
3	Kecemasan Terkait Penggantian Guru: Ada kekhawatiran bahwa penggunaan AI dalam pendidikan dapat menggantikan peran guru	Menekankan bahwa AI adalah alat bantu dan tidak menggantikan peran guru.dan memanfaatkan teknologi untuk membebaskan waktu guru dari tugas administratif sehingga mereka dapat lebih fokus pada interaksi siswa
4	Kesenjangan Teknologi: Beberapa sekolah mungkin lebih maju dalam pemanfaatan AI daripada yang lain, menciptakan kesenjangan pendidikan	Membangun program yang mendukung sekolah yang tertinggal dalam menerapkan teknologi AI
5	Keberlanjutan Teknologi: Memastikan keberlanjutan teknologi dan pemeliharaan sistem AI dalam jangka panjang.	Membangun rencana keberlanjutan yang melibatkan perawatan dan pembaruan teknologi secara berkala.

Tujuan dari kegiatan pengabdian ini adalah memberikan pelatihan, mendampingi guru tentang perkembangan Artificial Intelligence (AI) dalam dunia pendidikan. Dengan adanya kegiatan ini, dapat meningkatkan softskill dalam proses belajar mengajar, mulai dari bagaimana guru membuat materi pembelajaran berbasis media yang menarik dengan menggunakan AI, sehingga para siswa mudah memahami apa yang disampaikan oleh gurunya. Dengan pendekatan yang teliti dan bijaksana, pengembangan *Artificial Intelligence* (AI) dalam pendidikan dapat membawa manfaat positif dan berkelanjutan bagi semua pihak yang terlibat dalam proses pendidikan (Amrizal & Aini, 2013).

METODE

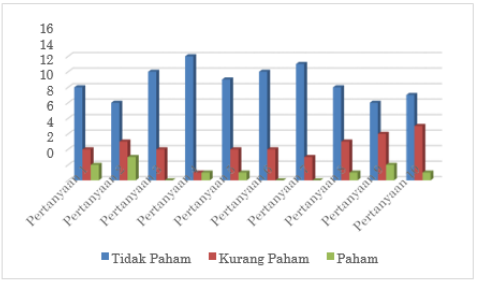
Pada hari pelaksanaan difokuskan pada pengenalan tools-tools AI yang mudah digunakan serta difokuskan pada bagaimana memanfaatkan teknologi informasi untuk meningkatkan kinerja guru. Untuk melaksanakan pendampingan ini digunakan Metode Focus Group Discussion (FGD), dan Metode Pelatihan serta Metode Pendampingan yang mana guru dijadikan sebagai pelaku utama dalam tercapainya tujuan atas kegiatan pelatihan dan pendampingan ini. Adapun Tahapan pelaksanaan dari kegiatan:



Gambar 1. Diagram tahap Pelaksanaan

HASIL DAN PEMBAHASAN

Sebelum memulai kegiatan pengabdian, tim menyebarkan berupa kuisioner untuk mengukur seberapa jauh pengetahuan masyarakat tentang pemanfaatan AI. Kuisoner ini berisi beberapa pertanyaan tentang pengetahuan AI dan pemanfaatannya. Pertanyaan terdiri dari 10 dengan indikator jawaban ada 3 yaitu, Paham, Kurang paham, tidak Paham.Adapun hasilnya sebaran kuisinoner adalah seperti terlihat pada Gambar 2.



Gambar 2. Diagram Kuisioner Identifikasi Masalah

Berdasarkan diagram diatas, dapat disimpulkan bahwa guru masih kurang memahami tentang pemanfaatan AI dalam proses belajar mengajar. Beberapa langkah yang dilakukan dalam pengabdian ini adalah:

1. Identifikasi Masalah: Lakukan studi awal untuk mengidentifikasi masalah atau tantangan yang mungkin dihadapi dalam proses pembelajaran di sekolah dasar. Dengan membagikan kuisioner sebelum kegiatan agar masalah mitra dapat diketahui. Ini mungkin termasuk masalah peningkatan hasil belajar, kesenjangan dalam kualitas pendidikan, atau hambatan dalam pembelajaran siswa (Aswita, 2017).
2. Rencana Implementasi AI: Setelah mengidentifikasi masalah, dilaksanakan pemaparan materi tentang AI dan perlu merancang solusi AI yang sesuai. Misalnya, dapat mengembangkan sistem AI yang mampu memberikan materi pembelajaran yang disesuaikan dengan tingkat pemahaman individu siswa, atau mengembangkan alat untuk memantau kemajuan siswa secara real-time.
3. Uji Coba: Lakukan uji coba terhadap aplikasi AI di lingkungan pendidikan dasar seperti membuat materi pembelajaran (PPT) dengan

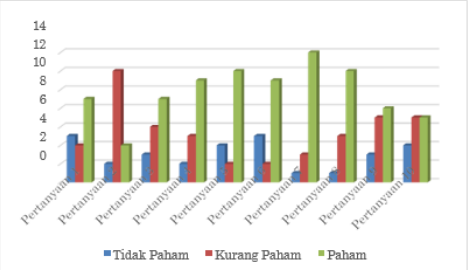
menggunakan aplikasi AI dan membuat video pembelajaran yang menarik. Selama uji coba dapat mengumpulkan data dan umpan balik dari guru untuk memastikan efektivitas solusi AI Anda.

4. Pelatihan Guru: pada tahap ini guru langsung didlatih dalam membuat suatu materi pembelajaran, video pembelajaran, dan mengintegrasikan AI dalam pembelajaran sehari-hari.
5. Evaluasi Dampak : Evaluasi Dampak: Terakhir, evaluasi dampak jangka panjang dari pengabdian. Apakah penggunaan AI telah membantu meningkatkan kemampuan guru dalam mengembangkan proses pembelajaran? Apakah ada perubahan dalam pendekatan pembelajaran di sekolah dasar? Dengan cara tanya jawab dan membagikan sebuah kuisioner yang sama seperti sebelumnya.

Penggunaan kecerdasan buatan (AI) dalam konteks pendidikan dasar dapat memberikan berbagai manfaat, seperti peningkatan efisiensi pembelajaran, personalisasi pendidikan, dan pemantauan perkembangan siswa. Hasil yang dicapai melalui pengabdian ini antara lain:

1. Peningkatan Kualitas Pembelajaran:
   Dengan adanya kegiatan ini, kualitas pembelajaran yang terjadi di kelas meningkat dengan adanya materi yang berkualiatas berbasis media video atau suara.
2. Pemantauan Kemajuan Siswa:
   Dengan adanya kegiatan ini, guru dapat mengetahui kemajuan siswa secara real-time, mengidentifikasi area di mana siswa mungkin memerlukan bantuan tambahan, dan memberikan intervensi sesuai.
3. Peningkatan Efisiensi Pengajaran:
   Kegiatan ini dapat membantu dalam mengotomatisasi tugas administratif dan evaluasi, sehingga guru untuk lebih fokus pada interaksi langsung dengan siswa.
4. Mengatasi Kekurangan Sumber Daya:
   Dengan adanya kegiatan ini, guru dapat mengisi kekosongan kelas, misalnya dengan guru virtual untuk mata pelajaran tertentu.
5. Meningkatkan Keterlibatan Siswa:
   Guru membuat pembelajaran lebih menarik dan interaktif, yang mungkin meningkatkan keterlibatan siswa.
6. Memungkinkan Pembelajaran Jarak Jauh:
   Dengan adanya kegiatan ini, guru mengetahui bahwa pembelajaran jarak jauh bisa terlaksana, terutama dalam situasi seperti pandemi, sehingga siswa dapat terus belajar tanpa harus berada di sekolah fisik.
7. Kemajuan Teknologi dalam Pendidikan:
   Kegiatan ini dapat memajukan pemahaman dan pemanfaatan teknologi AI dalam pendidikan, membantu menciptakan model-model terbaik untuk implementasi teknologi dalam pendidikan dasar.
8. Kolaborasi antara Pendidik dan Ahli AI:
   Kegiatan seperti ini dapat mempromosikan kolaborasi yang kuat antara pendidik, ahli AI, dan pihak-pihak terkait lainnya, memungkinkan pertukaran pengetahuan dan pengalaman yang berharga.

Penting untuk mencatat bahwa kegiatan ini memperhatikan aspek etika, privasi, dan keamanan data, serta memastikan bahwa penggunaan AI dalam pembelajaran dasar selaras dengan tujuan pendidikan dan kepentingan siswa. Dengan pendekatan yang benar, pengabdian ini dapat memberikan kontribusi yang signifikan terhadap perbaikan pendidikan dasar. Setelah melakukan keseluruhan kegiatan pengadian, tim kembali membagikan kuisinoer yang sama sebelumnya untuk mengetahui hasil yang dari kegiatan pengabdian. Adapun hasilnya, seperti terlihat pada Gambar 7



Gambar 7. Diagram Sebaran Kuisioner pasca Kegiatan

Berdasarkan diagram diatas, dari 10 Pertanyaan, yang menjawab paham sebanyak 54%, kurang paham 29%, dan tidak paham 17%. Maka dari itu dapat ditarik kesimpulan bahwa sebagian besar guru telah mengetahui dan memahami tentang pemanfaatan teknologi AI dan bagaimana memanfaatkan AI tersebut untuk proses belajar mengajar. Dengan menggunakan AI, dapat membuat materi pembelajaran, video pembelajaran, kuis dan mampu mengevaluasi proses pembelajaran kapanpun. Secara keseluruhan,

kegiatan ini sangat bermanfaat bagi guru, bisa dilihat dari diagram hasil evaluasi kegiatan pengabdian, seperti terlihat pada Gambar 8.

SIMPULAN DAN SARAN

Setelah melakukan kegiatan pengabdian kepada Masyarakat, Maka kesimpulan yang dapat ditarik dari kegiatan tersebut: (1) Guru yang mengikuti kegiatan pengabdian ini mengetahui bahwa Teknologi AI memiliki banyak potensi dan manfaat untuk meningkatkan kualitas, efektivitas, dan efisiensi proses belajar mengajar, serta produktivitas masyarakat dengan tingkat persentase kepahaman sebanyak 54 %, kurang paham 29 %, dan tidak paham 17%; (2) Dengan adanya teknologi AI dapat membantu mitra dalam penyajian materi pembelajaran, video pembelajaran;
(3) Dengan bantuan teknologi AI dapat membantu mitra mengevaluasi proses pembelajaran siswa; dan (4) Teknologi AI dapat membantu meningkatkan sofskill mitra dalam proses belajar mengajar.

Dengan selesainya kegiatan ini, maka ada beberapa hal yang dapat disarankan, antara lain: (1) Mitra, khususnya guru harus lebih giat dalam mempelajari Teknologi AI agar proses belajar mengajar bisa menjadi lebih baik; (2) Tim pengabdian membuat suatu panduan untuk mitra terkait penggunaan teknologi AI dalam proses belajar mengajar; dan (3) Tim pengabdian tetap melakukan pendampingan terhadap mitra sebagai tindak lanjut dari kegiatan ini.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6917

EXPLORING THE POTENTIAL OF TEACHING AND LEARNING WITH AI (ARTIFICIAL INTELLIGENCE) TECHNOLOGY AT SMP 1 GONDANG

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Abstract

The use of AI (Artificial Intelligence) in teaching and learning has brought significant changes to the world of education. While it is recognized that AI provides innovative solutions and opens up opportunities for a more personalized and adaptive approach to learning, there are pros and cons regarding its impact. Concerns regarding the potential reinforcement of bias and discrimination, negative responses from students and teachers, and over-reliance on AI are concerns. The community service activity by Bhineka PGRI University Tulungagung at SMP 1 Gondang aims to provide solutions to the lack of materials on the use of AI in education. The training methods used include lectures, tutorials, discussions, mentoring, and assessments. The results of this activity show an increase in the teachers' understanding of AI. This activity provides insight into the importance of integrating AI technology with learning approaches that maintain the essence of education and focus on ethics and student behavior. Recommendations are directed towards developing further collaboration and implementing similar activities on a regular basis to improve teacher professionalism.

Keywords: AI (Artificial Intelligence), Potential, Learning and Teaching

PENDAHULUAN

Di era teknologi saat ini, perkembangan teknologi dimanfaatkan untuk mempermudah pekerjaan dan memenuhi kebutuhan manusia [1]. Salah satu perkembangan teknologi yang saat ini menjadi topik utama adalah Artificial Intelligence (AI), yang banyak digunakan oleh manusia untuk mempermudah penyelesaian tugas-tugas harian [2].

Kecerdasan buatan adalah bidang baru dalam ilmu dan teknik komputer yang menitikberatkan pada kemampuan mesin untuk menyelesaikan tugas-tugas yang biasanya membutuhkan intervensi dan kecerdasan manusia [3]. Secara sederhana, AI adalah kumpulan teknologi canggih yang memungkinkan mesin untuk merasakan, memahami, bertindak, dan belajar. AI adalah evolusi dari sistem komputer yang mampu melaksanakan tugas-tugas yang umumnya memerlukan kecerdasan manusia, seperti pengenalan visual, pemahaman bahasa, pengambilan keputusan, dan penerjemahan antar-bahasa [4].

Dewi, 2021). Namun, pelaksanaan pembelajaran Pendidikan Pancasila di SDN 6 Besole masih belum optimal dalam menumbuhkan karakter siswa. Observasi menunjukkan bahwa pembelajaran masih berfokus pada metode ceramah dan penugasan, yang cenderung mengedepankan aspek kognitif dibandingkan pengembangan sikap atau karakter.
Artificial Intelligence (AI) telah membawa perubahan besar dalam kehidupan sehari-hari dan memengaruhi cara orang bekerja, belajar, dan berkomunikasi. Konsep kecerdasan buatan ini mengacu pada kemampuan mesin untuk menunjukkan kecerdasan dan melakukan berbagai tugas yang sebelumnya hanya bisa dilakukan oleh manusia [5]

Pendidikan adalah salah satu sektor yang membutuhkan kontribusi kecerdasan buatan untuk

mencapai hasil pembelajaran yang optimal [6]. Dengan kemampuan AI dalam menganalisis dan memproses data, AI telah menghadirkan solusi inovatif dan membuka peluang untuk pendekatan pembelajaran yang lebih personal dan adaptif [7].

Penggunaan kecerdasan buatan (AI) di sektor pendidikan telah meluas ke beberapa negara maju dalam beberapa tahun terakhir dan terus berkembang pesat. Penggunaan AI dalam pendidikan sudah terlihat di beberapa negara, seperti pengembangan Sistem Tutoring Cerdas (Intelligent Tutoring System) di Australia, yang bertujuan untuk mengatasi ketidakseimbangan antara jumlah pendidik dan siswa [8].

Namun, penerapan AI di sektor pendidikan menimbulkan berbagai pandangan di kalangan akademisi. Beberapa melihat manfaatnya dalam memperluas akses ke sumber belajar, memudahkan siswa menemukan informasi, menyelesaikan tugas, dan menghadapi ujian. AI dapat mengkustomisasi pembelajaran, mengotomatiskan tugas, serta memberikan umpan balik kepada siswa dan guru. Penjadwalan belajar yang disesuaikan dengan kebutuhan setiap siswa juga menjadi keunggulan tersendiri.

Di sisi lain, ada kekhawatiran mengenai dampaknya. AI berpotensi memperkuat bias dan diskriminasi yang sudah ada dalam sistem pendidikan. Selain itu, reaksi negatif dari siswa dan guru sering kali muncul akibat harapan yang tidak realistis dan kurangnya pemahaman tentang bagaimana AI sebenarnya bekerja. Ketergantungan yang berlebihan pada AI juga dapat menurunkan motivasi belajar dan menghambat pengembangan keterampilan serta pemahaman yang seharusnya diperoleh melalui proses belajar [9].

Pendidikan di Indonesia menghadapi sejumlah tantangan terkait aksesibilitas dan kualitas. Hanya sekitar setengah dari anak-anak yang memenuhi syarat terdaftar di sekolah menengah pertama, dengan angka yang lebih rendah lagi di tingkat sekolah menengah atas. Dari segi kualitas, banyak siswa kesulitan mencapai nilai yang memadai dalam berbagai mata pelajaran pada ujian akhir sekolah. Pengembangan teknologi informasi dan komunikasi dianggap sebagai solusi potensial untuk mengatasi masalah ini, namun keberhasilan penerapannya sangat bergantung pada ketersediaan infrastruktur yang memadai [10].

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memberikan solusi atas permasalahan yang dihadapi oleh Kegiatan pengabdian kepada masyarakat oleh Universitas Bhineka PGRI Tulungagung di SMP 1 Gondang, yaitu kurangnya materi terkait penggunaan AI dalam pembelajaran. Tujuan dari kegiatan ini adalah menghasilkan pengetahuan baru mengenai penerapan AI dalam proses belajar mengajar, yang diharapkan dapat dipahami oleh peserta dan memberikan manfaat bagi Lembaga SMP 1 Gondang

TINJAUAN PUSTAKA

Setiap Perguruan Tinggi memiliki kewajiban sebagaimana dijelaskan dalam Tri Dharma Perguruan Tinggi, yang mencakup Pendidikan, Pengabdian Masyarakat, dan Penelitian. Universitas Universitas Bhineka PGRI Tulungagung mengemban salah satu tanggung jawab ini melalui pelaksanaan kegiatan Pengabdian Masyarakat, terutama yang berfokus pada pemanfaatan teknologi. Dalam konteks perkembangan teknologi yang pesat saat ini, tidak dapat disangkal bahwa teknologi informasi dan komputer telah menjadi kebutuhan dasar bagi masyarakat.

AI (Artificial Intelligence) atau Kecerdasan Buatan dalam Bahasa Indonesia adalah bidang studi yang meneliti bagaimana membuat komputer mampu melakukan tugas-tugas yang sebelumnya lebih baik dilakukan oleh manusia. Pada AI, komputer dirancang untuk menjadi cerdas sehingga dapat melakukan pekerjaan dengan efisiensi dan kualitas yang setara dengan yang dilakukan oleh manusia, dengan meniru beberapa fungsi otak manusia [11].

Berdasarkan Undang-Undang No 20 Tahun 2003, pendidikan adalah usaha sadar dan terencana untuk menciptakan suasana belajar dan proses pembelajaran yang memungkinkan peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara. Agar pelaksanaan pendidikan dan pembelajaran berjalan dengan baik, diperlukan teknik kelas virtual untuk memastikan kelancaran kegiatan. Salah satu peran dosen dalam pembelajaran jarak jauh adalah dengan melaksanakan program tridarma perguruan tinggi, salah satunya adalah pengabdian masyarakat [12].

Pengabdian masyarakat merupakan kegiatan rutin yang dilaksanakan oleh perguruan tinggi sebagai bentuk implementasi Tri Dharma Perguruan Tinggi. Tujuan kegiatan ini adalah untuk memenuhi tanggung jawab perguruan tinggi terhadap masyarakat dengan berbagai kegiatan positif yang bertujuan untuk menambah keilmuan, memberikan motivasi, mendorong inovasi berkelanjutan, dan memberikan solusi atas permasalahan yang dihadapi masyarakat secara langsung.

Sebagai perguruan tinggi, Universitas Bhineka PGRI Tulungagung memiliki visi untuk meningkatkan kerja sama dengan instansi pemerintah maupun swasta, serta turut melaksanakan penelitian demi pengembangan ilmu pengetahuan dan teknologi.

Pendidikan sangat penting bagi setiap generasi, khususnya generasi muda, dalam meningkatkan pengetahuan sumber daya manusia dan memajukan ilmu pendidikan di suatu negara. Dengan pesatnya kemajuan teknologi, setiap pengajar dan pelajar dianjurkan untuk memahami teknologi sebagai upaya dalam meningkatkan kualitas pendidikan. Salah satu metode pengajaran yang baik, efektif, dan selaras dengan perkembangan teknologi adalah penggunaan media pembelajaran sebagai alat bantu dalam proses belajar mengajar. Media pembelajaran membantu pendidik dan peserta didik untuk menguasai keterampilan baru dan menerapkan pembelajaran dengan lebih efektif.

Pemanfaatan AI dalam pendidikan memberikan potensi revolusioner, terutama bagi para guru. Sebagai alat yang menggabungkan kecerdasan komputasional dengan kebutuhan pembelajaran, AI dapat membuka peluang untuk pengajaran yang lebih personal, efisien, dan inovatif.

Sejalan dengan itu, Universitas Bhineka PGRI Tulungagung menjalin kerjasama untuk melaksanakan tridarma perguruan tinggi melalui kegiatan pengabdian masyarakat yang akan diadakan di SMP Negeri 1 Gondang.

1.1. Solusi Permasalahan

a) Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memberikan solusi atas permasalahan yang dihadapi oleh SMP Negeri 1 Gondang, yaitu kurangnya materi mengenai penggunaan AI dalam proses belajar mengajar.

b) Kegiatan pengabdian kepada masyarakat ini diharapkan menghasilkan output berupa pengetahuan baru tentang penggunaan AI dalam proses belajar mengajar. Dengan demikian, peserta diharapkan dapat memahami materi yang disampaikan, sehingga kegiatan ini dapat memberikan manfaat bagi Lembaga SMP Negeri 1 Gondang.

METODE PENELITIAN

Kegiatan Pengabdian Kepada Masyarakat ini akan dilaksanakan dalam bentuk pelatihan dengan target peserta sebanyak 11 tenaga pengajar di SMP Negeri 1 Gondang, yang berlokasi di Jalan Raya Gondang Kecamatan Gondang Kabupaten Tulungagung. Metode yang digunakan dalam kegiatan ini mencakup ceramah, tutorial, diskusi, pendampingan atau konsultasi, dan asesmen. Berikut adalah sistematika pelaksanaan kegiatan pengabdian masyarakat:

3.1. Metode Ceramah

Metode ini digunakan untuk menyampaikan materi pembelajaran. Dalam kegiatan ini, peserta akan diberikan motivasi serta penjelasan dan pemahaman tentang penggunaan AI dalam proses belajar mengajar.

3.2. Metode Tutorial

Metode ini melibatkan bimbingan akademik oleh tutor atau guru kepada peserta sesuai dengan materi yang dipelajari. Peserta akan diberikan modul tutorial dan dibimbing dalam praktik penggunaan AI untuk proses belajar mengajar.

3.3. Metode Diskusi

Metode ini memberikan kesempatan kepada peserta untuk berdiskusi secara ilmiah dengan mengumpulkan pendapat, mencari dan menyimpulkan informasi, serta menyusun alternatif pemecahan masalah. Peserta akan berdiskusi mengenai penerapan AI dalam proses belajar mengajar.

3.4. Metode Pendampingan atau Konsultasi

Metode ini menyediakan pendampingan kepada peserta saat menggunakan AI dalam proses belajar mengajar.

3.5. Metode Assesment

Metode evaluasi ini dilakukan dengan memberikan ujian berupa studi kasus praktis tentang pemanfaatan AI untuk membuat materi ajar yang lebih efektif.

Tahapan kegiatan adalah sebagai berikut:

3.5.1. Tahap Sebelum Kegiatan

a) Menetapkan lokasi dan melakukan survei di SMP Negeri 1 Gondang.
b) Menyusun proposal tertulis untuk kegiatan pengabdian masyarakat.
c) Menyusun perlengkapan yang diperlukan untuk pelaksanaan kegiatan, termasuk materi seperti slide presentasi, tutorial praktik, dan instrumen ujian studi kasus.

3.5.2. Tahap Pelaksanaan Kegiatan

a) Pembukaan: Dipimpin oleh ketua pengabdian masyarakat, diikuti dengan perkenalan diri panitia.
b) Pemaparan Materi: Memberikan penjelasan teori mengenai AI dan penerapannya dalam proses belajar mengajar.
c) Tanya Jawab dan Diskusi: Peserta dapat bertanya dan mendiskusikan materi yang telah dipaparkan.
d) Praktik: Melakukan pembuatan materi ajar dengan memanfaatkan AI

HASIL DAN PEMBAHASAN

Hasil

Kemunculan teknologi kecerdasan buatan (AI) memberikan dampak positif, terutama dalam sektor pendidikan, dengan mendukung proses pembelajaran. Jika digunakan dengan bijaksana dan terkontrol, teknologi ini memiliki potensi untuk mempercepat kemajuan pendidikan. Selain itu, AI dapat memotivasi siswa untuk mengembangkan kemandirian dalam belajar. Penting bagi pendidik untuk tetap fokus pada inti pembelajaran dan menjaga etika serta perilaku siswa saat mengintegrasikan teknologi.

Teknologi kecerdasan buatan (AI) dapat memainkan peran penting sebagai mitra dalam proses pembelajaran. Misalnya, AI dapat berfungsi sebagai tutor virtual yang memberikan dukungan dalam tugas-tugas pembelajaran. Selain itu, AI dapat membantu guru dalam memilih materi yang tepat dan memberikan umpan balik kepada siswa. AI bahkan dapat membantu sekolah dalam menyesuaikan kurikulum dengan kebutuhan siswa, berfungsi sebagai asisten cerdas di ruang kelas.

Strategi penerapan AI di lingkungan pendidikan dapat mencakup memindahkan sebagian tugas guru kepada sistem AI yang bertindak sebagai tutor individual untuk setiap siswa. Penggunaan teknologi cerdas yang menyesuaikan konten dengan kebutuhan pelajar telah diterapkan di banyak kelas melalui sistem tutor cerdas. AI dapat berperan sebagai pendamping dalam proses belajar siswa, seperti tutor virtual yang mendukung tugas belajar dan membantu guru

dalam memilih materi serta memberikan umpan balik. AI juga dapat membantu menyelaraskan kurikulum dengan kebutuhan siswa dan berfungsi sebagai asisten cerdas di lingkungan kelas.

Selain itu, AI dapat meningkatkan kecerdasan manusia dan membantu proses pembelajaran menjadi lebih efisien dan efektif. Perkembangan zaman menuntut berbagai bidang, termasuk pendidikan, untuk berkolaborasi dan beradaptasi dalam menghadapi tantangan.

Bagi siswa, pemilihan teknologi pendidikan yang sesuai dapat menjadi alat bantu untuk mengendalikan dan memantau proses belajar mereka sendiri, sejalan dengan konsep heutagogy. Ini dapat membantu siswa beradaptasi dengan lebih efektif dan mempersiapkan diri menghadapi tuntutan kehidupan dan pekerjaan di masa depan. Semua informasi ini bersumber dari hasil pengumpulan data yang telah dilakukan.

Kegiatan Pengabdian Kepada Masyarakat (PKM) ini diikuti oleh 11 peserta, yang terdiri dari guru di SMP Negeri 1 Gondang. Pendekatan yang diterapkan dalam kegiatan ini mencakup ceramah dan sesi praktik. Pada tahap awal, acara dimulai dengan pembukaan dan pengenalan tim pengabdian, diikuti dengan pendaftaran kehadiran peserta.



Gambar 1.1 Pembukaan Kegiatan PKM Langkah berikutnya adalah pelaksanaan *pretest*

Kepada semua peserta, pelaksanaan pretest ini bertujuan untuk menilai pemahaman awal mereka mengenai penggunaan AI (Artificial Intelligence). Pretest ini mencakup sesi tanya jawab untuk mengevaluasi pengetahuan dan keterampilan peserta sebelum memulai program atau pelatihan AI.

Langkah-langkah pelaksanaan pretest AI meliputi:

1. **Pengembangan Soal:** Menyusun kumpulan soal yang mencakup berbagai aspek AI, seperti konsep dasar, teknik, aplikasi, dan isu terkait.
2. **Penjadwalan dan Koordinasi:** Menentukan waktu dan tempat pelaksanaan pretest sesuai dengan jadwal kegiatan AI, serta berkoordinasi dengan peserta untuk memastikan kehadiran mereka.
3. **Pelaksanaan Pretest:** Mengadakan sesi pretest di mana peserta akan menjawab serangkaian pertanyaan atau menyelesaikan tugas terkait AI, dengan memastikan kondisi ujian mendukung pengambilan data yang akurat.
4. **Penilaian dan Evaluasi:** Menilai jawaban peserta dan hasil pretest untuk memahami tingkat pemahaman dan kebutuhan mereka terkait materi AI.
5. **Analisis Data:** Menganalisis data dari pretest untuk mengidentifikasi area di mana peserta memiliki pemahaman yang baik dan area yang memerlukan bantuan atau perhatian tambahan.
6. **Pembaruan Kurikulum atau Rencana Pembelajaran:** Menyesuaikan kurikulum atau rencana pembelajaran berdasarkan hasil pretest untuk memenuhi kebutuhan dan tingkat pengetahuan peserta.
7. **Feedback kepada Peserta:** Memberikan umpan balik kepada peserta mengenai hasil pretest dan area yang perlu ditingkatkan, membantu mereka mempersiapkan diri untuk kegiatan AI yang akan datang.

Dengan melakukan pretest sebelum memulai kegiatan AI, penyelenggara dapat lebih baik memahami kebutuhan peserta dan merancang

program yang lebih efektif sesuai dengan tingkat pemahaman mereka. Setelah pretest, acara akan dilanjutkan dengan penyampaian materi melalui metode ceramah dan praktik, yang dipimpin oleh tim Kegiatan Pengabdian Kepada Masyarakat.

Dengan melakukan pretest sebelum memulai kegiatan AI, penyelenggara dapat lebih baik memahami kebutuhan peserta dan merancang program yang lebih efektif sesuai dengan tingkat pemahaman mereka. Setelah pretest, acara akan dilanjutkan dengan penyampaian materi melalui metode ceramah dan praktik, yang dipimpin oleh tim Kegiatan Pengabdian Kepada Masyarakat.

Daftar nama pemateri tim pengabdian kepada masyarakat disampaikan oleh Arik Nur Akhidah, S.Pd.SD dengan tema "Menggali Potensi Belajar Mengajar dengan Teknologi AI (Artificial Intelligence)". Pada sesi ini, Ibu Arik memaparkan materi mengenai penerapan dan manfaat AI dalam dunia pendidikan.

Mitra SMP Negeri 1 Gondang memberikan sambutan yang sangat positif dan mendorong agar kegiatan serupa diadakan kembali di masa depan.

Tahapan selanjutnya adalah melakukan umpan balik dari peserta kegiatan. Umpan balik ini bertujuan untuk mengetahui tanggapan peserta mengenai pelaksanaan pengabdian, dan hasilnya dapat dilihat pada tabel di bawah ini:

Tabel 1. Tabel Kritikan dan Saran

No	Kritik/Saran
1	Materi Sangat *update*, tetapi kami tidak mau hanya materi, namun dibarengi kerjanya supaya ilmunya terimplementasi
2	Pelatihannya sudah sangat baik, sebaiknya hari untuk pelatihannya ditambah, agar kami lebih paham dan terjunlangsung prakteknya
3	Temanya sangat menarik, ditunggu *workshop* selanjutnya yang *terupdate*
4	Semoga dapat menjalin kerjasama berkelanjutan
5	Semoga kedepannya bisa melaksanakan kegiatan yang lain lagi di SMP Negeri 1 Gondang
6	Sangat bermanfaat dalam workshop ini
7	Semoga bisa kembali lagi melaksanakan *workshop* di SMP Negeri 1 Gondang
8	Semoga bisa melaksanakan kegiatan ini kembali lain kesempatan dan terus bermitra
9	Semoga dapat berlanjut dan memberikan motivasi
10	Semoga dapat berkelanjutan dan memberikan informasi yang terbaru yang dapat memotivasi
11	Semoga Bisa bekerja sama berkelanjutan

SIMPULAN DAN SARAN

Kesimpulan dari kegiatan PKM ini adalah bahwa para pendidik di SMP Negeri 1 Gondang telah berhasil meningkatkan pemahaman mereka mengenai pemanfaatan AI (Artificial Intelligence) dalam pendidikan untuk menggali minat belajar siswa. Peningkatan pemahaman guru mencakup: 1. Pengetahuan tentang tahapan-tahapan penggunaan AI, dan 2. Cara menerapkan AI dalam proses belajar mengajar.

Dampak dari kegiatan pengabdian ini adalah peningkatan signifikan dalam pengetahuan, pengalaman, dan keterampilan guru, yang mendukung kompetensi mereka sebagai pendidik profesional.

Berdasarkan hasil kegiatan ini, disarankan agar kepala sekolah SMP Negeri 1 Gondang mempertimbangkan kerjasama dengan lembaga pendidikan tinggi seperti Universitas Bhineka PGRI. Kerjasama ini diharapkan dapat mendukung pelaksanaan kegiatan PKM dengan tema yang relevan untuk para guru di sekolah tersebut. Rencana ini bertujuan agar kegiatan serupa dapat diadakan secara rutin setiap tahun, guna meningkatkan profesionalisme guru dan mencapai hasil yang lebih optimal.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6905

USE OF CANVA APPLICATION AS INFORMATION TECHNOLOGY-BASED LEARNING MEDIA TO IMPROVE SOCIAL MEDIA MOTIVATION FOR PK-PLK TEACHERS IN TULUNGAGUNG DISTRICT

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Abstract

The rapid development of information technology has provided many conveniences in the world of education, one of which is in the development of learning media. One application that can be used as an information technology-based learning media is Canva. This study aims to determine the effect of using the Canva application as an information technology-based learning media on social media motivation for PK-PLK (Special Education - Special Service Education) teachers in Tulungagung Regency. This study uses a quantitative method with an experimental research design. The population in this study were PK-PLK teachers in Tulungagung Regency, with a sample of 50 teachers selected randomly. Data collection was carried out through a questionnaire to measure teachers' social media motivation before and after using the Canva application. The results of the data analysis showed that the use of the Canva application as an information technology-based learning media had a positive and significant effect on social media motivation for PK-PLK teachers. After using Canva, there was an increase in the aspects of intrinsic motivation, extrinsic motivation, and a decrease in teacher motivation in using social media. The use of Canva can encourage teachers to be more active in sharing learning content, collaborating, and developing their professionalism on social media.

***Keywords**: Canva application, learning media, information technology, social media motivation, PK-PLK teachers.*

PENDAHULUAN

Perkembangan teknologi informasi yang pesat dewasa ini telah memberikan banyak kemudahan dalam dunia pendidikan, salah satunya adalah dalam pengembangan media pembelajaran. Salah satu aplikasi yang dapat dimanfaatkan sebagai media pembelajaran berbasis teknologi informasi adalah Canva. Canva merupakan platform desain grafis online yang memungkinkan penggunanya untuk membuat berbagai konten visual, seperti presentasi, poster, infografis, dan lain-lain (Canva, 2023). Perkembangan teknologi informasi dan komunikasi (TIK) yang pesat telah memberikan banyak kemudahan dan manfaat dalam berbagai aspek kehidupan, termasuk di bidang pendidikan. Kemajuan TIK telah mengubah cara pembelajaran, di mana guru dan siswa tidak lagi terbatas pada pembelajaran tatap muka di kelas, melainkan dapat dilakukan secara daring menggunakan berbagai media dan aplikasi digital.

Salah satu aplikasi yang dapat dimanfaatkan sebagai media pembelajaran berbasis TIK adalah Canva. Canva merupakan platform desain grafis online yang memungkinkan penggunanya untuk membuat berbagai konten visual, seperti presentasi, poster, infografis, dan lain-lain (Canva, 2023). Aplikasi ini menawarkan berbagai template, alat desain, serta fitur-fitur yang memudahkan pengguna dalam membuat konten visual yang menarik dan efektif.

Penggunaan Canva sebagai media pembelajaran dapat memberikan banyak manfaat bagi guru dan siswa. Bagi guru, Canva dapat membantu dalam meningkatkan kualitas dan efektivitas pembelajaran. Guru dapat membuat materi ajar yang lebih menarik, interaktif, dan mudah dipahami oleh siswa. Selain itu, Canva juga dapat digunakan untuk

membuat media publikasi, seperti poster, brosur, atau infografis yang dapat digunakan untuk mempromosikan kegiatan sekolah atau menyampaikan informasi penting kepada orang tua dan masyarakat.

Bagi siswa, penggunaan Canva dalam pembelajaran dapat meningkatkan motivasi dan keterlibatan mereka dalam proses belajar. Konten visual yang menarik dan interaktif dapat membuat siswa lebih tertarik dan antusias dalam mengikuti pembelajaran. Selain itu, Canva juga memungkinkan siswa untuk mengembangkan keterampilan desain dan kreativitas mereka.

Penelitian sebelumnya menunjukkan bahwa penggunaan media pembelajaran berbasis TIK, seperti Canva, dapat meningkatkan motivasi dan keterlibatan siswa dalam proses pembelajaran (Arsyad, 2017). Namun, masih terbatas penelitian yang mengkaji pengaruh penggunaan media pembelajaran berbasis TIK, khususnya Canva, terhadap motivasi bermedia sosial bagi guru.

Motivasi bermedia sosial adalah dorongan dari dalam diri individu untuk terlibat dan berpartisipasi dalam kegiatan di media sosial (Guo, 2020). Bagi guru, motivasi bermedia sosial dapat menjadi sarana untuk berbagi konten pembelajaran, berkolaborasi dengan sesama guru, serta pengembangan profesionalitas. Guru yang memiliki motivasi bermedia sosial yang tinggi cenderung lebih aktif dalam berbagi informasi, ide, dan praktik terbaik di media sosial, sehingga dapat memberikan manfaat bagi guru lainnya dan meningkatkan kualitas pembelajaran secara keseluruhan.

Penelitian ini berfokus pada guru PK-PLK (Pendidikan Khusus - Pendidikan Layanan Khusus) di Kabupaten Tulungagung. Guru PK-PLK memiliki peran penting dalam memberikan layanan pendidikan bagi siswa berkebutuhan khusus, sehingga pengembangan kompetensi dan profesionalitas mereka menjadi sangat penting. Penggunaan media pembelajaran berbasis TIK, seperti Canva, dapat membantu guru PK-PLK dalam meningkatkan kualitas pembelajaran dan mendorong mereka untuk lebih aktif dalam berbagi konten dan berkolaborasi di media sosial.

Berdasarkan latar belakang tersebut, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Canva sebagai media pembelajaran berbasis TIK terhadap motivasi bermedia sosial bagi guru PK-PLK di Kabupaten Tulungagung. Hasil penelitian ini diharapkan dapat memberikan kontribusi teoritis dan praktis dalam pengembangan pembelajaran berbasis TIK dan pemanfaatan media sosial untuk meningkatkan profesionalitas guru.

Secara teoretis, penelitian ini dapat memperkaya kajian mengenai pemanfaatan media pembelajaran berbasis TIK, khususnya aplikasi Canva, dan pengaruhnya terhadap motivasi bermedia sosial bagi guru. Hasil penelitian ini dapat menjadi referensi bagi penelitian-penelitian selanjutnya yang berkaitan dengan topik serupa.

Secara praktis, penelitian ini dapat memberikan informasi bagi guru PK-PLK di Kabupaten Tulungagung mengenai manfaat penggunaan Canva sebagai media pembelajaran berbasis TIK dan pengaruhnya terhadap motivasi bermedia sosial. Hasil penelitian ini juga dapat menjadi bahan pertimbangan bagi pihak sekolah atau dinas pendidikan terkait dalam mengembangkan kebijakan dan program pelatihan untuk meningkatkan kompetensi guru dalam pemanfaatan TIK dan media sosial untuk pengembangan profesionalitas.

Konteks penelitian ini dilakukan di Kabupaten Tulungagung, Jawa Timur, Indonesia. Kabupaten Tulungagung merupakan salah satu wilayah yang memiliki jumlah sekolah luar biasa (SLB) dan guru PK-PLK yang cukup banyak, namun pemanfaatan TIK dan media sosial dalam pembelajaran masih belum optimal. Oleh karena itu, penelitian ini diharapkan dapat memberikan kontribusi dalam meningkatkan kualitas pembelajaran dan pengembangan profesionalitas guru PK-PLK di Kabupaten Tulungagung.

Urgensi permasalahan dalam penelitian ini adalah perlunya peningkatan kompetensi guru PK-PLK dalam memanfaatkan TIK dan media sosial untuk mendukung pembelajaran yang berkualitas bagi siswa berkebutuhan khusus. Selain itu, rendahnya motivasi bermedia sosial bagi guru PK-PLK juga menjadi permasalahan yang perlu diatasi, agar guru dapat lebih aktif dalam berbagi konten pembelajaran, berkolaborasi, dan mengembangkan profesionalitas mereka.

Kajian pustaka utama yang menjadi landasan penelitian ini adalah teori motivasi bermedia sosial (Guo, 2020) dan pemanfaatan media pembelajaran berbasis TIK (Arsyad,

2017). Selain itu, hasil-hasil riset sebelumnya yang relevan, seperti penelitian tentang penggunaan Canva dalam pembelajaran (Rahmawati, 2021) dan pengaruh media pembelajaran berbasis TIK terhadap motivasi dan keterlibatan siswa (Arsyad, 2017), juga menjadi acuan dalam penelitian ini.

Berdasarkan latar belakang tersebut penulis hendak melakukan suatu penelitian dengan judul " Penggunaan Aplikasi Canva Sebagai Media Pembelajaran Berbasis Teknologi Informasi Untuk Meningkatkan Motivasi Bermedia Sosial Bagi Guru PK-PLK Kabupaten Tulungagung ". Berdasarkan fokus penelitian yang telah dirumuskan, penelitian ini bertujuan untuk :

1. Bagaimana pengaruh penggunaan aplikasi Canva sebagai media pembelajaran berbasis teknologi informasi terhadap peningkatan motivasi bermedia sosial bagi guru PK-PLK di Kabupaten Tulungagung?
2. Seberapa efektif penggunaan aplikasi Canva dalam meningkatkan keterampilan guru PK-PLK di Kabupaten Tulungagung dalam membuat konten pembelajaran yang menarik dan interaktif?
3. Bagaimana respon dan persepsi guru PK-PLK di Kabupaten Tulungagung terhadap penggunaan aplikasi Canva sebagai media pembelajaran berbasis teknologi informasi?
4. Faktor-faktor apa saja yang menjadi pendukung dan penghambat dalam implementasi penggunaan aplikasi Canva sebagai media pembelajaran berbasis teknologi informasi bagi guru PK-PLK di Kabupaten Tulungagung?
5. Bagaimana strategi penggunaan aplikasi Canva yang efektif untuk meningkatkan motivasi bermedia sosial bagi guru PK-PLK di Kabupaten Tulungagung?

METODE

Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksperimental. Pendekatan kuantitatif dipilih karena penelitian ini bertujuan untuk menguji efektivitas penggunaan aplikasi Canva sebagai media pembelajaran berbasis teknologi informasi dalam meningkatkan motivasi bermedia sosial bagi guru PK-PLK di Kabupaten Tulungagung.

Desain penelitian eksperimental dipilih karena memungkinkan peneliti untuk mengendalikan kondisi dan variabel-variabel yang dapat mempengaruhi hasil penelitian. Dalam penelitian ini, peneliti akan membagi partisipan menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen akan diberikan perlakuan berupa penggunaan aplikasi Canva sebagai media pembelajaran, sedangkan kelompok kontrol akan menggunakan metode pembelajaran konvensional tanpa Canva.

Penggunaan pendekatan kuantitatif eksperimental memungkinkan peneliti untuk mengukur secara objektif perubahan motivasi bermedia sosial sebelum dan setelah perlakuan pada kelompok eksperimen. Hal ini sejalan dengan tujuan penelitian yang ingin mengetahui sejauh mana aplikasi Canva dapat meningkatkan motivasi bermedia sosial bagi guru PK-PLK.

Melalui desain eksperimental, peneliti dapat mengendalikan berbagai faktor yang dapat mempengaruhi hasil, seperti karakteristik partisipan, kondisi lingkungan pembelajaran, dan variabel-variabel lain yang tidak terkait dengan penggunaan aplikasi Canva. Hal ini memungkinkan peneliti untuk menarik kesimpulan yang lebih valid dan dapat digeneralisasikan mengenai efektivitas penggunaan Canva sebagai media pembelajaran berbasis teknologi informasi.

Selain itu, pendekatan kuantitatif eksperimental juga memungkinkan peneliti untuk melakukan analisis statistik yang lebih kompleks, seperti uji-t, analisis varians, atau analisis regresi. Hasil analisis statistik ini akan memberikan informasi yang lebih rinci dan akurat mengenai seberapa besar pengaruh penggunaan aplikasi Canva terhadap motivasi bermedia sosial guru PK-PLK di Kabupaten Tulungagung.

Ruang lingkup atau objek penelitian dalam studi ini adalah penggunaan aplikasi Canva sebagai media pembelajaran berbasis teknologi informasi dan fokus pada peningkatan motivasi bermedia sosial bagi guru PK-PLK di Kabupaten Tulungagung. Aplikasi Canva dipilih sebagai objek penelitian karena merupakan salah satu platform desain grafis yang mudah digunakan dan dapat membantu guru dalam membuat konten pembelajaran yang menarik dan interaktif. Canva menyediakan berbagai template, font, dan elemen desain yang dapat dimanfaatkan guru untuk mengembangkan materi pembelajaran yang lebih visually

appealing dan sesuai dengan kebutuhan siswa.

Sementara itu, fokus penelitian adalah pada peningkatan motivasi bermedia sosial bagi guru PK-PLK. Motivasi bermedia sosial didefinisikan sebagai dorongan internal dan eksternal yang mendorong guru untuk terlibat aktif dalam aktivitas media sosial, seperti berbagi informasi, berinteraksi dengan sesama guru, dan memanfaatkan media sosial sebagai sarana pembelajaran.

Pemilihan guru PK-PLK di Kabupaten Tulungagung sebagai subjek penelitian didasarkan pada pertimbangan bahwa guru di sekolah luar biasa memiliki tantangan tersendiri dalam mengintegrasikan teknologi dalam pembelajaran. Oleh karena itu, penggunaan aplikasi Canva sebagai media pembelajaran berbasis teknologi informasi diharapkan dapat meningkatkan motivasi bermedia sosial dan pada akhirnya mendukung proses pembelajaran yang lebih efektif bagi siswa PK-PLK.

Penggunaan Aplikasi Canva
Penggunaan aplikasi Canva didefinisikan sebagai pemanfaatan platform desain grafis Canva oleh guru PK-PLK dalam mengembangkan materi pembelajaran yang menarik dan interaktif. Indikator penggunaan Canva meliputi frekuensi penggunaan, kemampuan guru dalam mengoperasikan fitur Canva, dan kualitas konten pembelajaran yang dihasilkan. Motivasi Bermedia Sosial
Motivasi bermedia sosial didefinisikan sebagai dorongan internal dan eksternal yang mendorong guru PK-PLK untuk terlibat aktif dalam aktivitas media sosial dalam konteks pembelajaran. Indikator motivasi bermedia sosial meliputi partisipasi guru dalam berbagi informasi, melakukan interaksi dengan sesama guru, dan memanfaatkan media sosial sebagai sarana pembelajaran.

Penelitian ini akan dilaksanakan di Sekolah Luar Biasa (SLB) di Kabupaten Tulungagung, Provinsi Jawa Timur. Pemilihan lokasi ini didasarkan pada beberapa pertimbangan, antara lain:

1. Kabupaten Tulungagung memiliki jumlah sekolah luar biasa yang cukup banyak, sehingga dapat mewakili populasi guru PK-PLK di wilayah tersebut.
2. Berdasarkan studi pendahuluan, masih terdapat variasi dalam penggunaan teknologi informasi dan media pembelajaran di sekolah-sekolah luar biasa di Kabupaten Tulungagung.
3. Akses dan izin penelitian di Kabupaten Tulungagung relatif lebih mudah diperoleh dibandingkan dengan daerah lain.

Populasi dalam penelitian ini adalah seluruh guru Pendidikan Khusus dan Pendidikan Layanan Khusus (PK-PLK) yang bertugas di Sekolah Luar Biasa (SLB) di Kabupaten Tulungagung, Provinsi Jawa Timur. Berdasarkan data dari Dinas Pendidikan Kabupaten Tulungagung, terdapat 147 guru PK-PLK yang tersebar di berbagai SLB di wilayah tersebut.

Untuk menentukan sampel, peneliti akan menggunakan teknik purposive sampling. Kriteria sampel yang akan dipilih adalah:

1. Guru PK-PLK yang mengajar di SLB di Kabupaten Tulungagung.
2. Guru yang memiliki kemampuan dasar dalam menggunakan teknologi informasi dan media pembelajaran.
3. Guru yang bersedia berpartisipasi secara aktif dalam kegiatan penelitian.

Dalam pelaksanaan penelitian ini, bahan dan alat utama yang digunakan adalah:

1. Aplikasi Canva
   Canva merupakan platform desain grafis online yang akan digunakan oleh guru PK-PLK untuk mengembangkan materi pembelajaran yang menarik dan interaktif. Aplikasi ini menyediakan berbagai template, font, dan elemen desain yang dapat dimanfaatkan guru dalam membuat konten pembelajaran yang sesuai dengan kebutuhan siswa.
2. Perangkat Teknologi Informasi
   Penelitian ini membutuhkan perangkat teknologi informasi, seperti laptop, smartphone, dan akses internet, yang akan digunakan oleh guru PK-PLK untuk mengakses dan menggunakan aplikasi Canva.
3. Instrumen Pengumpulan Data
   Instrumen utama yang akan digunakan dalam penelitian ini adalah kuesioner, pedoman wawancara, dan pedoman observasi. Kuesioner akan digunakan untuk mengukur tingkat motivasi bermedia sosial guru, sedangkan wawancara dan observasi akan dilakukan untuk menggali informasi

lebih dalam terkait penggunaan aplikasi Canva.

4. Perangkat Lunak Analisis Data
   Untuk menganalisis data yang diperoleh, peneliti akan menggunakan perangkat lunak statistik, seperti SPSS atau Microsoft Excel, serta perangkat lunak pendukung lainnya.

Dalam melaksanakan penelitian ini, peneliti akan menggunakan beberapa teknik pengumpulan data, yaitu:

1. Kuesioner
   Kuesioner akan digunakan untuk mengumpulkan data mengenai motivasi bermedia sosial guru PK-PLK. Kuesioner akan berisi pertanyaan-pertanyaan yang mencakup indikator seperti partisipasi dalam berbagi informasi, melakukan interaksi dengan sesama guru, dan pemanfaatan media sosial sebagai sarana pembelajaran. Kuesioner akan disebarkan kepada seluruh sampel penelitian, yaitu 30 orang guru PK-PLK di Kabupaten Tulungagung.
2. Wawancara
   Wawancara akan dilakukan untuk menggali informasi lebih dalam terkait penggunaan aplikasi Canva oleh guru PK-PLK. Wawancara akan dilakukan dengan menggunakan pedoman wawancara semi-terstruktur, yang memungkinkan peneliti untuk menggali informasi secara mendalam sesuai dengan kebutuhan. Wawancara akan dilakukan dengan 10 orang guru PK-PLK yang terpilih sebagai sampel, serta beberapa informan kunci, seperti kepala sekolah dan pengawas pendidikan.
3. Observasi
   Observasi akan dilakukan untuk mengamati secara langsung proses penggunaan aplikasi Canva oleh guru PK-PLK dalam mengembangkan materi pembelajaran. Observasi akan dilakukan dengan menggunakan pedoman observasi yang mencakup aspek-aspek seperti frekuensi penggunaan, kemampuan guru dalam mengoperasikan fitur Canva, dan kualitas konten pembelajaran yang dihasilkan**.**

Dalam menganalisis data yang diperoleh dari penelitian, peneliti akan menggunakan teknik analisis data sebagai berikut:

1. Analisis Deskriptif
   Data yang diperoleh dari kuesioner akan dianalisis secara deskriptif untuk menggambarkan karakteristik sampel, seperti usia, jenis kelamin, dan lama mengajar, serta untuk mendeskripsikan tingkat motivasi bermedia sosial guru PK-PLK. Analisis deskriptif akan dilakukan dengan menghitung frekuensi, persentase, rata-rata, dan standar deviasi.
2. Analisis Kualitatif
   Data yang diperoleh dari wawancara dan observasi akan dianalisis secara kualitatif menggunakan pendekatan fenomenologi. Analisis ini akan dilakukan untuk memahami dan menggali lebih dalam mengenai pengalaman guru PK-PLK dalam menggunakan aplikasi Canva untuk mengembangkan materi pembelajaran. Proses analisis akan meliputi transkripsi data, pengkodean, dan pengategorian tema-tema yang muncul.
3. Analisis Integratif
   Hasil analisis deskriptif dan kualitatif akan diintegrasikan untuk memperoleh pemahaman yang komprehensif mengenai penggunaan aplikasi Canva oleh guru PK-PLK dalam mengembangkan materi pembelajaran di Sekolah Luar Biasa.

HASIL DAN PEMBAHASAN

HASIL

Penelitian ini bertujuan untuk mengetahui penggunaan aplikasi Canva oleh guru Pendidikan Khusus dan Pendidikan Layanan Khusus (PK-PLK) dalam mengembangkan materi pembelajaran di Sekolah Luar Biasa (SLB). Penelitian ini dilakukan dengan mengumpulkan data melalui kuesioner, wawancara, dan observasi, kemudian menganalisisnya secara deskriptif dan kualitatif.

1. Tingkat Motivasi Bermedia Sosial Guru PK-PLK
   Hasil analisis deskriptif terhadap data kuesioner menunjukkan bahwa guru

PK-PLK di Kabupaten Tulungagung memiliki tingkat motivasi bermedia sosial yang cukup tinggi. Rata-rata skor motivasi bermedia sosial adalah 4,12 dari skala 5, dengan standar deviasi 0,68. Sebanyak 73,3% guru berada pada kategori tinggi dan sangat tinggi. Hal ini menunjukkan bahwa sebagian besar guru PK-PLK telah memanfaatkan media sosial secara aktif, baik untuk berbagi informasi, berinteraksi dengan sesama guru, maupun untuk mendukung kegiatan pembelajaran.

2. Penggunaan Aplikasi Canva oleh Guru PK-PLK
   Berdasarkan hasil wawancara dan observasi, ditemukan bahwa sebagian besar guru PK-PLK di Kabupaten Tulungagung telah menggunakan aplikasi Canva untuk mengembangkan materi pembelajaran. Mereka memanfaatkan Canva untuk membuat konten pembelajaran yang lebih menarik dan interaktif, seperti slide presentasi, poster, infografis, dan bahan ajar digital.

Guru-guru mengungkapkan bahwa Canva memudahkan mereka dalam merancang materi pembelajaran yang sesuai dengan karakteristik dan kebutuhan siswa berkebutuhan khusus. Fitur-fitur yang tersedia di Canva, seperti template, ikon, dan alat desain, membantu guru menghasilkan materi yang lebih visual, kreatif, dan menarik minat siswa.

Selain itu, guru-guru juga memanfaatkan Canva untuk membuat konten media sosial, seperti poster dan infografis, yang dapat dibagikan di platform media sosial sekolah. Hal ini bertujuan untuk meningkatkan keterlibatan orang tua dan masyarakat dalam mendukung pembelajaran siswa.

3. Kendala dalam Penggunaan Aplikasi Canva
   Meskipun sebagian besar guru telah memanfaatkan aplikasi Canva, mereka juga menghadapi beberapa kendala dalam penggunaannya. Berdasarkan hasil wawancara, kendala-kendala tersebut antara lain:

a. Kemampuan Desain Grafis
Sebagian guru masih merasa kurang terampil dalam mengoperasikan fitur-fitur desain yang tersedia di Canva. Mereka membutuhkan pelatihan dan pendampingan lebih lanjut untuk meningkatkan kemampuan desain grafis.

b. Keterbatasan Waktu
Guru-guru mengungkapkan bahwa pengembangan materi pembelajaran menggunakan Canva membutuhkan waktu yang cukup lama, terutama bagi mereka yang baru pertama kali menggunakan aplikasi tersebut. Hal ini menjadi kendala, mengingat guru-guru juga memiliki banyak tugas dan tanggung jawab lainnya.

c. Akses Perangkat Teknologi
Beberapa guru mengalami kendala dalam mengakses perangkat teknologi, seperti laptop atau komputer, yang dibutuhkan untuk menggunakan aplikasi Canva. Hal ini disebabkan oleh keterbatasan sarana dan prasarana di sekolah.

4. Upaya Peningkatan Penggunaan Aplikasi Canva
   Untuk mengatasi kendala-kendala yang dihadapi, sekolah dan pihak terkait telah melakukan beberapa upaya, antara lain:

a. Pelatihan dan Pendampingan Penggunaan Aplikasi Canva
Sekolah bekerja sama dengan Dinas Pendidikan setempat untuk menyelenggarakan pelatihan dan pendampingan bagi guru-guru PK-PLK dalam menggunakan aplikasi Canva. Pelatihan ini bertujuan untuk meningkatkan kemampuan desain grafis guru serta memberikan pemahaman yang lebih baik mengenai fitur-fitur Canva.

b. Penyediaan Sarana dan Prasarana Teknologi
Sekolah berusaha untuk meningkatkan ketersediaan sarana dan prasarana teknologi, seperti laptop, komputer, dan koneksi internet, agar guru-guru dapat lebih leluasa dalam menggunakan aplikasi Canva untuk mengembangkan materi pembelajaran.

c. Pengalokasian Waktu Khusus
Sekolah memberikan alokasi waktu khusus

bagi guru-guru untuk mengembangkan materi pembelajaran menggunakan Canva. Hal ini bertujuan untuk memastikan bahwa guru-guru memiliki cukup waktu untuk berkreasi dan memanfaatkan aplikasi Canva secara optimal. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa guru PK-PLK di Kabupaten Tulungagung telah memanfaatkan aplikasi Canva untuk mengembangkan materi pembelajaran yang lebih menarik dan interaktif. Meskipun terdapat beberapa kendala, sekolah dan pihak terkait telah melakukan upaya-upaya untuk meningkatkan penggunaan aplikasi Canva oleh guru-guru. Hal ini diharapkan dapat berdampak positif pada kualitas pembelajaran dan prestasi siswa berkebutuhan khusus di Sekolah Luar Biasa

tabel hasil kuesioner tentang tingkat motivasi bermedia sosial guru PK-PLK:

No.	Aspek	Rata-rata Skor
1	Ketertarikan menggunakan media sosial	4,25
2	Frekuensi penggunaan media sosial	4,03
3	Manfaat media sosial untuk pembelajaran	4,18
4	Kepuasan menggunakan media sosial	4,02
5	Dorongan menggunakan media sosial	4,15
	Rata-rata Total	4,12

PEMBAHASAN

Berdasarkan hasil kuesioner yang telah disajikan dalam tabel sebelumnya, dapat dilakukan pembahasan yang lebih komprehensif terkait tingkat motivasi bermedia sosial guru PK-PLK.

a. Ketertarikan Menggunakan Media Sosial

Aspek "Ketertarikan menggunakan media sosial" memiliki rata-rata skor tertinggi, yaitu 4,25. Hal ini menunjukkan bahwa guru-guru PK-PLK memiliki ketertarikan yang tinggi terhadap penggunaan media sosial. Mereka melihat media sosial sebagai sarana yang menarik dan bermanfaat untuk dimanfaatkan, baik dalam kehidupan pribadi maupun dalam kegiatan pembelajaran.

Ketertarikan yang tinggi ini dapat disebabkan oleh beberapa faktor, antara lain:

1. Kemudahan akses dan penggunaan media sosial yang semakin intuitif dan user-friendly.
2. Adanya berbagai fitur dan konten yang menarik di media sosial, sehingga menumbuhkan rasa ingin tahu dan keinginan untuk menggunakannya.
3. Pengaruh tren dan kebiasaan penggunaan media sosial di kalangan masyarakat secara luas.
4. Persepsi bahwa media sosial dapat memberikan manfaat dan nilai tambah dalam kehidupan sehari-hari.

b. Frekuensi Penggunaan Media Sosial

Aspek "Frekuensi penggunaan media sosial" memperoleh rata-rata skor 4,03, yang juga termasuk dalam kategori "Tinggi". Hal ini menunjukkan bahwa guru-guru PK-PLK cukup sering menggunakan media sosial dalam kesehariannya.

Frekuensi penggunaan media sosial yang tinggi ini dapat dipengaruhi oleh beberapa faktor, seperti:

1. Kepemilikan dan akses yang mudah terhadap perangkat digital (smartphone, laptop, tablet, dll.) yang terhubung dengan media sosial.
2. Ketersediaan waktu luang yang dapat dimanfaatkan untuk mengakses media sosial.
3. Adanya kebutuhan dan motivasi untuk tetap terhubung dengan lingkungan sosial melalui media sosial.
4. Pemanfaatan media sosial sebagai sarana untuk mencari informasi, berbagi pengetahuan, dan berkomunikasi dengan rekan kerja atau siswa.

c. Manfaat Media Sosial untuk Pembelajaran

Aspek "Manfaat media sosial untuk pembelajaran" memiliki rata-rata skor 4,18, yang tergolong dalam kategori "Tinggi". Hal ini menunjukkan bahwa guru-guru PK-PLK memandang media sosial sebagai sarana yang bermanfaat untuk mendukung kegiatan pembelajaran.

Beberapa manfaat media sosial dalam pembelajaran yang dirasakan oleh guru-guru PK-PLK antara lain:

1. Berbagi informasi, sumber belajar, dan materi pembelajaran dengan siswa dan sesama guru.
2. Memfasilitasi komunikasi dan kolaborasi antara guru, siswa, dan orang tua.
3. Menunjang kegiatan pembelajaran jarak jauh atau daring.
4. Meningkatkan keterlibatan dan motivasi siswa dalam proses pembelajaran.
5. Memudahkan guru untuk mendapatkan umpan balik dan masukan dari siswa.

d. Kepuasan Menggunakan Media Sosial

Aspek "Kepuasan menggunakan media sosial" memiliki rata-rata skor 4,02, yang masuk dalam kategori "Tinggi". Hal ini menunjukkan bahwa secara keseluruhan, guru-guru PK-PLK merasa puas dengan penggunaan media sosial dalam kehidupan mereka.

Kepuasan yang dirasakan oleh guru-guru dapat disebabkan oleh beberapa faktor, seperti:

1. Kemudahan dan kenyamanan dalam menggunakan media sosial.
2. Terpenuhinya kebutuhan komunikasi, berbagi informasi, dan interaksi sosial melalui media sosial.
3. Manfaat yang diperoleh dari penggunaan media sosial, baik dalam aspek pribadi maupun profesional.
4. Tingkat keamanan dan privasi yang cukup terjaga dalam penggunaan media sosial.

e. Dorongan Menggunakan Media Sosial

Aspek "Dorongan menggunakan media sosial" memiliki rata-rata skor 4,15, yang berada pada kategori "Tinggi". Hal ini menunjukkan bahwa guru-guru PK-PLK memiliki dorongan atau motivasi yang kuat dalam menggunakan media sosial.

Dorongan yang tinggi ini dapat berasal dari berbagai sumber, seperti:

1. Adanya kebutuhan untuk tetap terhubung dengan rekan kerja, siswa, dan lingkungan pendidikan.
2. Keinginan untuk mengikuti perkembangan teknologi dan tren penggunaan media sosial.
3. Pengaruh dari lingkungan sekitar, seperti rekan kerja, atasan, atau kebijakan sekolah/lembaga.
4. Persepsi bahwa penggunaan media sosial dapat memberikan manfaat dan nilai tambah dalam pekerjaan.

Secara keseluruhan, hasil kuesioner menunjukkan bahwa guru-guru PK-PLK memiliki tingkat motivasi yang tinggi dalam menggunakan media sosial. Hal ini dapat menjadi modal bagi pihak sekolah atau lembaga terkait untuk mengembangkan strategi pemanfaatan media sosial yang lebih optimal dalam mendukung kegiatan pembelajaran dan pengembangan profesional guru.

SIMPULAN DAN SARAN

SIMPULAN

Berdasarkan hasil analisis terhadap pembahasan tingkat motivasi bermedia sosial guru PK-PLK, dapat ditarik beberapa simpulan sebagai berikut:

1. Ketertarikan Menggunakan Media Sosial

Guru-guru PK-PLK menunjukkan ketertarikan yang tinggi terhadap penggunaan media sosial. Mereka melihat media sosial sebagai sarana yang menarik dan bermanfaat untuk dimanfaatkan, baik dalam kehidupan pribadi maupun dalam kegiatan pembelajaran.

2. Frekuensi Penggunaan Media Sosial

Guru-guru PK-PLK cukup sering menggunakan media sosial dalam kesehariannya. Hal ini dipengaruhi oleh faktor kepemilikan dan akses yang mudah terhadap perangkat digital, ketersediaan waktu luang, dan kebutuhan untuk tetap terhubung dengan lingkungan sosial.

3. Manfaat Media Sosial untuk Pembelajaran

Guru-guru PK-PLK memandang media sosial sebagai sarana yang bermanfaat untuk mendukung kegiatan pembelajaran. Mereka memanfaatkan media sosial untuk berbagi informasi, sumber belajar, dan materi pembelajaran, serta memfasilitasi komunikasi dan kolaborasi dengan siswa dan rekan guru.

4. Kepuasan Menggunakan Media Sosial

Secara keseluruhan, guru-guru PK-PLK merasa puas dengan penggunaan media sosial dalam kehidupan mereka. Kepuasan ini dirasakan karena kemudahan, kenyamanan, dan manfaat yang diperoleh dari penggunaan media sosial.

5. Dorongan Menggunakan Media Sosial

Guru-guru PK-PLK memiliki dorongan atau motivasi yang kuat dalam menggunakan media sosial. Dorongan ini berasal dari kebutuhan untuk tetap terhubung dengan rekan kerja, siswa, dan lingkungan pendidikan, serta keinginan untuk mengikuti perkembangan teknologi dan tren penggunaan media sosial.

SARAN

Berdasarkan simpulan yang telah dipaparkan, berikut beberapa saran yang dapat dipertimbangkan:

1. Pengembangan Kebijakan Pemanfaatan Media Sosial

Pihak sekolah atau lembaga terkait dapat mengembangkan kebijakan yang mendorong dan mengatur pemanfaatan media sosial secara lebih optimal dalam kegiatan pembelajaran dan pengembangan profesional guru. Kebijakan ini dapat mencakup panduan penggunaan, pelatihan, dan dukungan bagi guru dalam memanfaatkan media sosial.

2. Peningkatan Kompetensi Guru dalam Penggunaan Media Sosial

Direkomendasikan untuk mengadakan program pelatihan atau workshop yang bertujuan meningkatkan kompetensi guru-guru PK-PLK dalam menggunakan media sosial secara efektif, aman, dan sesuai dengan etika serta kebutuhan pembelajaran. Pelatihan dapat mencakup aspek pedagogis, teknis, dan etika penggunaan media sosial.

3. Pengembangan Konten Pembelajaran Berbasis Media Sosial

Pihak sekolah atau lembaga terkait dapat mendorong dan memfasilitasi guru-guru PK-PLK untuk mengembangkan konten pembelajaran yang memanfaatkan fitur-fitur media sosial. Hal ini dapat meningkatkan keterlibatan dan motivasi siswa, serta mendukung pembelajaran yang lebih interaktif dan kolaboratif.

4. Peningkatan Kolaborasi dan Berbagi Pengetahuan Antar Guru

Sekolah atau lembaga terkait dapat memfasilitasi guru-guru PK-PLK untuk membangun komunitas atau forum berbagi pengetahuan berbasis media sosial. Hal ini dapat mendorong kolaborasi, pertukaran ide, dan pengembangan profesional yang lebih intensif di antara para guru.

5. Pemantauan dan Evaluasi Penggunaan Media Sosial

Perlu dilakukan pemantauan dan evaluasi secara berkala terkait penggunaan media sosial oleh guru-guru PK-PLK. Hal ini dapat membantu mengidentifikasi dampak, tantangan, dan peluang pemanfaatan media sosial, serta memungkinkan penyesuaian kebijakan dan strategi yang diperlukan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.70306

THE EFFECT OF THE USE OF PROBLEM BASED LEARNING (PBL) MODEL ON IMPROVING STUDENTS' LITERACY SKILLS AND LEARNING MOTIVATION

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Abstract

This study aims to analyze the effect of the use of PBL on improving literacy skills and learning motivation of grade IV students of SDN, Branggah through Social Studies Learning. The method used in this study is the *Quasi Experiment Method.* The data analysis technique used in this study is in the form of multiple-choice test questions with a total of 20 questions. The final results of this study include; First, there is a positive influence of PBL (X1) on the literacy (Y1) of students of SD Negeri Branggah, Lumbang District, Probolinggo. This can be said to be positive because the value of the determination coefficient (R2) is .677a which means that the independent variable PBL(X) is able to explain the literacy-bound variable (Y1) of 67.7% while the remaining 32.3% is explained by other variables outside the model. Second, there is a positive influence of PBL on the motivation of students of SD Negeri Branggah, Lumbang District, Probolinggo. This can be said to be positive because the value of the determination coefficient (R2) is .693a which means that the independent variable PBL (X) is able to explain the literacy-bound variable (Y2) of 69.3% while the remaining 30.7% is explained by other variables outside the model. So, the existence of PBL (X) has a positive impact on the literacy (Y1) and motivation of students (Y2) of SDN Branggah, Lumbang Probolinggo District.

Keywords: Teacher Competence, Character Responsibility, Social Concern

INTRODUCTION

Learning in elementary school is an important foundation for the development of students' cognitive, affective, and psychomotor abilities. In social studies learning, students are not only required to understand basic concepts, but also to develop critical thinking skills, literacy, and learning motivation. However, in reality, many students show low motivation to learn and inadequate literacy skills. This is a big challenge for educators to find effective learning methods in improving the quality of social studies learning in elementary schools (Fadli & Yuliana, 2020).

One of the approaches that can be applied to overcome this problem is the use of the Problem Based Learning (PBL) model. PBL is a student-centered learning method and emphasizes problem-solving as a means of learning. Through PBL, students are faced with real-life situations that require critical thinking and collaboration to find solutions. This process not only helps students understand the material more deeply, but also improves their literacy skills.

The application of PBL in social studies learning in elementary schools is considered relevant because this subject is often related to complex social situations and requires in-depth understanding. With the PBL model, students are invited to identify problems, gather information, analyze data, and propose solutions. This process develops literacy skills, such as reading, writing, and speaking, as students must communicate their findings and solutions effectively (Anwar & Sari, 2020).

In addition to literacy, learning motivation is also an important factor that supports students' academic success. High learning motivation allows students to be more enthusiastic in following the learning process and more active in completing the tasks given. However, low learning motivation is still a common problem found in many elementary

schools. The application of the PBL model is expected to increase students' learning motivation because students are more actively involved in learning and feel that what they learn has relevance to real life (Dewi & Rahmawati, 2023).

At SDN Branggah I, social studies learning conditions still need innovation to improve student learning outcomes. Based on initial observations, it is still found that many students are less interested in social studies learning, especially because the learning methods used tend to be monotonous and less interactive. Students are more often directed to memorize the material than to understand and apply concepts in a broader context. This has an impact on low literacy skills and students' motivation to learn (Hadi & Prasetyo, 2019).

The PBL model offers a more engaging and challenging learning alternative for students. Through this approach, students are invited to actively participate in learning, seek information, discuss, and solve problems together. This activity not only improves their understanding of the material, but also fosters interest and motivation to learn. In addition, PBL allows students to develop their literacy skills, both individually and in groups (Cahyani & Setiawan, 2022).

Previous studies have shown that the implementation of PBL can have a positive impact on students' literacy and learning motivation. For example, research conducted in several primary schools shows that students who learn through PBL show significant improvements in literacy skills and learning motivation compared to students who learn through conventional methods. This shows the great potential of PBL to be implemented at SDN Branggah I.

However, although the potential for PBL is quite large, the implementation of this model does not always run smoothly. Challenges that may be faced include limited resources, the time required to design and implement problem-based learning, and the need for training for teachers to implement PBL effectively. Therefore, it is important to conduct in-depth research on how the PBL model can be applied effectively at SDN Branggah I, as well as how it impacts students' literacy and learning motivation.

This study aims to explore the influence of the application of the PBL model in social studies learning on the literacy ability and learning motivation of grade IV students at SDN Branggah I. With this research, it is hoped that the right strategy can be found to improve the quality of social studies learning and at the same time improve student learning outcomes in terms of literacy and motivation (Sia & Tan, 2018).

In particular, this study will look at how PBL can stimulate students' interest in solving problems relevant to their daily lives, as well as how active involvement in the learning process can improve students' literacy skills. This study will also examine whether the application of PBL can increase student learning motivation by making learning more meaningful and contextual.

In addition, this study will also consider other factors that may affect the effectiveness of PBL, such as support from teachers, the availability of learning resources, and parental involvement in the learning process. Thus, the results of this study are expected not only to contribute to the development of learning theory, but also to provide practical recommendations for educators at SDN Branggah I and other elementary schools (Jang & Kim, 2020).

In the long term, the implementation of PBL is expected to form students who not only have good literacy skills, but also have high motivation to learn, and are able to think critically and creatively in facing various challenges. Thus, social studies learning in elementary school can be more meaningful and beneficial for the overall development of students.

In conclusion, this research is very relevant to answer current educational challenges, especially in an effort to improve the quality of learning in elementary schools. The PBL model offers an innovative and effective approach to develop students' literacy skills and learning motivation, so it is expected to be a solution to the problems faced at SDN Branggah I.

RESEARCH METHODS

The method used in this study is the *Quasi Experiment Method.* Experimental research is a type of quantitative research that is

very powerful to measure the relationship of cause and effect. The data used to analyze the quantitative approach is data in the form of numbers.

The research design used in this study is *a quasi-exsperimental* design in the form of *a nonequivalent control group design.* In this design, neither the experimental group nor the control group was randomly selected. Two groups will be given *a pre-test*, then in the *post-test*, the experimental group will be given treatment in the form of PBL and the control group will remain conventional without PBL treatment.

The population in this study is all grade IV students at SDN Branggah I, Lumbang District. The sample determination technique used by the researcher is Nonprobability *sampling technique* with the type of *purposive sampling technique.* According to Sugiyono (2019), "*purposive sampling* is a technique for sampling data sources with certain considerations." The considerations taken by the researcher in determining the sample are seen from the condition of the same student characteristics, so the sample taken in this study is grade IV students of SDN Branggah I which totals 19 people as the Experimental class and class IV students of SDN Branggah II which totals 19 people as the Control class.

The data collection techniques used in this study are in the form of questionnaires, *pre-tests*, *post-tests*, and documentation. The aspect researched in this study is student learning outcomes, using the *Problem Based Learning type Cooperative model*. The description of the data collection technique above is explained as follows:

a. Questionnaire

In this study, a closed questionnaire is a questionnaire that is presented in such a form that the respondent only needs to give a check mark (√) in the appropriate column or place.

b. Test

The test questions referred to in this study are *pre-test* and *post-test* questions which aim to measure student learning outcomes. *Pre-test* and *post-test* questions will be given to students but at different times.

c. Documentation

The documentation in this study was used to find data related to the research and photos at the time of the research conducted at SDN Branggah, Lumbang District.

The data analysis technique used in this study is in the form of multiple-choice test questions with a total of 20 questions. Previously, the number of questions was 30 items, but after consulting with supervisors and several lecturers, the final result was obtained that the number of valid questions was around 20 items. Of these 20 questions, they will be used as *pre-test* and *post-test materials* in the experimental class and control class.

RESULTS AND DISCUSSION

Result

This research was carried out at SD Negeri Branggah, Lumbang District, Probolinggo Regency on grade IV students of SD Negeri Branggah I and grade IV students of SD Negeri Branggah II. This study involves two research groups, namely the experimental group on grade IV students of SD Negeri Branggah This research was carried out at SD Negeri Branggah, Lumbang District, Probolinggo Regency in grade IV students of SD Negeri Branggah I and the control group of grade IV students of SD Negeri Branggah II. Students in the experimental class used *the Problem Based Learning* method in learning and the control group used conventional learning methods.

Data description

This research includes experimental research. The research data consists of the initial test and the final test about the material that has been presented using *the Problem Based Learning* method. The research was carried out on March 4-9, 2024. The treatment was carried out on Monday at 08.00 WIB and Thursday at 08.00 for the Experiment class, Wednesday at 08.00 WIB and Saturday at 08.00 WIB for the Control class.

This study raises the research variables, namely the free variable of social studies learning with the Problem Based Learning method and the bound variable, namely the increase in literacy and learning motivation. In this study, the researcher obtained data from the results of *the pre-test* and *post-test* conducted in the experimental class and the control class. The overview of the research data is as follows:

Table 1. Postest Results of Experimental Class and Control Class

No	Experimental Class Values	Control Class Values
1	85	79
2	87	81
3	86	79
4	88	82
5	86	81
6	87	80
7	89	85
8	88	79
9	86	81
10	88	79
11	86	82
12	89	81
13	85	80
14	87	82
15	88	85
16	87	80
17	87	85
18	86	79
19	87	81

Data Analysis

Before conducting the results of the partial hypothesis and simultaneous hypothesis tests, it is necessary to state the description of the data, homogeity and normality. The following description of the research data will be presented in the form of the following table;

Table 2. X, Y1 and Y2 Statistical Analysis

Statistics				
		X	Y1	Y2
N	Valid	38	38	38
	Missing	0	0	0
Mean		36.24	37.13	3.72
Median		35.00	36.00	3.50
Mode		31	31	3
Std. Deviation		5.400	5.231	.572
Minimum		31	31	3
Maximum		46	45	5
Sum		1377	1411	142

Table 4.2 explains that the 38 respondents are all valid, Mean X = 36.24, Y1 = 37.13, and Y2 = 3.72. Midpoint or Median X = 35.00, Y1 = 36.00, and Y2 = 3.50. and Deviation or Std DeviationX = 5,400, Y1 = 5,231, and Y2 = .572. PBL Frequency Analysis (X). It can be known that the percentage of Problem Based Learning (PBL) frequency is from 2.6 percent to 23.7 percent, with details of 2.6 percent as many as 4 people, 5.3 percent as many as 6 people, 7.9 percent as

many as 3 people, 10.5 percent as many as 4 people, 13.5 percent as many as 5 people, 18.4 percent as many as 7 people. And 23.7 percent as many as 9 people. The conclusion of the frequency of Problem Based Learning (PBL)(X) was the lowest at 2.6 percent for 4 people and the highest at 23.7 percent for 9 people. Frequency Analysis Y1 Literacy Ability

It can be seen that the percentage of Literacy Abilities is from 5.3 percent to 21.1 percent, with details of 5.3 percent as many as 6 people, 7.9 percent as many as 9 people, 10.5 percent as many as 8 people, 18.4 percent as many as 7 people, and 21.1 percent as many as 8 people

Conclusion The frequency of Literacy Ability Frequency (Y1) was the lowest at 5.3 percent for 6 people and the highest at 21.1 percent for 8 people.

Y2 frequency analysis Learning motivation.

It can be known that the percentage of learning motivation frequency ranged from 5.3 percent to 21.1 percent, with details of 5.3 percent as many as 4 people, 7.9 percent as many as 6 people, 10.5 percent as many as 8 people, 13.2 percent as many as 5 people, and 21.1 percent as many as 8 people

Conclusion The frequency of Learning Motivation Frequency (Y2) was the lowest at 5.3 percent for 4 people and the highest at 21.1 percent for 8 people.

Homogeneity analysis of control class and experimental class

Table 3. Homogeneity AnalysisControl class and experimental class

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Kontrol	Based on Mean	3.150	1	36	.084
	Based on Median	2.696	1	36	.109
	Based on Median and with adjusted df	2.696	1	27.882	.112
	Based on trimmed mean	2.618	1	36	.114

Sumber: SPSS 27 (2024)

Interpretation

Tests of Homogenitas

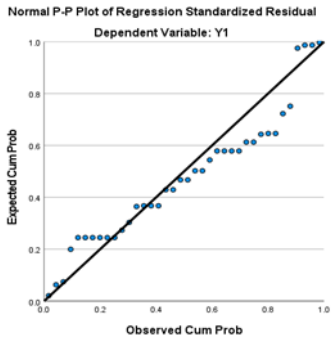
Learning Outcomes

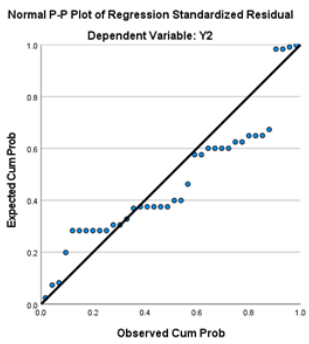
Levene Statistic	df1	df2	Sig.
3.150	1	36	.084

Based on the output table "Tests of Homogeneity of Variances" above, it is known that the significance value (Sig) of the variable learning outcomes of the control class and the experimental class is .084. Because of the value of Sig. 084>0.05, then as the basis for decision-making in the Homogeneity test, it can be concluded that the variation of the learning outcomes of the control class and the experimental class is the same or homogeneous

Figure 1. Y1 and Y2 Normality Charts

Sumber: SPSS 27 (2024)





Sumber: SPSS 27 (2024)

The residual normality test with the graph method is by looking at the distribution of data at the diagonal source on the Normal P-P Plot of regression standardized residual graph. As the basis for his decision-making, if the dots spread around the line and follow the diagonal line, then the residual value is normal. Thus these Y1 and Y2 charts are normal.

Uji Hipotesis

Hypothesis X vs. Y1

There is a positive influence of PBL **(X1)** on literacy (Y1) of students of SD Negeri Branggah, Lumbang District, Probolinggo. This can be seen in the following table:

Table 4. Analysis of PBL Linear Hypothesis Test on Literacy

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.677[a]	.459	.444	3.901	.373
a. Predictors: (Constant), X					
b. Dependent Variable: Y1					

ANOVA[a]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	464.378	1	464.378	30.509	.000[b]
	Residual	547.964	36	15.221		
	Total	1012.342	37			
a. Dependent Variable: Y1						
b. Predictors: (Constant), X						

From table 4, it can be seen that the value of the determination coefficient (R2) is .677[a], which means that the independent variable PBL(X) is able to explain the literacy-bound variable (Y1) of 67.7 % while the remaining 32.3 % is explained by other variables outside the model. This shows that the independent variable with the bound variable has a positive influence.

Hypothesis X vs. Y2

There is a positive influence of PBL on the motivation of students of SD Negeri Branggah, Lumbang District, Probolinggo. This can be seen in the following table:

Table 5. Analysis of PBL Linear Hypothesis Test on Motivation

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson

1	.693[a]	.481	.466	.418	.303
a. Predictors: (Constant), X					
b. Dependent Variable: Y2					

ANOVA[a]						
Model		Sum of Squares	f	Mean Square	F	Sig.
1	Regression	5.812		5.812	33.337	.000[b]
	Residual	6.277	6	.174		
	Total	12.089	7			
a. Dependent Variable: Y2						
b. Predictors: (Constant), X						

From table 5, it can be seen that the value of the determination coefficient (R2) is .693[a], which means that the independent variable PBL (X) is able to explain the literacy-bound variable (Y2) of 69.3% while the remaining 30.7% is explained by other variables outside the model. This shows that the independent variable with the bound variable has a positive influence.

Discussion

The results of this study show that the application of the Problem Based Learning (PBL) model in social studies learning in grade IV of SDN Branggah I has a significant influence on improving students' literacy skills and learning motivation. These findings are in line with various previous studies that show that PBL is an effective learning method to improve student learning outcomes, especially in cognitive and affective aspects (Ahmad & Fitriani, 2021).

One of the main reasons why PBL is effective in improving literacy skills is that this model requires students to be directly involved in the process of information search, data analysis, and presentation of results. During the PBL process, students must read various sources, understand relevant content, and convey their findings in both written and oral form. These activities directly contribute to the development of literacy skills, such as critical reading, argumentative writing, and structured speaking skills.

In addition, PBL also encourages students to think critically and analytically. When students are faced with a problem they have to solve, they must consider the various available information, evaluate the validity of the sources, and make decisions based on the evidence found. This process helps students develop high-level literacy skills, such as analyzing and synthesizing information, which are very important in social studies learning.

Student learning motivation also increased after the implementation of PBL. This is most likely due to the characteristics of PBL that place students as the center of learning. In PBL, students have greater autonomy to explore topics that interest them and feel that the learning carried out has real relevance to their lives. This feeling triggers intrinsic motivation, where students learn not only to get grades, but because they are genuinely interested in the learning process itself (Erdal & Özdemir, 2022).

PBL also provides opportunities for students to work collaboratively in groups. Cooperation in groups allows students to share knowledge, support each other, and develop important social skills. This collaborative aspect also plays a role in increasing learning motivation, as students feel more engaged and motivated when they work alongside their peers to achieve a common goal (Bell & O'Neill, 2022).

However, the implementation of PBL is not without challenges. One of the main challenges is the need for careful planning and sufficient time allocation. Teachers must design problems that fit the curriculum, facilitate group

discussions, and provide constructive feedback. This process requires more time and effort compared to conventional learning methods. Nonetheless, the positive results obtained from the implementation of PBL show that this investment of time and effort is worth the improvement in the quality of learning produced.

In addition, students' literacy skills are not only improved through reading and writing activities, but also through group discussions and presentations. In PBL, students are encouraged to communicate their thoughts effectively to group members and teachers. It helps students develop speaking and listening skills, which are essential components of literacy. Group discussions also allow students to hear a variety of perspectives, which helps them develop a broader and deeper understanding of the topic being studied (O'Neill & McMahon, 2023).

Increased learning motivation also has a positive impact on student involvement in learning. Motivated students tend to be more active in participating in discussions, more actively seeking additional information, and more enthusiastic in completing assigned tasks. This shows that learning motivation is not only the result of effective learning, but is also a factor that drives the effectiveness of learning itself (Li & Zhao, 2021).

In the context of social studies learning, high literacy skills are very important. Literacy allows students to understand complex social issues, evaluate information sources, and make evidence-based decisions. With good literacy, students can more easily understand social studies concepts and apply them in daily life. This is very important in social studies education, which aims to shape students to become critical, socially aware, and responsible citizens.

The findings of this study also show that PBL can be a solution to overcome challenges in social studies learning in elementary schools, especially in increasing student engagement and making learning more engaging and meaningful. Social studies learning, which is often considered boring due to the large amount of memorization material, can be changed to be more dynamic with the application of PBL, where students learn through hands-on experience and problem solving.

From the teacher's point of view, the implementation of PBL also provides advantages in terms of classroom management. When students are more engaged and motivated, they tend to be more focused and disciplined during learning. This makes it easier for teachers to manage classes and create a conducive learning environment. Teachers can also more easily identify difficulties faced by students, as PBL allows teachers to observe the learning process of students directly and provide the necessary interventions (Kusuma & Junaidi, 2021).

While PBL shows many advantages, it is important to remember that implementing PBL requires constant adjustment and adaptation. Teachers must be flexible in responding to student needs and be ready to modify lesson plans based on the feedback received. In addition, support from the school side, such as the availability of resources and training for teachers, is also important to ensure the successful implementation of PBL (Çakmak & Güneş, 2021).

It is also important to consider the role of parents in supporting PBL learning. Parents can help by providing learning resources at home and encouraging children to talk about what they are learning in school. Parent involvement can strengthen students' motivation to learn and help them connect learning at school with daily life (Budiyanto & Hidayati, 2019)

In addition, this study also emphasizes the importance of continuous evaluation in the implementation of PBL. Evaluation must not only be done on the final result, but also on the learning process itself. By doing so, teachers can continue to improve their approach and ensure that PBL is truly providing maximum benefits to students.

In the long term, the implementation of PBL is expected to help students develop the critical and creative thinking skills they will need in the future. With good literacy and high motivation to learn, students will be better prepared to face challenges at higher levels of education and in daily life.

Overall, this study shows that PBL has great potential to improve the quality of social studies learning at SDN Branggah I. Despite the

challenges in its implementation, the positive results obtained show that PBL can be an effective tool to develop students' literacy and learning motivation (Alrummi & Witte, 2023).

Therefore, it is recommended that PBL continue to be implemented and developed in social studies learning, with full support from schools and parents. In addition, ongoing training for teachers is also needed so that they can implement PBL more effectively and can tailor this approach to the specific needs of their students.

With proper application, PBL can assist students not only in mastering social studies material, but also in developing broader skills that will be useful to them in the future. Effective social studies learning through PBL can form a generation of students who are more critical, creative, and ready to face the challenges of an increasingly complex world.

CONCLUSIONS AND SUGGESTIONS

Conclusion

In conclusion, the application of the Problem Based Learning (PBL) model in social studies learning in grade IV of SDN Branggah I has proven to be effective in improving students' literacy skills and learning motivation. PBL allows students to be more actively involved in the learning process, encourages the development of critical thinking skills, and makes learning more meaningful and relevant to daily life. Despite the challenges in its implementation, the results obtained show that PBL can be an innovative solution to improve the quality of social studies learning in elementary schools.

Suggestion

To increase the effectiveness of the implementation of the Problem Based Learning (PBL) model at SDN Branggah I, it is recommended that the school provide adequate training and support for teachers in designing and implementing problem-based learning. Additionally, it is important to involve parents in supporting the student's learning process and ensuring that the necessary resources are available. Continuous evaluation of the implementation of PBL also needs to be carried out to adjust the method to the needs of students and overcome the challenges that arise, so as to maximize the positive impact of PBL on student literacy and learning motivation.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6996

INCREASING MOTIVATION, ACTIVENESS AND LEARNING OUTCOMES OF IPS THROUGH A COOPERATIVE LEARNING MODEL TYPE JIGSAW FOR GRADE V STUDENTS OF KYAI MOJO JUNIOR HIGH SCHOOL IN YOGYAKARTA IN THE 2023/2024 ACADEMIC YEAR.

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Abstract

Increasing Motivation, Activeness and Social Studies Learning Outcomes Through the Jigsaw Type Cooperative Learning Model for Grade V Students of SDN Kyai Mojo Jetis Yogyakarta Academic Year 2023/2024. Thesis. Yogyakarta: Masters Program, PGRI University Yogyakarta, 2024. This study aims to improve motivation, activeness, and social studies learning outcomes through the Type Jigsaw Cooperative learning model for grade V students of Kyai Mojo Jetis Yogyakarta State Elementary School. This research is a Classroom Action Research. This research was conducted at SD Negeri Kyai Mojo Jetis Yogyakarta. The subjects in this study were fifth grade students of SD Negeri Kyai Mojo Jetis Yogyakarta, totaling 28 students. Data collection techniques in this study used questionnaires, observation, and documentation. Data analysis techniques using descriptive qualitative and descriptive quantitative.The results showed that 1) learning model with Cooperative Type Jigsaw can increase learning motivation. This is evidenced by the motivation to learn social studies students in the pre-cycle with the category less good, increased in cycle I to 1 student (3.58%) and in cycle II to 19 students (67.86). 2) Learning by using the learning model Cooperative Type Jigsaw can improve learning activeness. This is evidenced by the social studies learning activeness of students in the pre-cycle who have very poor category learning activeness, increased in cycle I to 9 students (32.14%) and in cycle II to 26 students (92.86%). 3) Learning by using the Jigsaw Type Cooperative learning model can improve learning outcomes. The increase in student learning outcomes seen from the results of the pre-cycle, cycle I and cycle II has increased. Students experienced complete learning in the pre-cycle as many as 4 students (14.28%), increased in cycle I as many as 16 students (57.14%), and increased in cycle II as many as 28 students (100%).

Keywords: Motivation, activeness, learning outcomes, Type Jigsaw.

PENDAHULUAN

Undang-undang Republik Indonesia No.14 tahun 2005 pasal 10, mengamanatkan tentang guru dan dosen, bahwa kompetensi guru meliputi kompetensi pedagogik, kepribadian, sosial dan professional. Salah satu indikator kemampuan pedagogik guru adalah kemampuan mengelola kelas untuk menciptakan kondisi kelas yang optimal, dapat meningkatkan motivasi belajar siswa sehingga proses pembelajaran berjalan efektif, efisien dan produktif yang pada akhirnya akan berpengaruh terhadap hasil belajar siswa. Kompetensi kepribadian merupakan kemampuan mengembangkan diri sesuai dengan kemajuan jaman dan memilih dedikasi yang tinggi baik dalam pelaksanaan tugas sebagai guru maupun sebagai oang yan beriman kepada Tuhan Yang Maha Esa. Kompetensi sosial merupakan kemampuan bekerja sama dan berinteraksi dengan siswa, teman sejawat, atasan dan lingkungan sosial khususnya orang tua atau wali siswa. Sedangkan indikator kompetensi professional adalah kemampuan guru menguasai dan menyajikan materi pembelajaran secara luas dan mendalam sesuai dengan bidangnya. Guru profesional adalah guru yang terdidik dan terlatih dengan baik, memiliki wawasan luas dan pengalaman yang kaya dalam bidangnya.

Peraturan Pemerintah No.19 tahun 2005 tentang Standar Nasional Pendidikan pasal 19

menyebutkan bahwa proses pembelajaran diselenggarakan secara interaktif, inspiratif , menyenangkan, menantang, memotibasi siswa untuk berpastisipasi aktif, kreatif dan mandiri. Di sinilah peran dan pengaruh kehadiran guru dalam proses pembelajaran. Guru menempati posisi yang amat strategis dalam peningkatan kualiatas proses dan prestasi belajar siswa. Manfaat ke depannya kualitas pembelajaan akan menentukan kualitas sumber daya manusia bangsa ini.

Proses pembelajaran merupakan suatu kegiatan belajar mengajar yang dilakukan guru dan siswa, yang dilaksanakan untuk membantu siswa berkembang secara utuh, baik dalam dimensi kognitif maupun dalam dimensi efektif dan psikomotorik. Adapun komponen-komponen dalam proses pembelajaran antara lain: 1) Siswa sebagai penerima, dan penyimpan isi pelajaran yang dibutuhkan untuk mencapai tujuan, 2) Guru sebagai fasilitator dan pengendali pembelajaran, 3) Kurikulum sebagai pedoman pelaksanaan, isi dan pengaturan kegiatan pembelajaran, 4) tujuan sebagai pernyataan tentang perubahan perilaku (kognitig, psikomotorik, afektif) yang diinginkan terjadi pada siswa setelah mengikuti kegiatan pembelajaran, 5) Isi pelajaran sebagai informasi berupa fakta, prinsip, dan konsep yang diperlukan untuk mencapai tujuam, 6) Evaluasi sebagai cara tertentu yang digunakan untuk menilai suatu proses dan hasilnya, 7) Media sebagai alat untuk mempermudah pemahaman materi pembelajaran kepada siswa serta keadaan lingkungan menentukan iklim dan kegiatan belajar siswa, 8) Metode sebagai cara yang teratur untuk memberikan kesempatan kepada siswa untuk mendapat informasi yang dibutuhkan mereka untuk mencapai tujuan sebagai salah satu cara yang digunakan oleh guru untuk mencapai tujuan pembelajaran.

Dari hasil pengamatan peneliti di lapangan pada tanggal 24 November 2023, sementara dapat disimpulkan bahwa penyebab kurangnya motivasi belajar siswa dalam pembelajaran IPS adalah kurangnya pemanfaatan model pembelajaran dan peran siswa hanya sebagai obyek bukan sebagai subyek dalam proses pembelajaran. Kurangnya motivasi dan keaktifan merupakan salah satu gejala siswa yang mengalami kesulitan belajar, sehingga memerlukan penangan yang intensif daei guru. Rendahkan keaktifan siswa berhubungan erat dengan motivasi pada diri siswa. Hal ini yang menyebabkan penulis sebagai guru harus cepat tanggap dan memperbaiki kondisi ini. Oleh karena itu diperlukan usaha untuk meningkatkan motivasi dan keaktifan belajar siswa melalui pembelajaran yan lebih menarik dan menyenangkan serta memberikan porsi lebih besar keterlibatan, aktivitas dan tanggung jawab siswa.

Maka dari itu untuk mempelajari pembelajaran IPS di kelas V peneliti mencoba untuk menggunakan model pembelajaran Kooperatif *Type Jigsaw*. Penggunaan Kooperatif *Type Jigsaw* sebagai model pembelajaran IPS ini diharapkan dapat meningkatkan motivasi dan keaktifan siswa dalam pembelajaran yan nantinya hasil belajar siswa terhadap pembelajaran IPS dapat meningkat. Model pembelajaran Kooperatif *Type Jigsaw* merupakan salah satu variasi model *Collaboraitive Learning,* yaitu proses belajar kelompok dimana setiap anggota menyumbangkan informasi, pengalaman, ide, sikap, pendapat, kemampuan, dan keterampilan yang dimiliki untuk secara bersama-sama saling meningkatkan pemahaman seluruh anggota.

Model pembelajaran *Type Jigsaw* menuntut siswa untuk belajar IPS dengan aktif dan antusias dalam mengikuti pembelajaran. Penggunaan model pembelajaran *Type Jigsaw* juga disampaikan dengan materi IPS yang menarik agar siswa mendapatkan ilmu dan pengetahuan yang baru. Siswa yang aktif setelah menerapkan model pembelajaran *Type Jigsaw* akan meningkatkan hasil belajar IPS di sekolah. Tujuan penggunaan model pembelajaran Kooperatif *Type Jigsaw* dalam pembelajaran IPS adalah salah satu meningkatkan motivasi dan keaktifan siswa dalam mempelajari IPS, meningkatkan rasa ingin tahu dalam diri siswa, meningkatkan pemahaman dalam diri siswa terhadap konsep IPS, dan membuat pembelajaran IPS menjadi lebih baik.Motivasi Belajar Sardiman (2018:73), motivasi dapat dikatakan sebagai daya penggerak dari dalam dan di dalam subjek untuk melakukan aktivitas-aktivitas tertentu demi mencapai suatu tujuan. Uno (2017:23) Motivasi belajar merupakan dorongan internal dan eksternal pada siswa-siswa yang sedang belajar untuk mengadakan perubahan tingkah laku, pada umumnya dengan beberapa indikator atau unsur yang mendukung.

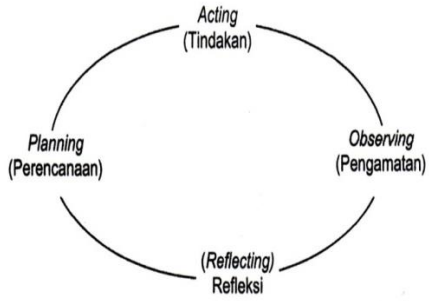
Keaktifan Belajar.

Keaktifan berasal dari kata aktif yang artinya giat bekerja, giat berusaha, mampu bereaksi dan beraksi, sedangkan arti kata keaktifan adalah kesibukan atau kegiatan, sedangkan belajar artinya berusaha memperoleh kepandaian atau ilmu, berlatih serta berubah tingkah laku atau tanggapan yang disebabkan oleh pengalaman (KBBI Daring, 2016). Menurut Hergenhahn dan Olson dalam Nofrion (2016) mengatakan bahwa belajar adalah "perubahan tingkah laku atau potensi perilaku yang relative permanen dari pengaman." Dengan demikian belajar adalah suatu kegiatan yang diharapkan mampu merubah tingkah laku seseorang dan mengenmbangkan potensi yang dimiliki individu tersebut.Hasil BelajarRusman 2017:129, Hasil belajar merupakan pola-pola perbuatan, nilai-nilai, pengertianpengertian, sikap-sikap, apresiasi, dan keterampilan. Sejalan dengan itu, hasil belajar adalah sejumlah pengalaman yang diperoleh peserta didik meliputi ranah kognitif, afektif, dan psikomotorik. Hasil belajar menunjukkan kemampuan siswa yang sebenarnya yang telah mengalami proses pengalihan ilmu pengetahuan dari seseorang yang dapat dikatakan dewasa atau memiliki pengetahuan kurang. Pembelajaran Kooperatif *Type Jigsaw* Johnson & Johnson (2017:45) pembelajaran kooperatif adalah strategi instruksional di mana siswa bekerja dalam kelompok kecil untuk mencapai tujuan belajar bersama. Slavin (2018:102) pembelajaran kooperatif melibatkan siswa yang bekerja bersama untuk menyelesaikan tugas, dengan fokus pada saling ketergantungan positif dan penilaian kelompok. Gillies (2020:60) mendefinisikan pembelajaran kooperatif sebagai metode yang mempromosikan interaksi sosial dan tanggung jawab bersama dalam mencapai hasil belajar.

METODE PENELITIAN

Penelitian bertempat di SD Negeri Kyai Mojo Jetis Yogyakarta. Penelitian ini dilaksanakan pada tahun ajaran yaitu bulan Maret – April 2024. Subjek dalam penelitian ini adalah pendidik dan siswakelas V SD Kyai Mojo Jetis Yogyakarta dengan jumlah siswa sebanyak 28 orang, 14 orang laki-laki dan 14 perempuan. Objek dalam penelitian ini adalah penerapan model pembelajaran Kooperatif *Type Jigsaw* untuk meningkatkan motivasi, keaktifan dan hasil belajar siswa.

Penelitian ini merupakan penelitian tindakan kelas (PTK). Prosedur penelitian ini terdiri dari dua siklus. Trianto (2011: 13) Model tersebut membagi satu siklus prosedur penelitian tindakan kelas menjadi empat tahap yaitu tahap rencana (*planning)*, tindakan (*acting*), observasi (*observing*), dan releksi (*reflection*).



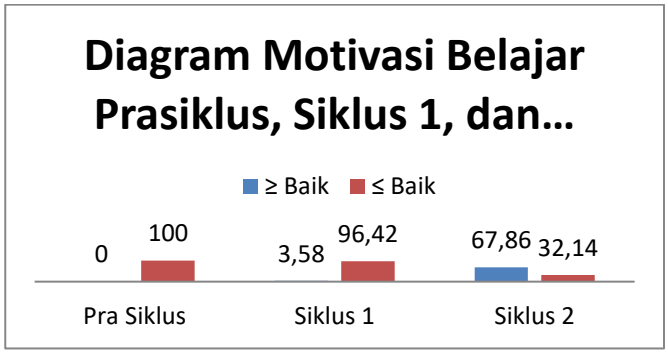
Teknik pengumpulan data dalam Penelitian Tindakan Kelas (PTK) ini diperoleh melalui beberapa cara yaitu : Observasi mencakup prosedur pengumpulan data tentang proses dan hasil implementasi tindakan yang dilakukan. Angket Angket adalah teknik pengumpulan data dengan cara mengajukan pertanyaan tertulis untuk dijawab secara tertulis pula oleh responden. Dokumentasi dilaksanakan dengan menyertakan data-data tentang sekolah, dokumentasi yang berkaitan seperti silabus, RPP, maupun nilai yang diperoleh sebelum dan sesudah penggunaan model Kooperatif *Type Jigsaw* dan lain sebagainya atau mendokumentasikan dalam bentuk gambar atau foto pada saat dilaksanakan penelitian.. Teknik analisis data pada penelitian ini adalah deskriptif kualitatif dan kuantitatif. Data kualitatif yang dapat kemudian dilakukan analisis dan dideskripsikan hasilnya. Sedangkan data kuantitatif yang diperoleh dari hasil angket kemudian di analisis menggunakan skala likert.

HASIL PENELITIAN DAN PEMBAHASAN

Berikut ini disamapika hasil penelitia dan pembehasan sebagai berikut.

Motivasi Belajar

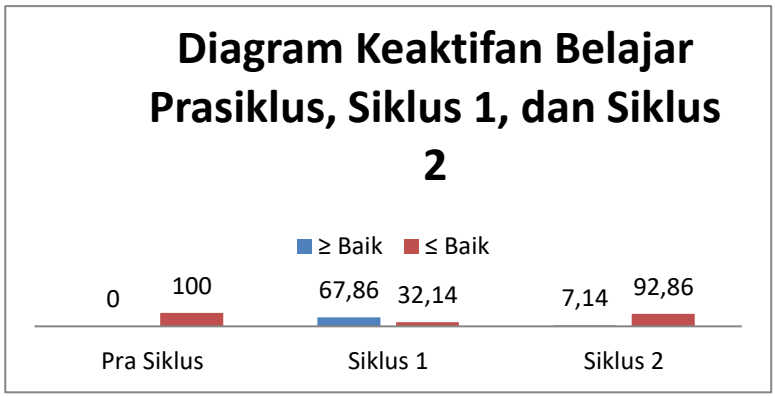
No	Kategori	Persentase		
		Prasiklus	Siklus 1	Siklus 2
1	< Baik	100	96,42	32,14
2	≥ Baik	0	3,58	67,86



Dari hasil penelitian motivasi siswa menunjukkan peningkatan pembelajaran dengan model yang sama di kedua siklus. Dari prasiklus motivasi siswa dengan kategori baik hanya mencapai 0%. Pada siklus I persentase yang dicapai juga masih di bawah kriteria keberhasilan 3,58%. Respon semakain baik pada siklus II yaitu 67,86% dengan kategori baik.

Keaktifan Belajar

No	Kategori	Persentase		
		Prasiklus	Siklus 1	Siklus 2
1	< Baik	100	32.14	92.86
2	≥ Baik	0	67,86	7.14

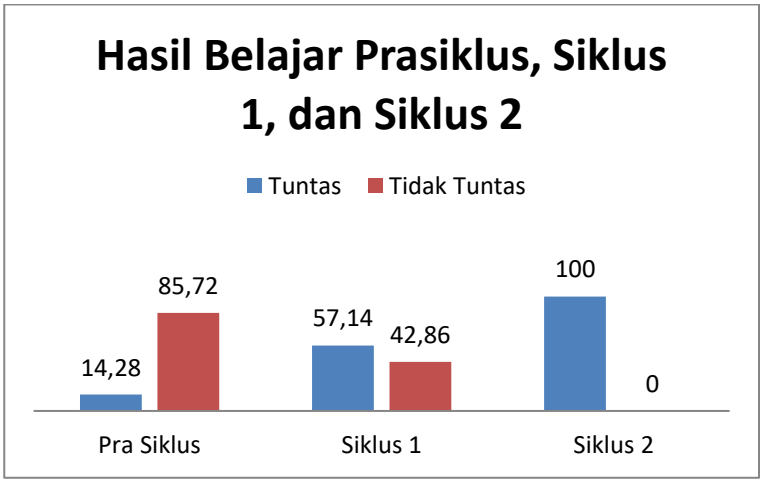


Dari hasil penelitian keaktifan siswa menunjukkan peningkatan pada

pembelajaran dengan model yang sama di kedua siklus. Dari prasiklus keaktifan belajar siswa dengan kategori baik hanya 0%. Pada siklus 1 dengan penerapan model pembelajaran Kooperatif *Type Jigsaw* persentase yang dicapai mengalami peningkatan meskipun masih di bawah kriteria keberhasilan yaitu 32,14% dengan kategori kurang baik. Respon siswa semakin baik pada siklus II, keaktifan belajar mencapai persentase 92,86% dengan kategori baik.

Hasil Belajar

Skor	Kategori	Prasiklus		Siklus 1		Siklus 2	
		Jumlah Siswa	%	Jumlah Siswa	%	Jumlah Siswa	%
75 - 100	Tuntas	4	14,28	16	57.14	28	100
< 75	Tidak Tuntas	24	85,72	12	42.86	0	0
Jumlah		28	100	28	100	28	100



Hasil penelitian menjelaskan bahwa pada prasiklus siswa yang mencapai ketuntasan baru berjumlah 4 siswa dengan persentase ketuntasan 14,28%. Pada siklus 1 yang telah dilaksanakan diperoleh data hasil belajar siswa telah mencapai ketuntasan sebanyak 16 siswa dengan persentase 57,14%. Pada siklus II terdapat peningkatan jumlah siswa yang mencapai ketuntasan sebanyak 28 siswa mampu memperoleh nilai di atas KKM dengan persentase 100%.

PENUTUP

KESIMPULAN

Kesimpulan dari penelitian ini adlah sebagai berikut: (1) Motivasi belajar siswa kelas V SD Negeri Kyai Mojo Jetis Yogyakarata ditunjukkan dari data motivasi belajar prasiklus dalam kategori sangat kurang 0%,

mengalami peningkatan pada siklus I menjadi 1 siswa (3,58%), dan pada siklus II menadi 19 siswa (67,86%). Sampai pada siklus 2 peningkatan motivasi belajar belum mencapai kriteria keberhasilan penelitian. (2) Keaktifan belajar siswa kelas V SD Negeri Kyai Mojo Jetis Yogyakarta ditunjukkan dari data keaktifan belajar pada pra siklus dalam kategori sangat kurang dengan persentase 0%, pada siklus I menjadi 9 siswa (32,14%) dan pada siklus II menjadi 26 siswa (92,86%). (3 Hasil belajar siswa kelas V SD Negeri Kyai Mojo Jetis Yogyakarta dituunjukkan dari data hasil, belajar prasiklus terdapat 4 siswa dengan kategori tuntas (14,28%), pada siklus I menjadi 16 siswa dengan kategori tuntas (57,14%), dan pada siklus II menjadi 28 siswa kategori tuntas (100%). Pada siklus II persentase ketuntasan hasil belajar telah mencapai kenaikan 100%.

SARAN

Saran pada penelitian ini adalah sebagai berikut: (1) Bagi Sekolah, sebaiknya sekolah mampu mengembangkan model pembejaran Kooperatif *Type Jigsaw*, dan model pembelajaran lain yang inovatif pada proses pembelajaran. (2) Bagi Guru, penerapan model pembelajaran Kooperatif *Type Jigsaw* akan lebih optimal apabila dalam kuis atau lembar kerja siswa dimodifikasi. (3) Bagi Siswa, sebaiknya lebih fokus saat mengikuti kegiatan belajar mengajar belajar berlangsung. Supaya materi yang disampaikan dapat dipahami dan tercipta suasan belajar yang kondusif

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6851

SOCIODRAMA LEARNING MODEL IN SOCIAL STUDIES FOR JUNIOR HIGH SCHOOL AS AN EFFORT TO ENHANCE STUDENT CREATIVITY

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Abstract

This research aims to find out how the sociodrama learning model is applied in junior high school social studies as an effort to increase student creativity. This research uses a descriptive method - analysis with a qualitative approach and uses literature review as a source. There are 4 results and discussions in this research, namely (1) social studies learning, (2) increasing junior high school students' creativity in learning, (3) Application of the Sociodrama Learning Model (4) Efforts made by teachers in implementing the Sociodrama Learning Model to Increase Student Creativity. With this, it can be concluded that in junior high school social studies is a lesson with a lot of material, therefore, so that learning can attract students' interest, teachers must apply a variety of learning models, for example the sociodrama learning model in this lesson, students automatically participate actively in the class. because this sociodrama learning model is more pressing, that students are asked to act in class and understand the role of characters so that learning feels more fun, interesting and can increase students' creativity in learning activities.

Keywords: Learning Model, Sociodrama, creativity.

PENDAHULUAN

Pendidikan merupakan salah satu hal yang paling penting untuk mempersiapkan kesuksesan masa depan diera zaman globalisasi, pendidikan bisa diraih dengan berbagai macam salah satunya pendidikan disekolah . Menutur (Arikunto 2010 :4) menyebutkan bahwa dalam proses pendidikan ada lima faktor yang berpengaruh yaitu (1) guru dan personil lainnya, (2) bahan pelajaran (3) metode mengajar dan system evalusasi (4) sarana penunjang dan ,(5) system administrasi. Sekolah merupakan lembaga pendidikan formal yang secara sistematis melaksanakan program bimbingan, pengajaran, dan pelatihan dalam rangka membantu para siswa agar mampu mengembangkan potensinya seacara optimal baik yang menyangkut aspek moral- spiritual, intelektual,emosional, social, maupun fisik-motoriknya.

Tujuan pendidikan nasional menurut Undang-undang No. 20 tahun 2003 pasal 1 ayat 1 sebagai berikut: Pendidikan Nasional bertujuan mencerdaskan kehidupan bangsa dan bertaqwa kepada Tuhan YME dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kesehatan jasmani, rohani yang mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan. Pembangunan bidang pendidikan di suatu negara akan meningkatkan kualitas sumber daya manusia yang berakibat meningkatnya kesejahteraan masyarakat.

Pendidikan yang awalnya berpusat pada guru sebagai sumber utama berubah menjadi guru sebagai fasilitator semata. Peserta didik dituntut untuk mencari sumber dimanapun, kapanpun, dan dari manapun sehingga mereka bebas untuk mengeksplorasi dari berbagai sumber. Akan tetapi, dalam penerapannya terjadi beberapa kendala. Para peserta didik menjadi kehilangan arah dan cenderung kehilangan minat dan kreativitas dalam belajar. Pendidikan harus diarahkan untuk mengembangkan kemampuan peserta didik untuk memperoleh pengetahuan, teknologi, atau seni, dan bagaimana menggunakannya guna memecahkan masalah kehidupan dengan arif, kreatif, dan bertanggung jawab atas kesejahteraan umat manusia (Sukadari, 2018: 102).

Pembelajaran IPS berkaitan dengan kehiupan manusia yang berada pada masyarakat dan menyertakan segala tingkah laku serta

kebutuhannya. Dalam pembelajaran IPS yaitu memahami, menelaah, dan mengkaji suatu system dalam suatu kehidupan manusia dipermukaan bumi dalam konteks social. (Ridwan Efendy , 2018 : 7), Manfaat mempelajari IPS bagi peserta didik disamping mempersiapkan diri terjun ke masyarakat, juga membentuk diri peserta didik sebagai anggota masyarakat yang baik dengan menaati peraturan yang berlaku dan turut pula mengembangkannya serta bermanfaat pula dalam mengembangkan pendidikannya ke jenjang yang lebih tinggi. Sinta Fepiana & Salamah (2022 :147)

Dalam pembelajaran IPS di sekolah, khususnya di SMP, penguasaan materi penting di tekankan, dan juga mengutamakan setiap siswa memiliki akhlak terpuji dalam kehidupan sehari-hari di sekolah, dalam masyarakat, berbangsa dan bernegara. Permasalahan proses pembelajaran yang muncul antara lain tentang materi yang terlalu banyak, susah dihafal, dan pembelajaran yang monoton.

(Sumarjo &Salamah, 2015 : 262) oleh karena itu model pembelajaran yang dilaksanakan harus bervariasi agar siswa tidak bosan mengikuti pelajaran, apalagi pelajaran IPS dengan materi yang sangat banyak sehingga memiliki daya tarik yang kurang bagi siswa. Pembelajaran dikelas cenderung menggunakan metode ceramah . namun penggunaan metode ceramah belum mampu menumbuhkan rasa tertarik pada siswa , mudah membuat siswa merasa jenuh dan bosan serta kurang memicu siswa menjadi aktif dan kreatif dikelas . siswa kurang memperhatikan materi yang di sampaikan, kurang fokus karena saat pembelajaran siswa asik ngobrol dengan teman sebangku , ketika guru memberikan pertanyaan siswa kurang fokus dan tidak biasa menjawab pertanyaan tersebut.

Pembelajaran dengan menggunakan model sosiodrama yang diterapkan maka siswa dapat memiliki keterampilan berbicara, keterampilan berperan, dan membatu siswa dalam meningkatkan pemahaman siswa.

Kreativitas adalah kemampuan yang dimililki individu untuk dapat menghasilkan sesuatu yang baru agar dapat memecahkan masalah yang dihadapi. Seseorang yang dapat berfikir kreatiflah yang memungkinkan untuk dapat memecahkan masalah yang dihadapi. Orang yang kreatif selalu muncul ide-ide baru (Pristinah dan Salamah, 2018: 6).

METODE PENELITIAN

Jenis penelitian yang di terapkan peneliti yakni menggunakan metode penelitian kualitatif dengan pendekatan deskriptif- anaalisis. Penelitian kualitatif ini berfokus pada kajian studi pustaka (*library research*). Sumber primer yang digunakan yaitu wawancara dengan salah satu guru yang mengajar pelajaran IPS di SMP, sengakan sumber Skunder yaitu literature – literature yang bersumber dari jurnal, skripsi dan semua tulisan yang berkaitan dengan objek permasalahan ini. Selanjutnya dilakukan analisis terhadap data – data kepustakkaan guna menarik kesimpulan dan memberikan gambaran yang jelas serta teratur tentang teks dan naskah yang menjadi objek kajian. (Syarifuddin et al, 2021)

HASIL DAN PEMBAHASAN

A. Pembelajaran IPS

1. Hakekat Pembelajaran IPS

Ilmu sosial atau IPS adalah suatu bahan kajian yang terpadu yang merupakan penyederhanaan, adaptasi, seleksi, dan modifikasi yang diorgani- sasikan dari konsep-konsep dan keterampilan sejarah, geografi, sosiologi, antopologi, dan ekonomi1 (Rudy Gunawan : 2013). IPS merupakan suatu program pendidikan yang mencakup seluruh aspek social. Dengan kata lain, ilmu sosial ini mengikuti cara pandang yang bersifat terpadu dari jumlah mata pelajaran seperti, geografi, ekonomi, ilmu politik, ilmu hukum, sejarah, sosiologi, dan sebagai- nya.

Gross dalam buku Etin Sholihatin (2008) dalam bukunya Cooperative Learning Analisis Model Pembelajran IPS menyebutkan bahwa tujuan Pendidikan IPS adalah untuk mempersiapkan mahasiswa menjadi warga negara yang baik dalam kehidupannya di masyarakat, seara tegas ia mengatakan “to pepare students to be well-functioning citizen in a demoratic society”, tujuan lain dari pendidikan IPS adalah untuk mengembangkan kemampuan siswa menggunakan penalaran dalam mengambil keputusan setiap per- soalan yang dihadapinya. Pada dasarnya tujuan dari pendidikan IPS adalah untuk mendidik dan memeberi bekal kemampuan dasar kepada siswa untuk mengembangkan diri sesuai dengan bakat, minat, kemampuan dan lingkungannya, serta berbagai bekal bagi

siswa untuk melanjutkan pendidikan ke jenjang yang lebih tinggi.

2. Pengertian Pembelajaran

Pembelajaran adalah suatu tahapan perubahan tingkah laku individu yang dinamis sebagai hasil pengalaman dan interaksi dengan lingkungan yang melibatkan unsur kognitif, afektif, dan psikomotorik. Belajar adalah suatu proses dimana kemampuan sikap, pengetahuan, dan konsep dapat dipahami, diterapkan dan digunakan untuk dikembangkan dan diperluas. Keberhasilan belajar akan menimbulkan percaya diri yang tinggi, senang, serta termotivasi untuk belajar.Parda (2015 : 3)

3. Pengertian IPS

Ilmu Pengetahuan Sosial (IPS) merupakan integrasi dari berbagai cabang ilmu-ilmu sosial, yaitu: sosiologi, sejarah, geografi, ekonomi, politik, hukum, dan budaya. Ilmu pengetahuan sosial dirumuskan atas dasar realitas dan fenomena sosial. Ahmad susanto (2014 : 6)

B. Peningkatan Kreativitas Siswa SMP dalam Pembelajaran

1. Pengertian kreativitas

Penjelasan mengenai pengertian kreativitas banyak sekali yang mengidentifikasikan dan mengembangkan definisinya, namun tidak satu definisi yang dapat diterima secara universal. Kreativitas adalah suatu proses yang menuntut keseimbangan dan aplikasi dari ketiga aspek esensial yaitu kecerdasan analis, kreatif dan praktis. Beberapa aspek yang ketika digunakan secara kombinatif dan seimbang akan melahirkan kecerdasan kesuksesan. Kreatifitas berkaitan dengan pribadi kreatif yang melibatkan diri dalam proses kreatif dan dukungan juga dorongan dari lingkungan penghasil produk kreatif.

a. Definisi pribadi,

kreativitas diberikan dalam " three facet model of creativity " oleh Sternberg yang menyatakan bahwa titik pertemuan yang khas antara atribut psikologis : inteligensi, gaya kognitif, dan kepribadian atau motivasi. Ketiga segi alam fikiran ini bersama sama membantu memahami apa yang melatar belakangi individu yang kreatif.

b. Definisi proses,

oleh Torrance yang menyatakan bahwa kreativitas pada dasarnya menyerupai langkah – langkah dalam metode ilmiah yaitu definisi yang meliputi seluruh proses kreatif dan ilmiah mulai dari menemukan masalah sampai dengan menyampaikan masalah.

c. Definisi produk,

oleh Barron yang menyatakan bahwa kreativitas adalah kemampuan untuk menghasilkan atau menciptakan sesuatu yang baru. Hal ini terfokus pada produk kreatif yang menekankan orisinalitas. Menurut Haefele kretivitas adalah kemampuan untuk membuat kombinasi – kombinasi baru yang mempunyai makna sosial.

d. Definisi press,

ketiga definisi dan pendekatan terhadap kravitas menekankan faktor " press " atau dorongan baik dorongan internal (diri sendiri berupa keinginan dan hasrat untuk mencipta atau bersibuk diri secara kreatif) maupun dorongan eksternal dari lingkungan sosial psikologi

3. Indikator kreativitas

Menurut Sund (riyanto, 2002) menyatakan bahwa individu dengan potensi kreatif yaitu :

a. Keinginan siswa untuk melakukan tindakan dan rencana yang inovatif setelah difikirkan matang – matang terlebih dahulu

b. Percaya diri dan imajinatif untuk menemukan dan meneliti sesuatu dalam pembelajaran

c. Memiliki dedikasi bergairah serta aktif dalam melaksanakan tugas dan menanggapi pertanyaan yang diajukan serta cenderung memberikan jawaban yang lebih banyak.

d. Kemampuan membuat analisis dan sintesis

4. Peningkatan Kreativitas Siswa

Sekolah merupakan lembaga pendidikan formal, di sekolah terjadi mendapatlkan kegiatan belajar mengajar antara siswa dengan Guru, tujuan siswa data kesekolah untuk menuntut ilmu

C. Penerapan Model Pembelajaran Sosiodrama

Model pembelajaran Sosiodrama merupakan pembelajaran peran yang mampu membentuk karakter anak dalam mendalami peran dalam proses kegiatan pembelajaran, atau di katakana dengan Model pembelajaran peran. Artinya siswa diberikan peran dalam pemblajaran dan dipilih masing-masing anak dalam menjalankan peran dalam sebuah tokoh. Dalam tokoh tersebut nantinya siswa

berusaha mendalami karakter dari si tokoh yang diperankan dalam pembelajaran sesuai dengan temanya . jadi teknik sosio drama adalah teknik bermain peran dalam rangka untuk memecahkan masalah sosial yang timbul dalam hubungan interpersonal (rasa cemburu, dilemma, dll) yang dilakukan dalam kelompok . Daud (2009)

Model pembelajaran yang menggunakan peran dalam pelaksanaan pembelajaran. Sehingga dalam pelaksanaan pembelajaran anak dapat mengembangkan karakter yang didapatkan dalam sebuah peristiwa yang harus di perankan dan tentu saja harus dapat menjiwai karakter dari tokoh yang diperankan, agar dapat tercapai tujuan untuk memecahkan masalah dalam suatu peristiwa. Pada penerapan model pembelajaran sosiodrama diharapakan terjalinya komunikasi yang lebih baik pada anak dan dapat memicu keaktifan serta kreatifitas anak dengan menggunakan metode ini.

Model pembelajaran sosiodrama adalah salah satu model pembelajaran bermain yang bagus digunakan dalam media pembelajaran. Pada penerapan model pembelajaran ini anak lebih aktif dan kreatif dalam melaksanakan pembelajaran . sehingga anak tidak merasa pembelajaran di kelas sangat monoton dan tidak menarik apabila hanya guru menerapkan metode ceramah dan anak sebagai pendengar materi, anak juga lebih aktif berkomunikasi didalam kelas .

Penerapan model pembelajaran sosiodrama menjadi salah satu model pembelajaran yang disukai oleh para anak dan membuat pembelajaran menjadi menyenangkan. Karena, model pembelajaran ini menggunakan metode bermain peran yang tidak seperti model pembelajaran lainnya yang terlalu fokus dalam belajar yang kadang anak itu bosan dengan model pembelajaran seperti itu, Model pembelajaran ini sangat disukai oleh para anak karena dalam pelaksanaan pembelajarannya terkesan bermain tetapi tetap belajar. Jadi model pembelajaran ini sangat menyenangkan, Metode yang sangat digemari oleh para siswa, karena ketika kita akan memerankan peran tokoh dalam sebuah peristiwa pembelajaran kita akan berlatih untuk mendalami karakter dari tokoh tersebut. Kami dan guru juga menjadi lebih mudah untuk berkomunikasi terkait dengan pembelajaran, walaupun terkesan bermain tetapi pembelajaran dengan model sosiodrama adalah sebuah metode yang menggunakan cara santai dalam belajar akan tetapi fokusMetode Sosiodrama adalah metode yang mendramatisasikan tingkah laku ketika berkaitan dengan perkarasosial. Damarah & Zain (2006).

D. Upaya Yang Dilakukan Guru dalam Menerapkan Model Pembelajaran Sosiodrama Untuk Meningkatkan Kreativitas Siswa

Upaya yang mungkin bisa dilakukan guru untuk penerapan model sosiodrama yang ada di sekolah Upaya tersebut yaitu guru dapat menerapkan model pembelajaran sosiodrama yang paling utama adalah menentukan materi pembelajaran yang sesuai dengan model pembelejaran sosiodrama ini salah satunya materi pelajaran IPS Karena materi IPS yang sangat banyak dan dianggap membosankan guru harus sebisa mungkin membuat ide – ide kreatif agar menumbuhkan rasa semangat belajar pada diri anak sehingga dapat memicu siswa untuk berperan aktif dan kreatif dalam proses pembelajaran , Hal ini sangat penting untuk menciptakan proses kegatan belajar menajar menjadi menyenangkan tetapi tidak semua materi pembelajaran bisa dimasukan dalam model- model pembelajaran.

Upaya yang dapat digunakan oleh guru untuk terlaksananya pembelajaran model sosiodrama dengan baik adalah siswa itu sendiri. Siswa merupakan salah satu kunci terpenting dalam pelaksanaan pembelajaran. Ketika siswa dapat bekerja sama dengan baik bersama guru maka segala sesuatu akan berjalan sesuai dengan yang direncakan. Seperti model pembelajaran sosiodrama ini siswa sebagai tokoh utama yang menjalankan pembelajaran peran ini disini siswa akan bermain peran , oleh karena itu alangkah baiknya guru terlebih dahulu mempersiapkan materi yang sesuai untuk menggunakann model pembelajaran sosiodrama ini.

Upaya yang paling penting dalam penerapan model pembelajaran adalah guru itu sendiri, karena guru adalah orang yang mengatur terlaksananya pembelajaran menggunakan model pembelajaran. guru

adalah pemimpin dalam proses pembelajaran dan guru merupakan salah satu satu penunjang keberhasilan penerapan model pembelajaran yang diterapkan dalam pelaksanaan pembelajaran, segala sesuatu dari materi peran siswa sampai perlengkapan yang dibutuhkan untuk menunjang keberhasilan pembelajaran model sosiodrama adalah guru . Respon terhadap guru tentu saja berbeda- beda ,pasti ada guru yang menyukai pelaksanaan model pembelajaran sosiodrama dan ada yang kurang suka dengan model pembelajaran ini.

Harapannya dengan materi IPS yang sangat banyak dan dianggap salah satu pelajaran yang memosankan dengan pembelajaran model sosiodrama ini dapat memunculkan Respon positif dari kalangan guru-guru untuk model pembelajaran ini,. Banyak model pembelajaran yang dapat digunakan untuk memicu keaktifan dan kreatifitas anak dalam belajar. Akan tetapi model pembelajaran sosiodrama ini adalah salah satu model pembelajaran yang bisa dikatakan paling asik untuk metode pembelajaran. Hal ini karena yang berperan aktif dalam pembelajaran itu adalah anak.

Pembelajaran IPS tingkat SMP merupakan plajaran yang terglong materi yang dirasa cukup banyak, bagaimana guru dapat menghasilkan pembelajaran yang menyenangkan yaitu guru harus bisa menciptakan ide – ide dan menerapkan model pembelajaran yang dirasa dapat menarik minat siswa dalam mengikuti pelajaran. Salah satunya dengan model pembelajaran sosiodrama ini , ketika materi cocok untuk menggunakan model pembelajaran sosiodrama proses pembelajaran dengan siswa bermain peran akan memicu keatifan siswa dan kreatifitas siswa dalam bermain peran dan mendalami peran tokoh, sehingga pembelajaran dikelas tidak monoton dapat menciptakan pembelajaran yang asik dan menyenangkan.

KESIMPULAN

Berdasarkan deskripsi data dan pembahasan diatas maka dapat diperoleh kesimpulan bahwa pembelajaran adalah suatu proses perubahan. Seeorang yang telah melakukan kegiatan belajar, maka akan mengalami perubahan tingkah laku, kebiasaan-kebiasaan, pengetahuan, keterampilan maupun sikap**.** Proses kegiatan belajar mengajar dapat dilakukan di sekolah mulai dari PAUD, TK, SD, SMP, SMA, Perguruan tinggi dan sampai jenjang yang lainnya. Dalam kegiatan belajar mengajar guru sebagai pendidik haru mempunyai ide - ide menarik dan menggunakan model pembelajaran yang menarik sehingga siswa tidak merasa bosan dalam mengikut pelajaran. Proses pembelajaran tidak hanya berpusat pada guru tetapi siswa harus ikut aktif dalam kegiatan pembelajaran.

Guru harus menguasai berbagai model pembelajaran salah satunya model pembelajaran Sosiodrama. Mengapa begitu bahwa model pembelajaran sosiodrama merupakan model pembelajaran bermain perana. Artinya bahwa dalam proses pembelajaran dengan menggunakan model sosiodrama siswa diberikan kesempatan untuk memainkan peran masing-masing tokoh hal itu sangat berpengaruh dalam kegiatan pembelajaran agar kegiatan tersebut tidak di anggap monoton atau membosankan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6786

THE EFFECT OF INTEREST IN LEARNING, PARENTAL SUPPORT, AND SCHOOL ENVIRONMENT ON CIVICS LEARNING OUTCOMES

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Abstract

This study aims to determine the effects of 1) learning interest, 2) parental support, 3) school environment,4) learning interest, parental support, and school environment, simultaneously, on Civic Education learning outcomes. This research employs a quantitative approach using a survey technique. A sample of 560 students was selected using Slovin's formula from a population of 1,110 tenth-grade students at vocational high schools in Lahat District, South Sumatra. Data were collected through questionnaires and documentation, and analyzed using multiple regression tests. Results indicate positive and significant effects of : 1) learning interest on Civic Education learning outcomes, as evidenced by t_{test} = 4.309 with sig. = 0.000 2) parental support on Civic Education learning outcomes, as proved by t_{test} = 4.755 with sig. = 0.000; suggesting that better parental support correlates with higher Civic Education learning outcomes; 3) school environment on Civic Education learning outcomes, as shown by t_{test} = 3.637 with sig. = 0.001; indicating that a better school environment contributes to improved Civic Education learning outcomes; 4) learning interest, parental support, and school environment, simultaneously on Civic Education learning outcomes; this is supported by an F_{test} = 15.822 with sig = 0.000, indicating a positive and significant impact of these factors on Civic Education learning outcomes.

Keywords: ***learning interest, parental support, school environment, learning outcomes***

PENDAHULUAN

Pendidikan berperan penting dalam pembangunan dan kemajuan bangsa dan negara. Pendidikan merupakan suatu proses yang tidak bisa dipisahkan dengan manusia yang menjadi subjek dan objek dari upaya pendidikan itu sendiri, karena mencakup tiga aspek dasar dalam diri manusia. Pentingnya pendidikan ini bagi masyarakat tergambar dari peranan yang dibawa dalam kegiatan pendidikan dalam kaitannya dengan perkembangan seseorang.

Proses pendidikan senantiasa membantu siswa dalam mengembangkan potensi-potensinya untuk tahu lebih banyak dan belajar terus dalam arti seluas mungkin. Kepercayaan terhadap potensi individual memberi tekanan khusus pada pentingnya (pemunculan) kesadaran kritis dalam pendidikan, sebagai penggerak emansipasi kultural sehingga individu dapat memahami realitas objektifnya secara benar. Upaya untuk membangun daya itu, dengan mendorong, memotivasi, dan membangkitkan kesadaran akan potensi yang dimiliki serta berupaya untuk mengembangkannya (Rahmat, 2014). Tolok ukur keberhasilan dalam proses pendidikan adalah hasil belajar.

Hasil belajar mencakup pencapaian siswa dalam memahami, menerapkan, dan mengingat informasi serta keterampilan yang mereka peroleh selama pembelajaran. Hasil belajar dipengaruhi oleh suasana kelas yang diciptakan pendidik dan kemampuan peserta didik yang diperoleh setelah proses pembelajaran (Nugraha, 2020). Hasil belajar tidak hanya terbatas pada kemampuan akademik, tetapi juga mencakup perkembangan sosial, emosional, dan moral siswa. Ini mencerminkan sejauh mana siswa telah menginternalisasi nilai-nilai, sikap, dan pengetahuan yang diberikan oleh

pendidikan. Evaluasi hasil belajar menjadi kunci dalam menyempurnakan metode pengajaran dan merancang program pendidikan yang lebih efektif. Oleh karena itu, pemahaman yang mendalam tentang konsep hasil belajar sangat penting dalam perbaikan sistem pendidikan dan perkembangan individu.

Sekolah Menengah Kejuruan (SMK) merupakan bagian penting dalam sistem pendidikan yang menyediakan pelatihan khusus dalam berbagai bidang kejuruan. SMK berperan dalam mempersiapkan siswa untuk memasuki dunia kerja dengan keahlian dan keterampilan yang konkret. Ini adalah tahap pendidikan menengah yang dirancang untuk menjembatani kesenjangan antara pendidikan dasar dan kebutuhan dunia kerja. Pembelajaran yang dilakukan di sekolah meliputi beberapa mata pelajaran (Jaurena & Softic, 2016). Kurikulum yang ditetapkan sekolah memadukan mata pelajaran umum dan muatan lokal. Pendidikan Kewarganegaraan (PKn) adalah salah satu pelajaran umum yang ada di SMK Kabupaten Lahat Sumatera Selatan. Berdasarkan dokumentasi daftar nilai dari guru PKn menunjukkan bahwa hasil belajar PKn siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan belum maksimal. Masih terdapat siswa yang nilainya di bawah Kriteria Belajar Minimum (KBM).

Faktor yang mempengaruhi hasil belajar siswa dapat digolongkan menjadi dua faktor yaitu faktor dari dalam diri siswa (*intern*) dan faktor dari luar diri siswa (*ekstern*). Faktor dari dalam dibagi menjadi dua yaitu faktor jasmaniah (kesehatan dan cacat jasmaniah) dan faktor psikologis (intelegensi, perhatian, minat, bakat, motif, kematangan dan kesiapan. Faktor dari luar terdiri dari faktor keluarga, faktor sekolah dan faktor masyarakat. Salah satu faktor dari dalam diri (*intern*) siswa yang mempengaruhi hasil belajar adalah minat belajar. Minat belajar adalah salah satu bentuk keaktifan seseorang yang mendorong untuk melakukan serangkaian kegiatan jiwa dan raga untuk memperoleh suatu perubahan tingkah laku sebagai hasil dari pengalaman individu dalam interaksi dalam lingkungannya yang menyangkut kognitif, afektif dan psikomotorik (Slameto, 2018). Minat belajar terkait dengan aspek afektif dan pengetahuan yang mampu memicu emosi kuat, seperti perasaan positif, rasa terikat, dan ketertarikan, yang pada akhirnya memperkuat proses kognitif (Kpolovie et al., 2014). Minat belajar tidak hanya sekadar respons emosional terhadap pelajaran, tetapi juga menjadi pendorong utama dalam proses pembelajaran. Berdasarkan hasil wawancara dengan Guru PKn di SMK Negeri 1 Lahat, SMK Negeri 2 Lahat dan SMK PGRI 2 Lahat, siswa di sekolah tersebut belum memiliki minat belajar yang tinggi terhadap mata pelajaran PKn, siswa merasa bahwa mata pelajaran tersebut merupakan pelajaran hafalan sehingga siswa merasa bosan dan jenuh. Selain itu, pembelajaran PKn dirasakan kurang menarik oleh siswa karena guru sering menggunakan metode ceramah. Selain itu, faktor rendahnya hasil belajar PKn dipengaruhi oleh dukungan orang tua.

Dukungan dari orang tua merupakan salah satu faktor dari luar yang mempengaruhi hasil belajar. Orang tua adalah agen pertama pembentukan lingkungan sosial anak, dan dukungan yang mereka berikan memiliki dampak yang signifikan pada aspek fisik, emosional, dan psikologis anak. Ini mencakup berbagai bentuk dukungan, seperti dukungan emosional, dukungan finansial, dukungan informasional, dukungan sosial dan dukungan dalam bentuk keterlibatan orang tua dalam kehidupan anak. Dukungan sosial adalah pemanfaatan sumber daya di sekitar individu untuk meningkatkan kualitas hidup. Ini dilakukan dengan memberikan dorongan, peralatan, dan kehadiran orang lain yang dapat diandalkan saat menghadapi kesulitan (Johnson & Johnson, 2017). Pemahaman tentang dukungan orang tua sangat penting dalam konteks perkembangan anak, karena dapat membentuk dasar bagi kesejahteraan anak, pembentukan kepribadian, serta pencapaian potensi maksimal mereka dalam berbagai aspek kehidupan. Berdasarkan hasil wawancara dengan guru di SMK Kabupaten Lahat, banyak orang tua di SMK Kabupaten Lahat masih mempercayakan sepenuhnya hasil belajar pada sekolah. Kurangnya kesadaran orang tua dalam menjalin kerja sama yang baik antara orang tua dengan guru di sekolah. Sebagian orang tua hanya

menyerahkan sepenuhnya tanggung jawab pendidikan belajar anak kepada pihak sekolah karena menghadapi persoalan-persoalan rumah tangga seperti kesibukan dalam bekerja di luar rumah, keterbatasan ekonomi, sehingga mengharuskan orang tua bekerja sampai larut malam, serta kurangnya pemahaman orang tua dalam mendidik dan mengajar anak ketika di rumah. Akibatnya banyak sekali siswa yang kurang perhatian dan bimbingan dari orang tuanya ketika di rumah. Selain dari faktor keluarga yang mempengaruhi hasil belajar siswa yaitu lingkungan sekolah. Lingkungan sekolah adalah lingkungan yang dapat mempengaruhi prestasi akademik siswa (Mudassir dan Norsuhaily, 2015).

Adanya beberapa informasi penelitian yang telah dilakukan terdapat kesamaan bahwa lingkungan sekolah yang baik akan mempengaruhi hasil belajar. Dibandingkan dengan sekolah-sekolah yang lain terdapat keterbatasan lingkungan sekolah di SMK Kabupaten Lahat Sumatera Selatan, diantaranya suasana atau kondisi sekolah yang kurang nyaman, hubungan siswa dengan siswa, siswa dengan pendidik dan tenaga pendidik masih terlihat segan, serta pelaksanaan tata tertib yang belum optimal. Berdasarkan uraian di atas maka peneliti tertarik untuk Pengaruh Minat Belajar, Dukungan Orang Tua dan Lingkungan Sekolah terhadap Hasil Belajar PKn Siswa.

METODOLOGI

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan teknik survey. Penelitian ini untuk mengukur keberadaan suatu variabel dengan menggunakan instrumen penelitian. Data yang diperoleh dari penelitian ini adalah data berupa angka. Penelitian ini dilakukan di SMK Kabupaten Lahat Sumatera Selatan yaitu SMK Negeri 1 Lahat yang beralamat di Jalan Bandar Agung Lahat, SMK Negeri 2 Lahat yang beralamat di Jalan Bandar Agung Lahat, dan SMK PGRI 2 Lahat yang beralamat di Jalan Kirab Remaja RD PT. KAI Lahat pada siswa kelas X tahun pelajaran 2023/2024. Waktu penelitian dilaksanakan selama empat bulan dimulai dari bulan November 2023 sampai bulan Juni 2024 di SMK Kabupaten Lahat Sumatera Selatan.

Populasi adalah wilayah generalisasi yang terdiri atas objek atau subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya (Sugiyono, 2018). Populasi dalam penelitian ini adalah seluruh siswa kelas X Di SMK Kabupaten Lahat Sumatera Selatan Tahun Pelajaran 2023/2024 yang berjumlah 1.110 siswa. Besar sampel SMK Negeri 1 Lahat sebanyak 222 responden. Besar sampel SMK Negeri 2 Lahat sebanyak 200 responden. Besar sampel SMK PGRI 2 Lahat sebanyak 138 responden. Dengan demikian jumlah sampel dalam penelitian ini adalah 560 siswa.

Penelitian ini digunakan dua teknik utama pengumpulan data, yaitu studi dokumentasi dan angket. Instrumen dalam penelitian ini adalah kuesioner yang digunakan oleh peneliti untuk mengumpulkan data mengenai Minat Belajar (X_1) dan Dukungan Orang Tua (X_2) dan Lingkungan Sekolah (X_3). Dokumentasi digunakan oleh peneliti untuk mengumpulkan data mengenai Hasil Belajar PKn (Y). Analisis data dalam penelitian ini adalah analisis deskriptif terdiri dari beberapa hal seperti nilai rata-rata (*Mean*), median (Me), modus (Mo), standar deviasi, nilai maksimum, nilai minimum, dan jumlah data penelitian, dan analisis kuantitatif yaitu analisis yang digunakan untuk menguji hipotesis dalam penelitian ini adalah analisis regresi berganda.

HASIL DAN PEMBAHASAN

Analisis Deskriptif

1. Minat Belajar

Data tentang minat belajar diperoleh melalui angket yang bersifat langsung dan tertutup dengan jumlah item sebanyak 22 butir. Adapun skor dalam angket tersebut bergerak dari 1-4 sehingga berdasarkan skor tersebut maka variabel minat belajar memiliki rentang skor 22-88. Berdasarkan hasil analisis untuk variabel minat belajar diperoleh skor tertinggi 88, skor terendah sebesar 51. Dari hasil perhitungan statistik diperoleh harga rerata / Mean (M) sebesar 77,83, Median (Me) sebesar 78,00, Modus (Mo) sebesar 78,00 dan standar deviasi (SD)

sebesar 5,03. Berdasarkan mean dan SD Ideal diperoleh mean ideal= 88, SD ideal = 13,2. Dari hasil perhitungan dibuat tabel frekuensi kategori minat belajar sebagai berikut

Tabel 1. Kategori Minat Belajar

No	Interval			Frekuensi	Persentase	Kategori
1	< 33			0	0%	Kurang Sekali
2	33	-	46	0	0,00%	Kurang
3	47	-	59	5	0,89%	Cukup
4	60	-	72	63	11,25%	Baik
5	> 72			492	87,86%	Baik Sekali
Jumlah				560		

Sumber : Data diolah (2024)

Berdasarkan tabel di atas, frekuensi minat belajar di SMK Kabupaten Lahat pada kategori cukup sebanyak 5 siswa (0,89%), kategori baik 63 siswa (11,25%), kategori baik sekali sebanyak 492 siswa (60%). Data tersebut menunjukkan kecenderungan data minat belajar siswa berkategori baik sekali.

2. Dukungan Orang Tua

Data tentang dukungan orang tua diperoleh melalui angket yang bersifat langsung dan tertutup dengan jumlah item sebanyak 17 butir. Adapun skor dalam angket tersebut bergerak dari 1-4 sehingga berdasarkan skor tersebut maka variabel dukungan orang tua memiliki rentang skor 42 - 68. Berdasarkan analisis data untuk variabel dukungan orang tua diperoleh skor tertinggi 68, skor terendah sebesar 42. Dari hasil perhitungan statistik diperoleh harga rerata / Mean (M) sebesar 59,73, Median (Me) sebesar 59, Modus (Mo) sebesar 58. Berdasarkan mean dan SD Ideal diperoleh mean ideal= 68, SD ideal = 10,2. Dari hasil perhitungan dibuat tabel frekuensi kategori dukungan orang tua sebagai berikut.

Tabel 2. Kategori Dukungan Orang Tua

No	Interval			Frekuensi	Persentase	Kategori
1	< 25			0	0%	Kurang Sekali
2	25	-	35	0	0,00%	Kurang
3	36	-	45	3	0,54%	Cukup
4	46	-	56	9	1,61%	Baik
5	> 56			548	97,86%	Baik Sekali
Jumlah				560		

Sumber : Data diolah (2024)

Berdasarkan tabel di atas, frekuensi dukungan orang tua di SMK Kabupaten Lahat pada kategori cukup sebanyak 3 siswa (0,54%), kategori baik 9 siswa (1,61%), kategori baik sekali sebanyak 548 siswa (97,86%). Data tersebut menunjukkan kecenderungan data dukungan orang tua berkategori baik sekali.

3. Lingkungan sekolah

Data tentang lingkungan sekolah diperoleh melalui angket yang bersifat langsung dan tertutup dengan jumlah item sebanyak 22 butir. Adapun skor dalam angket tersebut bergerak dari 1-4 sehingga berdasarkan skor tersebut maka variabel lingkungan sekolah memiliki rentang skor 22 - 88. Berdasarkan hasil analisis untuk variabel lingkungan sekolah diperoleh skor tertinggi 92, skor terendah sebesar 56. Dari hasil perhitungan statistik diperoleh harga rerata / Mean (M) sebesar 78,45, Median (Me) sebesar 78, Modus (Mo) sebesar 78,00 dan standar deviasi (SD) sebesar 4,74. Berdasarkan mean dan SD Ideal diperoleh mean ideal= 68, SD ideal = 10,2. Dari hasil perhitungan dibuat tabel frekuensi kategori lingkungan sekolah sebagai berikut

Tabel 3. Kategori Lingkungan Sekolah

No	Interval			Frekuensi	Persentase	Kategori
1	< 33			0	0%	Kurang Sekali
2	33	-	46	0	0,00%	Kurang
3	47	-	59	2	0,36%	Cukup
4	60	-	72	57	10,18%	Baik
5	> 72			501	89,46%	Baik Sekali
Jumlah				560	0	

Sumber : Data diolah (2024)

Berdasarkan tabel di atas, frekuensi lingkungan sekolah di SMK Kabupaten Lahat pada kategori cukup sebanyak 2 siswa (0,36%), kategori baik 57 siswa (10,18%), kategori baik sekali sebanyak 501siswa (89,46%). Data tersebut menunjukkan kecenderungan data lingkungan sekolah berkategori baik sekali.

4. Hasil Belajar

Data tentang hasil belajar diperoleh dari data leger kelas X, diperoleh data skor tertinggi 95, skor terendah sebesar 50. Dari hasil perhitungan statistik diperoleh harga rerata / Mean (M) sebesar 76,58, Median (Me) sebesar 77, Modus (Mo) sebesar 80,00. Berdasarkan mean dan SD Ideal diperoleh mean ideal= 68, SD ideal = 10,2. Dari hasil perhitungan dibuat tabel frekuensi kategori hasil belajar sebagai berikut

Tabel 4. Kategori Hasil Belajar

No	Interval	Frekuensi	Persentase	Kategori
1	< 37	0	0%	Kurang Sekali

2	37	-	52	0	0,00%	Kurang
3	53	-	67	32	5,71%	Cukup
4	68	-	82	425	75,89%	Baik
5	> 82			103	18,39%	Baik Sekali
Jumlah				560	0	

Sumber : Data diolah (2024)

Berdasarkan tabel di atas, data hasil belajar siswa di SMK Kabupaten Lahat pada kategori cukup sebanyak 32 siswa (5,71%), kategori baik 425 siswa (75,89%), kategori baik sekali sebanyak 103 siswa (18,39%). Data tersebut menunjukkan kecenderungan data hasil belajar berkategori baik.

Analisis Data

Uji Parsial (uji t)

Uji parsial digunakan untuk mengetahui pengaruh variabel independen terhadap variabel dependen secara individu. Kriteria pengambilan keputusan: Ho diterima jika signifikansi t hitung lebih besar dari 0,05. Ha diterima jika signifikansi t hitung lebih kecil dari 0,05. Berdasarkan analisis data dapat dijelaskan bahwa:

1) Ada pengaruh positif dan signifikan antara minat belajar terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024 dengan nilai t_{hitung} = 4.309, sig = 0.000.
2) Ada pengaruh positif dan signifikan antara dukungan orang tua terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024 dengan nilai t_{hitung} = 4.755, sig = 0.000.
3) Ada pengaruh positif dan signifikan antara lingkungan sekolah terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024 dengan nilai t_{hitung} = 3.637, sig = 0.000.

Uji F

Uji F digunakan untuk mengetahui pengaruh secara simultan masing-masing variabel independen terhadap variabel dependen, oleh karena itu pengaruh antara minat belajar, dukungan orang tua dan lingkungan sekolah terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024 menggunakan uji F. Uji F yang digunakan dalam peneliian ini dilakukan dengan menggunakan program SPSS. Berikut disajikan tabel perolehan nilai F berdasarkan anaisis data:

Tabel 5. Nilai F

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1636.585	3	545.528	15.622	.000[a]
	Residual	19415.799	556	34.921		
	Total	21052.384	559			
a. Predictors: (Constant), X3, X1, X2						
b. Dependent Variable: Y						

Berdasarkan tabel tersebut berarti ada pengaruh minat belajar, dukungan orang tua, dan lingkungan sekolah secara bersama-sama terhadap hasil belajar PKn siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024 dibuktikan dengan nilai F_{hitung} = 15.622, p = 0.000.

Pengujian Hipotesis

Pengujian hipotesis pertama, hipotesis kedua, hipotesis ketiga dalam penelitian ini dilakukan dengan menggunakan uji t dan pengujian hipotesis keempat dalam penelitian ini digunakan uji F.

a. Hipotesis Pertama
   Berdasarkan hasil analisis data diperoleh nilai t_{hitung} = 4.309 dengan sig. = 0,000, dengan memperhatikan t_{tabel} (1.647) dengan demikian $t_{hitung} > t_{tabel}$ dan nilai signifikansi < 0,05, sehingga hal ini berarti ada pengaruh positif dan signifikan antara minat belajar terhadap hasil belajar siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024, sehingga hipotesis yang diajukan dalam penelitian ini **diterima**.

b. Hipotesis Kedua
   Berdasarkan hasil analisis data diperoleh nilai t_{hitung} = 4.755 dengan sig = 0,000 dengan memperhatikan t_{tabel} (1.647) dengan demikian $t_{hitung} > t_{tabel}$ dan nilai signifikansi < 0,05. Hal ini berarti pengaruh positif dan signifikan antara dukungan orang tua terhadap hasil belajar PKn siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024, hipotesis

yang diajukan dalam penelitian ini **diterima.**

c. Hipotesis Ketiga
Berdasarkan hasil analisis data diperoleh nilai t_{hitung} = 3.637 dengan sig = 0,001 dengan memperhatikan t_{tabel} (1.647) dengan demikian $t_{hitung} > r_{tabel}$ dan nilai signifikansi < 0,05. Hal ini berarti pengaruh positif dan signifikan antara lingkungan orang tua terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024, hipotesis yang diajukan dalam penelitian ini **diterima.**

d. Hipotesis Keempat
Berdasarkan hasil analisis data diperoleh nilai F_{hitung} = 15.822 dengan sig = 0,000 dengan memperhatikan F_{tabel} (2.656) dengan demikian $F_{hitung} > F_{tabel}$ dan nilai signifikansi < 0,05. Hal ini berarti terdapat pengaruh positif dan signifikan minat belajar, dukungan orang tua dan lingkungan sekolah terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024, hipotesis yang diajukan dalam penelitian ini **diterima**

Sumbangan efektif ketiga variabel tersebut terhadap variabel bebas dapat dilihat dari nilai *Rsquare* yang menunjukkan nilai 0,279. Dengan demikian pengaruh positif dan signifikan minat belajar, dukungan orang tua dan lingkungan sekolah terhadap hasil belajar PKn pada siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan tahun pelajaran 2023/2024 dapat dilihat pada nilai R^2 yaitu 27,9%, sedangkan untuk 72,1% faktor lain yang mempengaruhi hasil belajar tidak dibahas dalam penelitian ini. Pembelajaran di sekolah dapat meningkatkan keterampilan kerjasama, motivasi, dan hasil belajar siswa secara signifikan (Setiawati, 2023). Apabila guru benar-benar ada di sekolah niscaya kualitas pendidikan akan meningkat dan anak akan terlayani dengan optimal sesuai dengan kondisi masing-masing, baik anak yang berperilaku menyimpang maupun yang memiliki bakat dan minat untuk dikembangkan sesuai dengan potensinya (Sukadari, 2021).

SIMPULAN

Berdasarkan hasil penelitian dan pembahasan, maka dapat ditarik kesimpulan bahwa ada pengaruh positif dan signifikan minat belajar, dukungan orang tua, dan lingkungan sekolah secara bersama-sama terhadap hasil belajar PKn siswa kelas X di SMK Kabupaten Lahat Sumatera Selatan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6945

THE URGENCY OF POSITIVE CHARACTER VALUE IN SOCIAL STUDIES LEARNING TO ELIMINATE CHEATING CULTURE

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Abstract

This study aims to explore the condition of student character in the context of social studies learning, identify factors that influence cheating behavior, and assess the effectiveness of instilling positive character values to overcome cheating culture. This research method uses qualitative research with a case study method. Data is collected through observation, interviews, and document studies. Data analysis techniques use qualitative data analysis of the interactive model from Sugiono. The results of this study indicate that social studies learning oriented to positive character values such as honesty, responsibility, discipline, mutual respect, can help reduce the culture of cheating. In addition, the development of social studies materials based on competence and character, as well as the application of active learning, participatory, and contextual, is needed to solidify the role of social studies learning in the formation of positive student character. As well as factors that influence the culture of cheating because they feel pressured by academic demands and high expectations from teachers and parents as well as a lack of understanding of learning materials.

Keywords: Character values, Social studies learning, cheating culture, SDN Kyai Mojo Jetis.

PENDAHULUAN

Bapak pendidikan Ki Hajar Dewantara mendefinisikan pendidikan sebagai proses yang menuntun segala kekuatan kodrat anak agar mereka dapat mencapai keselamatan dan kebahagiaan setinggi-tingginya, baik sebagai individu maupun anggota masyarakat. Pendidikan adalah proses memanusiakan manusia, di mana setiap individu dihargai hak asasinya. Murid bukanlah mesin yang bisa diatur semena-mena, melainkan generasi yang membutuhkan bimbingan dalam proses pendewasaan agar menjadi pribadi yang mandiri, kritis, dan berakhlak baik. Pendidikan bukan hanya membentuk individu yang mampu beraktivitas, tetapi juga memanusiakan manusia secara utuh. (Desi 2022:7912)

Pendidikan karakter pada kalangan masyarakat umum dapat dilakukan dengan mengembangkan nilai-nilai melalui belajar pembiasaan dengan penayangan acara secara rutin sehingga masyarakat memiliki pengetahuan dan keterampilan dalam melaksanakan nilai-nilai karakter yang baik. Pengetahuan dan keterampilan adalah kemampuan yang penting dimiliki oleh masyarakat, akan tetapi penanaman sikap untuk membentuk mental masyarakat tidak kalah pentingnya, agar sikap dan tindakan masyarakat dalam kehidupan sehari-hari dikendalikan oleh pengetahuan dan keterampilan untuk masa depan yang lebih terarah. Sehingga menjadi teladan bagi peserta didik untuk pengembangan nilainilai tertentu, seperti: jujur, disiplin, kerja keras, toleransi, mandiri, semangat kebangsaan, dan gemar membaca. Untuk mengembangkan beberapa nilai lain seperti peduli lingkungan, rasa ingin tahu, peduli social dan kreatif memerlukan situasi dan

kondisi agar peserta didik memiliki kesempatan untuk memunculkan perilaku yang menunjukkan nilai tersebut. (Suranto 2015:183)

Pendidikan karakter merupakan salah satu aspek penting dalam pendidikan dasar yang sering kali diabaikan di tengah fokus pada pencapaian akademik. Di SDN Kyai Mojo Jetis, masalah budaya mencontek menjadi tantangan besar dalam proses pembelajaran IPS. Mencontek tidak hanya mencerminkan kurangnya integritas, tetapi juga menghambat tujuan pendidikan yang seharusnya mendidik siswa menjadi individu yang jujur dan bertanggung jawab. Penelitian ini berusaha untuk memahami kondisi karakter siswa di SDN Kyai Mojo Jetis, mengidentifikasi faktor-faktoryang menyebabkan budaya mencontek, serta mengeksplorasi efektivitas penanaman nilai karakter positif dalam pembelajaran IPS.

PEMBAHASAN

Nilai Karakter

Menurut Siregar (2018: 121) pendidikan karakter memiliki esensi dan makna yang sama dengan pendidikan moral dan pendidikan akhlak. Tujuannya adalah membentuk pribadi anak, supaya menjadi manusia yang baik, warga masyarakat, dan warga negara yang baik.

Dalmeri (2019: 57) mengatakan "karakter sebagai ciri khas yang dimiliki oleh suatu individu manusia. Ciri khas tersebut mengakar pada kepribadian individu tersebut dan merupakan kekuatan pendorong bagaimana seseorang bertindak, bersikap, berucap, berujar, serta merespon sesuatu".

Zubaedi (2017: 9) mengatakan "karakter sebagai panduan dari tabiat manusia yang bersifat tetap sehingga menjadi tanda khusus untuk membedakan orang yang satu dengan yang lain.

Novianto (2022:381) Pendidikan karakter pada intinya bertujuan membentuk bangsa yang tangguh, berakhlak mulia, bermoral, bertoleran, bergotong royong, berjiwa patriotik, berkembang dinamis, berorientasi ilmu pengetahuan dan teknologi yang semuanya dijiiwai oleh iman dan takwa kepada Tuhan yang Maha Esa berdasarkan Pancasila. Pendidikan karakter berfungsi mengembangkan potensi dasar agar berhati baik, berpikiran baik, dan berperilaku baik.

Zuldan (2013:13) mengatakan "bahwa karakter adalah watak, tabiat, akhlak, atau kepribadian seseorang yang terbentuk dari hasil internalisasi berbagai kebijakan yang diyakini dan digunakan sebagai landasan untuk cara pandang, berpikir, bersikap dan bertindak".

Berdasarkan definisi diatas dapat disimpulkan bahwa pendidikan karakter membentuk manusia yang baik, berakhlak mulia, patriotik, dan berorientasi pada ilmu pengetahuan dengan dasar iman dan takwa. Karakter adalah ciri khas individu yang mendorong tindakan dan membedakan antarindividu, serta mengembangkan potensi untuk berpikir, berhati, dan berperilaku baik.

Menurut Hamdani (2022:79) pendidikan karakter telah menjadi gerakan nasional dalam satuan pendidikan sebagai suatu proses pembentukan karakter bangsa. Pendidikan karakter juga merupakan salah satu amanat dan Nawacita yang dicanangkan Presiden Joko Widodo melalui Gerakan Nasional Revolusi Mental sebagai penguatan pendidikan karakter di semua jenjang, jenis dan jalur pendidikan. Pendidikan karakter juga merupakan salah satu upaya dalam menghadapi berbagai tantangan pergeseran karakter yang terjadi saat ini. Pendidikan karakter mempunyai tujuan untuk menumbuhkan kemampuan seseorang dalam membuat keputusan baik-buruk, menegakkan apa yang baik, dan

menciptakan kebaikan itu dalam keseharian di kehidupannya

Pendidikan nilai merupakan bagian integral dalam proses pendidikan itu sendiri, pendidikan nilai menjadi konsep yang terintegrasi dengan berbagai mata pelajaran karena pada hakikatnya seluruh pembelajaran pasti bermuara pada "nilai atau karakter". pendidikan nilai adalah pendidikan yang mempertimbangkan objek dari sudut moral dan dari sudut pandang non moral, yang meliputi estetika yaitu menilai objek dari sudut pandang keindahan dan selera pribadi, etika yaitu menilai benar atau salahnya dalam membangun hubungan antar pribadi (Wulandari, 2020:45).

Pembelajaran IPS

Novianto (2019:7-8) Salah satu mata pelajaran wajib yang ditemukan oleh siswa dari jenjang sekolah dasar sampai sekolah menengah yaitu mata pelajaran Ilmu Pengetahuan Sosial (IPS). Peran pembelajaran IPS tidak lepas dengan adanya pendidikan karakter. Pendidikan karakter menjadi begian penting atas terselenggarakannya pembelajaran IPS. Pembelajaran IPS memiliki arti relevan dengan pendidikan karakter. Pembelajaran IPS dan pendidikan karakter juga memiliki tujuan yang sama yaitu membentuk karakter baik kepada siswa.

Menurut Sapriya (2017: 19-20), IPS merupakan mata pelajaran di tingkat SD/ MI dan menengah atau salah satu program studi di perguruan tinggi yang identik dengan istilah *Social Studies* dalam kurikulum persekolahan di negara lain seperti Amerika Serikat. Pengertian IPS di tingkat persekolahan, mempunyai perbedaan makna, disesuaikan dengan karakteristik dan kebutuhan peserta didik, khususnya antara Ips untuk sekolah dasar dengan Ips untuk Sekolah menengah.

Astawa (2017:96) Tujuan pendidikan IPS agar potensi yang dimiliki peserta didik dapat dikembangkan secara maksimal, sehingga siswa menjadi manusia yang tanggap terhadap berbagai konflik dan masalah sosial yang ada di masyarakat, membentuk mental dan sikap siswa agar positif menghadapi masalah sosial, serta mengajarkan keterampilan sosial seperti melatih siswa memecahkan masalah sosial baik bersifat pribadi maupun masalah yang bersifat sosial.

Berdasarkan definisi diatas dapat disimpulkan bahwa IPS berperan penting dalam pendidikan karakter dengan tujuan membentuk siswa berkarakter baik. IPS mengembangkan potensi siswa untuk menghadapi masalah sosial, membentuk sikap positif, dan melatih keterampilan sosial dalam memecahkan masalah.

Budaya Mencontek

Menurut kamus besar bahasa indonesia Menyontek berasal dari kata sontek yang berarti melanggar, mencontoh, yang artinya mengutip tulisan sebagaimana aslinya atau menjiplak. Menyontek atau kecurangan akademik adalah penggunaan segala perlengkapan dari materi ataupun bantuan yang tidak diperbolehkan digunakan dalam tugas-tugas akademik atau aktivitas yang mengganggu.

Hartosujono (2015:13-14) Menyontek merupakan perilaku yang sering dijumpai dalam dunia pendidikan. Bentuk-bentuk perilaku menyontek antara lain menyalin atau melihat jawaban dari orang lain, mengizinkan orang lain untuk melihat atau menyalin jawabanya, membuka buku secara sembunyi-sembunyi pada waktu ujian, tukar menukar lembar jawaban, dan tidak mentaati aturan-aturan pada saat ujian berlangsung. buatkan daftar pustakanya.

Menurut Wahyudiati (2015:68) perilaku menyontek adalah perbuatan curang yang dilakukan dalam dunia pendidikan, baik itu meniru tulisan atau

pekerjaan orang lain dengan perbuatan atau cara-cara yang tidak jujur dengan menghalalkan segala cara untuk mencapai nilai yang terbaik dalam ujian.

Salah satu alasan yang mendorong siswa menyontek adalah untuk memuaskan harapan orangtua. Faktor lain yang mempengaruhi perilaku menyontek antara lain: 1) Kurangnya efikasi diri atau kurang yakin dengan kemampuan yang dimilikinya. 2) Tekanan terlalu besar yang diberikan untuk "hasil belajar" berupa angka dan nilai yang diperoleh siswa dalam tes. 3) Pendidikan moral, baik disekolah, dirumah, kurang diterapkan dalam kehidupan siswa. 4) Sikap malas yang tertanam dalam diri siswa sehingga tertinggal dalam menguasai pelajaran dan tanggung jawab. 5) Belum mengerti arti pendidikan.

Definisi lainnya diungkapkan oleh Pincus dan Schmelkein (2013:12) perilaku menyontek merupakan suatu tindakan curang yang sengaja dilakukan ketika seorang peserta didik mencari dan membutuhkan adanya pengakuan atas hasil belajarnya dari orang lain. Sedangkan Bower (2017:78) mendefinisikan menyontek sebagai perbuatan yang menggunakan cara-cara yang tidak sah untuk tujuan yang sah atau terhormat yaitu mendapatkan keberhasilan akademis atau menghindari kegagalan akademis Berdasarkan beberapa definisi di atas dapat disimpulkan bahwa perilaku menyontek adalah perbuatan yang tidak fair atau tidak jujur yang sengaja dilakukan dengan tujuan memperoleh atau mendapatkan keberhasilan akademis atau menghindari kegagalan akademis dengan cara-cara yang tidak dibenarkan.

METODE PENELITIAN

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk mendapatkan pemahaman mendalam tentang fenomena budaya mencontek dan penanaman nilai karakter dalam pembelajaran IPS serta faktor-faktor yang mempengaruhi budaya mencontek.

Penelitian ini dilaksanakan pada bulan mei-juni 2024 dan lokasi penelitian dilakukan di kelas IV SDN Kyai Mojo Jetis Jl. Tentara Mataram Kota Yogyakarta. Subjek penelitian meliputi siswa kelas IV, guru kelas, dan guru IPS di SDN Kyai Mojo Jetis.

Sumber data primer diperoleh dari subjek langsung yang terlibat dalam suatu fenomena. Sumber data diperoleh melalui kata-kata dan tindakan orang yang diamati atau diwawancarai. Sebagai informan utama dalam penelitian ini adalah siswa kelas IV SDN Kyai Mojo Jetis yang berjumlah 10 dari 28 siswa. Data sekunder didapatkan sebagai pendukung terhadap sumber data primer. Data ini diperoleh berupa dokumen yang ada hubungannya dengan urgensi nilai karakter positif dalam pembelajaran IPS untuk mengatasi budaya menyontek. Dokumen yang didapatkan dalam penelitian ini adalah nilai hasil ulangan atau ujian semester dan lembar jawaban hasil ujian atau ulangan

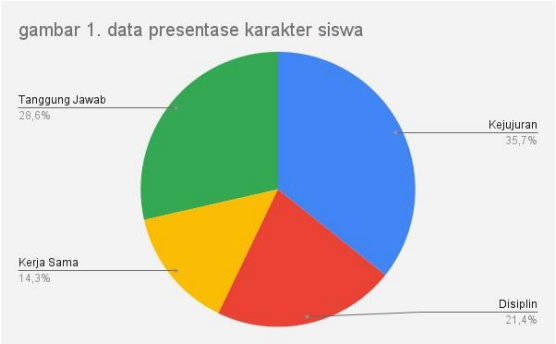
Data dikumpulkan melalui tiga teknik utama, Observasi dengan Melihat langsung proses pembelajaran IPS dan interaksi siswa di kelas. Wawancara dengan Menggali pandangan guru dan siswa mengenai nilai karakter dan perilaku mencontek. Studi Dokumen yaitu Menganalisis dokumen terkait kurikulum dan penilaian untuk menilai integrasi nilai karakter.

Analisis data dilakukan melalui tiga tahap yaitu Reduksi Data, Menyaring informasi penting dari data yang dikumpulkan, penyajian Data yaitu menyusun data dalam bentuk yang mudah dipahami dan dianalisis, penarikan

Kesimpulan yaitu Menyimpulkan temuan berdasarkan analisis data.

HASIL PENELITIAN

Kondisi karakter siswa kelas IV SDN Kyai Mojo Jetis dapat dilihat Pada saat kegiatan pembelajaran IPS, siswa/i dalam kelas secara keseluruhan sudah menunjukkan sikap dan perilaku yang baik, sopan, santun dan sangat menghargai guru dalam kelas. Pada saat penyampaian konsep umum materi pelajaran yang dilakukan guru, siswa dapat mendengarkan dan memperhatikan guru dengan baik. Pada saat guru menginstruksikan kepada siswa/i untuk membaca buku sumber pegangan siswa, menunjukkan adanya sikap mandiri siswa/i yang tidak bergantung kepada orang lain dan menggunakan tenaga, pikiran dan waktu yang berusaha belajar secara mandiri. Selanjutnya dalam kegiatan diskusi kelompok menunjukkan sikap dan tindakan menghargai semangat kerja sama dalam menyelesaikan tugas kelompok secara bersama-sama sehingga terjalin komunikasi dan memberikan pertolongan kepada teman yang mengalami kesusahan dalam memahami materi pelajaran.



Pada saat observasi atau pengamatan Siswa selalu mengedepankan nilai-nilai sopan santun terlihat pada saat selesai apel pagi atau upacara bendera, siswa menjabat tangan semua guru sebelum masuk kelas. Dalam pembelajaran IPS guru selalu melakukan pembiasaan yang positif guna membangun dan mengarahkan peserta didik untuk memiliki moral dan karakter yang baik dengan nilai-nilai kedisiplinan, kejujuran, religius, tanggung jawab, mandiri, percaya diri, berkepribadian yang baik. Nilai-nilai tersebut dimuat dalam pembelajaran Ilmu Pengetahuan Sosial dimana guru selalu mengingatkan siswa sebelum memulai pelajaran inti, dalam konteks tersebut pembelajaran IPS mempunyai peran penting dalam memajukan pendidikan karakter.

Berdsasarkan hasil wawancara faktor-faktor yang mempengaruhi perilaku menyontek pada siswa kelas IV SDN Kyai Mojo jetis adalah sebagai Berikut:

1. Alasan mencontek karena soal dianggap sulit: Beberapa siswa, seperti Fatir, menyatakan bahwa mereka menyontek karena soal yang dihadapi terlalu sulit. Siswa merasa kurang percaya diri dengan kemampuan mereka, meskipun soal-soal tersebut merupakan pengulangan dari materi sebelumnya. Solidaritas antar teman juga menjadi faktor pendorong menyontek.
2. Kemalasan sebagai alasan utama: Murdaffa mengaku menyontek karena malas. Ia merasa bahwa usaha yang dilakukan untuk menjawab soal secara mandiri tetap akan menghasilkan jawaban yang salah. Oleh karena itu, menyontek dianggap sebagai solusi yang lebih mudah dan efisien.
3. Takut mendapat nilai buruk: Sabrina menyontek karena takut mendapatkan nilai yang rendah. Ia merasa tertekan oleh ekspektasi nilai dan berusaha menghindari hasil buruk dengan menyontek. Namun, ia juga menyadari bahwa menyontek tidak menjamin nilai yang bagus.
4. Keterpaksaan untuk menjaga nilai: Alwan mengaku menyontek karena

terpaksa. Ia merasa bahwa jika tidak menyontek, nilainya akan jelek. Hal ini menunjukkan adanya tekanan untuk mencapai nilai tertentu, yang memotivasi siswa untuk mengambil jalan pintas

gambar 2. pengelompokkan faktor menyontek siswa



Penanaman nilai karakter positif pada siswa kelas IV SDN Kyai Mojo Jetis. Sesuai dengan hasil wawancara guru kelas IV SDN Kyai Mojo Jetis mengemukakan bahwa pendidikan karakter sangat penting sekali karena karakter baik harus tertanam dalam diri peserta didik sejak usia dini. karena pendidikan karakter adalah proses pendidikan yang ditujukan untuk mengembangkan nilai, sikap dan perilaku yang memancarkan akhlak mulia atau budi pekerti luhur. Pendidikan karakter harus tertanam sejak usia dini, karena jika karakter baik terbentuk sejak dini maka akan menghasilkan manusia yang tidak hanya cerdas dalam hal pengetahuan saja.

Adapun upaya yang dilakukan pihak sekolah dalam menanamkan nilai karakter positif pada peserta didik di SDN Kyai Mojo Jetis adalah memberi pelajaran akan pentingnya pendidikan karakter dalam upaya peningkatan kecerdasan emosional dan memberi contoh (suri tauladan) pendidikan karakter yang dapat dengan mudah diikuti oleh peserta didik.

SIMPULAN

Berdasarkan hasil penelitian tersebut, maka dapat ditapat ditarik menjadi 3 simpulan. Simpulan yang dapat ditarik berdasarkan hasil penelitian tersebut adalah: Pertama, Kondisi karakter siswa kelas IV SDN Kyai Mojo Jetis Secara umum, menunjukkan kecenderungan positif dalam aspek kedisiplinan, tanggung jawab, dan kerjasama. Mereka hadir tepat waktu, mematuhi aturan kelas, dan menyelesaikan tugas dengan baik, didukung oleh bimbingan konsisten dari guru dan orang tua.

Kedua, Siswa yang merasa tertekan oleh tuntutan akademik dan ekspektasi tinggi dari guru dan orang tua cenderung lebih rentan untuk menyontek. Pemahaman yang kurang terhadap materi pembelajaran juga mendorong siswa menyontek sebagai cara pintas untuk mengatasi kesulitan dalam mengerjakan tugas dan ujian. Pengaruh teman sebaya memainkan peran penting, dimana siswa cenderung menyontek ketika melihat teman-teman mereka melakukannya, terutama karena tekanan sosial.

Ketiga, Penanaman nilai karakter positif dalam pembelajaran IPS pada siswa kelas IV SDN Kyai Mojo Jetis, Nilai-nilai karakter positif seperti kejujuran, tanggung jawab, disiplin, dan kerjasama telah diintegrasikan dengan baik dalam kurikulum pembelajaran IPS, dengan materi pelajaran yang dikaitkan dengan contoh nyata. Guru di SDN Kyai Mojo Jetis berperan penting dalam penanaman nilai karakter positif dengan memberikan teladan dan menggunakan metode pengajaran interaktif, seperti diskusi kelompok, permainan peran, dan studi kasus, yang mendorong partisipasi aktif dan kerjasama siswa. Lingkungan sekolah yang kondusif, dengan aturan dan kebijakan yang jelas serta penghargaan bagi perilaku baik, memperkuat nilai-nilai karakter yang diajarkan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6933

THE APPLICATION OF THE BASED LEARNING PROBLEM BASED LEARNING MODEL WITH THE MIND MAPPING TO INCREASE THE RESULT OF STUDYING X-6 STATE HIGH SCHOOL STUDENTS 4 PURWOREJO

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Abstract

The student's lack of learning results because the learning methods used were still less innovative that resulted in 36 students there were 35 students not Complete in final semester grades and there are some students who lack participation in activities learning. Based on the above problem identification, studies are aimed at applying a model based learning problem based learning with the mind mapping to increase the results of studying x-6 public high school students 4 purworejo. Research is the subjects the x-6 state high school students 4th purworejo and researchers acting as teachers by studying 2 cycles for 4 meetings and each cycle there are stages of planning, execution of actions, and reflection. The data-collection tool in this study is interviews, tests, and document analysis. Student studies on cycle I show that 23 students fulfill a grade point and 13 students do not meet a grade average of 69.03. On cycle ii with improvement, students' learning results have increased by showing 36 students meet minimum minimum minimum criteria and earn an average of 81.53, thus showing that the application of the based learning problem problem problem with the mind mapping model can increase the study of x 6 state high school students 4 purworejo in economics.

Keywords: the learning model, the economics of study

A. PENDAHULUAN

Pendidikan di Indonesia hingga saat ini menjadi fokus utama pemerintah, supaya setiap manusia bisa mendapatkan pendidikan yang layak. Perkembangan pendidikan di Indonesia telah mengalami perubahan yang cukup signifikan. Hal ini yang dilakukan dalam perubahan tatanan kurikulum oleh pemerintah yang bertujuan untuk mewujudkan suasana belajar dan proses pembelajaran yang lebih baik supaya menghasilkan sistem pendidikan yang berkualitas.

Pendidikan pada dasarnya merupakan suatu kebutuhan yang tidak dapat dipisahkan dalam kehidupan manusia, sehingga setiap manusia berhak mendapatkan pendidikan yang layak. Pendidikan merupakan suatu usaha sadar untuk mempengaruhi siswa agar dapat menyesuaikan diri dengan lingkungan Pendidikan memegang peranan penting bagi seluruh negara karena pendidikan dapat menghasilkan sumber daya manusia yang berkualitas, sehingga akan muncul perubahan dalam dirinya (Herliani, dkk, 2021:81), dan pendidikan harus selalu ditingkatkan karena selain sebagai kebutuhan dasar, pendidikan juga memegang peranan penting bagi seluruh negara.

Pendidikan memegang peranan penting bagi negara Karena membantu menjadikan negara yang maju dan menjadikan masyarakat yang paham akan pengetahuan serta berusaha menambah pemahaman
tentang bertingkah laku yang baik, maka pendidikan akan mengarahkan kepada pengembangan sumber daya manusia yang berkualitas dan pendidikan merupakan faktor terpenting bagi kehidupan manusia yang bertujuan untuk menumbuhkan budi pekerti, moral, dan pola pikir anak agar siap menghadapi kehidupan di masa yang akan datang. Pendidikan juga tidak terlepas dari proses pembelajaran, karena pembelajaran menjadi inti dari proses pendidikan yang menjadikan siswa lebih terbantu dalam belajar

untuk mendapatkan ilmu pengetahuan dan memudahkan pencapaian tujuan pembelajaran dan guru sebagai pemegang peran utama dalam proses pembelajaran.

Menurut Setiaji (2019: 3), mendefinisikan pembelajaran sebagai "Proses interaksi multiarah yang terjadi antara pendidik dengan peserta didik pada suatu lingkungan belajar". Maka dalam proses pembelajaran supaya siswa lebih mudah menerima ilmu pengetahuan atau melakukan proses belajar perlu adanya faktor yang mendukung untuk keberhasilan belajar siswa yaitu faktor internal dan eksternal. Faktor internal yaitu kondisi dalam proses belajar yang berasal dari dalam diri sendiri yang dapat menyebabkan terjadinya perubahan tingkah laku dapat berupa kecerdasan, bakat, keterampilan, minat, motivasi, kondisi, fisik dan mental. Faktor eksternal yaitu kondisi di luar individu siswa yang mempengaruhi belajarnya dapat berupa lingkungan sekolah, keluarga, dan masyarakat.

Dalam faktor keberhasilan belajar siswa perlu adanya dukungan lingkungan belajar yang baik, bisa berupa metode mengajar guru dan model pembelajaran, maka dibutuhkan kreativitas dan keterampilan guru dalam kegiatan pembelajaran. Dalam dunia pendidikan terdapat berbagai jenis model pembelajaran, salah satu model pembelajaran yang dapat digunakan oleh guru yaitu model pembelajaran kooperatif.

Menurut Setiaji (2019: 82), yakni pembelajaran kooperatif sebagai "Model pembelajaran yang dilakukan dengan cara membuat kelompok dengan anggota yang beraneka ragam, peserta didik diminta belajar dan bekerja secara kolaboratif". Model pembelajaran kooperatif sangat efektif jika diterapkan dalam proses pembelajaran, hal ini sangat membantu guru dalam menyampaikan materi kepada siswa, karena dibuat secara kelompok dan setiap kelompok berbagai sifat dan karakter untuk saling bekerja sama dalam kelompok, sehingga ketika ada salah satu dari anggota ada yang kurang memahami materi bisa dibantu oleh anggota lainnya.

Sekolah SMA Negeri 4 Purworejo, bahwa dalam proses pembelajaran ekonomi, guru masih menggunakan model pembelajaran konvensional yaitu dengan metode ceramah. Akibatnya dalam kegiatan pembelajaran ekonomi diketahui banyak siswa tidak memperhatikan materi yang disampaikan oleh guru dan hanya sebagian yang mau mendengarkan. Kemudian terdapat siswa yang tidak fokus pada saat mendengarkan materi yang disampaikan oleh guru, asyik mengobrol sendiri dan terdapat siswa yang mengantuk ketika dijelaskan oleh guru. Berdasarkan hasil wawancara dengan beberapa siswa kelas X-6 SMA Negeri 4 Purworejo, bahwa pembelajaran ekonomi terkadang sulit dipahami dikarenakan guru ketika dalam menyampaikan materi belum menggunakan model pembelajaran yang bervariasi, yang menyebabkan terdapat sebagian siswa di dalam kelas sehingga mempengaruhi hasil belajar siswa. Hal ini dibuktikan dengan masih siswa kelas X-6 yang mendapatkan nilai di bawah kriteria ketuntasan minimal yang ditetapkan oleh sekolah yaitu 70. Berikut adalah data hasil penilaian akhir semester ekonomi:

Tabel 1.
Data Hasil Penilaian Akhir Semeser
Kelas X-6 SMA Negeri 4 Purworejo

Jumlah Siswa	Nilai Tertinggi	Nilai Terendah	Jumlah Tuntas	Jumlah Tidak Tuntas	Rata-Rata Nilai
36	74	28	1	35	47,05

Berdasarkan data hasil diatas, menunjukkan bahwa hasil belajar siswa kelas X-6 SMA Negeri 4 Purworejo belum maksimal. Hal ini ditunjukkan dengan hasil penilaian akhir semester yang hanya memperoleh rata-rata 47,05 yaitu sebanyak 35 siswa belum berhasil mencapai KKM yang ditentukan, Dengan masih rendahnya hasil belajar ekonomi siswa kelas XI IPS 3 SMA Negeri 4 Purworejo, diperlukan adanya perbaikan dalam pembelajaran ekonomi agar proses pembelajaran dapat terlaksana dengan baik dan hasil belajar siswa menjadi meningkat. Perbaikan proses pembelajaran ekonomi dapat dilakukan dengan menciptakan pembelajaran yang menarik dan berbeda untuk menumbuhkan antusias siswa dalam mengikuti pembelajaran sehingga siswa lebih mudah dalam memahami materi, karena dengan guru menggunakan model pembelajaran konvensional hasil belajar ekonomi siswa masih rendah dan masih banyak yang belum mencapai kriteria ketuntasan minimal, maka dari itu supaya aktivitas dan hasil belajar ekonomi siswa menjadi lebih meningkat salah satunya dengan menerapkan

model *Problem Based Learning* dengan bantuan *Mind Mapping* untuk materi yang akan diajarkan.

Model Pembelajaran *Problem Based Learning* adalah salah satu model pembelajaran yang berpusat pada siswa dengan cara menghadapkan peserta didik terhadap masalah yang nantinya menjadikan masalah sebagai pokok pembahasan untuk dianalisis dalam usaha mencari pemecahan atau jawabannya. Menurut Setyo dalam

Utami (2020: 4), mengemukakan bahwa model "*Problem Based Learning* adalah suatu model pembelajaran yang menggunakan masalah dunia nyata sebagai suatu konteks bagi siswa untuk belajar tentang cara berfikir dan keterampilan pemecahan masalah, serta untuk memperoleh pengetahuan dan konsep yang esensial dari materi pembelajaran". Agar pembelajaran *Problem based learning* menjadi lebih menarik maka diperlukan inovasi pemanfaatan media pembelajaran yaitu dengan *Mind Mapping*. Dengan metode ini proses dalam mempresentasikan ide, informasi, atau konsep tersebut sehingga menjadi suatu peta yang saling berkesinambungan. Menurut Setiaji (2019: 102), mengemukakan bahwa *Mind Mapping* adalah memaksimalkan potensi pikiran untuk menyusun tulisan atau catatan demi membantu peserta didik mempergunakan seluruh otak agar bekerja optimal. Berdasarkan uraian diatas maka peneliti tertarik untuk melakukan penelitian dengan judul Penerapan Model Pembelajaran *Problem Based Learning* Dengan *Mind Mapping* Untuk Meningkatkan Hasil Belajar Ekonomi Kelas X-6 SMAN 4 Purworejo.

B. Metode Penelitian

Dalam penelitian ini menggunakan penelitian tindakan kelas atau *Classroom Action Research* yaitu yang dilakukan guru dengan cara merencanakan, melaksanakan dan merefleksikan tindakan secara kolaboratif dan partisipatif dengan tujuan memperbaiki kinerja sebagai guru, sehingga hasil belajar siswa dapat lebih baik dan meningkat.

Variabel pada penelitian ini terbagi menjadi tiga variabel yaitu variabel input, varibel proses, dan variabel output. Menurut Sugiyono (2021: 68) variabel input adalah berkaitan dengan siswa, guru, bahan ajar, sumber belajar, lingkungan belajar dan prosedur evaluasi. kemudian tahap berikutnya variabel proses menurut Sugiyono (2021: 68) variabel proses merupakan berkaitan dengan belajar siswa, implementasi strategi, meode atau model pembelajara tertentu. Dan variabel output menurut Sugiyono (2021: 69) variabel output yaitu berhubungan dengan hasil penelitian yang dilakukan. Pada variabel penelitian ini yaitu meningkatkan hasil belajar siswa kelas X-6 SMA Negeri 4 Purworejo.

Menurut Sugiyono dalam Widoyoko (2020:1), "Variabel penelitian adalah suatu atribut atau sifat atau nilai dari orang, objek atau kegiatan yang mempunyai variasi tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan".

Peneletian tindakan kelas terdiri dari dua siklus yaitu siklus I dan siklus II yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek dalam penelitian ini adalah seluruh siswa kelas X-6 SMA Negeri 4 Purworejo.

Metode pengumpulan data yang digunakan pada penelitian ini yaitu wawancara, tes, dan analisis dokumen. Data yang diberoleh kemudian dianalisi menggunakan analisis deskriptif dengan menghitung rata-rata perolehan hasil belajar siswa dengan rumus yang dikemukakan oleh Tri Wiyoko, dkk, 2020: 611) sebagai berikut:

$$Mx = \frac{\Sigma x}{N} \times 100\%$$

Keterangan:

M*x* : Rata-rata nilai (Mean)

Σ*x* : Jumlah nilai (skor siswa)

N : Jumlah siswa (banyaknya siswa)

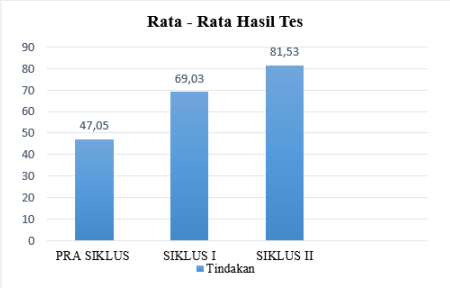
C. Pembahasan

Penelitian ini dilaksanakan di SMA Negeri 4 Purworejo dengan menggunakan metode Penelitian Tindakan Kelas (PTK) dimana penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran ekonomi kelas X-6 dengan terdiri dari 36 siswa. Peneliti merancang pembelajaran dengan menerapkan model pembelajaran kooperatif *problem based learning* dengan *mind mapping.* Pembelajaran diawali dengan siklus pertama yaitu menggunakan pembelajaran kooperatif untuk mengtahui hasil belajar siswa, tindakan ini dilakukan dua kali pertemuan, setelah memperoleh data hasil siklus satu peneliti melakukan tindakan siklus dua dimana

tindakan ini dilakukan dua kali pertemuan. Data kegiatan pembelajaran ini untuk mengetahui aktifitas siswa dalam proses pembelajaran yang diamati serta peningkatan pemahaman siswa diukur melalui hasil tes yang dilakukan pada siklus I dan siklus II.

meningkatkan pada siklus II dengan memperoleh rata-rata sebanyak 81,53 dan sebanyak 36 mencapai kriteria ketuntasan minimal.

Rata-rata hasil tes pada pra siklus, dan siklus I, siklus II menggunakan model pembelajaran *Problem Based Learning* dengan *Mind Mapping* dapat dilihat pada gambit 1 berikut:



Gambar 1. Rata-Rata Hasil Tes

Berdasarkan hasil nilai pra siklus dan tindakan pada siklus I, siklus II dengan menggunakan model pembelajaran *Problem Based Learning* dengan *Mind Mapping* dapat diketahui bahwa rata-rata presentase kegiatan guru dalam melaksanakan pembelajaran mengalami peningkatan karena adanya upaya perbaikan yang dilakukan oleh guru dalam belajar pada pra siklus I dan Siklus II. Hal ini dapat dilihat dalam tabel Berikut:

Tabel 2
Rekapitulasi Hasil Tes Pra Siklus, Siklus I, dan Siklus II

Indicator	Nilai Tes		
	Pra Siklus	Siklus I	Siklus II
Rata-Rata Nilai	47,05	69,03	81,53
Skor Tertinggi	74	90	90
Skor Terendah	28	40	70
Jumlah Siswa Tuntas	0,027%	63%	100%

Berdasarkan perolehan rata-rata hasil belajar siswa dengan menggunakan model pembelajar kooperatif *Problem Based Learning* dengan *Mind Mapping*,
Pada siklus I memperoleh rata-rata 69,03 dan 13 belum mencapai kriteria ketuntasan minimal kemudian mengalami peningkatan sebesar 63% dengan memperoleh rata-rata sebanyak 69,03 dan siklus II terjadi peningkatan dari siklus I sebesar 100% dengan memperoleh rata-rata 81,53. Berdasarkan hasil penjelasan di atas, dapat disimpulkan bahwa melalui model pembelajaran *problem based learning* dengan *Mind Mapping* pada aspek meningkatkan hasil belajar siswa kelas x-6 SMA Negeri 4 Purworejo cukup baik dan juga proses belajar mengajar sangat membantu mengaktifkan suasana belajar di dalam kelas.

D. Kesimpulan dan Saran

Berdasarkan hasil penelitian tindakan kelas yang telah dilaksanakan pada siklus I dan siklus II dapat disimpulkan bahwa penerapan model pembelajaran kooperatif *Problem Based Learning* dengan *Mind Mapping* dapat meningkat hasil belajar siswa kelas X-6 SMA Negeri 4 Purworejo pada materi lembaga keuangan bukan bank dengan tingkat ketuntasan hasil belajar siswa pada siklus I diketahui pada tes 50% dan mengalami kenaikan pada siklus II sebesar 81,52%. Maka tingkat ketuntasan hasil belajar siswa dari siklus I dan siklus II telah mencapai target yang diinginkan.
Berdasarkan penjelasan diatas, maka dapat memberikan saran sebagai berikut:

1. Bagi Kepala Sekolah

   Kepada pihak sekolah, diharapkan bisa lebih proaktif dalam memberikan motivasi atau arahan kepada guru dalam mengajar agar supaya lebih kreatif dan inovatif dalam proses pembelajaran.
2. Bagi Guru

   Diharapka menggunakan model pembelajaran yang lebih keratif dan bervariasi supaya siswa lebih semangat serta antusias dalam mengikuti proses pembelajaran, seperti penerapan model pembelajaran kooperatif *Problem Based Learning* dengan *Mind Mapping* yang mengalami peningkatan hasil belajar siswa.
3. Bagi Siswa

Berdasarkan data yang diperoleh dalam penerapan model pembelajaran bahwa siswa dalam proses pembelajaran selalu aktif dan melakukan kerja sama dengan baik dan diharapkan dapat lebih aktif lagi dalam setiap pembelajaran yang diberikan oleh guru

4. Bagi Peneliti

   Berdasarkan data yang diperoleh ketika menerapkan model pembelajaran kooperatif *Problem Based Learning* dengan *Mind Mapping* mengalami peningkatan. Sehingga bagi peneliti yang akan melaksanakan penelitian dengan model pembelajaran yang sama bisa. lebih baik dan bervariasi seperti yang sudah dilakukan oleh peneliti sebelumnya agar supaya lebih meningkatnya antusias siswa dalam mengikuti pembelajaran ekonomi.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6931

LEARNING SCIENCES FROM A MULTICULTURAL EDUCATION PERSPECTIVE AT MADRASAH TSANAWIYAH

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Abstract

This research aims to describe (1) Learning that takes place in social studies subject in MTS Al-Iman Bulus Purworejo. (2) Implementation of social studies learning seen from the perpective of multicultural education in MTS 01 Al-Iman Bulus Purworejo, (3) The Learning of evaluation has seen from a multicultural on education perspective. This Research was conducted use descriptive qualitative methods and using a sace studi on MTS 01 Al-Iman Bulus Purworej. Data collection was cartied put use observation, interview, and documentation. Technique Data Analysis used by Miles and Huberman. This research resut obtained incude: (1) Sosial studied learning tnat takes in trough social interaction between teacher dan students. The teacher method is introducing history, culture, custom civil social diversity in Indonesia. (2) Implementation of multicultural education for student MTS 01 Al-Iman Bulus Purworejo has been emphasized by teacher since grade 7. Student are asked to look at diversity and case of global issues in Indonesia. (3) Evaluation of scoail studies learning with multicultural education has gone weel as senn by attitude of MTS 01 Al-Iman Bulus Purwrejo studeny who respect each other cultural differences among student, because not all student come from the same city, but thet come from others cities.

Keywords: Education, Social Studies Learning, Multicultural Education, Mts 01 Al-Iman Bulus Purworejo.

PENDAHULUAN

Definisi pendidikan dalam arti luas adalah hidup. Artinya bahwa pendidikan adalah seluruh pengetahuan belajar terjadi sepanjang hayat dalam semua tempat serta situasi yang memberikan pengaruh positif pada pertumbuhan setiap makhluk hidup (Desi, 2022). Pengajaran dalam pengertian luas juga merypakan sebuah proses kegiatan mengajar, dan melaksanakan pembelajaran itu bisa terjadi di lingkungan manapun dan kapanpun (Amirin,2013:4)

Tujuan Pendidikan Nasional menurut SK Dirjen Dikti No.38/Dikti/Kep/2003 adalah menunjukan arah tujuan pada moral dan diharapkan dapat terealisasi dalam kehidupan bermasyarakat setiap hari yakni tingkah laku yang memperlaihatkan imam serta taqwa kepada Tuhan Yang Maha Esa (keyakinan masing-masing), bertingkah laku kerakyatan dengan selalu mendahulukan kepentingan umum.

Pentingnya pembentukan pendidikan karakter yanga ada dalam diri siswa juga termasuk dalam tujuan pendidikan nasional yang tercantum dalam UU.No 20 Tahun 2003 tentang sisdiknas, pasal 3 (Marhayani, D.A 2018;67) isi dari pemaparan tersebut yakni berisi tentang pendidikan nasional memiliki fungsi untuk mengembangkan kemampuan dan memebmtuk watak serta perbedaan bangsa yang bermartabat untuk mencerdaskan kehidupan bangsa, dan bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertaqa kepada tuhan YME, beraklak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara uang demokratis serta bertanggungjawab.

Pembelajaran IPS yang berlangsung melibatkan pemahaman dan analisis berbagai aspek sosial politik, ekonomi, agama dan budaya (Patrisius, Victor: 2022). Sehingga dapat memberikan kontribusi yang berarti dalam pembentukan karakter siswa di sekolah. Karakter siswa sekolah yang memiliki jiwa berbudaya dan menghargai adanya multikultural dapat dibentuk ketika siswa sedang menempuh pendidikan menengah pertama (SMP) atau Madrasah Tsanawiyah. Karena pada usia ini siswa sudah dapat memahami adanya isu-isu global yang sedang terjadi.

Proses pendidikan merupakan salah satu sektor yang sangat berperan dalam mengatasi krisis dalam negara Indonesia yang multikutural. Pendidikan memiliki peran penting dalam membentuk karakter siswa. Karakter siswa yang hendak dibentuk yakni karakter yang mampu menghadapi masalah-masalah keberagaman dan isu global.

Maka salah satu mata pelajaran yang cocok untuk menghadapi situasi multikultural dalam masyarakat di Indonesia adalah mata pelajaran Ilmu Pengetahuan Sosial (IPS). Untuk menguasai mata pelajaran IPS diperlukan pendekatan dan model pembelajaran yang berisi mengenai keberagaman siswa (Endang, 2022)

Mata pelajaran Ilmu Pengetahuan Sosial (IPS) di Indonesia banyak dipengaruhi dari perkembangan *social Studies* di negara barat dan Amerika. Dalam *social studies* berisi mengenai "sejumlah teori dan gagasan social studies telah banyak mempebgaruhi perkembangan mata pelajaran IPS sebagai bagian dari kurikulum yang diterapkan di Indonesia (Sapriya, 2009:34).

Begitu pula dengan mata pelajaran IPS yang ada di Indonesia. Sebagaimana yang diungkapkan oleh (Sapriya, 2009:7) bahwa mata pelajaran IPS merupakan sebuah nama mata pelajaran yang terintregasi antara mata pelajaran sejrah, geografi, antroplogi sosiasiologi dan ekonomi. Intregasi mata pelajaran tersebut adalah wujud pengetahuan yang mengajarkan peserta didik tentang nilia-nilai serta perilaku supaya bisa berhubungan dengan area sosial (Dewi, Victor, 2021)

Masalah mengenai keberagaman dan multikultural dapat dikenalkan sejak awal kepada siswa. Pembelajaran IPS kemudian dihadirkan dalam kurikulum wajib tempuh untuk mengatasi krisis multidimensional tersebut. Pembelajaran IPS berisi mengenai proses pengubahan sikap dan tata laku seseorang dalam mengatasi berbagai hal perbedaan yang ada.

Mata pelajaran Ilmu Pengetahuan Sosial, sebagai mata pelajaran yang wajib tempuh oleh peserta didik, merupakan mata pelajaran yang disusun secara sistematis, komprehensif, dan terpadu sebagaimana yang tertuang dalam permendiknas Nomor 22 Tahun 2006. Oleh sebab itu, pembelajaran IPS di tingkat SMP/Mts di Indonesia seterusnya menjadi mata pelajaran yang wajib tempuh.

Hakikat mata pelajaran IPS untuk tingkat SMP dan Mts adaah intregasi dan penyederhanaan dari berbagai macam disipilin ilmu-ilmu sosial yang telah disusun secara sistematis, dan terpadu. Dengan harapan agara peserta didik memperoleh pemahaman yang luas dan lebih mendalam.

Melalui pembelajaran IPS diharapkan mampu memberikan keunggulan, moral, dan karakter pekerja keras serta berwawasan ekagamaan yang kuat. Dengan demikian siswa mampu mencapai keungguluan penguasaan pengetahuan dan kecakapan dalam bidang studi ilmu sosial. Pembelajaran IPS mengenalkan ilmu sosial yang kelak kemudian siswa dapat mempraktekan dalam dunai masyarakarakat yang beragam dan multicultural.

METODE

Penelitian ini dilakukan dengan menggunakan metode kualitatif deskriptif, dimana peneliti akan mendeskripsikan serta menjelaskan secara terperinci mengenai pembelajaran IPS dan pendidikan multikultural, Pengumpulan data dilakukan dengan teknik observasi, wawancara dan dokumentasi.

Pengumpulan data dilakukan di Madrasah Tsanawiyah 01 Al-Iman Bulus Purworejo. Penulis mengamati secara langsung bagaimana pembelajaran IPS yang diterapkan, serta mengamati bagaimana pendidikan multikultural diterapkan. Teknik analisis data yang digunakan adalah teknik analisis data interaktif dari Miles dan Huberman.

HASIL DAN PEMBAHASAN

A. PEMBELAJARAN IPS DI TINGKAT MTS

Madrasah Tsanawiyah (Mts) merupakan lembaga pendidikan yang berorientasi pada ajaran agama Islam. Madrasah Tsanawiyah 01 Al-Iman Bulus Purworejo sebagai lembaga pendidikan dibawah naungan yayasan Al-Iman. Keberadaan lembaga pendidikan ini secara langsung dibawah naungan Kemenag (Kementrian Agama) Bidang Pendidikan Madrasah. Oleh sebab itu, MTS 01 Al-Iman Bulus Purworejo mengikuti kurikulum pendidikans yang sesuai dengan Kemenag (Kementrian Agama) Bidang Pendidikan Madrasah. Salah satunya dengan tetao menyelenggarakan mata pelajaran IPS (Ilmu

Pengetahuan Sosial.

Muatan dalam materi pembelajran IPS adalah mengenalkan siswa dengan keragaman budaya dan dapat meningkatkan pemahaman dan sikap positif siswa terhadap keberagaman (Rosyad, 2018). Dalam muatan kurikulum pembelajaran IPS berisi tentang nilai-nilai demokrasi dan partisipasi aktif dalam kehidupan masyarakat. Jadi, secara tidak langsung siswa juga belajar mengenai system pemerintah, politik dan hak-hak politik sebagai warga negara Indonesia.

Menurut (Abdi, 2020) pembelajaran IPS yang berorientasi pada nilai-nilai demokratis dapat membantu siswa untuk menghargai perbedaan dalam dimensi masyarakat yang multikultural. Dalam proses pembelajaran ini terdapat harapan agar siswa menghormati hak asasi manusia dan berbagi perbedaan yang ada. Karena mengingat bahwa Indonesia adalah negara multicultural yang terdapat banyak perbedaan antar masyarakatnya.

Pembelajaran IPS dalam tingkatan MTS/Madrasah Tsanawiyah dilakukan sejak siswa kelas 7 atau awal mask sekoah. Dalam pembelajaran yang sudah berlangsung ditemukan bahwa pembelajaran IPS melibatkan siswa untuk menganalisis isu-isu perkembangan dalam negaranya. Misalnya isu global mengenai permasalahan budaya, adat, agama dan sebagainya. Siswa dapat melihat bagaimana perbedaan tersebut dapat memantik isu global. Siswa dapat menguraikan satu persatu penyebab permasalahan tersebut (Patrisius, Victor: 2022).

Selain itu, pembelajaran IPS dalam tingkat MTS dapat membentuk siswa dalam mengembangkan keterampilan sosial dan kewarganegaraan dalam kehidupan sehari-hari. Siswa akan belajar tentang komunikatif antar sesama, serta dapat mengambil keputusan terbaik dalam pemecahan masalah isu global.

B. PEMBELAJARAN IPS DALAM PERSPEKTIF PENDIDIKAN MULTIKULTURAL

Pendidikan IPS merupakan mata pelajaran yang wajib tempuh bagi siswa sekolah menengah pertama/madrasah tsanawiyah (Elfira, Victor.2019). Pembahasan yang dimuat dalam pembelajaran IPS yakni sosial masyarakat dan hubungannya dengan kehidupan. Segala hal yang berkaitan dengan isu-isu sosial akan termuat dalam isi pembelajaram IPS.

Keanekaragaman merupakan suatu hal yang termasuk dalam kultural di Indonesia (Patrisius,Victor: 2022). Muatan pendidikan multikultural berisi tentang adanya hak-hak asasi manusia serta pengurangan atau penghapusan berbagai jenis prasangka atau *prejugde* untuk membangun suatu kehidupan bermasyarakat yang adil dan maju. Pendidikan multicultural juga dapat diartikan sebagai strategi untuk mengembangkan keasadaran sebagai startegi untuk mengembangkan keasadaran atas kebangga sesorang terhadap bangsanya.

Pada prinsipnya pendidikan multikultural adalah pendidikan yang menghargai perbedaan. Pendidiakn multikultural senantiasa menciptakan struktur dan proses di mana setia kebudayaan bisa melakukan ekspresi masing-masing (Patrisius, Victor: 2022).

Desain dari pendidikan multikultural yang pertama adalah mempercayakan adanya persamaan dan kesamaan di antara pihak-pihak yang terlibat (Safrifah, 2019). Kedua yakni toleransi yaitu sikap menerima bahwa orang lain berbeda dengan kita.

Beberapa hal penting yang perlu guru catat dalam pendidikan multikultural adalah seorang guru tidak hanya dituntut untuk menguasai dan mampu secara profesional mengajarkan mata pelajaran yang diajarkan. Namun, harus memberikan contoh kepada siswa di Mts 01 Al-Iman Bulus Purworejo bahwa sekitar mereka terdapat banyak sekali nilai-nilai multikultutal.

Dalam hal ini pendidikan multikultural sebagai pelengkap yang pasti ada dalam pembelajaran IPS. Pengajaran yang diberikan oleh guru bukan saja pendidikan formal yang dilaksanakan oleh pemegang kekuasaan, namun juga fungsi adanya keberagaman dalam lingkungan masyarakat. Karena sangatlah penting sebagai wadah pembinaan siswa untuk mengembangkan pemahaman dan pengetahuan (Ab Marisyah, Firman,2019)

C. EVALUASI PEMBELAJARAN IPS DALAM PERSPEKTIF PENDIDIKAN MULTIKULTURAL DI SMP/MTS

Siswa SMP/Mts termasuk kedalam usia remaja awal mulai belajar melakukan interaksi

sosial dengan individu lain secara luas, baik dilingkungan masyarakat, maupun sekolah (Esti, 709:2023). Pada masa ini anak-anak mulai peka terhadap masalah-masalah sosial disekitarnya (Patrisius,Victor: 2022).

Salah satu lembaga pendidikan dibawah naungan yayasan Al-Iman, yakni Mts Al-Iman 01 Bulus Purworejo merupakan sekolah berbasis pondok pesantren di kabupaten purworejo yang menjalankan pembelajaran IPS. Kurikulum yang digunakan yakni menggunakan kurikulum merdeka.

Pembelajaran IPS yang berlangsung dalam kelas dengan mengenalkan perspektif pendidikan multikultural sesuai dengan Komptentasi Dsar dan Tujuan Pembelajaran. Penerapan IPS dalam perspektif pendidikan mutikultural juga dapat terlihat dalam lingkungan luar kelas atau luar jam sekolah. Karena siswa di MTS 01 Al-Iman Bulus Purworejo yang belajar disana tidak hanya berasal dari purworejo saja, melainkan berasal dari luar kota bahkan luar pulau Jawa. Sehingga banyak keberagaman yang ada disana.

Pembebentukan karakter yang menghargai keberagaman diterapkan sejak kelas 7 Mts agar sejak awal siswa tidak membeda-bedakan satu sama lain. Dengan hal tersebut pihak sekolah mengharapkan agar siswa Mts menjadi siswa beriman, cerdas dan menghargai perbedaan satu sama lain.

Keterlibatan pendidikan multikultural pada siswa tingkat SMP/Mts merupakan asset untuk menguatkan karakter sosial siswa (Patrisius,Victor: 2022). Pembelajaran ini akan menjadi pondasi untuk memperkuat jiwa bersosial baik. Siswa yang baik adalah siswa yang berkualitas. Karena kolaborasi pembelajaran IPS dengan pendidikan multicultural guna mendukung pembentukan karakter siswa yang berkualitas dan hebat.

SIMPULAN DAN SARAN

Pendidikan adalah pondasi kehidupan bangsa dan negara. Melalui pendidikan anak-anak Indonesia mampu keluar dari belenggu kebodohan. Tujuan adanya pembelajaran IPS ini tentu saja untuk mengenalkan kehidupan sosial dengan baik kepada siswa SMP/Mts agar menjadi paham akan adanya keberagaman dan kultur masyarakat Indonesia.

Dalam pembelajaran IPS di MTS juga termuat mengenai adanya pendidikan multikultural. Sangat miris jika anak tidak mendapatkan bekal pendidikan multikultural di sekolah. Sangat penting disadari bahwa Indonesia adalah negara dan majemuk maka pendidikan mulkultural dalam pembelajaran IPS memang harus diperkenalkan. Tujuanya agar siswa dapat berfikir kritis dan analisis dalam menyikapi apapu isu-isu gobal di negara Indonesia.

Evaluasi yang sudah dilakukan oleh guru atau tenaga pendidik dari MTS 01 Al-Iman Bulus Purworejo agar pembelajaran IPS yang berlangsung benar dan sesuai dengan tujuan pembelajaran. Guru sejak awal sudah terlebih dahulu mengenalkan adanya konsep multukultural. Perspektif pendidikan pendidikan multikultural memberikan gambaran pada siswa di MTS 01 Al-Iman Bulus Purworejo bahwa banyak sekali bentuk keberagaman.

Tindakan yang dilakukan oleh guru di MTS 01 Al-Iman Bulus Purworejo sudah tepat yakni dengan adanya mengajarkan konsep multikultur disekolah. Karena ditempat mereka belajar siswa bukan hanya berasal dari satu kota, melainkan berasal dari luar kota bahkan luar pulau.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6946

INCREASING LEARNING MOTIVATION, LEARNING DISCIPLINE AND CRITICAL THINKING SKILLS THROUGH THE USE OF IPS LEARNING VIDEO MEDIA IN CLASS VII C STUDENTS SMP NEGERI 1 PAKEM ACADEMIC YEAR 2023/2024

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Abstract

This research aims to 1) increase learning motivation through the use of social studies learning video media for students in Class VII C of SMP Negeri 1 Pakem, Sleman, Yogyakarta for the 2023/2024 academic year, 2) increase learning discipline through the use of social studies learning video media for students in class VII C of SMP Negeri 1 Pakem, Sleman, Yogyakarta for the 2023/2024 academic year. 3) improving critical thinking skills through the use of social studies learning video media for Class VII C students at SMP Negeri 1 Pakem, Sleman, Yogyakarta for the 2023/2024 academic year. This research uses classroom action research. The research subjects were 32 students in class VII C of SMP Negeri 1 Pakem, consisting of 16 men and 16 women. Data collection techniques use observation and questionnaires. The data analysis technique uses quantitative descriptive techniques with percentages. The results of the research concluded that 1) Increased learning motivation through social studies learning video media in class VII C students of SMP Negeri 1 Pakem, Sleman, Yogyakarta for the 2023/2024 academic year, this was proven in the pre-cycle of students who had a minimum good learning motivation category, there were 15 students (46.88%), increased in Cycle I to 20 students (62.50%), and in Cycle II to 27 students (84.38%). 2) Increasing learning discipline through social studies learning video media for class VII C students at SMP Negeri 1 Pakem, Sleman, Yogyakarta for the 2023/2024 academic year, this was proven in the pre-cycle of students who reached the minimum good category, there were 19 students (59.38%) , increased in Cycle I to 21 students (65.63%), and in Cycle II to 27 students (84.38%). 3) Improving critical thinking skills through social studies learning video media for class VII C students at SMP Negeri 1 Pakem, Sleman, Yogyakarta for the 2023/2024 academic year, this was proven before the cycle of students who reached the minimum good category, there were 19 students (59.38%) , increased in Cycle I to 24 students (75%), and in Cycle II to 27 students (87.50%).

Keywords: learning motivation, discipline, critical thinking skills, learning videos.

PENDAHULUAN

Latar Belakang Masalah

Pendidikan adalah usaha sadar dan terencana yang dilakukan untuk mewujudkan belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara. Hal tersebut sesuai amanat UU No. 20, Tahun 2003 tentang Sistem Pendidikan Nasional, bahwa Pendidikan nasional bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang baik. Usaha untuk mencapai tujuan tersebut adalah dengan melakukan perbaikan mutu Pendidikan khususnya dalam pembelajaran.

Salah satu usaha untuk meningkatkan kualitas pembelajaran adalah dengan menggunakan model dan metode pembelajaran yang memungkinkan peserta didik aktif dan terlibat dalam proses pembelajaran. Pada pembelajaran, peserta didik berperan sebagai subjek atau pelaku kegiatan belajar. Agar peserta didik berperan sebagai pelaku dalam kegiatan belajar, maka guru hendaknya mengondisikan pembelajaran yang menuntut peserta didik aktif dalam melakukan kegiatan

belajar. Untuk itu guru hendaknya memahami prinsip-prinsip bimbingan dan menerapkannya di kelas. Beberapa upaya yang dapat dilakukan guru untuk mengembangkan keaktifan belajar peserta didik dalam mata pelajaran diantaranya dengan meningkatkan motivasi belajar dan kedisiplinan dalam belajar dengan menerapkan prinsip belajar serta menggunakan model pembelajaran yang sesuai dengan karakteristik materi pelajaran maupun peserta didik.

Pada proses pembelajaran guru mempunyai peranan penting dalam menentukan keberhasilan siswa dalam belajar. Dalam meningkatkan hasil belajar siswa khususnya hasil belajar pada mata pelajaran Ilmu Pengetahuan Sosial sangat dibutuhkan kemampuan dari guru untuk mengembangkan kemampuan mengajarnya agar mampu mendorong siswa untuk belajar. Dengan demikian guru tidak hanya mentransfer ilmu yang dimilikinya melainkan juga mempertimbangkan aspek-aspek lain untuk kesiapan belajar siswa, sehingga siswa tidak mengalami hal-hal seperti bosan, mengantuk, meremehkan, frustasi bahkan anti pati terhadap mata pelajaran Ilmu Pengetahuan Sosial. Keberhasilan pendidikan, khususnya pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) dipengaruhi oleh dua faktor yaitu faktor internal dan faktor eksternal, dimana yang dimaksud dalam faktor internal adalah dari dalam diri siswa itu sendiri sedangkan faktor eksternalnya adalah kualitas guru, proses belajar mengajar, teman sebaya dan sarana prasarana, peran orang tua, dan dukungan masyarakat. Faktor dan kondisi yang mempengaruhi proses belajar sesungguhnya banyak sekali macamnya, baik ada pada diri siswa sebagai pelajar, pada guru sebagai pengajar, metode mengajar, bahan materi pelajaran harus diterima siswa, maupun sarana dan prasarana.

Proses belajar yang baik adalah proses belajar yang bisa memudahkan siswa dalam memahami materi pelajaran yang diajarkan. Sikap disiplin dalam belajar sangat diperlukan untuk terwujudnya suatu proses belajar yang baik. Sikap disiplin dalam belajar akan lebih mengasah ketrampilan dan daya ingat siswa terhadap materi yang telah diberikan, karena siswa belajar menurut kesadarannya sendiri serta siswa akan selalu termotivasi untuk selalu belajar, sehingga pada akhirnya siswa akan lebih mudah dalam mengerjakan soal-soal dari materi yang diberikan.

Disiplin merupakan upaya untuk membuat orang berada pada jalur sikap dan perilaku yang sudah ditetapkan pada individu oleh orang tua. Pendidikan disiplin merupakan suatu proses bimbingan yang bertujuan untuk menanamkan pola perilaku tertentu, kebiasaan-kebiasaan tertentu, atau membentuk manusia dengan ciri-ciri tertentu, terutama untuk meningkatkan kualitas mental dan moral. Belajar dengan disiplin yang terarah dapat menghindarkan diri dari rasa malas dan menimbulkan kegairahan siswa dalam belajar, yang pada akhirnya akan dapat meningkatkan daya kemampuan belajar siswa. Disiplin adalah kunci sukses dan keberhasilan. Dengan disiplin, seseorang menjadi yakin bahwa disiplin akan membawa manfaat yang dibuktikan dengan tindakannya. Setelah berperilaku disiplin, seseorang akan dapat merasakan bahwa disiplin itu pahit tetapi buahnya manis. disiplin memberikan manfaat yang besar dalam diri seseorang.

Namun permasalahan yang ditemukan saat ini masih banyak guru yang mengajar menggunakan metode ceramah. Berdasarkan hasil pengamatan di SMP Negeri 1 Pakem kelas VIIC yang mengungkapkan bawah masih banyak guru yang sering menerapkan metode yang monoton pada saat menyampaikan materi. Guru lebih sering menerapkan metode ceramah untuk menjelaskan materi pada pelajaran IPS dan hanya memakai media pembelajaran berupa video diwaktu tertentu tanpa menuntut keterlibatan aktif siswa. Disamping itu karena keterbatasan waktu dalam mengembangkan media, guru tidak memiliki media pembelajaran yang bervariatif. Disisi lain, dari hasil observasi yang dilakukan, sarana prasarana di SMP Negeri 1 Pakem kelas VIIC sudah cukup memadai untuk menerapkan media pembelajaran yang berbasis teknologi. Hal tersebut dikarenakan setiap ruang kelas sudah terdapat LCD Proyektor yang memungkinkan guru untuk menayangkan media pembelajaran sepeti video, presentasi powerpoint maupun multimedia pembelajaran pada pembelajaran IPS.

Solusi yang dapat mengatasi permasalahan tersebut yaitu guru harus menggunakan menggunakan media pembelajaran yang dapat menarik perhatian siswa serta mengajak siswa lebih aktif dalam

pembelajaran sehingga suasana belajar tersebut dapat terwujud. Media pembelajaran merupakan segala alat maupun benda yang dapat digunakan untuk menyampaikan pesan dari pengirim ke penerima pesan, sehinggga dapat merangsang pola pikir, perasaan, dan minat siswa terhadap proses pembelajaran. Media pembelajaran juga harus mampu menarik perhatian siswa dalam mengikuti proses pembelajaran dan dapat memotivasi siswa dalam mempelajari mata pelajaran yang didapatkan. Banyak jenis media yang dapat digunakan oleh guru, salah satunya adalah dengan penggunaan media video pembelajaran.

Berdasarkan uraian di atas, maka peneliti tertarik untuk meneliti tentang "Peningkatan Motivasi Belajar, Kedisiplinan Belajar dan Kemampuan Berpikir Kritis melalui Penggunaan Media Video Pembelajaran IPS Pada Siswa Kelas VII C SMP Negeri 1 Pakem, Sleman, Yogyakarta Tahun Pelajaran 2023/ 2024".

KAJIAN TEORI

Motivasi belajar

Sardiman (2018: 90) motif adalah daya upaya yang mendorong seseorang untuk melakukan sesuatu. Djamarah (2015: 151) motivasi belajar ekstrinsik adalah motif-motif yang aktif dan berfungsi karena adanya perangsang dari luar. Motivasi adalah suatu usaha yang disadari untuk menggerakkan, menggarahkan dan menjaga tingkah laku seseorang agar ia terdorong untuk bertindak melakukan sesuatu sehingga mencapai hasil atau tujuan tertentu.

Kedisiplinan Belajar

Reysa dan Ratnasari (2022: 6321) Disiplin merupakan kunci keberhasilan seorang siswa khususnya siswa tingkat sekolah dasar. Muhibbin Syah (2016: 76) adalah keputusan untuk menghormati dan melaksanakan suatu sistem yang mengharuskan orang untuk tunduk pada keputusan, pemerintah atau peraturan yang berlaku. Disiplin merupakan perilaku seseorang dalam mentaati peraturan dan norma yang berlaku, yang dilakukan dengan sadar, ikhlas lahir batin serta penuh rasa tanggung jawab, agar bermanfaat bagi diri sendiri dan orang lain. Mubtadin dalam Nisa dkk (2021: 1180) siswa yang memiliki kedisiplinan ditandai dengan adanya kesadaran dalam dirinya.

Kemampuan Berfikir kritis

Berpikir sebagai kegiatan yang melibatkan proses mental memerlukan kemampuan mengingat dan memahami, sebaliknya untuk dapat mengingat dan memahami diperlukan proses mental yang disebut berpikir (Wina Sanjaya, 2014: 231). Wasty Soemanto (2014: 31) berpikir merupakan proses yang dinamis. Adhitya Rahardian dkk (2022 :92) berpikir kritis merupakan kemampuan untuk merefleksikan pemikiran dan memecahkan masalah. Berpikir kritis merupakan kemampuan seseorang untuk memecahkan masalah yang dihadapinyadengan kerendahan hati, dengan sikap keingintahuannya, serta adanya kreativitas dalam diri seseorang serta adanya empati dalam diri individu tersebut.

Ilmu Pengetahuan Sosial (IPS)

Suhada (2017: 26) mengungkapkan Istilah Ilmu Pengetahuan Soaial (IPS) merupakan nama mata pelajaran di tingkat sekolah atau nama program studi di perguruan tinggi yang identik dengan istilah "social studies". Trianto (2017: 171) menyatakan Ilmu Pengetahuan Sosial (IPS) merupakan integrasi dari berbagai cabang ilmu-ilmu sosial. Wahidmurni (2017: 31) mengemukakan bahwa IPS merupakan mata pelajaran wajib pada Struktur Kurikulum 2013 pada jenjang pendidikan dasar (SD dan SMP). Nursalam (2016: 12) mengemukakan Ilmu Pengetahuan Sosial merupakan gabungan dari berbagai disiplin ilmu sosial.

METODE PENELITIAN

Tempat Dan Waktu Penelitian

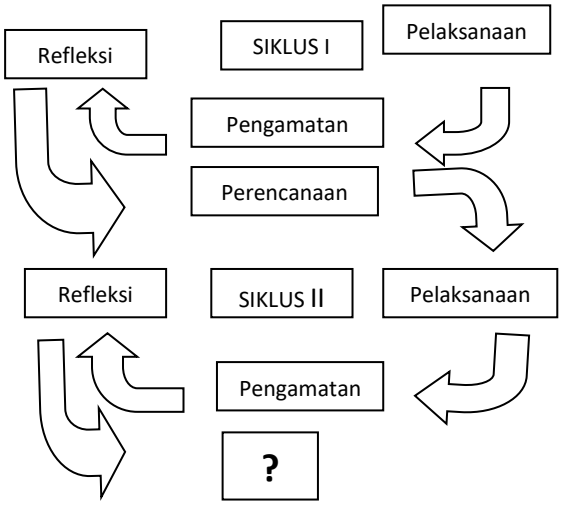
Tempat penelitian adalah SMP Negeri 1 Pakem yang beralamat di Tegalsari Pakembinangun, Kec. Pakem, Kabupaten Sleman. Penelitian ini dilaksanakan pada tahun pelajaran 2023/2024 yaitu bulan Januari – April 2024

Subjek Penelitian

Subjek dalam penelitian ini adalah siswa kelas VII C SMP Negeri 1 Pakem yang berjumlah 32 Siswa yang terdiri atas 16 laki-laki dan 16 perempuan.

Desain Penelitian

Penelitian ini merupakan penelitian tindakan kelas (PTK) yaitu, penelitian ini dilakukan dengan teman sejawat dan didasarkan pada permasalahan yang ada dalam proses pembelajaran IPS.



A. Metode & Instrumen Pengumpulan Data

Metode Pengumpulan data dalam Penelitian Tindakan Kelas (PTK) ini di peroleh melalui beberapa cara yaitu :

1. Angket
   Angket digunakan untuk mengumpulkan data tentang motivasi dan kedisiplinan.
2. Observasi
   Teknik ini digunakan untuk memperoleh data yang diperlukan mengenai kemampuan berpikir kritis siswa dalam pembelajaran IPS.
3. Dokumentasi
   Dokumentasi merupakan cara pengumpulan data yang menghasilkan catatan-catatan penting yang berhubungan dengan masalah yang diteliti, sehingga akan diperoleh data yang lengkap, sah dan bukan berdasarkan pemikiran.

B. Metode Analisis Data

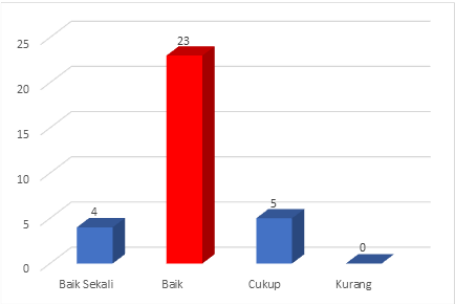
Data - data kualitatif yang didapat kemudian dilakukan analisis dan dideskripsikan hasilnya. Data kuantitatif setelah dihitung hasilnya kemudian dianalisis persentasinya.

1. Analisis Data Hasil Observasi Siswa
   Data hasil observasi dianalisis untuk mengetahui kemampuan berpikir kritis siswa yang berpedoman pada lembar observasi siswa. Penelitian dilihat dari hasil skor pada lembar yang digunakan.
2. Analisis Data Hasil Angket Kedisiplinan dan motivasi belajar
   Data yang terkumpul berupa hasil angket. Data yang diperoleh dianalisis menggunakan skala Likert.

HASIL PENELITIAN

A. Motivasi Belajar

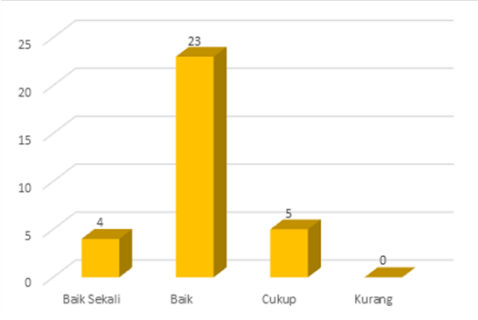
No	Kategori	Frekuensi	Persentase
1	Baik Sekali	4	12,50%
2	Baik	23	71,88%
3	Cukup	5	15,63%
4	Kurang	0	
Jumlah		32	



Motivasi belajar siswa pada siklus II yang tergolong baik sekali 4 siswa (12,50%), kategori baik 23 siswa (71,88%), kategori cukup 5 (15,63%). Dengan demikian, motivasi belajar pada siklus II yang mencapai kategori minimal baik adalah 84,38% hal ini berarti sesuai dengan keberhasilan yang ditentukan yaitu 80% siswa mencapai kategori minimal baik.

A. Kedisiplinan Belajar

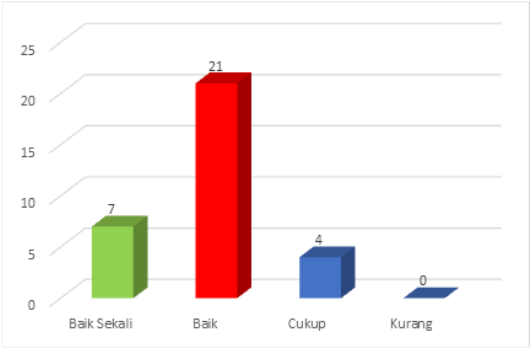
No	Kategori	Frekuensi	Persentase
1	Baik Sekali	4	12,50%
2	Baik	23	71,88%
3	Cukup	5	15,63%
4	Kurang	0	0,00%
Jumlah		32	



Kedisiplinan belajar siswa pada siklus II adalah siswa yang mempunyai kedisiplinan baik dan baik sekali 84,38%siswa yang mempunyai kategori kedisiplinan cukup 5 siswa (15,63%). Berdasarkan perolehan data tersebut, maka untuk siklus II ini kedisiplinan siswa yg berkategori minimal baik sudah mencapai 80%, hal ini berarti bahwa pencapaian kedisiplinan belajar pada siklus ini sesuai dengan indikator keberhasilan yang ditentukan.

B. Kemampuan Berpikir Kritis

No	Kategori	Frekuensi	Persentase
1	Baik Sekali	7	21,88%
2	Baik	21	65,63%
3	Cukup	4	12,50%
4	Kurang	0	0%
Jumlah		32	



Kemampuan berpikir kritis siswa pada siklus II adalah siswa yang mempunyai motivasi baik dan baik sekali dicapai 28 siswa (87,50%), siswa yang mempunyai kategori motivasi cukup 4 siswa (12.50%). Berdasarkan perolehan data tersebut, maka untuk siklus II ini kemampuan berpikir kritis siswa yang berkategori minimal baik sudah mencapai 80%, hal ini berarti bahwa pencapaian motivasi belajar pada siklus ini sesuai dengan indikator keberhasilan yang ditentukan.

KESIMPULAN

1. Peningkatan motivasi belajar melalui media video pembelajaran IPS pada siswa kelas VII C SMP Negeri 1 Pakem, Sleman, Yogyakarta Tahun Pelajaran 2023/ 2024, hal ini dibuktikan pada pra Siklus siswa yang memiliki kategori motivasi belajar minimal baik terdapat 15 siswa (46,88%), meningkat pada Siklus I menjadi 20 siswa (62,50%), dan pada Siklus II menjadi 27 siswa (84,38%).
2. Peningkatan kedisiplinan belajar melalui media video pembelajaran IPS pada siswa kelas VII C SMP Negeri 1 Pakem, Sleman, Yogyakarta Tahun Pelajaran 2023/ 2024, hal ini dibuktikan pada pra Siklus siswa yang mencapai kategori minimal baik terdapat 19 siswa (59,38%), meningkat pada Siklus I menjadi 21 siswa (65,63%), dan pada Siklus II menjadi 27 siswa (84,38%).
3. Peningkatan kemampuan berpikir kritis melalui media video pembelajaran IPS pada siswa kelas VII C SMP Negeri 1 Pakem, Sleman, Yogyakarta Tahun Pelajaran 2023/ 2024, hal ini dibuktikan pra Siklus siswa yang mencapai kategori minimal baik terdapat 19 siswa (59,38%), meningkat pada Siklus I menjadi 24 siswa (75%), dan pada Siklus II menjadi 27 siswa (87,50%).

SARAN

1. Bagi Sekolah, hendaknya dapat menyediakan fasilitas pembelajaran yang lebih memadai untuk menunjang kegiatan belajar mengajar agar lebih efektif dan efisien.
2. Bagi Guru, Kegiatan belajar mengajar sebaiknya lebih sering menggunakan media pembelajaran yang interaktif agar kegiatan belajar mengajar menjadi lebih menarik serta membangkitkan minat dan motivasi siswa untuk belajar

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6992

EFFORTS TO ENHANCE IPS LEARNING OUTCOMES THROUGH THE THINK PAIR SHARE LEARNING MODEL

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Abstract

This research aims to 1) determine whether the use of the *think pair share* type active learning model can improve the learning outcomes of class IV students, 2) improve social studies learning outcomes through the *think pair share* type active learning model for class IV. This research was carried out at SD Negeri 20 Tual. The subjects in this research were class IV students at SD Negeri 20 Tual, totaling 23 students. This type of research is classroom action research. Data collection techniques in this research used questionnaires and observation sheets. The data analysis technique uses quantitative descriptive with percentages. The results of the research show that 1) Using the *Think pair share* type Active Social Studies learning model can improve the learning outcomes of class IV students by implementing the *Think pair share* learning model in accordance with the steps of the TPS learning model, namely the preliminary stage. , thinking stage, pairing with your seatmate, sharing stage with other pairs, giving awards,and ending with closing. 2) Increased social studies learning outcomes through the *think pair share* type active learning model for class IV as evidenced by the increase in social studies learning outcomes in the pre-cycle with an average score of 75.74 and 13 students (56.52 %) students achieving the KKM score increased in cycle I with an average score of 79.43 and 17 students (73.91%) achieved the KKM score and in Cycle II it increased with an average score of 83.26 and students who achieved the KKM score ≥ 78 as many as 20 students (83.26). This means that the achievement of learning outcomes is in accordance with previously determined success indicators.

Keywords: ***enhance, IPS, learning outcomes, think pair share learning model***

PENDAHULUAN

Pendidikan adalah proses perubahan sikap dan tingkah laku seseorang atau kelompok orang dalam usaha mendewasakan manusia melalaui upaya pengajaran. Pendidikan sesungguhnya adalah proses pematangan kualitas hidup.Melalui proses tersebut manusia diharapkan dapat memahami apa arti dan hakikat hidup, serta untuk apa dan bagaimana menjalankan tugas hidup dan kehidupan secara benar. Undang- undang Nomor 20 Tahun 2003 tentang sistem pendidikan nasional pada pasal 1 Butir 1 menyatakan bahwa pendidikan adalah usaha dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran untuk peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, keserdasan, akhlak mulia, dan keterampilan yang diperlukan dirinya, masyarakat bangsa dan Negara.

Perkembangan yang sangat pesat tentang tentang pendidikan saat ini telah menggugah para pendidik untuk dapat merancang dan melaksanakan pendidikan yang lebih terarah dan menciptakan pembelajaran yang menyenangkan sehingga dapat meningkatkan mutu pendidikan di Indonesia. Bertitik tolak dari upaya peningkatan mutu pendidikan, peran guru mempunyai peran yang sangat penting untuk menciptakan kondisi yang kondusif agar siswa terlibat aktif dalam proses pembelajaran.

Pengkondisian siswa oleh guru sangat diperlukan karena siswa merupakan salah satu elemen yang penting di dalam menentukan pencapaian tujuan pendidikan. Partisipasi aktif siswa dalam proses belajar

mengajar di kelas diharapkan memberikan kontribusi yang bermakna terhadap minat dan motivasi belajar siswa, sehingga akan berdampak pada peningkatan hasil belajar (Sri Puspitasari, 2019: 56). Proses pembelajaran tidak terlepaskan dengan model pembelajaran. Model-model pembelajaran yang akan menstimulus minat dan pemahaman peserta didik terhadap tori yang disampaikan. Sehubungan dengan itu, model pembelajaran merupakan suatu pendekatan untuk menyiasati perubahan perilaku peserta didik secara adaptif maupun generatif, dan model pembelajaran berkaitan erat dengan gaya belajar peserta didik dan gaya mengajar guru yang sering dikenal dengan *style of learning and teaching*.

Model pembelajaran merupakan kerangka konseptual prosedural yang sistematik berdasarkan teori dan digunakan dalam mengorganisasikan proses belajar-mengajar untuk mencapai tujuan belajar. Menurut Istarani (2019: 1) "menyatakan bahwa model pembelajaran adalah rangkaian penyajian materi ajar yang meliputi segala aspek sebelum sedang dan sesudah pembelajaran yang dilakukan oleh guru serta segala fasilitas yang terkait yang digunakan secara langsung dan tidak langsung dalam proses belajar mengajar". Terdapat berbagai model pembelajaran yang digunakan didalam proses belajar mengajar diantaranya, model pembelajaran discovery/inquiry, model pembelajaran berbasis masalah, model pembelajaran berbasis proyek, model pembelajaran kontekstual, dan lainnya.

Salah satu model pembelajaran yang sering digunakan oleh peserta didik adalah model pembelajaran TPS (*Think-Pair-Share*). Model pembelajaran ini dapat diimplementasikan pada kurikullum 2013 yang saat ini digunakan pada sistem pendidikan. Model pembelajaran *Think pair share* (TPS) memberikan kesempatan pada siswa untuk lebih leluasa dalam berpikir dan merespon pengetahuan maupun soal yang diberikan. Penggunaan model pembelajaran TPS akan memberikan siswa ruang untuk berpikir kritis, bernalar, berpikiran luas, dan dapat mencari jawaban sendiri terhadap permasalahan yang diberikan peserta didik. Selain memberikan kesempatan siswa untuk berpikir kritis, model pembelajaran TPS juga dapat mempengaruhi hasil belajar siswa.

Hal ini dikarenakan, model pembelajaran yang efektif, menyenangkan, belajar secara kelompok dan lainnya. Model pembelajaran yang dipusatkan kepada siswa ini memiliki sintaks yang singkat dan mudah. Sehingga dapat dipastikan berpengaruh terhadap motovasi dan keinginan siswa untuk belajar dibandingkan dengan menggunakan metodeceramah (Rike Andriani, & Rasto, 2019). Dengan menggunakan model pembelajaran TPS maka siswa akan aktif belajar dan akan mempengaruhi hasil belajarnya.

Rendahnya hasil belajar yang terjadi pada siswa kelas IV SD Negeri 20 Tual bisa terlihat dari data yang diperoleh peneliti pada kondisi awal pengamatan. Data yang peneliti dapatkan pada saat akhir proses pembelajaran yang dilakukan guru saat mengadakan penilaian, masih banyak siswa mendapatkan nilai di bawah Kriteria Ketuntasan Minimal (KKM). Adapun nilai KKM yang ditetapkan untuk mata pelajaran IPS di SD Negeri 20 Tual Maluku Tenggaraadalah 78, sementara siswa yang mendapatkan nilai di atas KKM baru 13 siswa atau 56,52% kemudian siswa yang mendapatkan nilai di bawah KKM masih ada 10 siswa atau 43,48%, nilai rata-rata kelas juga masih di bawah KKM yaitu mendapatkan 75,54. Nilai rata-rata kelas ini masih berada di bawah standar KKM yang ditetapkan yakni 78. Dengan demikian sangatlah perlu ditingkatkan lagi hasil belajar siswa pada mata pelajaran IPS.

Beberapa hal yang menyebabkan nilai hasil belajar pada mata pelajaran IPS masih rendah, diantaranya bahwa siswa menganggap mata pelajaran IPS itu menjenuhkan. Materinya banyak dan cukup menyulitkan siswa. Sementara guru seringkali kurang bervariasi dalam menyampaikan materi, karena masih didominasi dengan ceramah dan terfokus pada guru. Variasi dalam penggunaan model pembelajaran juga kurang sehingga siswa merasa jemu dan bosan. Kebosanan yang dirasakan siswa membuat siswa enggan mengikuti pelajaran. Sehingga ketika bunyi bel masuk berdering saatnya pelajaran IPS

dimulai, siswa terlihat enggan masuk kelas, tetap asyik bermain diluar atau mengobrol dengan temannya. Siswa juga kurang fokus dalam mengikuti proses pembelajaran. Siswa mencari kesibukan dan kegiatan sendiri untuk mengurangi rasa jenuhnya. Beberapa siswa mencari alasan ke belakang atau ijin ke kamar kecil hanya untuk mengurangi rasa kantuk dan rasa bosan saat pelajaran berlangsung. Pada saat kerja kelompok atau diskusi, yang aktif hanya anak tertentu sehingga tugas tidak bisa dikumpulkan tepat waktu. Kebiasaan siswa tidak disiplin pun tampak ketika siswa selesai kerja kelompok.

METODE PENELITIAN

Penelitian ini dilakukan selama 3 bulan dengan lebih kurang 2 siklus yang tiap siklus terdiri dari 2 pertemuan. Penelitian dilaksanakan dari bulan Desember 2022 – Maret 2023. Tempat penelitian adalah di kelas 4 SD Negeri 20 Tual, Kelas IV (Empat). Subjek Penelitian adalah seluruh peserta didik kelas Kelas IV SD Negeri 20 Tual, sejumlah 23 peserta didik, terdiri dari 14 laki-laki dan 9 perempuan. Objek Penelitian ini adalah peningkatan dan hasil belajar siswa melalui pembelajaran aktif *tipe think pair share* pada peserta didik kelas SD Negeri 20 Tual, Kelas IV (Empat), Tahun Pelajaran 2022/2023.

Penelitian Tindakan Kelas merupakan suatu penelitian yang menerapkan meodel, strategi, atau pendekatan pada pembelajaran berupa siklus berkelanjutan. Setiap siklus terdiri dari empat tahapan yaitu perencanaan, pelaksanaan tindakan, pengamatan (observasi), dan refleksi (Supardi dan Suhardjono, 2020: 30). Mengacu pada uraian tersebut desain penelitian tindakan kelas ini direncanakan terdiri dari satu prasiklus dan dua siklus tindakan.dua siklus, masing masing siklus terdiri dari empat kali pertemuan.

Metode pengumpulan data melalui observasi dan tes. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi tentang proses dan aktivitas pembelajaran dan tes hasil belajar siswa. Teknik analisis data diungkapkan secara deskriptif kualitatif. Analisis data keaktifan peserta didik dilakukan dengan pengolahan data hasil observasi keaktifan peserta didik yaitu dengan mencari jumlah total nilai keaktifan yang diperoleh masing-masing indikator dan masing-masing peserta didik. Total nilai masing-masing indikator dan masing-masing peserta didik tersebut kemudian dipersentasekan. Persentase perolehan skor pada lembar observasi dikualifikasi untuk menentukan seberapa besar keaktifan belajar masing-masing peserta didik. Kemudian langkah selanjutnya adalah data persentase tersebut diolah kembali untuk menentukan persentase keaktifan belajar peserta didik secara keseluruhan. Untuk mendeskripsikan data tentang keberhasilan atau ketuntasan belajar peserta didik digunakan rumus persentase.

HASIL PENELITIAN DAN PEMBAHASAN

Prasiklus

Hasil belajar IPS pada tahap pra tindakan ditunjukkan dari hasil tes yang dilakukan. Hasil tes pada tahap pra tindakan didapatkan rentang nilai siswa 62 – 89, dengan rata-rata sebesar 75,74. Berdasarkan ketuntasan belajar siswa, maka dapat dideskripsikan hasil belajar IPS sebagai berikut :

Tabel 1. Rangkuman Hasil Belajar IPS pada Pra Tindakan

Nilai	Jumlah Siswa	%
< 78	10	43,48%
≥ 78	13	56,52%
Jumlah	23	100,0

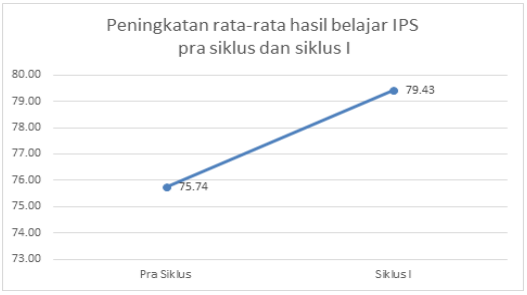
Tabel di atas menunjukkan bahwa pada tahap pra tindakan, didapatkan siswa yang tuntas belajar atau mempunyai nilai ≥ 78 sebanyak 13 siswa (56,52%). Berdasarkan hal tersebut, maka pada tahap pra tindakan belum tercapai indeks ketuntasan yang ditentukan dalam penelitian yaitu minimal 80% jumlah siswa mencapai nilai ≥ 78. Siklus I

Hasil belajar IPS dari hasil tes di akhir siklus I, didapatkan didapatkan rentang nilai siswa 65 – 95, dengan rata-rata sebesar 79,42. Nilai rata-rata hasil belajar IPS tersebut masih lebih tinggi dibandingkan

dengan hasil belajar IPS pada pra tindakan, seperti dideskripsikan pada tabel dan grafik sebagai berikut

Tabel 2. Rangkuman Hasil Belajar IPS pada Pra Tindakan dan Siklus I

Nilai	Pra Tindakan		Siklus I	
	N	%	N	%
< 78	10	43,48	6	26,09
≥ 78	13	56,52	17	73,91
Jumlah	23	100,0	23	100,00



Gambar 1. Perbandingkan Nilai Rata-rata Hasil Belajar IPS Pra Tindakan dan Siklus I

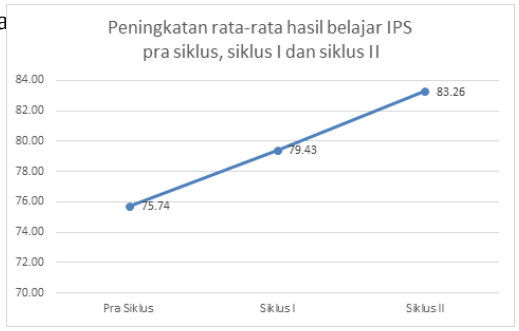
Tabel dan grafik di atas menunjukkan siswa yang tuntas belajar atau mempunyai nilai ≥ 78 sebanyak 17 siswa (73,91%). Berdasarkan hal tersebut, maka kriteria keberhasilan sesuai rumusan dalam hipotesis tindakan yaitu minimal 80% jumlah siswa mencapai nilai ≥ 78 belum tercapai

Siklus II

Hasil belajar IPS dari hasil tes di akhir siklus II, didapatkan didapatkan rentang nilai siswa 72 – 95, dengan rata-rata sebesar 83,26. Nilai rata-rata hasil belajar IPS tersebut masih lebih tinggi dibandingkan dengan hasil belajar IPS pada pra tindakan dan siklus I, seperti dideskripsikan pada tabel dan grafik sebagai berikut :

Tabel 3. Rangkuman Hasil Belajar IPS pada PraTindaka dan Siklus II

Nilai	Pra Tindakan		Siklus I		Siklus II	
	N	%	N	%	N	%
< 78	10	43,48	6	26,09	3	13,04 %
≥ 78	13	56,52	17	73,91	20	86,96 %
Jumlah	23	100,0	23	100,00	23	



Gambar 2. Perbandingkan Nilai Rata-rata Hasil Belajar IPS Pra Tindakan, Siklus I dan Siklus II

Tabel dan grafik di atas menunjukkan siswa yang tuntas belajar atau mempunyai nilai ≥ 78 sebanyak 20 siswa (86,96%). Berdasarkan hal tersebut, maka kriteria keberhasilan sesuai rumusan dalam hipotesis tindakan yaitu minimal 80% jumlah siswa mencapai nilai ≥ 78 sudah tercapai.

PEMBAHASAN

Hasil penelitian menunjukkan bahwa penerapan *Think pair share* (TPS) dalam pembelajaran kooperatif mampu meningkatkan hasil belajar IPS siswa Kelas IV SD Negeri 20 Tual Maluku TenggaraTahun Pelajaran 2022/ 2023. Hasil belajar IPS meningkat pada pra Siklus dengan nilai rata-rata sebesar 75,74 dan 13 siswa (56,52%) siswa mencapai nilai KKM meningkat pada siklus I dengan nilai rata-rata sebesar 79,43 dan 17 siswa (73,91%) mencapai nilai KKM dan pada Siklus II meningkat dengan nilai rata-rata 83,26 dan siswa yang mencapai nilai KKM ≥ 78 sebanyak 20 siswa (83,26). Hal ini berarti pencapaian hasil belajar sudah sesuai dengan indikator keberhasilan yang telah ditentukan sebelumnya.

Melalui pembelajaran *Think pair share*, siswa dilatih untuk berpikir secara

mandiri untuk menemukan jawaban dari permasalahan yang diajukan guru. Peran guru dalam pembelajaran *Think pair share* (TPS) adalah merangsang kemampuan berpikir kritis siswa dengan memberikan penjelasan secara singkat disertai dengan contoh- contoh dari dunia nyata. Penjelasan dari guru secara singkat tersebut, kemudian dikembangkan siswa dan dirangkai menjadi sebuah pengetahuan melalui proses diskusi secara berpasangan dan kemudian dibagi kepada semua siswa di kelas. Melalui pengalaman dalam merangkai suatu informasi sehingga menjadi sebuah pengetahuan yang utuh, maka pengetahuan yang diperoleh akan mengendap lama dalam ingatan siswa. Hal ini akan meningkatkan hasil belajar siswa.

Melalui pembelajaran *Think pair share*, siswa dilatih untuk berpikir secara mandiri untuk menemukan jawaban dari permasalahan yang diajukan guru. Melalui diskusi dengan pasangan atau teman sebangku, maka siswa belajar untuk bekerja sama, saling menyampaikan idenya untuk didiskusikan sebelum disampaikan di depan kelas. Keterlibatan siswa secara aktif dapat menciptakan pembelajaran yang efektif sehingga tercipta suasana yang menyenangkan. Hal tersebut di atas dapat menyebabkan peningkatan hasil belajar, karena siswa dituntut untuk mengikuti proses pembelajaran agar dapat menjawab setiap pertanyaan dan berdiskusi.

Diskusi secara berpasangan untuk menemukan pengetahuan sendiri, juga menjadi sebuah tantangan bagi siswa. Selain itu, melalui proses berbagi pengetahuan dari hasil diskusi secara berpasangan, siswa juga akan merasa dirinya mempunyai arti bagi teman- temannya. Adanya tantangan dan perasaan berarti bagi teman, menyebabkan pembelajaran yang dilakukan menjadi menyenangkan dan menimbulkan motivasi belajar yang tinggi pada siswa. Hal ini menjadi faktor yang menentukan keberhasilan pembelajaran sehingga terjadi peningkatan hasil belajar siswa. Pembelajaran *Think pair share* juga dapat memperbaiki rasa saling menghargai, kerja sama dan juga rasa percaya diri. Rasa saling menghargai dan kerja sama akan terbangun karena siswa harus menyatukan ide dengan pasangannya untuk memperoleh suatu formulasi jawaban yang tepat dari permasalahan yang diajukan oleh guru. Rasa percaya diri akan tebangun karena dalam pembelajaran *Think pair share*, siswa diberi kesempatan untuk berpartisipasi dalam kelas.

KESIMPULAN DAN SARAN

Kesimpulan

Penggunaan model pembelajaran IPS Aktif tipe *think pair share* dapat meningkatkan hasil belajar siswa kelas IV SD Negeri 20 Tual Maluku Tenggaratahun pelajaran 2022/2023 dengan cara menerapkan model pembelajaran *Think pair share* sesuai dengan langkah-langkah model pembelajaran TPS yaitu tahap pendahuluan, tahapan berpikir, berpasangan dengan teman sebangkunya, tahapan berbagi dengan pasangan lain, memberikan penghargaan, dan diakhiri dengan penutup.

Peningkatan hasil belajar IPS melalui model pembelajaran Aktif tipe *think pair share* kelas IV SD Negeri 20 Tual Maluku Tenggaratahun pelajaran 2022/2023 dibuktikan dengan hasil belajar IPS meningkat pada pra Siklus dengan nilai rata-rata sebesar 75,74 dan 13 siswa (56,52%) siswa mencapai nilai KKM meningkat pada siklus I dengan nilai rata-rata sebesar 79,43 dan 17 siswa (73,91%) mencapai nilai KKM dan pada Siklus II meningkat dengan nilai rata-rata 83,26 dan siswa yang mencapai nilai KKM ≥ 78 sebanyak 20 siswa (83,26). Hal ini berarti pencapaian hasil belajar sudah sesuai dengan indikator keberhasilan yang telah ditentukan sebelumnya.

Saran

Bagi Guru, hendaknya dapat membuat perencanaan strategi pembelajaran dengan metode *Think pair share* pada semua bidang studi yang diajarkan. Hal ini diharapkandapat pemahaman siswa terhadap materi yang diajarkan dan meningkatkan hasil belajar. Bagi Sekolah, hendaknya mempunyai program-program untuk meningkatkan kompetensi guru khususnya kompetensi professional agar guru lebih meningkatkan kemampuan dalam mengajarnya dengan menggunakan model

pembelajaran yang lebih bervariatif.

Sekolah dapat memotivasi guru di sekolahnya untuk melakukan Penelitian Tindakan Kelas dengan berbagai metode pembelajaran yang inovatif dan kreatif. Hal ini diharapkan dapat memformulasikan metode yang paling efektif dan tepat untuk diterapkan pada suatu pokok bahasan dan mata pelajaran tertentu, sehingga hasil belajarsiswa meningkat.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6994

THE ROLE OF INSTITUTIONAL COMMUNICATION IN THE AR RAIHAN PARENTS' SCHOOL PROGRAMME FOR THE DEVELOPMENT OF STUDENTS' CHARACTER AT AR RAIHAN BANTUL FOUNDATION

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Abstract

This article aims to analyze the role of institutional communication in the Ar-Raihan Parent School (SOTA) program for developing the character of students at the Ar Raihan Bantul Foundation with a focus on the communication process between institutions and parents on the development of students' character. The type of research used in this research is qualitative-naturalistic. The method used is a case study approach, this research describes supporting and inhibiting factors such as "the role of communication in parents' school programs", and "the role of parents in developing children's character". Data was collected through observations, interviews and documentation which was strengthened by an extensive literature review including journal articles, books and other relevant sources to understand the research subject comprehensively. The results of this research show that: (1) the communication patterns of institutions, teachers and parents are implemented on the needs of student character development and the Ar-Raihan Parent School (SOTA) program. SOTA program activities are implemented at three levels, namely basic, advanced and intensive. In its implementation, the SOTA program is implemented in two ways, namely online via zoom meeting and offline directly at the Ar-Raihan school in Bantul. The education of parents of SOTA participants regarding parenting patterns for children's character development is carried out in daily activities at home and reported through their respective homeroom teachers in the SOTA group WhatsApp group; (2) the role of parents in developing the character of students at the Ar-Raihan Foundation, one of which is by participating in the Ar-Raihan Parent School (SOTA) program. Starting from basic SOTA, advanced to intensive. This research has a significant impact in improving the quality of parental education on student character development

Keywords: Communication, Program, Parenting, Character

PENDAHULUAN

Dalam kehidupan sehari-hari, pendidikan dapat berperan sebagai salah landasan manusia dalam berpikir dan bertindak. Demikian pula dalam pasal 4 undang-undang yang menyatakan bahwa tujuan pendidikan nasional adalah mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha Esa dan berbudi pekerti luhur (Mulkhan 1993: 71). Hal serupa juga pernah disampaikan oleh "Bapak Pendidikan Indonesia", yakni Ki Hajar Dewantara—sebagaimana yang ditulis oleh Tiara Luthfi dkk.—bahwa tujuan pendidikan adalah untuk menyempurnakan anak dengan pendidikan agar memiliki integritas serta pedoman akan menghadapi masa depannya kelak (Luthfi dkk. 2024: 1–2).

Di sisi lain, pendidikan dan pembelajaran untuk anak, dilaksanakan secara berkelanjutan, terprogram, dan berkesinambungan oleh semua pihak; baik keluarga, sekolah maupun masyarakat. Hal

ini sejalan dengan yang pernah ditulis oleh Ki Hadjar Dewantara yang turut mengungkapkan terkait pentingnya sistem pendidikan tri sentra atau tri pusat pendidikan. Di antaranya yaktu; pendidikan di lingkungan keluarga, di lingkungan sekolah, dan di lingkungan masyarakat (Ki Hajar Dewantara 2011: 70). Namun, selama ini ada kesan bahwa tanggung jawab pendidikan hanya ada di institusi pendidikan atau sekolah saja, sehingga sebagian orang tua menyerahkan sepenuhnya proses pendidikan dan pengajaran kepada sekolah. Padahal, lingkungan keluarga merupakan lapisan pertama atas berlangsungnya proses pendidikan bagi seorang anak. Sebab, komunikasi pertama bagi seorang anak adalah ketika bersama dengan kedua orang tuanya. Begitu pula dengan pengajaran dan penanaman nilai-nilai karakter yang baik dari orang tua lebih dahulu diterima dan tertanam dalam diri anak. Oleh karenanya, waktu anak bersama keluarga lebih banyak dibanding dengan waktu di sekolah. Artinya, kesempatan orang tua untuk melakukan proses pendidikan dan pengajaran pada anak-anak mereka jauh lebih banyak. Utamanya pendidikan orang tua pada anak di rumah. Untuk itulah, diperlukan peranan komunikasi yang baik antara sekolah dan orang tua wali murid guna membangun pendidikan yang berintegrasi bagi anak.

Peranan komunikasi dalam sebuah lembaga pendidikan sangat penting guna membangun kagiatan belajar-mengajar yang efektif di sekolah. Hal tersebut dapat berjalan apabila sekolah melibatkan secara langsung peran guru, peserta didik, dan orang tua murid dalam proses pembelajaran. Dengan begitu, komunikasi yang efektif dapat menjamin berlangsungnya interaksi antara guru, peserta didik, dan orang tua secara optimal (Triwardani dkk. 2020: 99). Pendidikan orang tua dalam konteks sekolah merupakan wadah pembinaan sekaligus terobosan bagi orang tua murid guna menjadi orang tua yang tangguh dan kreatif dalam mendidik anak.

Peran orang tua di rumah, dan guru di sekolah, sangat penting bagi pendidikan anak. Sehingga, komunikasi yang baik di antara keduanya merupakan suatu keharusan agar tercapai suatu kesinergian. Djamarah seperti dikutip dalam Hidayat (Hidayat 2013: 94) menyatakan bahwa dalam proses pendidikan anak di sekolah, terdapat banyak faktor yang berpengaruh atau berhubungan terhadap pencapaian prestasi belajar peserta didik, seperti guru, lingkungan, sarana prasarana dan bahkan kerjasama orang tua dengan guru. Sedangkan dalam Islam, pendidikan dimulai dari lingkungan keluarga. Bahkan jauh sebelum anak lahir, kedua orang tua secara tidak langsung berpengaruh pada pertumbuhan anak khususnya ketika masa kehamilan. Dalam hal ini, orang tua harus banyak berdoa dan beribadah kepada Allah SWT dengan banyak-banyak membaca al-Quran, menjaga lisan dan perbuatan (Taubah 2015: 117).

Dari gambaran di atas, orang tua memiliki peranan yang cukup penting atas faktor kematangan emosional dari peserta didik. Ketika terjalin komunikasi yang baik antara orang tua dan sekolah, maka proses tumbuh kembang dari emosional peserta didik akan secara optimal dan terpantau baik. Orang tua mampu memberikan intervensi dan pengamatan anak selama di rumah, dan sekolah bisa melakukan pengamatan selama peserta didik di sekolah melalui guru. Baik wali kelas dan guru bimbingan kelas (BK), maupun guru lainnya memiliki kewajiban untuk menunjang pengetahuan anak (Purwanto 2007: 205).

Mencermati persoalan-persoalan tersebut, peneliti tertarik untuk melakukan observasi dan studi kasus terhadap sebuah program sekolah orang tua Ar-Raihan Bantul mengenai peranan komunikasi lembaga dan

orang tua dalam pengembangan peserta didik. Yayasan Ar Raihan melaksanakan program Sekolah Orang Tua Ar-Raihan—disingkat SOTA, ini menjadi salah satu bentuk program yang dilaksanakan oleh yayasan guna memberikan ruang untuk keterlibatan orang tua dalam proses penyelenggaraan pendidikan. Hal penting lainnya dari program ini ialah, sebagai salah satu sarana komunikasi yang diharapkan lebih efektif antara Yayasan Ar-Raihan dengan orang tua peserta didik. Oleh sebab itu, peneliti memiliki ketertarikan untuk mendalami kegiatan Sekolah Orang Tua Ar-Raihan (SOTA) sebagai salah satu sarana komunikasi antar lembaga pendidikan, dengan orang tua peserta didik sebagai salah satu sarana penguatan penanaman pendidikan karakter pada siswa. Dengan begitu, judul penelitian ini adalah "Peranan Komunikasi Lembaga Pada Program Sekolah Orang Tua Ar-Raihan Bagi Pengembangan Karakter Peserta Didik di Yayasan Ar-Raihan Bantul".

METODE PENELITIAN

Jenis penelitian yang digunakan pada penelitian ini adalah kualtitatif *naturalistic*. Sugiyono (Sugiyono 2015: 1) menyatakan penelitian kualitatif merupakan metode penelitian yang diinginakan untuk meneliti kondisi obyek alamiah di mana peneliti adalah sebagai instrumen kunci. Teknik pengumpulan data dilakukan secara triangulasi (gabungan). Analisis data bersifat induktif dan hasil penelitiannya lebih menekankan pada makna dari pada generalisasi. Metode yang digunakan dalam penelitian ini merupakan studi kasus, di mana peneliti berusaha untuk mengetahui bagaimana proses komunikasi lembaga dengan orang tua dalam program Sekolah Orang Tua, serta bagaimana peran orang tua dalam pengembangan karakter peserta didik di Yayasan Ar-Raihan Bantul. Sebagaimana yang dijelaskan oleh Robert Yin, studi kasus merupakan suatu inkuiri empiris yang menyelidiki fenomena dalam konteks kehidupan nyata. Apabila batas-batas antara fenomena dan konteks tidak tampak tegas, dan di mana multi sumber bukti dimanfaatkan. Oleh karenanya, studi kasus lebih banyak menjawab pertanyaan-pertanyaan "how" dan "why" serta pada tingkatan tertentu juga menjawab pertanyaan "what" dalam kegiatan penelitian (Yin 2005: 46).

KERANGKA BERPIKIR

Perkembangan zaman yang maju membuat akses komunikasi dan informasi lebih mudah untuk diakses, namun seringkali atas kemudahan komunikasi yang ada, sering terjadi permasalahan komunikasi antar lembaga pendidikan dan orang tua peserta didik. Merasa memiliki peran dan tanggung jawab yang sama dalam mendidik peserta didik sangatlah penting antara orang tua dan lembaga pendidikan, sehingga tidak saling memberikan tuntutan berlebihan di antara keduanya.

Untuk mengatasi permasalahan seperti itu, memerlukan kegiatan yang mampu mempermudah jalinan komunikasi antar lembaga pendidikan dengan orang tua peserta didik, sehingga sinergisitas antar lembaga pendidikan dengan orang tua dapat terjalin dengan baik. Aktivitas yang sama akan mempermudah transfer informasi dari pihak sekolah dengan orang tua. Begitu juga dengan orang tua, akan lebih mudah memberikan informasi terkait peserta didik kepada lembaga pendidikan. Ketika komunikasi yang baik antara keduanya, maka akan mampu memberikan dampak yang baik terhadap peserta didik. Walaupun banyak faktor yang mempengaruhi keberhasilan ini. Baik itu faktor pendukung maupun faktor penghambat, namun ketika ini bisa dilaksanakan secara konsisten,

perencanaan yang matang dan mampu melakukan evaluasi. Program ini mampu memberikan solusi bagi komunikasi lembaga pendidikan dan orang tua peserta didik.

Dengan demikian, dalam rangka mengembangkan pendidikan karakter siswa Sekolah Ar-Raihan Bantul maka diperlukan sebuah perencanaan yang matang, dalam hal ini peran komunikasi lembaga Ar-Raihan membaginya menjadi tiga tahapan Sekolah Orang Tua Ar-Raihan (SOTA) bagi orang tua siswa yaitu: SOTA Dasar, SOTA Lanjutan, dan SOTA Intensif.

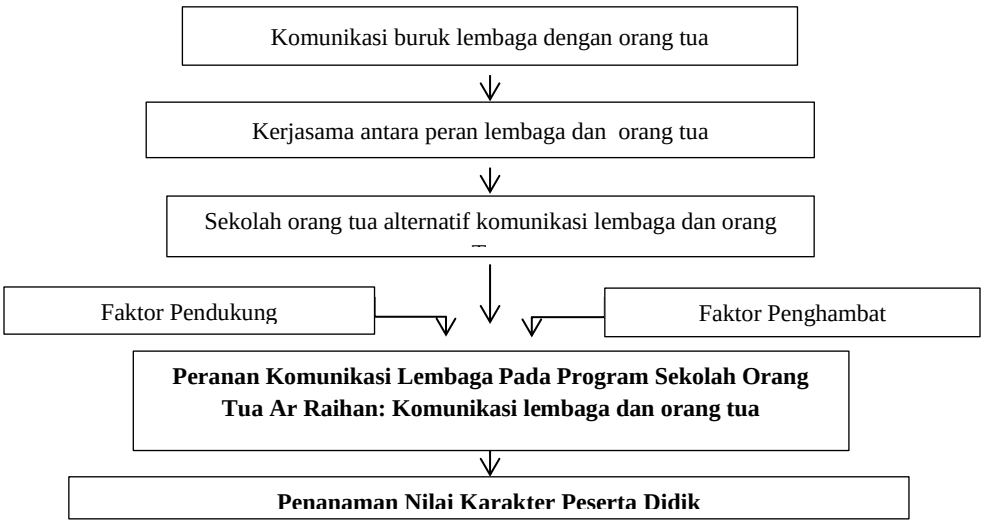
Adapun penjelasannya adalah sebagai berikut:

1) SOTA Dasar yaitu sekolah dasar untuk orang tua wali murid yang baru bergabung di Ar-Raihan. Adapun materinya adalah kurikulum SOTA Dasar.
2) SOTA Lanjutan yaitu SOTA wajib untuk wali murid yang telah lulus SOTA Dasar dengan kurikulum lanjutan.
3) SOTA tidak wajib yang lebih intensif pertemuan dan kurikulumnya, lebih detil :

dan spesifik dengan kesempatan mendapatkan solusi secara lebih personal.

SOTA tidak hanya dapat membantu orang tua dalam memahami dan membantu anak menjadi lebih cerdas, namun juga untuk membentuk kepribadian agar sesuai dengan norma-norma yang berlaku di daerah tempat tinggalnya. Hal ini sejalan dengan pendapat King bahwa, "Pendidikan bertujuan untuk melahirkan insan yang cerdas dan berkarakter" (Maksudin 2013: 58). Dalam hal ini, SOTA memiliki keterkaitan dengan pendidikan budi pekerti yang dalam bahasa inggris diterjemahkan sebagai moral. Dalam hal ini, Strike menjelaskan bahwa, "*Moral education involves authoritative endorsement of norms. Norms regulate the practice of and judgments with respect to some area of human conduct or practice*" (Nucci and Narvaez 2008: 122).

Penanaman dan pengembangan nilai-nilai karakter terhadap peserta didik, diterapkan melalui pembelajaran tematik integratif di Sekolah Orang Tua Ar-Raihan dengan kerangka berpikir sebagai berikut



HASIL DAN PEMBAHASAN

1. Pengertian Pola Komunikasi

Menurut Ratu Mutialela Caropeboka (2017: 1), pola adalah suatu bentuk atau model yang digunakan atau yang bisa dipakai untuk membuat dan menghasilkan suatu bagian dari sesuatu. Sedangkan komunikasi, secara etimologis, istilah "komunikasi" berasal dari bahasa latin yakni *cum* dan *umus*. Kata *cum* artinya 'dengan' atau 'bersama dengan', dan kata *umus,* artinya sebuah kata bilangan yang berarti 'satu'. Lalu, dua kata tersebut membentuk kata benda *communio,* yang dalam bahasa Inggris disebut *communion*, yang mempunyai makna "kebersamaan, persatuan, persekutuan, gabungan, pergaulan, atau hubungan". Oleh karenanya, untuk ber-*communio* dibutuhkan adanya sebuah usaha dan kerja, maka kata *communion* dibuat kata kerja *communicare* yang berarti 'membagi sesuatu dengan seseorang, tukar menukar, membicarakan sesuatu dengan orang, memberitahukan sesuatu kepada seseorang, bercakap-cakap, bertukar pikiran, berhubungan, atau berteman'. Dengan begitu, komunikasi bisa mempunyai makna sebagai "pemberitahuan, pembicaraan, percakapan, pertukaran pikiran atau hubungan" (Dirman 2014: 5).

Hubungan antara pola komunikasi dengan proses pendidikan, adalah sebagai sarana penyampaian informasi, gagasan, emosi, keterampilan dan lain sebagainya dari seorang tenaga pengajar—yakni guru/pendidik, menggunakan lambang-lambang, kata-kata, gambar, bilangan, grafik dan lain-lain untuk mengubah perilaku peserta didik yang terjadi sebagai konsekuensi dari interaksi sosial yang bersifat edukatif.

Adapun fungsi-fungsi komunikasi, menurut Onong Uchjana Effendi dapat disederhanakan menjadi empat fungsi saja, yakni (Effendi 2015: 31): (1) Menyampaikan informasi (*to inform*); (2) Mendidik (*to educate*); (3) Menghibur (*to entertain*); (4) Mempengaruhi (*to influence*).

Berdasarkan pengertian dan pandangan mengenai pola komunikasi di atas, maka penulis dapat menarik kesimpulan bahwa komunikasi merupakan proses pertukaran informasi yang melibatkan dua orang atau lebih. Dalam dunia pendidikan, posisi guru sangat berperan penting dalam memberikan informasi kepada peserta didik sehingga dengan komunikasi tersebut akan tercapai tujuan pembelajaran seperti yang diharapkan. Menurut Naim (2011: 202), komunikasi pendidikan merupakan komunikasi timbal balik antara pihak satu dan pihak lainnya, dan mengandung maksud atau tujuan yang diinginkan. Komunikasi pendidikan dilakukan oleh orang tua dan tenaga pendidik (sekolah) sebagai pendidik dan anak sebagai terdidik, terutama apabila dilakukan secara sadar dengan tujuan untuk mendidik. Sejalan dengan pandangan tersebut, Sekolah Orang Tua Ar-Raihan (SOTA) untuk menjalin komunikasi yang baik antara lembaga (sekolah) dengan orang tua peserta didik.

2. Program Sekolah Orang Tua Ar-Raihan

Yayasan Pendidikan Ar-Raihan Bantul bergerak di bidang pendidikan pra-sekolah, pendidikan dasar dan menengah yang telah beroperasi sejak tahun 1999 (Yayasan Ar-Raihan, 2019). Saat ini, Yayasan Ar-Raihan Bantul menaungi beberapa unit pendidikan yaitu Tempat Penitipan

Anak (TPA), Kelompok Bermain (KBIT), Raudhatul Athfal (TKIT), SDIT dan SMPIT Ar-Raihan Bantul. Dalam waktu dekat juga akan didirikan SMAIT Ar-Raihan sebagai pengembangan pendidikan yang telah ada (Triwahyuningsih 2021: 1803).

SOTA atau Sekolah Orang Tua Ar-Raihan (SOTA) adalah sekolah orangtua yang berupaya menjadi *partner* pengasuhan wali murid diseluruh unit Yayasan Ar-Raihan. Sekolah Orang Tua Ar Raihan mempunyai kurikulum yang sudah ditentukan dan disesuaikan dengan kebutuhan orang tua. SOTA berusaha mewujudkan orang tua yang tangguh, kreatif dan keren dalam pengasuhan anak. Sekolah Orang Tua Ar-Raihan (SOTA) kemudian memiliki tiga tingkatan khusus untuk orang tua murid. Di antaranya yakni, SOTA Dasar, SOTA Lanjutan, dan SOTA Intensif.

Pertama, SOTA Dasar adalah SOTA wajib untuk wali murid yang baru bergabung di Ar-Raihan, kurikulumnya adalah kurikulum dasar SOTA. Dalam SOTA dasar, pesertanya ialah wali murid TK, KB, dan RA. Kurikulum yang digunakan dalam SOTA dasar ini adalah kurikulum dasar yang harus dikuasai oleh wali murid yayasan Ar-Raihan. Sedangkan untuk jumlah pertemuan dalam SOTA dasar ini adalah sebanyak 9 kali pertemuan: September, November, Desember, Januari, Februari, Maret, dan April.

Kedua, SOTA lanjutan yakni SOTA wajib untuk wali murid yang telah lulus SOTA Dasar dengan kurikulum lanjutan. Adapun peserta dalam SOTA lanjutin ini adalah wali murid kelas 3-6 SDIT, kelas 3 SMPIT, dan kelas 3 SMAIT. Sedangkan untuk kurikulum di SOTA lanjutin ini adalah kurikulum SOTA yang disesuaikan dengan kebutuhan orang tua wali murid yayasan Ar-Raihan. Terakhir, jumlah pertemuan dalam SOTA lanjutan ini adalah sebanyak 6 kali pertemuan: September, November, Desember, Februari, Maret, dan April.

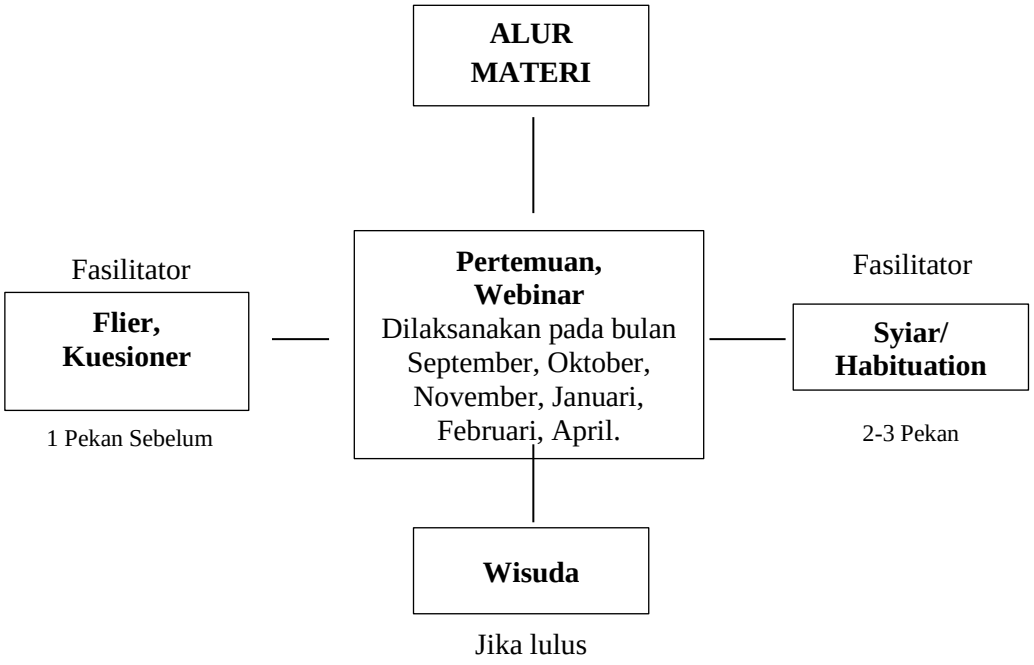
Ketiga, SOTA Intensif yaitu, SOTA yang tergolong tidak wajib yang lebih intensif pertemuan dan kurikulumnya, lebih detail dan spesifik dengan kesempatan mendapatkan solusi secara lebih personal. SOTA intensif disebut juga dengan belajar sepanjang hayat. Sehingga, peserta dalam SOTA intensif ini adalah orang tua wali murid maupun alumni wali murid yang ingin terus belajar baik tentang pengasuhan anak maupun wawasan keislaman serta membuat komunitas kebaikan bersama. Sementara kurikulum yang berlaku dalam kelas ini adalah wawasan keislaman, parenting, keluarga, Al-Qur'an (tahsin, tahfidz), rihlah, outbond keluarga, camping dan lain-lain. Untuk pertemuannya, dapat dilakukan sebulan 1-2 kali, dengan ikatan masing-masing anggota lebih kuat, bentuk kegiatan bervariasi dengan sharing/diskusi, fgd untuk membentuk anggota menjadi bertumbuh dan berkembang.

Adapun kurikulum SOTA pada dasarnya disesuaikan dengan kebutuhan orang tua murid dan sesuai dengan kebutuhan terkini. Berikut tabel kurikulum SOTA:

Tabel 1. Kurikulum SOTA

SOTA DASAR	SOTA LANJUTAN	SOTA INTENSIF
• Kontrak Belajar • Mendidik Aqidah Anak dan • Cinta Ibadah • Mendidik Anak Cinta Ilmu • Komunikasi Nyaman dalam Keluarga • Mendidik Adab Islami • Mendidik Anak Era Digital dan • Penyiapan Akil	• Muroqobbatullah dalam Kehidupan Muslim • Pendampingan Minat dan Bakat Anak • Komunikasi dengan Anak Usia Remaja • Menjadi Ahli Qur'an dalam Keluarga • Tarbiyah Dzatiyah dalam Qur'an • Mendampingi Anak Menuju Baligh	• Kontrak Belajar • Keislaman • Materi Keluarga • Parenting • Rihlah • Al-Qur'an bersama-sama sekeluarga ke surga

Adapun untuk alur materinya adalah sebagai berikut:



Tabel 2. Alur materi SOTA Ar-Raihan

3. Peranan Komunikasi Lembaga Pada Program Sekolah Orang Tua Ar-Raihan (SOTA) di RA Ar-Raihan Bantul

Berdasarkan hasil wawancara dengan orang tua wali murid tentang peranan komunikasi lembaga pada program sekolah orang tua Ar-Raihan (SOTA), penulis meneliti 12 orang tua wali murid di RA Ar-Raihan Bantul yang peneliti ambil di kelas TK-SD-SMP. Di antaranya: 3 orang tua/wali

murid dari TK; 5 orang tua/wali murid dari SD; dan 4 orang tua/wali murid dari SMP.

Dari hasil wawancara dengan para orang tua wali murid yang menjadi informan dalam penelitian ini, maka peneliti menyimpulkan bahwa peranan komunikasi lembaga (Ar-Raihan) pada program Sekolah Orang Tua Ar-Raihan (SOTA) di RA Ar-Raihan Bantul sebagai berikut:

Peranan Komunikasi Lembaga Pada Program Sekolah Orang Tua Ar-Raihan (SOTA) di RA Ar-Raihan Bantul	
Dampak Komunikasi	**Hambatan Komunikasi**
1) Memberikan informasi, meningkatkan pengetahuan, dan menambah wawasan para orang tua wali murid peserta SOTA dalam melakukan pendidikan, pendampingan, dan pengasuhan anak murid di rumah berdasarkan ajaran Islam. 2) Menumbuhkan perasaan tanggung jawab peran orang tua dalam mengikuti dan menyampaikan pikiran, ide atau pendapat. Baik selama mengikuti program SOTA, maupun pasca SOTA. 3) Mengubah sikap, perilaku dan perbuatan orang tua wali murid SOTA dalam mendidik anak secara baik dan benar menurut syariat Islam	1) Hambatan dari proses komunikasi antara lembaga dengan orang tua peserta program Sekolah Orang Tua Ar-Raihan (SOTA), yakni komunikasi *online* yang terkadang multi-tafsir dan jadwal pelaksanaan. 2) Hambatan fisik dari program SOTA: jika SOTA dilaksanakan secara langsung bertatap muka *offline* di sekolah, dikarenakan kesibukan orang tua dalam bekerja. 3) Hambatan semantik: ada beberapa wali murid yang miskomunikasi dengan sekolah dan akhirnya timbul kesalahan fahaman. 4) Hambatan psikologis: karena jadwal yang sering bertabrakan dengan agenda pribadi dan terlampau seringnya jadwal kelas SOTA, terkadang membuat beberapa orang tua merasa jenuh. Selain itu ada juga orang tua yang harus membawa anak bayi untuk ikut kelas SOTA. Sehingga kurang fokus dalam mengikuti proses pembelajaran SOTA.

Dampak dan hambatan komunikasi di atas diharapkan mampu dievaluasi dan diimplementasikan oleh sekolah dengan baik melalui pendidikan karakter. Dalam hal ini, integritas (*integrity*) antara peran lembaga dan orang tua sebagai penyempurna rumusan nilai-nilai karakter yang penting guna ditanamkan kepada peserta didik.

4. Peran Orang Tua dalam Pengembangan Karakter Peserta Didik di Yayasan Ar-Raihan Bantul

Penambahan integritas dalam pilar-pilar pendidikan karakter, dimaksudkan untuk memberikan suatu ketegasan di dalam menaati suatu nilai-nilai moral, sehingga peserta didik diharapkan mampu menjadi individu yang jujur, dapat dipercaya, dan terhormat. Penanaman nilai-nilai karakter pada peserta didik merupakan

sebuah modal dasar bagi bangsa Indonesia untuk mengatasi permasalahan rusaknya karakter bangsa.

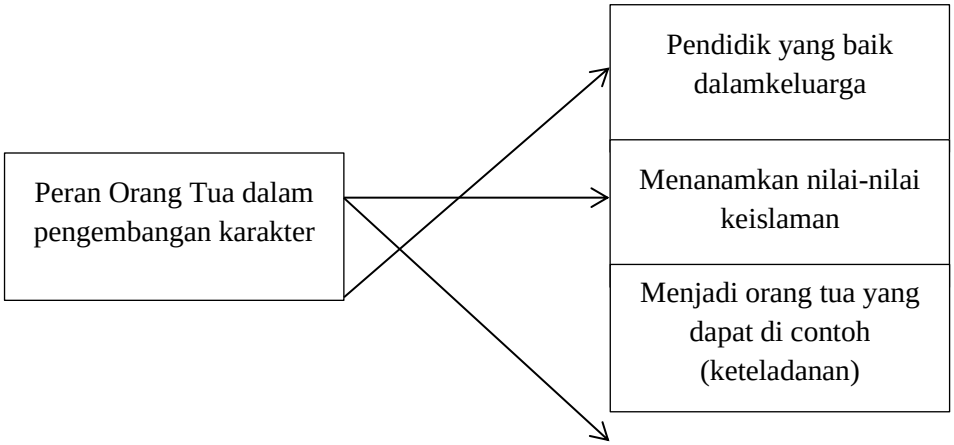
Karakter seseorang pada dasarnya tidak berkembang dengan sendirinya, karena setiap individu dipengaruhi oleh faktor bawaan (*nature*) dan faktor lingkungan (*nurture*). Dengan demikian, karakter setiap individu akan terus berkembang melalui pendidikan dan sosialisasi tentang nilai-nilai kebajikan. Setiap individu yang memiliki karakter baik, akan tumbuh dengan kapasitas dan komitmennya untuk melakukan sesuatu yang terbaik dengan benar dan memiliki tujuan hidup. Adapun karakter peserta didik dikembangkan melalui tahapan pengetahuan, perlakuan atau pelaksanaan, menuju kebiasaan yang dilakukan secara terus menerus.

Berdasarkan hasil observasi, wawancara dan dokumentasi peneliti di lapangan dapat diuraikan peran orang tua dalam pengembangan karakter peserta didik di Yayasan Ar-Raihan adalah berpedoman pada standar SOP. Akan tetapi dari pihak lembaga juga akan mengembalikan kepada setiap anak dan orang tua wali murid yang telah mengikuti program Sekolah Orang Tua Ar-Raihan (SOTA) karena setiap anak memiliki karakter yang berbeda-beda. Dengan mengikuti program SOTA, diharapkan para orang tua wali murid dapat memahami keunikan dan dapat memberikan stimulus. Baik berupa bimbingan, pelatihan, pendidikan, pola asuh maupun pengkondisian akan tepat sasaran dan efektif terhadap anak.

Beberapa faktor pendukung pada peran orang tua dalam pengembangan karakter peserta didik di Yayasan Ar-Raihan di antaranya adalah tersedianya program Sekolah Orang Tua Ar-Raihan (SOTA) yang terdiri dari tiga tingkatan, yakni SOTA dasar, lanjutan, dan intensif. Faktor selanjutnya adalah tersedianya sarana dan prasarana yang baik termasuk fasilitas pendanaan terhadap pelaksanaan program SOTA. Lalu, faktor pendukung lainnya adalah ketersediaan SDM khususnya penyelenggara, pembimbing, dan pemateri SOTA yang kompeten dibidangnya masing-masing. Begitu pula, para orang tua yang telah mengikuti SOTA menjadi lebih memiliki pemahaman yang baik dalam mendidik anak, sehingga para tenaga kerja di sekolah Ar-Raihan dapat berbagi peran dengan para orang tua murid di rumah.

Selain itu, peran orang tua dalam pengembangan karakter peserta didik di yayasan Ar-Raihan juga menggunakan model penanaman karakter religius dengan cara pemberian model konkrit di lingkungan rumah masing-masin siswa. Meskipun, ada beberapa hal yang mungkin belum terlaksana dengan baik untuk menjadi contoh yang harus ditiru oleh setiap peserta didik.

Jadi dapat disimpulkan bahwa peran orang tua dalam penanaman dan pengembangan karakter peserta didik di yayasan Ar-Raihan dapat digambarkan sebagai berikut:



Tabel 3. Peran Orang Tua dalam Pengembangan Karakter

Berdasarkan tabel 3 di atas dan hasil wawancara peneliti dengan orang tua wali murid, dapat dipahami bahwa peran orang tua dalam pengembangan karakter religius peserta didik yayasan Ar-Raihan menggunakan tiga strategi di antaranya adalah 1) menjadi pendidik yang baik dalam keluarga 2) menanamkan nilai-nilai keislaman dalam setiap aktivitas siswa, dan 3) orang tua sebagai model teladan langsung oleh anaknya di rumah.

Dengan demikian, peran orang tua dalam pengembangan karakter peserta didik di Yayasan Ar-Raihan memiliki peran sangat penting. Karena karakter setiap individu pada dasarnya akan terus berkembang dari usia dini sampai usia tua. Pendidikan dan pengembangan karakter sangat perlu ditanamkan sejak peserta didik memasuki pendidikan anak usia dini dan Sekolah Dasar. Dalam hal ini, masa pendidikan usia dini dan Sekolah Dasar berada pada tahapan pembentukan karakter, sehingga peserta didik masih mudah untuk dibentuk karakternya ke arah yang lebih baik.

Pada prinsipnya peran orang tua dalam membentuk dan mengembangkan karakter siswa tidak dapat tercipta dengan cara yang cepat, sehingga harus melewati suatu proses yang panjang, cermat dan sistematis. Untuk itu, Ar-Raihan sebagai sebuah lembaga pendidikan memberikan alternatif sekolah orang tua (SOTA) bagi pengembangan karakter peserta didik. Dalam mengimplimentasikan pengembangan karakter peserta didik, terdapat prinsip-pinsip dasar SOTA yang berusaha mewujudkan orang tua yang tangguh, kreatif dan keren dalam pengasuhan anak yang perlu diperhatikan, antara lain:

Pertama, memperkenalkan nilai-nilai karakter dasar sebagai basis karakter pada peserta didik di rumah. *Kedua*, mengidentifikasi karakter secara komprehensif agar mencakup pemikiran, perasaan dan perilaku selama di lingkungan rumah oleh orang tua wali murid. *Ketiga*, menggunakan pendekatan yang proaktif dan efektif untuk membangun karakter peserta didik. *Keempat*, menciptakan lingkungan yang memiliki kepedulian. *Kelima*, memberi kesempatan kepada peserta didik untuk menunjukkan perilaku baik. *Keenam*, memiliki cakupan kurikulum yang telah ditentukan dan disesuaikan dengan kebutuhan orang tua dalam membangun karakter dan membantu peserta didik meraih kesuksesannya. *Ketujuh*, mengusahakan tumbuhnya motivasi diri pada siswa. *Kedelapan*, memfungsikan peran lembaga

sebagai komunitas moral. *Kesembilan*, adanya pembagian kepemimpinan moral antara lembaga dan orang tua. *Kesepuluh*, memfungsikan keluarga dan anggota masyarakat sebagai mitra dalam membangun karakter peserta didik. *Kesebelas*, mengevaluasi karakter sekolah, fungsi staf, dan manifestasi karakter positif peserta didik.

Motif dilaksanakannya prinsip-prinsip tersebut merupakan sebuah tindakan dan upaya untuk mengembangkan aspek sosial, intelektual, spiritual, dan emosi peserta didik sebagai manusia yang utuh dan berkarakter. Selain itu, prinsip-prinsip di atas, dapat terlaksana secara optimal dengan memperhatikan prinsip keteladanan yang diberikan oleh orang tua kepada peserta didik, prinsip rutinitas untuk menjadi perilaku baik sebagai suatu kebiasaan dalam kehidupan sehari-hari, dan prinsip kesadaran akan pentingnya nilai-nilai karakter untuk diterapkan dalam kehidupan sehari sebagai individu yang berakhlak mulia dan berdaya guna.

SIMPULAN

Berdasarkan hasil dan pembahasan di atas, maka dapat disimpulkan bahwa penelitian ini menegaskan pentingnya peran komunikasi antara lembaga dan orang tua wali murid pada kebutuhan pengembangan karakter peserta didik dan program Sekolah Orang Tua Ar-Raihan (SOTA). Kegiatan program SOTA dilaksanakan melalui tiga tingkatan, yakni dasar, lanjutan dan intensif. Dalam pelaksanaannya, program SOTA dilaksanakan melalui dua cara yakni *online* via zoom meeting dan *offline* secara langsung di sekolah Ar-Raihan Bantul. Pendidikan orang tua peserta SOTA terhadap pola asuh pengembangan karakter anak terlaksana dalam aktivitas sehari-hari di rumah dan dilaporkan melalui wali kelasnya masing-masing di grup WhatsApp angkatan SOTA. Sementara peran orang tua dalam pengembangan karakter peserta didik di Yayasan Ar-Raihan salah satunya adalah dengan mengikuti program Sekolah Orang Tua Ar-Raihan (SOTA). Dari mulai SOTA dasar, lanjutan hingga intensif. Harapannya agar orang tua menjadi guru di rumah bagi anaknya. Sehingga membantu guru di sekolah dalam mengembangkan karakter peserta didik di Yayasan Ar-Raihan Bantul.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6953

IMPROVING TEACHER MOTIVATION, DISCIPLINE, AND PERFORMANCE THROUGH A COACHING APPROACH

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Abstract

This research aims to increase teacher motivation, discipline, and teacher performance through a coaching approach at SMK PGRI 2 Lahat. This research is School Action Research. The subjects of this research were 47 teachers. Data collection techniques are carried out by observation and questionnaires. The data analysis technique uses quantitative descriptive techniques with percentages. The results of the research concluded that 1) increasing teacher motivation through the coaching approach at SMK PGRI 2 Lahat in the 2023/2024 academic year was proven by the work motivation of teachers in the minimum good category in the pre-cycle obtained by 26 teachers (55.32%), increasing in Cycle I to 31 teachers (65.96%) and increased in Cycle II to 39 teachers (82.98%). 2) Increasing teacher discipline through a coaching approach at SMK PGRI 2 Lahat in the 2023/2024 academic year, this is proven by the minimum good category of teacher discipline in the pre-Cycle obtained by 26 teachers (55.32%), increasing in Cycle I to 31 teachers (65.96%) and increased in Cycle II to 39 teachers (82.98%). 3) Increasing teacher performance through a coaching approach at SMK PGRI 2 Lahat in the 2023/2024 academic year, as evidenced by the performance of teachers in the pre-cycle category which was at least good, obtained by 28 teachers (59.57%), increasing in Cycle I to 32 teachers (68 .09%) and increased in Cycle II to 39 teachers (82.98%).

Keywords: work motivation, discipline, performance and coaching

PENDAHULUAN

Pendidikan merupakan investasi jangka panjang yang akan memberikan manfaat besar bagi seorang peserta didik (Nurdin, 2019). Hampir seluruh negara menganggap pendidikan sebagai elemen yang vital dan utama dalam upaya pembangunan nasional (Sebayang, 2019). Guru adalah elemen kunci dalam membimbing dan memandu peserta didik menuju pencapaian potensi terbaiknya. Peran guru dalam pendidikan sangat penting dan tidak dapat diabaikan. Mereka bukan hanya penyampai pengetahuan, tetapi juga figur yang memberikan inspirasi, membentuk karakter, dan memberikan pedoman moral bagi generasi muda. Hasil penelitian menunjukkan bahwa karakteristik, kompetensi hingga kinerja dari guru menjadi salah satu faktor utama yang memengaruhi hasil pendidikan (López-Martín, 2023). Namun di Indonesia kualitas guru masih tergolong rendah. Hal ini berdampak signifikan terhadap kualitas pendidikan yang diberikan kepada siswa. Berdasarkan hasil Survei *Program for International Student Assessment* (PISA) pada tahun 2018 menyatakan bahwa kualitas pendidikan Indonesia masih berada pada kategori terendah ke-10, baik dalam bidang literasi, sains, dan matematika. Kualitas guru dapat dilihat salah satunya dari sisi karakteristik berupa kedisiplinan serta etos kerja atau kinerja guru di sekolah (Setiawati, 2021).

Kedisiplinan berasal dari kata dasar disiplin yang artinya mengacu pada kemampuan guru untuk menjalankan tugas dan tanggung jawab mereka sesuai dengan aturan dan norma yang berlaku. Guru adalah profesi yang sangat membutuhkan tingkat kedisiplinan tinggi (Kusumaningtyas, 2018). Dengan kedisiplinan yang terjaga, guru lebih mungkin untuk menjalankan tugas dan tanggung jawab mereka dengan konsistensi

dan tepat waktu, yang pada akhirnya berkontribusi pada pencapaian hasil pendidikan yang lebih baik (Sunarti, 2022).

SMK PGRI 2 Lahat merupakan salah satu lembaga pendidikan Indonesia yang berkomitmen untuk memberikan pendidikan berkualitas tinggi kepada siswanya. Pendidikan berkualitas dianggap menjadi kunci kesuksesan, dan kesadaran akan hal ini sangat dijunjung tinggi oleh sekolah ini. Namun, dalam kenyataan di lapangan, terdapat ketidaksesuaian antara komitmen tersebut dan kenyataan yang terjadi.Beberapa guru sering kali terlambat masuk kelas, dan ketika mereka berada di dalam kelas, tidak jarang mereka hanya memberikan tugas tanpa menyampaikan materi sebelumnya. Lebih lanjut, terdapat kasus di mana guru tidak masuk ke kelas sama sekali, meninggalkan siswa tanpa pengawasan atau panduan selama jam pelajaran.

METODE PENELITIAN

Penelitian ini dilaksanakan di pada SMK PGRI 2 Lahat yang terletak di Lahat, Sumatera Selatan, Indonesia. SMK ini dipilih sebagai lokasi penelitian karena peneliti bekerja di instansi tersebut. Penelitian ini akan dilaksanakan dengan rentang waktu selama kurang lebih 4 bulan sejak Juli 2023 hingga Februari 2024. Subjek penelitian merujuk pada individu atau kelompok yang menjadi fokus utama dalam suatupenelitian. Dalam penelitian ini, subjek penelitianadalah para guru di SMK PGRI 2 Lahat yang berjumlah 47 guru. Sumber data penelitian tindakan ini meliputi kepala sekolah, dokumen yang ada di sekolah. Adapun teknik pengumpulan datanya dilakukan dengan cara sebagai berikut: 1). Metode Observasi, 2). Angket, dan 3). Dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif dengan persentase yang merupakan suatu metode yang menyajikan data penelitian apa adanya. Metode ini dihitung dengan cara menghitung persentase dari masing-masing kategori data, untuk didapatkan suatu kesimpulan-kesimpulandari data tersebut. Setiap variabel dalam penelitian ini dilakukan pengukuran baik melalui observasi maupun angket. Dari angkat atau observasi tersebut kemudian dibuat tabel rekap sehingga diperoleh skor total.

HASIL PENELITIAN & PEMBAHASAN

1. Pra Siklus

Penelitian dilaksanakan mulai awal Oktober dengan mengamati motivasi kerja guru selama proses pembelajaran ataupun dalam kesehariannya di SMK PGRI 2 Lahat. Peneliti dibantu 3 rekan sejawat untuk melakukan penelitian tentang motivasi kerja, mengingatjumlah guru di SMK PGRI 2 Lahat yang cukup banyak sehingga tidak memungkinkan peneliti melakukan pengamatan kepada 47 guru di SMK PGRI 2 Lahat. Berdasarkan pengamatan yang dilakukan guru berusaha untuk melaksanakan tugas dan tanggungjawabnya sesuai dengan aturan-aturan yang berlaku dan selalu berupaya untuk meningkatkan kinerjanya dengan baik.

Tabel 1. Rangkuman Motivasi Kerja Guru di SMKPGRI 2 Lahat Pada Pra Siklus

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	1	2,13%
2	Baik	25	53,19%
3	Cukup	20	42,55%
4	Kurang	1	2,13%
Jumlah		47	



Gambar 1. Histogram Motivasi Kerja Pra Siklus

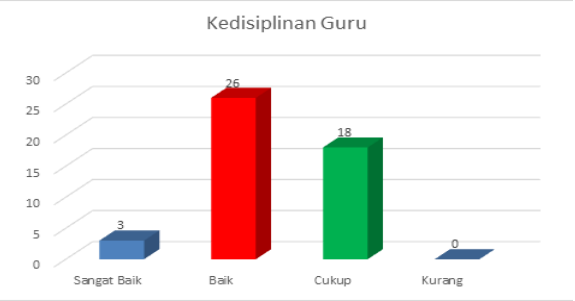
Berdasarkan tabel dan histogram tersebut dapat dijelaskan bahwa dari 47 guru di SMK PGRI 2 Lahat, diperoleh 1 guru (2,13%) mempunyai kategori sangat baik, 25 guru (53,19%) berkategori baik, 20 guru (42,55%) berkategori cukup dan 1 guru (2,13%) berkategori kurang. Dengan demikian perlunya pembinaan dan pendampingan oleh kepala

sekolah agar setiap guru mempunyai motivasi kerja yang tinggi. Selain itu, peneliti juga memberikan angket kedisiplinan yang harus diisi oleh seluruh guru di SMK PGRI 2 Lahat. Dalam angket tersebut berisi tentang kepatuhan dan ketaatan guru terhadap aturan, terhadap tugas pokok sebagai guru, dan bagaimana seorang guru mampu menciptakan suasana kerja yang harmonis dengan rekan kerjanya, serta memiliki loyalitas terhadap profesi guru.

Tabel 2. Rangkuman Kedisiplinan Guru Pada PraSiklus

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	3	6,38%
2	Baik	26	55,32%
3	Cukup	18	38,30%
4	Kurang	0	0,00%
Jumlah		47	

Gambar 2. Histogram Kedisiplinan Guru



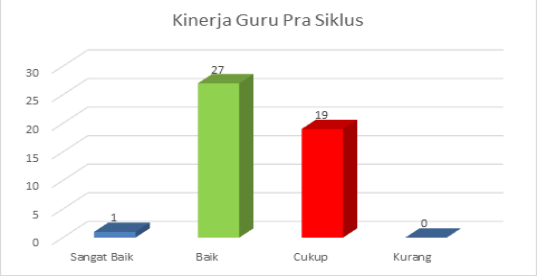
Berdasarkan tabel dan histogram tersebut di atas dapat dijelaskan bahwa kedisiplinan kerja guru pada kategori sangat baik 3 guru (6,38%)., yang berkategori baik 26 guru (55,32%) dan yangberkategori cukup 18 guru (38,30%) . Berdasarkan histogram tersebut, kedisiplinan guru di SMK PGRI 2 Lahat masih tergolong cukup, peneliti kemudian memberikan *coaching* atau pembinaan kepada guru-guru di SMK PGRI 2 Lahat, agar mereka mempunyai kedisiplinanyang lebih baik.

Sedangkan untuk kinerja guru, peneliti menggunakan instrumen penilaian supervisi kegiatan pembelajaran yang meliputi 3 pokok indikator yaitu perencanaan pembelajaran, pelaksanaan pembelajaran dan penilaian pembelajaran. Peneliti lebih memfokuskan kepada penilaian kinerja dalam proses pembelajaran, karena guru sebagai pendidik mempunyai tujuan untuk mendidik siswa agar mempunyai kompetensi, keterampilan, dan pengetahuan sesuai dengan capaian perkembangannya. Berdasarkan hasil penilaian,berikut hasil kinerja guru pada pra siklus :

Tabel 3. Kinerja Guru Pra Siklus Pada Pra Siklus

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	1	2,13%
2	Baik	27	57,45%
3	Cukup	19	40,43%
4	Kurang	0	0,00%
Jumlah		47	

Gambar 3. Histogram Kinerja Guru Pra Siklus



bahwa kinerja guru di SMK PGRI 2 Lahat yang tergolong berkategori sangat baik 1 guru (2,13%), guru yang berkategori baik 27 guru (57,45%) dan guru yang berkategori cukup 19guru (40,43%).

Kinerja guru dalam pembelajaran yang meliputi merencanakan pembelajaran, melaksanakan dan penilaian pembelajaran jugabelum maksimal. Guru masih kesulitan atau malah tidak mempersiapkan pembelajarandengan membuat RPP/ modul ajar, penggunaan media pembelajaran yang dapat mengaktifkan siswa, membuat silabus dan sebagainya. Berdasarkan hasil penilaian kerja tersebut, maka perlu memberikan tindakan kepada para guru agar mampu meningkatkan kinerjanya, oleh karena itu peneliti menerapkan *coaching* kepada guru di SMK PGRI 2 Lahat.

2. Siklus I

Untuk mengukur motivasi kerja guru, peneliti menggunakan pedoman observasi motivasi kerja mengetahui sejauh mana motivasi kerja guru di SMK PGRI 2 Lahat:

Tabel 4. Rangkuman Motivasi Guru Pada Siklus I

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	5	10,64%
2	Baik	26	55,32%
3	Cukup	16	34,04%
4	Kurang	-	-
Jumlah		47	

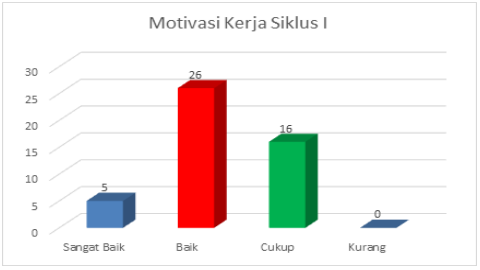
Berdasarkan histogram tersebut dapat dijelaskan bahwa motivasi kerja Siklus I untuk motivasi kerja pada kategori sangat baik 5 guru (10,64%), kategori baik 26 guru (55,32%)dan guru yang mempunyai motivasi kerja pada kategori cukup 16 guru (34,04%).

Selain mengamati motivasi kerja guru, peneliti juga membagikan angket kedisiplinan.

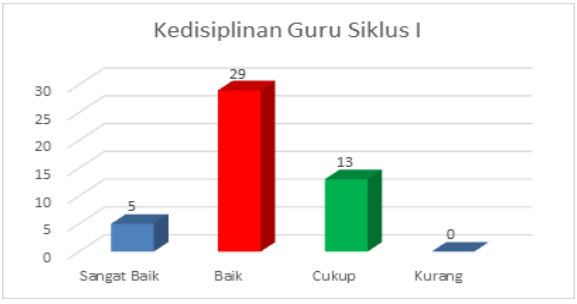
No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	5	10,64%
2	Baik	29	61,70%
3	Cukup	13	27,66%
4	Kurang	0	0,00%
Jumlah		47	

Berdasarkan tabel dan histogram tersebut di atas dapat dijelaskan bahwa kedisiplinan kerja guru pada kategori sangat baik 5 guru (10,64%), kategori baik 29 guru (61,70%) dan yang berkategori cukup 13 guru (27,66%) .

Gambar 4. Histogram Motivasi Kinerja Siklus I



Berikut rekap angket kedisiplinan:



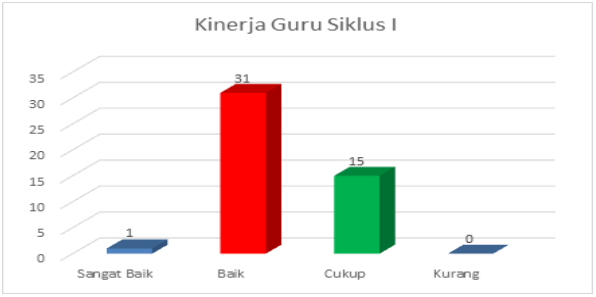
Tabel 5. Rangkuman Kedisiplinan Guru PadaSiklus I

Gambar 5. Histogram Kedisiplinan Guru Siklus I

Peneliti juga melakukan observasi terhadap kinerja guru terutama dalam proses pembelajaran. Adapun aspek yang diteliti meliputi perencanaan pembelajaran, pelaksanaan pembelajaran dan penilaian pembelajaran.Berikut hasil kinerja guru pada Siklus I:

Tabel 6. Kinerja Guru Siklus I

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	1	2,13%
2	Baik	31	65,96%
3	Cukup	15	31,91%
4	Kurang	0	0,00%
Jumlah		47	



Gambar 6. Histogram Kinerja Guru Siklus I

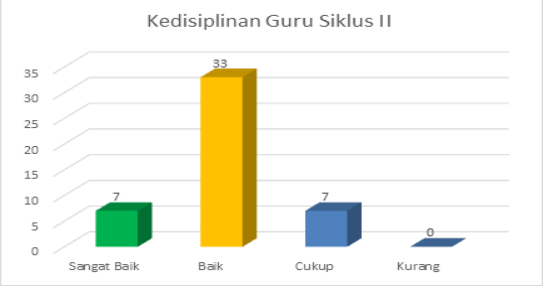
Berdasarkan histogram di atas dapat dijelaskan bahwa kinerja guru di SMK PGRI 2 Lahat yang tergolong berkategori sangat baik 1 guru (2,13%), guru yang mempunyai kinerja berkategori baik 31 guru (65,96%) dan guru yang berkategori cukup 15 guru (31,91%).Berdasarkan hasil penilaian kerja tersebut, maka perlu memberikan tindakan kepada para guru agar mampu meningkatkan kinerjanya, oleh karena itu peneliti tindakan berupa *coaching* dengan model TIRTA kepada seluruh di SMK PGRI 2 Lahat.

3. Siklus II

Untuk mengukur motivasi kerja guru, peneliti menggunakan pedoman observasi motivasi kerja mengetahui sejauh mana motivasi kerja guru di SMK PGRI 2 Lahat:

Tabel 7. Rangkuman Motivasi Guru Pada SiklusII

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	8	17,02%
2	Baik	31	65,96%
3	Cukup	8	17,02%
4	Kurang	-	-
Jumlah		47	



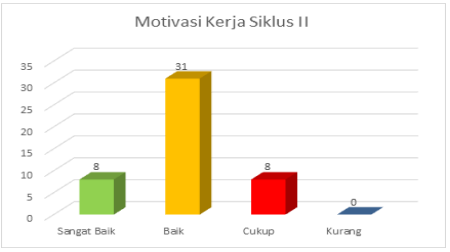
Gambar 7. Histogram Motivasi Kerja Siklus II

Berdasarkan histogram tersebut dapat dijelaskan bahwa motivasi kerja Siklus II untuk motivasi kerja pada kategori sangat baik 8 guru (17,02), kategori baik 31 guru (65,96%) dan guru yang mempunyai motivasi kerja pada kategori cukup 8 guru (17,02%). Dengan demikian dapat disimpulkan bahwa motivasi guru di SMK PGRI 2 Lahat sesuai dengan indikator keberhasilan yang telah ditentukan.

Selain mengamati motivasi kerja guru, peneliti juga membagikan angket kedisiplinan. Berikut rekap angket kedisiplinan:

Tabel 8. Rangkuman Kedisiplinan Guru PadaSiklus II

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	7	14,89%
2	Baik	33	70,21%
3	Cukup	7	14,89%
4	Kurang	0	0,00%
Jumlah		47	



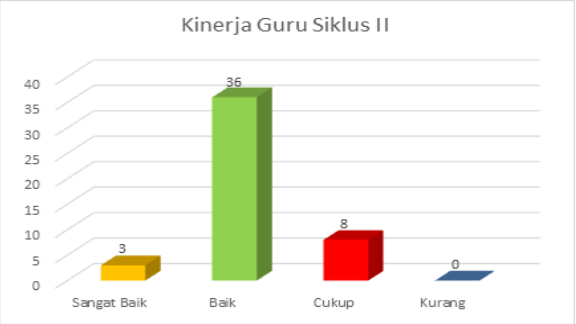
Gambar 8. Histogram Kedisiplinan Guru Siklus II

Berdasarkan tabel dan histogram tersebut di atas dapat dijelaskan bahwa kedisiplinan kerja guru pada kategori sangat baik 7 guru (14,89%), kategori baik 33 guru (70,21%) dan yang berkategori cukup 7 guru (14,89%). Dengan demikian untuk kedisiplinan guru, terdapat 40 guru (85,11%) yang mempunyai kedisiplinan berkategori minimal baik, hal ini sudah sesuai dengan indikator keberhasilan yang ditentukan.

Peneliti juga melakukan observasi terhadap kinerja guru terutama dalam proses pembelajaran. Adapun aspek yang diteliti meliputi perencanaan pembelajaran, pelaksanaan pembelajaran dan penilaian pembelajaran.Berikut hasil kinerja guru pada Siklus II:

Tabel 9. Kinerja Guru Siklus II

No.	Kategori	Jumlah Guru	Persentase
1	Sangat Baik	3	6,38%
2	Baik	36	76,60%
3	Cukup	8	17,02%
4	Kurang	0	0,00%
Jumlah		47	



Gambar 9. Histogram Kinerja Guru Siklus II

Berdasarkan histogram di atas dapat dijelaskan bahwa kinerja guru di SMK PGRI 2 Lahat yang tergolong berkategori sangat baik 3 guru (6,38%), guru yang mempunyai kinerja berkategori baik 36 guru (76,60%) dan guru yangberkategori cukup 8 guru (17,02%). Berdasarkan hasil penilaian kerja tersebut, maka denganadanya *coaching* yang diberikan oleh peneliti sebagai kepala sekolah dapat meningkatkan kinerja guru, hal ini dilihat dari kinerja guru yangberkategori baik sebanyak 39 guru (82,98%).

PENUTUP

Kesimpulan

Peningkatan motivasi guru melalui pendekatan *coaching* di SMK PGRI 2 Lahat padatahun ajaran 2023/2024 dibuktikan dengan motivasi kerja guru yang berkategori minimal baik pada pra siklus diperoleh 26 guru (55,32%), meningkat pada Siklus I menjadi 31 guru (65,96%) dan meningkat pada Siklus II menjadi 39 guru (82,98%).

Peningkatan kedisiplinan guru melalui pendekatan *coaching* di SMK PGRI 2 Lahat padatahun ajaran 2023/2024, hal ini dibuktikan dengan kedisiplinan guru kategori minimal baik pada pra Siklus diperoleh 26 guru (55,32%), meningkat pada Siklus I menjadi 31 guru (65,96%) dan meningkat pada Siklus II menjadi 39 guru (82,98%).

Peningkatan kinerja guru melalui pendekatan *coaching* di SMK PGRI 2 Lahat pada tahun ajaran 2023/2024, dibuktikan dengan kinerja guru pada pra siklus yang berkategori minimal baik diperoleh 28 guru (59,57%), meningkat pada Siklus I menjadi 32 guru (68,09%) dan meningkat pada Siklus II menjadi 39 guru (82,98%).

Saran

Bagi Kepala Sekolah, pentingnya penerapan*Coaching* model TIRTA oleh kepala sekolah sehingga kepala sekolah dapat mengidentifikasi permasalahan yang dialami guru selanjutnyadicarikan solusi bersama untuk mengatasinya sehingga apa yang menjadi tujuan penilaian autentik akan dapat tercapai dengan baik sesuai harapan.

Bagi Guru, perlunya guru untuk dapat menindaklanjuti dampak dari *coaching* yang dilakukan oleh kepala sekolah, sehingga guru dapat dengan cepat dan tepat menangani permasalahan yang terjadi khususnya dalam proses pembelajaran terdiferensiasi.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6862

THE ROLE OF THE TNI AD DHARMA WIRATAMA MUSEUM TO INCREASE UNDERSTANDING OF THE HISTORY OF THE INDEPENDENCE STRUGGLE IN HISTORY LEARNING

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Abstract

The TNI AD Dharma Wiratama Museum, located in Yogyakarta, plays a crucial role in enhancing the understanding of Indonesia's struggle for independence, particularly within the context of historical education for students. This article examines the significant role of the TNI AD Dharma Wiratama Museum in history education, focusing on military history and the Indonesian independence struggle. The museum offers a unique learning experience through its diverse collection, which includes weaponry, uniforms, documents, and detailed historical photographs. By providing interactive exhibitions, the museum delivers a multisensory experience that enables visitors, especially students, to grasp the context and significance of history more deeply than traditional learning methods. Interactive learning methods at the museum, such as the use of digital technology and hands-on activities, enhance visitor engagement and understanding by presenting educational material in a more tangible and relevant form. Additionally, museum visits can significantly boost students' learning motivation by offering contextual and immersive experiences that link theory with real-world applications. The direct engagement and interactive exhibits at the TNI AD Dharma Wiratama Museum enrich students' understanding of Indonesia's independence struggle by providing visual context and in-depth materials, clarifying historical complexities through direct interaction with historical artifacts. Through active learning approaches and comprehensive exhibitions, the museum serves as an effective educational medium in improving students' comprehension and appreciation of national history.

Keywords: TNI AD Dharma Wiratama Museum, History Education, Interactive Learning Methods, Indonesian Independence Struggle, Student Motivation

PENDAHULUAN

Museum sebagai salah satu bentuk media pembelajaran menawarkan potensi yang signifikan dalam menghadapi tantangan ini. Museum, dalam konteks pendidikan, berfungsi sebagai pusat informasi, kajian, dan penelitian yang menyimpan berbagai artefak sejarah dan budaya. Dengan demikian, museum tidak hanya sebagai tempat penyimpanan benda-benda bersejarah tetapi juga sebagai sarana edukasi yang dapat membuat pembelajaran sejarah menjadi lebih konkrit dan menarik. Salah satu media pembelajaran yang dapat digunakan adalah menggunakan pemanfaatan museum agar proses pembelajaran sejarah di kelas tidak lagi abstrak namun menjadi konkrit, sehingga peserta didik lebih antusias dalam belajar serta tercipta situasi pengajaran yang bervariasi. Apabila dilihat secara fungsinya museum memiliki beberapa fungsi diantaranya adalah museum sebagai pusat informasi kajian dan penelitian serta sebagai sumber media pembelajaran (Natawidjaja, 1979).

Pendidikan sejarah memainkan peran penting dalam membentuk identitas dan kepribadian bangsa. Menurut Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Pendidikan Nasional, pendidikan bertujuan untuk mengembangkan potensi peserta didik menjadi individu yang beriman, berakhlak mulia, berilmu, cakap, dan bertanggung jawab sebagai warga negara (Triastuti, 2015). Dalam

konteks ini, museum memiliki peranan strategis sebagai sarana pendidikan yang tidak hanya menyimpan dan melestarikan artefak sejarah, tetapi juga berfungsi sebagai alat edukasi yang efektif. Pendidikan secara esensial dan kultural pada hakikatnya bertujuan untuk mengembangkan nilai-nilai kebudayaan yang menjadi identitas karakter masyarakat dan bangsa. Nilai-nilai esensial tersebut dapat dikembangkan melalui berbagai cara seperti penguatan nilai-nilai karakter kebangsaan (nation character building), Birsyada, M. I., & Siswanta. (2021). Selain itu Pendidikan juga dapat menjadi alat sosialisasi nilai kepada anak-anak agar mereka benar-benar mampu menghayati peranan sosial yang seharusnya mereka terapkan (M. Iqbal Birsyada, 2016).

Museum memiliki peran penting dalam konservasi dan edukasi sejarah, khususnya dalam konteks perjuangan kemerdekaan. Museum sebagai institusi penyimpan dan pameran artefak sejarah menawarkan cara yang efektif untuk memahami dan menghargai perjuangan yang telah dilakukan untuk meraih kemerdekaan. Dengan menampilkan berbagai koleksi yang mencerminkan peristiwa-peristiwa kunci, tokoh-tokoh penting, dan artefak yang relevan, museum dapat memberikan wawasan yang mendalam tentang perjuangan kemerdekaan sebuah bangsa (Sudirman, 2017). Pada tataran praksis, sampai saat ini mata pelajaran sejarah masih banyak yang menganggap dan mengidentikkan sebagai pelajaran yang dianggap membosankan di kelas. Perasaan sekaligus stigma ini muncul karena guru sejarah menjadi penyampai informasi tunggal pada peserta didik dalam memperoleh pengetahuan tanpa adanya penguatan daya kritis peserta didik (Birsyada, 2016). Singkatnya guru sejarah dituntut kreatif dalam mengembangkan media pembelajaran agar pembelajaran dapat bermakna sekaligus dapat membentuk karakter rasa cinta tanah air sekaligus kritis dan konstruktif (Birsyada, 2014; Birsyada & Siswanta, 2021).

Sehingga museum dapat menjadi media pembelajaran Sejarah secara langsung karena memberikan bebrbagai informasi yang terdapat didalam koleksi didalamnya. Namun, metode penyampaian informasi di museum tradisional sering kali kurang interaktif dan dapat menjadi kurang menarik bagi generasi muda yang lebih familiar dengan teknologi digital. Untuk meningkatkan daya tarik dan efektivitas pembelajaran di museum, penting untuk mengintegrasikan teknologi yang dapat membuat pengalaman belajar menjadi lebih imersif dan interaktif. Salah satu solusi inovatif adalah dengan menggunakan teknologi Virtual Reality (VR). Teknologi VR dapat menciptakan simulasi yang realistis dan mendalam dari peristiwa sejarah, memungkinkan pengunjung untuk merasakan dan memahami konteks perjuangan kemerdekaan secara lebih langsung dan menyeluruh (Sari, 2020). Museum Dharma Wiratama di Yogyakarta, sebuah lembaga yang menyimpan koleksi peninggalan sejarah kemerdekaan Indonesia, menghadapi tantangan signifikan dalam menarik minat pengunjung meskipun berada di lokasi strategis dekat dengan berbagai institusi pendidikan dan pusat kegiatan lainnya. Meskipun secara geografis terletak di pusat kota dan berdekatan dengan universitas, sekolah, serta perpustakaan kota, museum ini cenderung sepi dari pengunjung baik pada hari kerja maupun hari libur.

Fenomena ini mencerminkan masalah yang sering ditemui oleh banyak museum, di mana meskipun fasilitas dan lokasi mendukung, kepuasan pengunjung sering kali tidak tercapai. Penelitian sebelumnya menunjukkan bahwa kepuasan pengunjung terhadap museum dipengaruhi oleh berbagai faktor seperti kualitas produk, pelayanan, dan fasilitas yang tersedia (Yoeti, 2006). Ketidakpuasan ini dapat berdampak pada rendahnya tingkat kunjungan dan menghambat potensi museum sebagai destinasi wisata edukatif. Sebuah studi oleh Melton (1972) via Ross (1998) menunjukkan bahwa kejenuhan pengunjung akibat banyaknya informasi baru dalam waktu singkat dapat menyebabkan ketidakpuasan dan penurunan minat untuk melanjutkan kunjungan. Kejenuhan ini sering kali disebabkan oleh penjelasan yang membingungkan, kualitas objek pameran yang kurang menarik, atau ketidaklengkapan informasi.

Gage (2006) menekankan pentingnya kelengkapan fasilitas dan kualitas pelayanan dalam menentukan kepuasan pengunjung dan keberlanjutan suatu museum. Kurangnya fasilitas yang memadai dan pelayanan yang

tidak optimal dapat menyebabkan pengunjung merasa tidak puas dan mengurangi kemungkinan mereka untuk kembali mengunjungi museum tersebut.

Berdasarkan fenomena ini, tujuan penelitian ini adalah untuk mengevaluasi tingkat kepuasan pengunjung terhadap kualitas produk, pelayanan, dan fasilitas di Museum Dharma Wiratama, mengidentifikasi hambatan dan tantangan dalam pengembangan museum sebagai destinasi wisata, serta memberikan rekomendasi untuk perbaikan. Dengan memahami dan mengatasi faktor-faktor yang mempengaruhi kepuasan pengunjung, diharapkan museum ini dapat meningkatkan daya tariknya dan memaksimalkan potensi sebagai tempat wisata edukatif di Yogyakarta.

METODE

Jenis penelitian ini menggunakan metode penelitian studi literatur. Penelitian ini dilakukan oleh penulis bertempat di kota Yogyakarta tempatnya di Museum TNI AD Dharma Wiratama. Serta penulis mengambil data dari beberapa buku dan jurnal yang relevan dan berkaitan dengan judul penelitian. Penelitian ini menggunakan pendekatan Sejarah yang seluruhnya melalui prosedur Sejarah diantaranya heuristik, kritik sumber, dan interpretasi Sejarah, dan histografi.

Sumber data dikelompokan menjadi dua kelompok yaitu sumber data primer dan sekunder. Data primer diperoleh dari wawancara para siswa yang berkunung ke Museum TNI AD Dharma Wiratama. Sedangkan data sekunder dari beberapa perpustakaan, buku dan jurnal. Ada dua Langkah yang perlu dilakukan yaitu kritik eksternal dan kritik internal. Selanjutnya menyusun data yang diperoleh dari sumber ke dalam sebuah karya ilmiah sesuai dengan judul. Teknik pengumpulan data menggunakan studi literatur.

HASIL DAN PEMBAHASAN

Hasil

Museum TNI AD Dharma Wiratama adalah salah satu institusi yang mengoleksi dan memamerkan artefak sejarah kemiliteran Indonesia, khususnya terkait dengan Tentara Nasional Indonesia Angkatan Darat (TNI AD). Museum ini berfungsi tidak hanya sebagai tempat penyimpanan dan pameran barang-barang bersejarah tetapi juga sebagai alat pendidikan dan propaganda untuk memperkuat narasi militeristik dan ideologi tertentu (Nugroho Notosusanto, 2018)

Peningkatan pembelajaran sejarah di Museum Dharma Wiratama dapat dicapai dengan memperbaiki kualitas informasi yang disajikan kepada pengunjung. Saat ini, museum sering dianggap kurang informatif meskipun memiliki koleksi yang berharga. Untuk meningkatkan kepuasan pengunjung dan efektivitas pembelajaran sejarah, penting untuk meningkatkan kualitas penjelasan dan informasi tentang koleksi pameran. Selain itu, peningkatan pelayanan dan fasilitas museum juga dapat membantu mengatasi kejenuhan pengunjung dan membuat pengalaman mereka lebih memuaskan. Penerapan metode pembelajaran yang interaktif di Museum Dharma Wiratama dapat meningkatkan keterlibatan dan pemahaman pengunjung terhadap sejarah. Dengan menggunakan pendekatan yang melibatkan pengunjung secara aktif, seperti diskusi, simulasi, dan teknologi multimedia, museum dapat membuat pengalaman belajar menjadi lebih menarik dan efektif. Metode ini diharapkan dapat mengurangi kejenuhan dan meningkatkan kepuasan pengunjung dengan cara menyajikan informasi secara lebih dinamis dan interaktif. Yoeti (2006).

Umpan balik dari pengunjung yang berstatus sebagai pelajar menunjukkan bahwa sangat jelas informasi yang didapatkan pada koleksi dan fasilitas yang menarik sehingga pengunjung puas saat berkunjung dan belajar Sejarah di Museum TNI AD Dharma Wiratama. Pengunjung merasa sangat terbantu dan puas belajar Sejarah di museum karena koleksi dan fasilitas pendukung seperti digitalisasi sudah ada pada museum ini. Sehingga museum ini sudah sangat cocok untuk pembelajaran Sejarah karena kualitas informasi, pelayanan, dan fasilitas yang ada sudah sangat memadai untuk media pembelajaran Sejarah secara langsung. Ssehingga museum tidak hanya berfungsi sebagai tempat penyimpanan koleksi militer, tetapi juga sebagai pusat edukasi yang mendalam. Institusi pendidikan dapat memanfaatkan fasilitas museum untuk menyediakan pengalaman belajar yang

interaktif dan mendalam mengenai sejarah perjuangan TNI AD. Program-program seperti kunjungan edukatif, workshop, dan pameran tematik dirancang khusus untuk meningkatkan pemahaman siswa tentang sejarah militer dan kontribusi TNI AD dalam perjuangan kemerdekaan. Dengan melibatkan siswa dalam kegiatan langsung di museum, pembelajaran sejarah menjadi lebih hidup dan relevan, menghubungkan pengetahuan teoritis dengan realitas historis yang dihadapi oleh pahlawan bangsa. Kolaborasi ini tidak hanya memperkaya kurikulum pendidikan tetapi juga menumbuhkan rasa kebanggaan dan kepedulian terhadap warisan sejarah nasional di kalangan generasi muda. (Susanna & Birsyada 2024).

PEMBAHASAN

1. Peran Museum dalam Pendidikan Sejarah

Pendidikan merupakan jembatan untuk mencerdaskan generasi bangsa, pendidikan memiliki peranan yang penting untuk kemajuan negeri ini. Apabila masyarakat memiliki pendidikan yang lebih baik, maka kita tidak dapat dipandang sebelah mata oleh orang lain, bahkan oleh negara lain. Pendidikan merupakan bekal utama dalam kehidupan. Secara total, pendidikan merupakan suatu sistem yang memiliki kegiatan cukup kompleks, meliputi berbagai komponen yang berkaitan satu dan lain. Apabila menginginkan pendidikan terlaksana secara teratur, berbagai elemen yang terlibat dalam kegiatan pendidikan perlu dikenali. (Deni &Salamah, 2022). Museum TNI AD Dharma Wiratama Yogyakarta memainkan peran yang sangat penting dalam pendidikan sejarah, khususnya terkait dengan sejarah militer dan perjuangan bangsa Indonesia. Museum ini merupakan pusat pembelajaran yang berfokus pada sejarah Angkatan Darat Republik Indonesia (AD RI) dan memberikan kontribusi signifikan dalam memperkenalkan sejarah militer kepada masyarakat. Sebagai museum yang didedikasikan untuk sejarah militer, Museum TNI AD Dharma Wiratama memiliki koleksi yang sangat beragam, termasuk peralatan perang, seragam, dokumen sejarah, dan foto-foto yang menggambarkan berbagai peristiwa penting dalam sejarah TNI AD. Koleksi ini memberikan konteks visual yang mendalam tentang peran dan kontribusi TNI AD dalam perjuangan kemerdekaan dan pembangunan bangsa. Salah satu peran utama museum ini adalah menyajikan pameran yang memungkinkan pengunjung untuk melihat langsung artefak sejarah dan memahami fungsi serta pentingnya benda-benda tersebut dalam konteks sejarah. Pameran ini membantu pengunjung, terutama pelajar dan mahasiswa, untuk memperoleh pemahaman yang lebih baik tentang sejarah militer Indonesia melalui pengalaman visual dan interaktif. (Andi Prabowo, 2024).

2. Efektivitas Metode Pembelajaran Interaktif

Metode pembelajaran interaktif, seperti penggunaan teknologi digital dan pameran *hands-on*, telah terbukti meningkatkan keterlibatan dan pemahaman pengunjung di museum. Interaksi langsung dengan objek dan konten membuat pengalaman belajar lebih menyenangkan dan berkesan. Cameron, F. (2007) Sehingga dengan metode pembelajaran interaktif di museum menjadikan belajar lebih jelas dibandingkan dengan metode pembelajaran tradisional karena beberapa alasan utama. Museum TNI AD Dharma Wiratama menyediakan konteks nyata untuk materi pelajaran sejarah, memungkinkan pengunjung terutama para pelajar untuk melihat koleksi asli atau benda sejarah yang membuat informasi lebih relevan dan mudah dipahami. Selain itu, pengalaman multisensori yang ditawarkan oleh museum seperti visual, auditori, dan teori dapat meningkatkan pemahaman dan referensi informasi dengan melibatkan lebih banyak saluran persepsi. Pameran interaktif di museum, termasuk aktivitas *hands-on* dan teknologi digital, memungkinkan pengunjung untuk berpartisipasi langsung dalam proses pembelajaran, yang sering kali meningkatkan keterlibatan dan pemahaman. Museum TNI AD Dharma Wiratama juga menyajikan informasi dalam bentuk visual yang memudahkan pemahaman konsep yang kompleks, serta menyediakan kesempatan untuk pembelajaran berbasis pengalaman yang lebih mudah diingat. Ketertarikan dan motivasi pengunjung terhadap pameran yang mereka minati turut memperkuat efektivitas pembelajaran. Selain itu, kunjungan

ke museum mendorong diskusi sosial dan refleksi, serta memanfaatkan teknologi untuk memberikan informasi tambahan dan konteks yang mendalam. Semua faktor ini berkontribusi pada pengalaman belajar yang lebih imersif dan mendalam di museum.

Teknologi interaktif di museum dapat memperdalam pemahaman pengunjung dengan memberikan pengalaman belajar yang kontekstual dan personal. Integrasi alat interaktif dalam pameran membantu pengunjung memahami informasi dengan cara yang lebih terlibat dan efektif. Hayes, S. (2012). Berkunjung ke museum dapat memberikan pembelajaran yang kontekstual dan personal karena museum menyediakan konteks nyata untuk materi pelajaran sejarah. Museum TNI AD Dharma Wiratama menampilkan koleksi asli dan objek sejarah, pengunjung dapat melihat dan merasakan langsung item-item yang terkait dengan topik pelajaran sejarah. Hal ini membantu pengunjung khususnya pelajar dlam pembelajaran Sejarah dengan konteks yang lebih konkret dan relevan, membuat pemahaman menjadi lebih mendalam. Museum TNI AD Dharma Wiratama menawarkan pengalaman multisensori yang memperkaya pembelajaran sejarah. Pengunjung tidak hanya melihat objek tetapi juga dapat melihat koleksi digital, membaca teks informatif, dan mencoba permainan interaktif. Pengalaman ini melibatkan berbagai indera, yang mendukung pembelajaran yang lebih menyeluruh dan menguatkan ingatan. Pembelajaran di museum menjadikan pembelajaran yang lebih aktif dan reflektif, yang sering kali lebih mudah dipahami dan diingat. Secara keseluruhan, kunjungan ke Museum TNI AD Dharma Wiratama menawarkan kesempatan untuk belajar dalam konteks yang autentik dan relevan, sambil memberikan pengalaman yang personal dan langsung. Ini semua berkontribusi pada pemahaman yang lebih dalam dan berkesan tentang materi pelajaran Sejarah.

3. Dampak Terhadap Motivasi Belajar Siswa

Kunjungan ke museum dapat memberikan dampak positif yang signifikan terhadap motivasi belajar siswa dengan cara menghadirkan pengalaman belajar yang lebih imersif dan kontekstual. Sebuah studi oleh Hein (1998) mengungkapkan bahwa museum dapat berfungsi sebagai lingkungan pembelajaran yang memotivasi siswa melalui interaksi langsung dengan objek-objek yang relevan, yang sering kali lebih sulit dicapai dalam setting kelas tradisional. Sehingga belajar di Museum TNI AD Dharma Wiratama dapat secara signifikan meningkatkan motivasi siswa dengan cara yang imersif dan kontekstual. Pengalaman langsung yang diberikan di Museum TNI AD Dharma Wiratama seperti melihat koleksi dan benda-benda bersejarah secara fisik yang terkait perjuangan kemerdekaan Indonesia dapat membantu siswa mengaitkan informasi dari buku teks dengan objek nyata, memberikan konteks dan relevansi yang membuat pembelajaran lebih bermakna. Museum TNI AD Dharma Wiratama merangsang berbagai indra melalui pameran visual dan audio, menciptakan pengalaman yang menarik dan menyenangkan, sementara kegiatan interaktif seperti permainan edukatif memungkinkan siswa untuk belajar melalui pengalaman praktis dan eksplorasi. Lingkungan Museum TNI AD Dharma Wiratama yang berbeda dari ruang kelas tradisional menawarkan suasana segar yang dapat mengurangi kebosanan dan meningkatkan minat. Selain itu, kunjungan ke museum sering membangun koneksi emosional dengan materi yang dipelajari, seperti rasa kagum terhadap benda sejarah, yang meningkatkan motivasi untuk belajar lebih dalam. Diskusi dan refleksi setelah kunjungan memberikan kesempatan bagi siswa untuk membagikan perspektif dan mengajukan pertanyaan, memperdalam pemahaman mereka dan mendorong keterlibatan aktif dalam proses belajar.

Pengalaman langsung di museum dapat membangkitkan rasa ingin tahu dan keterlibatan siswa, serta membantu mereka mengaitkan konsep-konsep yang dipelajari dengan aplikasi dunia nyata (Falk, 2009). Museum TNI AD Dharma Wiratama dapat sangat memotivasi siswa karena museum menyajikan konsep akademik dalam konteks dunia nyata, yang membantu siswa memahami relevansi materi yang dipelajari. Dengan melihat koleksi secara langsung, siswa dapat mengaitkan teori dengan aplikasi nyata, yang membuat pembelajaran lebih relevan dan bermanfaat. Selain itu, pengalaman multisensori yang ditawarkan museum TNI AD Dharma Wiratama seperti melihat koleksi, mencoba permainan edukatif,

dan mendengarkan audio dapat memperkaya pemahaman dan daya ingat siswa, serta menjadikan proses belajar lebih menarik. Program interaktif di museum mendorong siswa untuk terlibat aktif dan berpikir kritis tentang materi. Keterlibatan emosional yang ditimbulkan oleh pameran yang mengisahkan cerita atau menampilkan objek Sejarah dengan makna mendalam juga dapat meningkatkan motivasi dan minat mereka. Selain itu, Museum TNI AD Dharma Wiratama memberikan kesempatan untuk melihat berbagai perspektif dan interpretasi, yang dapat memperluas pemahaman siswa dan mendorong mereka untuk berpikir lebih luas. Terakhir, inspirasi dari pencapaian dan inovasi yang dipamerkan di Museum TNI AD Dharma Wiratama dapat memotivasi siswa untuk mengejar kreativitas dan berusaha lebih keras dalam studi mereka.

4. Meningkatkan Pemahaman Sejarah Perjuangan Kemerdekaan Indonesia

Belajar di museum memperkaya pemahaman sejarah dengan menyediakan konteks visual dan materi yang mendukung narasi sejarah. Ini memberikan kesempatan bagi pengunjung untuk menjelajahi berbagai perspektif dan memahami kompleksitas sejarah dengan lebih baik. (Falk, J. H., & Storksdieck, M, 2005). Seperti halnya belajar di Museum TNI AD Dharma Wiratama dapat secara signifikan memperkaya pemahaman sejarah perjuangan kemerdekaan Indonesia dengan menyediakan konteks visual dan materi yang mendalam. Museum ini menyajikan koleksi, gambar, dan konsep digitalisasi yang memungkinkan pengunjung untuk melihat dan merasakan benda-benda sejarah secara langsung. Pendekatan ini membuat sejarah menjadi lebih konkret dan mudah dipahami dibandingkan dengan teks buku sejarah. Pengalaman interaktif yang ditawarkan, seperti replika alat tempur dan simulasi peristiwa sejarah, membantu pengunjung, khususnya pelajar, untuk memahami alur cerita sejarah dengan lebih jelas dan mendalam. Penjelasan terperinci yang menyertai setiap koleksi memberikan konteks tambahan yang penting, menguraikan kompleksitas dan nuansa sejarah Indonesia yang mungkin tidak sepenuhnya dicakup dalam buku pelajaran. Selain itu, museum ini juga menyoroti aspek-aspek sejarah Indonesia yang sering kali terabaikan dalam materi pelajaran, seperti peran individu atau unit tertentu dalam perjuangan kemerdekaan. Dengan cara ini, Museum TNI AD Dharma Wiratama berfungsi sebagai media edukasi yang efektif, menawarkan wawasan yang lebih luas dan mendalam tentang sejarah Indonesia serta meningkatkan pemahaman dan apresiasi siswa terhadap perjuangan kemerdekaan negara.

Museum sebagai ruang edukasi memungkinkan pengunjung untuk terlibat dalam proses pembelajaran aktif melalui pameran, tur, dan interaksi langsung, yang memperdalam pemahaman dan minat mereka terhadap Sejarah (Hein, G. E, 1998). Pada Museum TNI AD Dharma Wiratama membantu meningkatkan pemahaman sejarah perjuangan kemerdekaan Indonesia bagi siswa melalui pendekatan pembelajaran aktif yang melibatkan pameran, tur, dan interaksi langsung. Koleksi museum dirancang dengan elemen visual dan multimedia yang memperkuat pemahaman siswa tentang peristiwa sejarah, melampaui kemampuan teks buku pelajaran untuk menyampaikan konteks yang lebih konkret. Pameran yang dilengkapi dengan gambar, replika alat tempur, dan teknologi interaktif memberikan pengalaman yang lebih nyata dan mendalam. Tur yang dipandu oleh staf museum memberikan penjelasan tambahan dan konteks yang membantu siswa mengaitkan informasi sejarah dengan objek yang mereka lihat, memperdalam pemahaman mereka. Interaksi langsung dengan benda-benda sejarah, seperti menggunakan teknologi digital dan melihat artefak secara fisik, memungkinkan siswa untuk mengalami dan merasakan sejarah dengan cara yang lebih menarik dan mudah diingat. Dengan menyajikan sejarah dalam bentuk yang lebih hidup dan terhubung, Museum TNI AD Dharma Wiratama membantu siswa mengembangkan pemahaman yang lebih kaya dan mendalam tentang perjuangan kemerdekaan Indonesia, menjadikan pembelajaran sejarah lebih efektif dan berdampak.

meningkatkan pemahaman tentang Sejarah Perjuangan Kemerdekaan Indonesia. Melalui koleksi yang kaya dan interaktif, Museum TNI AD Dharma Wiratama tidak hanya menyajikan

SIMPULAN

Museum TNI AD Dharma Wiratama memainkan peran yang sangat penting dalam

fakta-fakta sejarah, tetapi juga menghidupkan kembali semangat perjuangan para pahlawan bangsa. Pendidikan sejarah yang efektif memerlukan lebih dari sekadar buku teks, belajar sejarah memerlukan pengalaman yang dapat menyentuh hati dan membangkitkan rasa nasionalisme. Museum ini menawarkan pengalaman belajar yang mendalam, membantu generasi muda untuk memahami dan menghargai nilai-nilai perjuangan kemerdekaan serta kontribusi TNI AD dalam proses tersebut. Dengan terus berkomitmen pada inovasi dan keterlibatan masyarakat, Museum TNI AD Dharma Wiratama akan tetap menjadi garda terdepan dalam pendidikan sejarah, memastikan bahwa semangat perjuangan kemerdekaan terus hidup dan menginspirasi di hati setiap bangsa Indonesia.

SARAN

1. Bagi Museum TNI AD Dharma Wiratama
   a. Mengembangkan dan memperbarui program-program edukasi untuk menyasar berbagai kelompok usia dan tingkat pendidikan.
   b. Memperluas kerjasama lebih lanjut dengan sekolah-sekolah dan universitas untuk mengadakan kunjungan rutin atau program kunjungan museum
   c. Meningkatan promosi dan penyebaran informasi mengenai kegiatan museum melalui media sosial dan platform online lainnya dapat menarik lebih banyak pengunjung dan meningkatkan kesadaran masyarakat tentang pentingnya sejarah perjuangan kemerdekaan.

2. Bagi Siswa
   a. Siswa mampu mempelajari materi sejarah terkait sebelum kunjungan untuk mendapatkan pemahaman yang lebih mendalam.
   b. Siswa mencatat hal-hal penting yang dipelajari dan diskusikan dengan teman atau guru untuk memperkuat pemahaman.
   c. Siswa diharapkan setelah kunjungan, meluangkan waktu untuk merefleksikan dan menulis tentang pengalaman serta pengetahuan yang didapat.

3. Bagi Guru
   a. Guru mampu mrencanakan kunjungan ke museum sebagai bagian dari kurikulum untuk memperkaya materi pembelajaran sejarah dan membuatnya lebih kontekstual.
   b. Guru mampu memberikan informasi dan panduan kepada siswa sebelum kunjungan agar mereka lebih siap dan dapat memanfaatkan waktu di museum secara efektif.
   c. Guru mampu membuat aktivitas sebelum kunjungan untuk mempersiapkan siswa, dan kegiatan reflektif setelah kunjungan untuk mendalami materi yang dipelajari.

4. Bagi Peneliti
   a. Hasil penelitian ini dapat dijadikan sebagai referensi dalam memberikan informasi tentang peran Museum TNI AD Dharma Wiratama untuk meningkatkan pemahaman Sejarah Perjuangan Kemerdekaan dalam Pelajaran Sejarah
   b. Memberi motivasi bagi peneliti lain untuk dapat meningkatkan pemahaman Sejarah Perjuangan Kemerdekaan dalam Pelajaran Sejarah

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6943

POLICY IMPLEMENTATION OF THE ZONING SYSTEM AT THE JUNIOR HIGH SCHOOL LEVEL IN TEMANGGUNG DISTRICT IN 2023

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Abstract

This research aims to: 1) explain the implementation of the zoning system policy in PPDB at the junior high school level in Temanggung Regency; 2) explain the driving factors and factors inhibiting and supporting the implementation of the zoning system policy; and 3) explain the forms of social conflict in PPDB with the zoning system at SMP N 2 Selopampang Temanggung Regency. This type of research is descriptive qualitative research with a case study approach. The data sources in this research are the Head of PSMP, teachers and parents of students. The data collection techniques used were interviews, observation and documentation. The data was analysed using qualitative research analysis starting with preparing and organising data (text data such as transcripts or images such as photos) for analysis, then reducing the data into themes through the process of coding, summarising the code and finally presenting the data with charts, tables or discussions The results of the study are: 1) The implementation of the zoning system policy in Temanggung Regency for the 2023/2024 academic year is regulated in the Regulation of the Minister of Education and Culture Number 1 of 2021 and Temanggung Regent Regulation Number 18 of 2024, the implementation of the 2023 PPDB uses the online method. 2) Supporting factors are the diversity of students in schools, transparency and honesty in registration, the main inhibiting factors in the implementation of this policy include technical errors in determining home coordinate points, limited internet networks in peripheral schools, and lack of understanding of parents and students about the zoning system policy. 3) Social conflicts that arise include inequality in school quality, blank spot areas, restrictions in choosing public schools, falsification of domicile certificates, and parent protests against the implementation of PPDB.

Keywords: policy, implementation, zoning system, school, Temanggung

PENDAHULUAN

Upaya pemerintah dalam meningkatkan kualitas mutu pendidikan dan pemerataan pendidikan di Indonesia dengan membuat kebijakan pendidikan yang diatur dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 1 Tahun 2021. Kebijakan ini mengatur penerimaan peserta didik dengan sistem zonasi yang menitikberatkan pada jarak tempuh tempat tinggal ke sekolah. Radius jarak ditetapkan 6 Km dari tempat tinggal, ketentuan jarak inilah yang menjadi penilaian utama dalam sistem zonasi. Sistem zonasi memberikan kesempatan yang sama kepada seluruh peserta didik untuk mendapatkan pendidikan yang tidak dibatasi oleh garis pembeda antara sekolah unggulan dan non unggulan. Tujuan kebijakan untuk memudahkan akses dalam mendapatkan pendidikan bagi seluruh warga negara Indonesia dan mengahapus label sekolah favorit.

Kebijakan yang dibuat oleh pemerintah seringkali berpotensi menimbulkan konflik pada kalangan masyarakat. Konflik timbul karena adanya ketidaksamaan prinspin antar individu ataupun kelompok (Susan, 2014). Konflik apabila tidak diberikan jalan keluar maka akan menimbulkan kekacauan dan disintegrasi (Soetopo, 2014). Kesenjangan dalam dunia pendidikan seringkali dicurigai oleh masayarakat karena kebijakan pemerintah tidak merata antara masyarakat desa dan kota (Vito dan Resnawaty, 2016)

Pelaksanaan kebijakan sistem zonasi direspon berbeda oleh setiap daerah, salah satu daerah yang telah melaksanakan sistem zonasi

ialah Kabupaten Temanggung. Masyarakat di Kabupaten Temanggung itu beragam mulai dari segi pekerjaan maupun pendidikan, sedangkan secara geografis terletak pada kontur dataran tinggi yang mengakibatkan sebaran sekolah dan populasi penduduk tidak merata. Pada Persiapan pelaksanaan kebijakan sistem zonasi dari pemerintah daerah belum maksimal, dibuktikan dengan adanya sosialisasi kebijakan kepada masyarakat yang masih sangat minim terutama pada daerah pedesaan, sehingga banyak orang tua yang kebingungan saat mendaftarkan sekolah anaknya (Ari, 2019: 54). Masyarakatpun merasa resah dengan adanya sistem zonasi saat mendaftar sekolah, karena kebijakan ini bertentangan dengan kepentingan orang tua dan siswa. Pada umumnya orang tua menginginkan anaknya melanjutkan di sekolah negeri yang bagus, akan tetapi dengan adanya zonasi menyebabkan terbatasnya hak siswa dalam memilih sekolah (Rachmadhany & Matin, 2021: 85).

Selain terjadi konflik di masyarakat mengenai sistem zonasi, terjadi pula pada intansi sekolah. Terdapat beberapa sekolah negeri yang dirugikan melalui kebijakan ini, karena dapat mempengaruhi terhadap jumlah pendaftar di setiap sekolah. SMP N 1 dan SMP N 2 Selopampang di Temanggung mengalami kekurangan jumlah siswa pada saat PPDB 2023. Hal ini dikarenakan sekolah tersebut terletak di pinggiran kota yang berbatasan sawah dan jarak antar sekolah negeri di Kecamatan Temanggung saling berdekatan, sehingga SMP N 2 Selopampang ini tidak bisa mendapatkan siswa sesuai kuota yang telah ditetapkan oleh sekolah. Masih adanya berbagai masalah yang berujung pada konflik sosial ini membuktikan bahwa kebijakan yang telah di laksanakan tersebut belum berjalan efektif. Kondisi pada penerimaan peserta didik baru menggunakan sistem zonasi yang belum sesuai dengan tujuan pemerintah ini menunjukkan bahwa masyarakat mengalami perubahan sosial yang sangat cepat, maju dan disintegrafis. Masalah sosial pada masyarakat dirasakan pula oleh dunia pendidikan.

Beberapa penelitian juga menunjukkan bahwa dalam penerapan sistem zonasi masih syarat dengan masalah. Penelitian mengenai kebijakan sistem zonasi menjelaskan bahwa penerapan sistem zonasi masih menemukan banyak permasalahan di antaranya prioritas jarak tempat tinggal calon peserta didik dengan sekolah sebagai penentu utama PPDB, hal ini menjadi masalah karena mengingat jumlah lulusan sekolah dengan ketersediaan sekolah untuk semua daerah belum seimbang. (Setiawati dan Rahaju, 2022: 615). Hasil penelitian terdahulu menunjukkan bahwa implementasi kebijakan sistem zonasi memenuhi enam variabel Van Meter dan Van Horn. namun hanya berfokus bagaimana penerapan PPDB di lapangan dilaksanakan (Saharuddin dan Khakim, 2020). Hasil penelitian terdahulu menunjukkan bahwa implementasi kebijakan sistem zonasi memenuhi enam variabel Van Meter dan Van Horn namun terdapat catatan bahwa keadaan politik tidak berpengaruh terhadap implementasi PPDB. (Handani & Frinaldi, 2020).

Berbagai penelitian dengan corak implementasi kebijakan sistem zonasi yang telah dilakukan di atas mempunyai kelebihan yaitu sudah memberikan data terkait implementasi penerapan di berbagai daerah yang masih kompleks terhadap permasalahan. Penelitian-penelitian tersebut menghasilkan data yang dapat dijadikan bahan evaluasi dalam menerapkan suatu kebijakan sistem zonasi setelahnya. Adapun kekurangan dari penelitian tersebut belum ada penelitian yang mengaitkan dengan keilmuan sosial, dalam penelitian tersebut masih sekedar menyampaikan implementasi sistem zonasi yang masih belum efektif dan memberikan bukti-bukti kendala yang ditemukan.

Berdasarkan uraian yang dikemukakan di atas, maka peneliti bertujuan melakukan penelitian untuk mengetahui bentuk konflik sosial dan faktor yang melatarbelakangi konflik social yang terjadi pada sistem zonasi di Kabupaten Temanggung pada tahun 2023

METODE

Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus (Creswell, 2015 : 135-142). Lokasi penelitian dilakukan di Kabupaten Temanggung Provinsi Jawa Tengah. Penelitian di Kabupaten Temanggung mengambil SMP N 2 Selopampang yang beralamatkan di Selopampang barat Kabupaten Temanggung. m. Sumber data dalam penelitian ini diperoleh menggunakan dua sumber

yaitu primer dan sekunder (Sugiyono, 2019). Sumber data primer diperoleh dari Kasi Kurikulum dan Kesiswaan PSMP Dindikpora Kabupaten Temanggung dan kepala sekolah serta orang tua peserta didik. Data sekunder didapatkan dari Peraturan Menteri Pendidikan dan Kebudayaan Nomor 1 Tahun 2021, peta sebaran Sekolah Menengah Pertama Negeri, peta zonasi Kabupaten Temanggung, dan data siswa baru yang tercantum pada DAPODIK tahun 2023. Alat dan teknik pengumpulan data yang dilakukan peneliti menggunakan tiga langkah yaitu observasi, wawancara dan dokumen. Uji keabsahan data dalam penelitian ini menggunakan Triangulasi. Triangulasi dilakukan dengan pemeriksaan dari bukti-bukti yang sudah dikumpulkan. Jenis triangulasi yang dipakai dalam penelitian ini ialah triangulasi teknik dan triangulasi sumber. Analisis data dalam penelitian kualitatif dimulai dengan menyiapkan dan mengorganisasikan data (data teks seperti transkip atau gambar seperti foto) untuk di analisis, kemudian mereduksi data tersebut menjadi tema melalui proses pengodean, peringkasan kode dan terakhir adalah penyajian data dengan bagan, tabel atau pembahasan (Creswell, 2015:251).

HASIL DAN PEMBAHASAN

Hasil

Penyajian hasil penelitian ini merujuk pada rumusan penelitian yaitu implementasi kebijakan sistem zonasi pada Penerimaan Peserta Didik Baru (PPDB) SMP di Kabupaten Temanggung dengan mengetahui faktor pendukung dan penghambat implementasi kebijakan zonasi dan konflik sosial yang terjadi dalam pelaksanaan kebijakan sistem zonasi. Data hasil penelitian didapatkan melalui wawancara, observasi, dan studi dokumen.

Implementasi kebijakan sistem zonasi dalam penerimaan peserta didik baru (PPDB) SMP Negeri di Kabupaten Temanggung

Tahun 2019 merupakan tahun awal pelaksanaan kebijakan sistem zonasi secara serentak dan menyeluruh. Kebijakan zonasi diterapkan berdasarkan pengembangan dari konsep rayonisasi. Berdasarkan hasil wawancara diketahui bahwa kebijakan sistem zonasi merupakan kebijakan pusat yang dilaksanakan oleh pemerintah daerah, Kasi Kurikulum dan Kesiswaan PSMP Dindikpora telah menjelaskan bahwa seluruh SMP Negeri di Kabupaten Temanggung sudah melaksanakan kebijakan sistem zonasi dalam PPDB meskipun ada yang menggunakan metode online dan offline. Hasil studi dokumentasi peneliti menunjukkan perhitungan skor dalam PPDB kebijakan sistem zonasi menggunakan radius jarak.

Berdasarkan Peraturan Dinas Pendidikan Kabupaten Temanggung menunjukkan bahwa perhitungan pada seleksi PPDB jenjang SMP pada jalur zonasi dan perpindahan orang tua hanya menggunakan skor jarak. Sedangkan seleksi pada jalur prestasi, nilai akhir di peroleh dari skor prestasi. Jika dalam pelaksanaan PPDB tidak terdapat pendaftar jalur prestasi maka dipenuhi oleh jalur zonasi. Keberhasilan Implementasi kebijakan sistem zonasi di Kabupaten Temangung pada PPDB jenjang SMP dianalisis menggunakan teori Donald Van Metter dan Carl Van Horn dengan beberapa variabel yang mempengaruhi kinerja kebijakan sebagai berikut.

Pemahaman orang tua terhadap tujuan kebijakan sistem zonasi belum sesuai dengan tujuan kebijakan yang dirumuskan oleh pemerintah. Artinya proses sosialisasi kepada masyarakat masih sangat kurang yang menyebabkan pemahaman orang tua terhadap kebijakan sistem zonasi beragam. Perbedaan pemahaman yang dimiliki antar orang tua dapat menyebabkan kesalahpahaman terhadap implementasi kebijakan yang pada akhirnya tujuan kebijakan sistem zonasi belum dapat tercapai dengan sempurna.

Berdasarkan hasil wawancara mendiskripsikan bahwa dalam PPDB tidak ada biaya pendaftaran karena telah di fasilatsi pemerintah melalui dana BOS. Sekolah SMP N 2 Selopampang merupakan salah satu contoh kasus sekolah yang belum siap dengan adanya kebijakan sistem zonasi, hal ini disebabkan karena fasilitas sekolah yang belum terpenuhi. Kondisi jaringan internet yang belum maksimal di sekolah dan lingkungan sekitar menjadi kendala dalam mengikuti PPDB secara online.

Berdasarkan pendapat informan menunjukkan perbedaan pandangan antara pihak

dinas dengan orang tua. Pihak dinas pendidikan setuju dengan sistem zonasi karena memahani jelas tujuan kebijakan tersebut, berbeda dengan pandangan orang tua yang belum memahami sepenuhnya dengan tujuan jangka panjang kebijakan sistem zonasi. Hal ini mengkibatkan orang tua tidak setuju dengan kebijakan yang sedang di implementasikan karena menurutunya bertentangan dengan kepentingan orang tua dalam memilih sekolah.

Berdasarkan pendapat Dinas Pendidikan setelah mendapat informasi dari kementerian selanjutnya menyusun Peraturan Bupati Temanggung Nomor 16 Tahun 2019 tentang Penerimaan Peserta Didik Baru. Setelah peraturan selesai disusun, maka dinas mengundang kepala sekolah, komite, dan camat di Kabupaten Temanggung untuk mensosialisasikan kebijakan baru berupa sistem zonasi ke sekolah dan masyarakat. Akan tetapi belum semua kepala sekolah melakukan hal demikian, terdapat beberapa orang tua yang mengeluh saat PPDB berlangsung karena orang tua merasa menemui hal yang baru dengan sistem zonasi. Hal ini dikarenakan orang tua memang belum mendapatkan informasi yang lengkap dari sekolah ataupun dinas.

Berdasarkan penjelasan informan tersebut menunjukkan kondisi politik pada PPDB 2023 masih ditemukan pemlsuan-pemalsuan berupa surat domisili yang di buat oleh orang tua untuk mendapatkan sekolah yang diinginkan. Kasus ini terjadi pada masyarakat Kecamatan Temanggung yang mengejar sekolah favorit di Kabupaten.

Faktor pendorong pelaksanaan kebijakan sistem zonasi

PPDB zonasi tahun 2023 memiliki pendorong diantaranya siswa yang mendaftar menjadi beragam. Peserta didik dengan latar belakang akademik dan keluarga yang beragam memiliki kesempatan mendapatkan fasilitas belajar yang setara. Sistem zonasi menjamin bahwa sekolah tidak hanya terdiri dari anak-anak yang pintar, melainkan menciptakan keberagaman yang lebih besar. Penyelenggaraan pendidikan yang mewadahi semua kalangan diharapkan dapat mengurangi kecemburuan sosial dan memberikan kesempatan yang lebih adil bagi semua anak untuk mendapatkan pendidikan berkualitas.

Sistem zonasi juga berkontribusi dalam mengurangi kemacetan lalu lintas. Dengan menempatkan siswa di sekolah-sekolah yang dekat dengan tempat tinggal mereka, lebih banyak anak yang bisa berjalan kaki atau bersepeda ke sekolah. Hasil wawancara menunjukkan bahwa masyarakat yang rumahnya dekat dengan sekolah akan lebih memilih sekolah yang bisa dijangkau dengan berjalan kaki, sehingga mengurangi jumlah kendaraan di jalan pada jam-jam sibuk.

Sistem PPDB zonasi meningkatkan transparansi dalam proses pendaftaran. Pemalsuan dokumen agar peserta didik diterima di sekolah yang dituju adalah permasalahan yang paling banyak ditemukan dalam proses PPDB zonasi. Tahun-tahun sebelumnya banyak terjadi penyalahgunaan Surat Keterangan Tidak Mampu (SKTM), namun sekarang dengan tidak adanya aturan SKTM dan penerapan sistem zonasi berdasarkan radius jarak, proses pendaftaran menjadi lebih jujur dan terbuka.

Faktor Penghambat Pelaksanaan Kebijakan Sistem Zonasi

Faktor peghambat dalam pelaksanaan kebijakan sistem zonasi sebagian besar pada teknis kegiatan dan fasilitas. Penghambat yang menjadi kendala berlangsungnya PPDB diantaranya dari teknisi IT atau operator sekolah, hal ini menjadi faktor fatal ketika terjadi kesalahan, karena sistem zonasi lebih mengutamakan jarak tempuh dari rumah ke sekolah. jika terdapat kesalahan dalam penentuan titik koordinat akan menghambat dalam pendaftaran sekolah. Faktor penghambat lainnya ialah jaringan internet yang belum terfasilitasi di sekolah pinggiran, sehingga menyebabkan tidak bisa mengakses PPDB menggunakan online. Penghambat yang di rasakan oleh masyarakat ialah kekurangpahaman orang tua dan peserta didik dalam pelaksanaan kebijakan sistem zonasi sehingga mengakibatkan banyak pertanyaan ke panitia dan juga memaksakan untuk mendaftar sekolah di luar zonanya. Konflik sosial dalam Sistem zonasi

Kebijakan sietem zonasi yang diimplementasikan sampai saat ini tidak terlepas

dari berbagai konflik. Berbagai pro dan kontra selalu dilontarkan masyarakat melalui media massa kepada pemerintah yang mekritik maupun menyetujui terhadap setiap kebijakan yang di berlakukan. Pergantian kebijakan setiap periode menjadi permasalahan sendiri di masyarakat. Berikut bentuk konflik sosial yang terjadi selama pelaksanaan PPDB yaitu ketimpangan mutu sekolah, terjadinya wilayah blank spot area, pembatasan memilih sekolah negeri, pemalsuan surat keterangan domisili dan protes orang tua terhadap Pelaksanaan PPDB

Konflik Penerimaan Peserta Didik Baru (PPDB) berdasarkan data tersebut dipengaruhi oleh beberapa faktor yaitu dasar kebijakan zonasi yang masih simpang siur, pemahaman dan sosialisasi yang terbatas, waktu pelaksanaan PPDB tidak ideal, sistem kelulusan peserta didik di PPDB, masalah teknis dan sosial.

PEMBAHASAN

Implementasi kebijakan sistem zonasi dalam penerimaan peserta didik baru (PPDB) SMP Negeri di Kabupaten Temanggung

Kasi Kurikulum dan Kesiswaan PSMP Dindikpora Kabupaten Temanggung menyampaikan jika implementasi kebijakan sistem zonasi di Kabupaten Temanggung telah dilaksanakan menggunakan dua metode yaitu metode online dan metode offline. Jumlah sekolah yang melaksanakan PPDB online sebanyak 29 sekolah dari 41 sekolah se-Kabupaten Temanggung. Persebaran jaringan internet yang belum merata menyebabkan terlaksananya proses PPDB menggunakan dua metode. Seluruh SMP Negeri di Kabupaten Temanggung sudah melaksanakan kebijakan sistem zonasi dalam PPDB meskipun ada yang menggunakan metode online dan offline. Hal ini di perkuat oleh panitia PPDB di SMP N 2 Selopampang menyatakan bahwa kebijakan sistem zonasi secara makro dapat memudahkan siswa dalam mendapatkan akses pendidikan. Hal ini berbeda dengan sekolah yang terletak di daerah pedalaman belum bisa menggunakan layanan online karena beberapa keterbatasan.

Keberhasilan Implementasi kebijakan sistem zonasi di Kabupaten Temangung pada PPDB jenjang SMP dianalisis menggunakan teori Donald Van Metter dan Carl Van Horn dengan beberapa variabel yang mempengaruhi kinerja kebijakan sebagai berikut zonasi (Dewi dan Septiana, 2018) . Secara umum analisis kebijakan sistem zonasi pada PPDB di Kabupaten Temanggung dapat dikelompokkan berdasarkan teori Donald Van Metter dan Carl Van Horn yang meliputi, (1) ukuran dan tujuan kebijakan, (2) sumber daya, (3) Sikap / kecenderungan (disposisi), (4) komunikasi, (5) lingkungan ekonomi, sosial, politik. Berdasarkan analisis di atas dapat disimpulkan, bahwa kebijakan sistem zonasi yang diterapkan di Kabupaten Temanggung belum sepenuhnya berjalan sesuai dengan tujuan pemerintah. Pada prosesnya masih syarat dengan berbagai masalah dan kendala yang dihadapi.Berikut adalah tabel implementasi kebijakan zonasi PPDB 2023 di Kabupaten Temanggung:

Faktor pendorong pelaksanaan kebijakan sistem zonasi

PPDB zonasi tahun 2023 memiliki pendorong diantaranya siswa yang mendaftar menjadi beragam. Peserta didik dengan latar belakang akademik dan keluarga yang beragam memiliki kesempatan mendapatkan fasilitas belajar yang setara. Sistem zonasi menjamin bahwa sekolah tidak hanya terdiri dari anak-anak yang pintar, melainkan menciptakan keberagaman yang lebih besar. Penyelenggaraan pendidikan yang mewadahi semua kalangan diharapkan dapat mengurangi kecemburuan sosial dan memberikan kesempatan yang lebih adil bagi semua anak untuk mendapatkan pendidikan berkualitas. Hasil tersebut selaras dengan penelitian dari Dewi dkk (2022) bahwa dengan adanya zonasi tidak ada istilah sekolah favorit atau unggulan. Istilah tersebut juga berdampak pada kondisi peserta didik yang heterogen karena tidak bertumpuk pada satu sekolah favorit.

Sistem zonasi juga berkontribusi dalam mengurangi kemacetan lalu lintas. Dengan menempatkan siswa di sekolah-sekolah yang dekat dengan tempat tinggal mereka, lebih banyak anak yang bisa berjalan kaki atau bersepeda ke sekolah. Masyarakat yang rumahnya dekat dengan sekolah akan lebih memilih sekolah yang bisa dijangkau dengan berjalan kaki, sehingga mengurangi jumlah kendaraan di jalan pada jam-jam sibuk. Hasil penelitian tersebut selaras dengan

penelitian dari Anggraeni (2022) bahwa sistem zonasi mendorong terciptanya lalu lintas yang lancar karena jarak tempuh peserta didik dekat dari domisilinya.

Sistem PPDB zonasi meningkatkan transparansi dalam proses pendaftaran. Pemalsuan dokumen agar peserta didik diterima di sekolah yang dituju adalah permasalahan yang paling banyak ditemukan dalam proses PPDB zonasi. Tahun-tahun sebelumnya banyak terjadi penyalahgunaan Surat Keterangan Tidak Mampu (SKTM), namun sekarang dengan tidak adanya aturan SKTM dan penerapan sistem zonasi berdasarkan radius jarak, proses pendaftaran menjadi lebih jujur dan terbuka. Masalah pemalsuan surat dan manipulasi juga dikaji oleh Shaharudin dan Khakim (2020) bahwa dengan adanya PPDB online maka data lambat laun menjadi mudah dilakukan validasi sehingga kecurangan seleksi dapat diminimalisir seiring berjalannya waktu.

Faktor penghambat pelaksanaan kebijakan sistem zonasi

Faktor penghambat pelaksanaan PPDB menggunakan kebijakan sistem zonasi merupakan suatu program yang dapat menjadi kendala berjalannya sebuah kebijakan. Faktor peghambat dalam pelaksanaan kebijakan sistem zonasi sebagian besar pada teknis kegiatan dan fasilitas. Penghambat yang menjadi kendala berlangsungnya PPDB diantaranya dari teknisi IT atau operator sekolah, hal ini menjadi faktor fatal ketika terjadi kesalahan, karena sistem zonasi lebih mengutamakan jarak tempuh dari rumah ke sekolah. jika terdapat kesalahan dalam penentuan titik koordinat akan menghambat dalam pendaftaran sekolah.

Faktor penghambat lainnya ialah jaringan internet yang belum terfasilitasi di sekolah pinggiran, sehingga menyebabkan tidak bisa mengakses PPDB menggunakan online. Penghambat yang di rasakan oleh masyarakat ialah kekurangpahaman orang tua dan peserta didik dalam pelaksanaan kebijakan sistem zonasi sehingga mengakibatkan banyak pertanyaan ke panitia dan juga memaksakan untuk mendaftar sekolah di luar zonanya. Hasil penelitian ini memperkuat penelitian dari Sapirullah dkk (2023) bahwa tidak akuratnya titik zonasi menjadi permasalahan yang belum terselesaikan karena faktor geografis, administrasi dan human error lainnya. Berikut temuan faktor penghambat pelaksanaan kebijakan sistem zonasi:

Konflik sosial dalam sistem zonasi

Konflik berupa ketimpangan mutu terjadi diantara sekolah negeri. Fasilitas pendukung belajar yang belum merata, mengakibatkan orang tua mempertimbangkan dalam mendaftarkan sekolah anak. Fasilitas pendidikan antar daerah berbeda, pada umumnya fasilitas sekolah terpenuhi di daerah kota, sedangkan daerah desa belum terpenuhi secara lengkap. Salah satunya daerah yang berada di pinggiran Kabupaten Temanggung adalah Kecamatan Selopampang. Berdasarkan hasil wawancara dengan orang tua yang tinggal di daerah Kecamatan Selopampang, Informan menyampaikan kalau anaknya itu tidak mau sekolah di SMP Negeri yang terdekat sini karena memang keadaanya kurang lengkap, pilihannya hanya ada satu dan anak saya tidak mau, maunya di swasta saja yang penting fasilitas sekolahnya lengkap.

Berdasarkan temuan konflik dilapangan dalam PPDB terjadi konflik dengan dinas pendidikan. Aduan yang di sampaikan ke pihak dinas di antaranya karena lokasi tempat tinggal yang menjadi blank spot, artinya daerah tersebut dalam kenyataanya tidak memiliki peluang sekolah di SMP N, padahal jika di kaji secara jarak belum melebihi 6 km, sehingga kesusahan untuk mendapatkan sekolah negeri, titik koordinat tempat tinggal yang tidak sesuai dengan asli nya dan adanya pengaduan terkait pemalsuan surat keterangan domisili. Menurut hasil penelitian banyak terjadi kasus bahwa siswa walaupun secara faktual masuk dekat dengan SMP N 2 Selopampang namun di sistem dinyatakan dekat dengan sekolah lain yang jaraknya cukup jauh, bahkan beberapa peserta didik lebih dekat ke sekolah di Kabupaten lain seperti SMP N 2 Windusari yang ada di Kabupaten Magelang. Hasil penelitian ini selaras dengan penelitian dari Sari (2020) bahwa kesalahan akurasi pemetaan zonasi PPDB menyebabkan timbulnya wilayah kosong (*blank spot area)* yang menimbulkan peserta didik kesulitan memperoleh sekolah negri. Terjadinya area blank spot di Kabupaten Temanggung menunjukkan perlunya evaluasi terhadap pelaksanaan kebijakan sistem zonasi.

Konflik muncul disebabkan juga oleh faktor lingkungan dimasyarakat. Berhubungan dengan persebaran sekolah di Kabupaten Temanggung yang sampai sekarang belum merata merupakan penyebab konflik ketika diterapkannya sistem zonasi. Sebaran SMP N yang berada di Kecamatan Selopampang hanya ada 2 sekolah saja padahal wilayah kecamatan tersebut sangat luas. Persebaran sekolah yang tidak merata berdampak pada peluang siswa untuk mendaftar di sekolah negeri dan dapat berpengaruh pada pemenuhan kuota di masih-masing sekolah. persebaran sekolah menjadi penyebab konflik dalam pelaksanaan sistem zonasi..

Keinginan orang tua untuk menyekolahkan anaknya ke sekolah favorit membuat berbagai tindakan di lakukan demi mendapatkan sekolah yang diinginkan. Terdapat tindakan kecurangan yang dilakukan orang tua dengan membuat surat domisili palsu. Hal ini dilakukan untuk mendapatkan sekolah yang diinginkan. Permasalahan pemalsuan dokumen juga ditemukan dalam penelitian Anggraeni dkk (2022) bahwa banyak peserta didik dengan campur tangan orang tua mengupayakan agar anaknya diterima di sekolah favorit hingga melanggar syarat administrasi pendaftaran dengan cara manipulasi data. Praktik kecurangan seperti ini banyak terjadi di sekolah favorit, karena sekolah favorit menjadi incaran siswa.

Protes orang tua terjadi saat proses PPDB berlangsung di beberapa tempat baik dinas maupun sekolah. dalam pelaksanaan PPDB karena kekurangpahaman orang tua yang mengakibatkan terjadinya protes. Protes yang dilakukan karena orang tua merasa kecewa saat anaknya tidak diterima di sekolah negeri yang didaftarnya, menurut orang tua siswa secara syarat sudah terpenuhi semua. Hal ini bisa terjadi karena adanya miskomunikasi terkait dengan peraturan yang terbaru terkait dengan PPDB SMP di Kabupaten Temanggung tidak diterima oleh orang tua peserta didik dengan maksimal.

Konflik Penerimaan Peserta Didik Baru (PPDB) berdasarkan data tersebut dipengaruhi oleh beberapa faktor. Sistem zonasi merupakan kebijakan yang diatur oleh pemerintah pusat, yang kemudian harus diikuti oleh semua daerah termasuk Kabupaten Temanggung. Kebijakan tersebut menimbulkan konflik ketika daerah tidak memiliki fleksibilitas untuk menyesuaikan dengan kondisi lokal. Penerapan zonasi pada beberapa sekolah belum sepenuhnya berjalan sesuai aturan karena kendala teknis seperti jaringan internet yang tidak memadai.

Kebijakan PPDB online merupakan sistem yang diatur oleh pemerintah pusat. Teknis pelaksanaan sudah diberikan petunjuknya, namun perbedaan karakter masyarakat dan geografis menjadikan pelaksanaan PPDB online menjadi sangat dinamis. Fenomena tersebut menjadikan perlu adanya refleksi atas pelaksanaan PPDB online diberbagai daerah khususnya Kabupaten Temanggung.

Informasi tentang kebijakan zonasi sering kali tidak sampai secara efektif ke orang tua murid. Banyak orang tua yang hanya mendapatkan informasi dari anak mereka atau guru tanpa penjelasan yang jelas. Sosialisasi dilakukan melalui kepala sekolah dan camat yang diharapkan menyampaikan informasi ke wali murid. Namun, banyak wali murid yang mengaku tidak mendapat informasi yang memadai tentang kebijakan zonasi. Proses pemaparan dari sekolah kepada orang tua merupakan kebijakan masing-masing sekolah. Beragamnya respon orang tua peserta didik terkait dengan pemahaman PPDB online menunjukkan bahwa proses sosialisasi tidak berjalan dengan efektif dari sekolah kepada orang tua peserta didik.

PPDB dilakukan sebelum pengumuman kelulusan SD, yang menyebabkan kebingungan dan ketidakpuasan di kalangan orang tua dan siswa. Orang tua merasa usaha belajar anak-anak mereka tidak dihargai karena nilai ujian tidak digunakan sebagai pertimbangan penerimaan. Hasil penelitian menunjukkan bahwa penentuan diterima atau tidaknya siswa berdasarkan jarak (radius) dari sekolah. Prestasi akademik menurut orang tua menjadi prioritas nomer dua setelah jarak domisili. Permasalahan tersebut membuat peserta didik yang berprestasi namun tinggal di luar zona menjadi tidak diuntungkan.

Sistem PPDB 2023 membuat banyak orang tua merasa bingung dan stres karena kurangnya informasi dan persiapan terkait sistem baru ini. Mereka juga merasa kecewa karena usaha anak mereka dalam belajar tidak dihargai dengan alasan kelulusan PPDB memprioritaskan jarak domisili

dengan sekolah. Hasil penelitian menunjukkan bahwa permasalahan PPDB 2023 tidak hanya dialami oleh orang tua diluar dunia pendidikan. Peserta didik dengan latar belakang keluarga guru pun mengalami kendala dalam mengikuti PPDB 2023. Munculnya kendala tersebut membuat peserta didik gagal mendaftar di sekolah yang sudah diinginkan.

Masalah teknis yang timbul dalam PPDB 2023 di Kabupaten Temanggung diantaranya adalah kesalahan dalam penentuan titik koordinat jarak oleh admin. Permasalahan tersebut menyebabkan ketidakpuasan orang tua peserta didik. Permasalah koordinat yang kurang tepat dan ketidakpuasan orang tua terhadap sekolah yang dituju menunjukkan bahwa permasalahan pelaksanaan PPDB 2023 terjadi dari sisi penyelenggara dan pengguna layanan PPDB.

SIMPULAN DAN SARAN

Pada PPDB SMP Negeri di Kabupaten Temanggung, kebijakan sistem zonasi mulai diterapkan pada tahun ajaran 2019/2020. Kebijakan ini diatur oleh Peraturan Menteri Pendidikan dan Kebudayaan Nomor 1 Tahun 2021 dan Peraturan Bupati Temanggung Nomor 18 Tahun 2024. Implementasi sistem zonasi di Kabupaten Temanggung menggunakan website PPDB online. Sistem zonasi yang digunakan adalah sistem jarak antara rumah ke sekolah.

Pelaksanaan kebijakan sistem zonasi memiliki beberapa faktor pendorong yang signifikan. Pertama, keberagaman siswa di sekolah-sekolah menjadi lebih beragam dalam hal latar belakang akademik dan keluarga. Kedua, sistem zonasi membantu mengurangi kemacetan lalu lintas dengan menempatkan siswa di sekolah-sekolah yang dekat dengan tempat tinggal mereka. Ketiga, sistem zonasi meningkatkan transparansi dalam proses PPDB dengan mengurangi pemalsuan dokumen dan memastikan proses pendaftaran yang lebih jujur dan terbuka.

Pelaksanaan sistem zonasi menghadapi berbagai kendala. Pertama, kesalahan teknisi IT atau operator sekolah dalam penentuan titik koordinat rumah dapat menghambat proses pendaftaran. Kedua, keterbatasan jaringan internet di sekolah-sekolah pinggiran menyebabkan kesulitan dalam mengakses PPDB online. Ketiga, kurangnya pemahaman orang tua dan peserta didik tentang kebijakan sistem zonasi menyebabkan banyak pertanyaan dan protes. Solusi yang diusulkan termasuk meningkatkan pelatihan teknisi IT, membangun infrastruktur internet di sekolah-sekolah pinggiran, serta meningkatkan sosialisasi dan edukasi kepada masyarakat.

Pelaksanaan sistem zonasi juga menimbulkan berbagai bentuk konflik sosial. Pertama, ketimpangan mutu sekolah terjadi akibat fasilitas pendidikan yang tidak merata antara daerah kota dan desa. Kedua, adanya wilayah blank spot area membuat siswa kesulitan mendapatkan akses pendidikan. Ketiga, pembatasan memilih sekolah negeri menyebabkan ketidakpuasan di kalangan orang tua. Keempat, pemalsuan surat keterangan domisili untuk mendapatkan sekolah favorit. Kelima, protes orang tua terhadap pelaksanaan PPDB karena kurangnya pemahaman terhadap kebijakan zonasi. Faktor-faktor yang mempengaruhi konflik ini termasuk dasar kebijakan zonasi yang tidak fleksibel, pemahaman dan sosialisasi yang terbatas, waktu pelaksanaan PPDB yang tidak ideal, serta sistem kelulusan peserta didik yang membuat banyak orang tua merasa bingung dan stres.

Berdasarkan implikasi tersebut maka dapat disarakan sebaiknya Pemerintah Pusat, Pemerintah Daerah, Kepala Dinas, dan Sekolah saling bekerja sama menangani hambatan yang terjadi, sehingga kebijakan sistem zonasi yang akan datang dapat berjalan sesuai tujuan yang di harapkan. Terdapat pemetaan antara sebaran sekolah negeri dengan jumlah usia sekolah. Supaya tidak ada blank spot area dalam mengimplementasikan kebijakan sistem zonasi pada PPDB. Perlu dilakukan sosialisasi yang lebih intensif dan meluas mengenai kebijakan sistem zonasi kepada seluruh lapisan. Orang tua perlu proaktif mengikuti sosialisasi dan edukasi

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6955

THE IMPACT OF OIL PALM PLANTATIONS ON SOCIAL CHANGE IN THE COMMUNITY IN MARGA MULIA VILLAGE, KOMBENG DISTRICT, EAST KUTAI REGENCY

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Abstract

Writing this article aims to provide an understanding of the social changes in society caused by the entry of oil palm plantations. The research problem discussed is how does the existence of oil palm plantations impact social change in the community in Marga Mulia Village? The aim of this research is divided into two, the first: to describe and analyze social changes in society before and after the existence of oil palm plantations. Second: describe and analyze the causes and impacts of social change in the community in Marga Mulia Village. In this research the author used qualitative research methods. The theories that the author uses are the Theory of Social Change and the Theory of Social Solidarity as analytical tools. The results of this research reveal the existence of social changes in society. Factors causing social change in society are population growth, the influence of other cultures, the development of road access and the presence of electricity. Some impacts resulting from social changes in society are positive and some are negative. The positive impact of social change in society is easy and fast community activities, improving the quality of public health and increasingly developing people's mindsets. Meanwhile, the negative impacts caused by social changes in society are the difficulty of employment opportunities, increasing individuality and environmental pollution. Based on the research findings, the author concludes that the community in Marga Mulia Village has experienced social change and a change in social solidarity from mechanical to organic.

Keywords: ***Social Change, Social Solidarity, Influence of Other Cultures, Mindset, Individuality***.

PENDAHULUAN

Kesejahteraan kehidupan sosial merupakan tanggungjawab negara. Negara wajib menyelenggarakan rehabilitas, jaminan sosial, pemberdayaan sosial dan perlindungan sosial terhadap warga negaranya. Jaminan kesejahteraan sosial telah diatur dalam Undang-Undang Republik Indonesia Nomor 11 Tahun 2009 tentang Kesejahteraan Sosial. Usaha Pemerintah Daerah Kalimantan Timur dalam meningkatkan kesejahteraan sosial masyarakat diantaranya adalah dengan pengelolaan dan pengembangan perkebunan dengan pola Perusahaan Inti Rakyat (PIR) sejak 1980. Tanaman yang dibudidayakan adalah tanaman karet, kelapa hybrida dan kelapa sawit.

Desa Marga Mulia merupakan desa yang membudidayakan tanaman kelapa sawit dalam upaya peningkatan pendapatan masyarakat. Desa Marga Mulia berdiri secara resmi menjadi desa sejak 1996. Penggarapan lahan Dusun perkebunan kelapa sawit di Desa Marga Mulia sejak 2001 dan resmi berdirinya perusahaan perkebunan kelapa sawit sejak 2003. Keberadaan perkebunan kelapa sawit membawa dampak positif bagi kesehatan masyarakat. Dengan kehadiran perusahaan kelapa sawit, desa-desa sekitar perkebunan kelapa sawit merasakan dan menikmati fasilitas jalan yang dimiliki perusahaan. Fasilitas jalan tersebut dimanfaatkan oleh pemerintah desa untuk mempermudah pembangunan polindes, sehingga masyarakat bisa berobat dengan jarak yang tidak jauh. Dengan akses jalan tersebut, bahan-bahan bangunan desa dapat dikirim dari kota

kabupaten ke desa dengan mudah. Interaksi sosial masyarakat, dengan adanya perkebunan kelapa sawit mengakibatkan masyarakat menjadi lebih terbuka terhadap etnis atau masyarakat luar lainnya. Hal ini dapat dilihat ketika kedatangan para transmigran dari Jawa, masyarakat menyambut baik para transmigran, bahkan adanya saling bertukar pengetahuan di bidang pertanian dari kedua etnik ini. Keadaan tersebut menciptakan suasana harmonis dari kedua etnik.

Keberadaan perkebunan kelapa sawit yang disertai masuknya budaya asing telah membawa perubahan dalam masyarakat. Produk-produk budaya asing seperti alat- alat teknologi modern telah memudahkan aktivitas-aktivitas dalam masyarakat. Masuknya perkebunan kelapa sawit disertai masuknya alat teknologi komunikasi seperti HT (*Handy Talky*) telah memudahkan para karyawan dalam bekerja. HT merupakan alat komunikasi yang berguna untuk memudahkan komunikasi jarak jauh. Seiring perkembangan teknologi komunikasi, munculah HP (*Handpone*) yang lebih praktis dan memiliki fitur yang lebih kompleks. Selain HT dan HP, kemudian ada alat komunikasi massa seperti Radio, Televisi dan sekarang sudah ada Internet yang tentunya dapat membuka wawasan dan pengetahuan masyarakat serta mengubah pandangan masyarakat dari tradisional ke modern.

Berdasarkan hasil pengamatan penulis, selain dampak positif, dampak negatif juga muncul dengan adanya perusahaan perkebunan kelapa sawit di Desa Marga Mulia. Sebagai petani kelapa sawit, pola pekerjaan yang ditentukan oleh Koperasi Unit Desa (KUD) bagi petani plasma dan ditentukan oleh perusahaan bagi petani buruh perusahaan dan karyawan inti, membuat masyarakat awalnya merasa kesulitan dan canggung pada saat pertama kali bekerja. Masyarakat yang biasa bekerja dengan irama bebas, kini harus bek erja menurut jadwal yang telah diatur oleh KUD maupun perusahaan.

Hal ini membuat masyarakat memiliki jadwal kerja tersendiri sehingga sulit untuk saling tolong menolong dan gotong royong dalam bekerja. Tentu keadaan seperti ini dapat mengubah solidaritas mayarakat dari mekanik ke organik dan dapat menurunkan rasa nurani kolektif dalam masyarakat sehingga membentuk masyarakat menjadi lebih individual. Solidaritas sosial masyarakat, dapat dilihat semakin hari semakin berubah. Sebelum adanya perkebunan kelapa sawit, solidaritas masyarakat sangat erat sekali. Solidaritas masyarakat yang timbul pada saat itu berdasarkan pada kesamaan dalam masyarakat (solidaritas mekanik). Kesamaan yang dimaksud adalah kesamaan kekerabatan, daerah, etnik dan pekerjaan. Setelah masuknya perkebunan kelapa sawit, solidaritas mekanik masyarakat semakin berubah kearah solidaritas organik sehingga masyarakat lebih individual. Interaksi sosial masyarakat semakin berubah seiring masuknya teknologi dan modernisasi dalam masyarakat.

Pola komunikasi masyarakat berubah dari komunikasi langsung menjadi komunikasi tidak langsung melalui alat teknologi komunikasi. Pola interaksi tersebut, mengakibatkan tradisi saling kunjung mengunjungi dalam masyarakat, semakin hari semakin berkurang. Akibatnya, rasa solidaritas masyarakat semakin berubah sehingga masyarakat cenderung individual. Selain berdampak pada interaksi sosial masyarakat, teknologi modern juga telah mengubah budaya masyarakat seperti gaya hidup sederhana menjadi gaya hidup yang lebih konsumtif, cara berpakaian yang tidak hanya untuk menutup tubuh tetapi sudah menekankan nilai estetika, kesenian tradisional seperti membuat alat-alat kesenian tradisional sudah mulai berkurang dikalangan anak muda sebab mereka lebih senang membeli alat-alat teknologi modern.

Kondisi alam sebelum keberadaan perkebunan kelapa sawit sangat terjaga, cuaca relatif stabil dan masyarakat dapat memperkirakan kapan musim penghujan dan musim kemarau. Namun setelah masuknya perkebunan kelapa sawit, lingkungan alam menjadi berubah seperti areal hutan yang berkurang secara signifikan sehingga menyebabkan suhu yang panas, udara yang tidak bersih, iklim yang berubah dan tingkat kesuburan tanah yang menurun sehingga menyebabkan banjir dan kekeringan yang tidak dapatdiprediksi. Selain itu, lahan yang digunakan sebagai peladang berpindah sudah sangat sedikit yang diakibatkan banyaknya tanah adat masyarakat yang diserahkan kepada

pihak perusahaan untuk dijadikan perkebunan kelapa sawit.

Setelah masuknya perkebunan sawit, sebagian besar masyarakat tidak lagi bekerja sebagai peladang berpindah sehingga kelapa pendapatan masyarakat hanya berasal dari perkebunan kelapa sawit. Perkebunan kelapa sawit yang memiliki pola pekerjaan yang telah diatur, mengaibatkan masyarakat lebih individual karena masyarakat bekerja untuk dirinya sendiri. Keadaan ini memunculkan fenomena mementingkan diri sendiri dalam masyarakat. Masyarakat akan solid terhadap orang lain jika ada fungsi latennya (ada keuntungan yang dicapainya dari orang lain). Hal ini menyebabkan rasa kekerabatan masyarakat, sedikit demi sedikit menurun. Dikalangan pegawai perusahaan, terjadinya pembagian kerja yang mengakibatkan para pegawai fokus pada pekerjaannya sendiri tanpa mempedulikan pekerjaan pegawai lainnya. Dampak pembagian kerja tersebut adalah berkurangnya budaya gotong royong dan tolong menolong dalam masyarakat Desa Marga Mulia. Bagaimana perubahan sosial dalam masyarakat di sekitar perkebunan kelapa sawit dan dampak Positif dan Negatif terhadap masyarakat.

PEMBAHASAN

Perubahan sosial adalah perubahan mengenai berbagai ekspresi struktur seperti norma, nilai, sistem dan organisasi sosial sebagai fenomena sosial dan kultural yang terjadi didalam masyarakat secara terus menerus sebagai akibat adanya berbagai kebutuhan materiil maupun non materiil masyarakat itu sendiri (Arkanudin, 2011:23).

Menurut Haryanta, perubahan sosial, segala perubahan-perubahan pada lembaga-lembaga kemasyarakatan di dalam suatu masyarakat yang mempengaruhi sistem sosialnya, termasuk didalam nilai-nilai, sikap-sikap, dan pola- pola perilaku di antara kelompok- kelompok dalam masyarakat (Haryanta, 2012:200).

Herabudin mengatakan perubahan sosial mencakup perubahan pada norma sosial, nilai sosial, interaksi sosial, pola perilaku, organisasi sosial, lembaga kemasyarakatan, lapisan masyarakat, susunan kekuasaan, tanggung jawab, dan wewenang (Herabudin, 2015:219-220).

Perubahan sosial adalah proses di mana terjadi perubahan struktur dan fungsi suatu sistem sosial (Harun & Ardianto, 2012:288). Robert M.I. Lawang (Saebani, 2016:15) menyatakan bahwa perubahan sosial adalah proses yang terjadi dalam sistem sosial yang memiliki beragam perbedaan yang dapat diukur dalam kurun waktu tertentu.

Sztompka (2008:5) mengutip beberapa pendapat dari para ahli mengenai perubahan sosial: *pertama*, Macionis, perubahan sosial adalah transformasi dalam organisasi masyarakat, dalam pola berpikir dan dalam pola perilaku pada waktu tertentu. *Kedua*, Persell, perubahan sosial adalah modifikasi atau transformasi dalam pengorganisasian masyarakat. *Ketiga*, Ritzer, et.al, perubahan sosial mengacu pada variasi hubungan antar individu, kelompok, organisasi, kultur dan masyarakat pada waktu tertentu. *Keempat*, Farley, perubahan sosial adalah perubahan pola perilaku, hubungan sosial, lembaga dan struktur sosial pada waktu tertentu.

Teori perubahan sosial, yakni teori tentang bagaimana suatu masyarakat berubah serta dinamika dan proses sekitar perubahan tersebut (Fakih, 2001:11). Setiap perubahan yang terjadi dalam struktur masyarakat atau perubahan dalam organisasi sosial disebut perubahan sosial (Setiadi, Hakam dan Effendi, 2006:49). Perubahan sosial, yaitu perubahan yang terjadi dalam masyarakat atau dalam hubungan interaksi, yang meliputi berbagai aspek kehidupan (Setiadi, Hakam dan Effendi, 2006:51). Perubahan sosial dapat dibayangkan sebagai perubahan yang terjadi di dalam atau mencakup sistem sosial. Lebih tepatnya, terdapat perbedaan antara keadaan sistem tertentu dalam jangka waktu yang berlainan (Martono, 2014:2).

Melihat perubahan sosial yang terjadi dalam masyarakat, maka harus ada perbandingan waktu untuk mengetahui apakah dalam sebuah sistem sosial telah mengalami perubahan sosial atau tidak. Sztompka mengungkapkan bahwa perubahan sosial dapat dibayangkan sebagai perubahan yang terjadi di dalam atau mencakup sistem sosial. Lebih tepatnya, terdapat perbedaan antara keadaan sistem tertentu dalam jangka waktu berlainan (Sztompka, 2007:3).

Perubahan-perubahan masyarakat dapat

mengenai nilai-nilai sosial, norma- norma sosial, pola-pola prilaku organisasi, susunan lembaga kema-syarakatan, lapisan-lapisan dalam masyarakat, kekuasaan dan wewenang, interaksi sosial dan lain sebagainya (Soekanto & Sulistyowati, 2014:257).

Masionis (Usman, 2012:133-134) menyebutkan ada empat karakteristik perubahan : *Pertama*, perubahan sosial terjadi di setiap masyarakat, kendatipun laju perubahan sosial bervariasi… *Kedua*, perubahan sosial kerap kali berkembang pada arah yang sulit dikontrol… *Ketiga*, perubahan sosial sering kali melahirkan kontroversi, terutama karena memperoleh variasi pemaknaan yang saling bertentangan. *Keempat*, perubahan sosial boleh jadi menguntungkan pihak-pihak tertentu, tetapi dalam waktu yang bersamaan justru bisa merugikan pihak- pihak tertentu lainnya.

A. Perubahan Sosial Masyarakat

1. Kondisi Sosial Masyarakat Sebelum Keberadaan Perkebunan Kelapa Sawit

Kehidupan masyarakat tradisional ditandai dengan kuatnya ikatan moralitas bersama dalam masyarakat yang diperlukan untuk mempersatukan mereka. Oleh sebab itu muncullah budaya tolong menolong dan gotong royong dalam masyarakat tradisional yang bertujuan memperkuat dan mempertahankan ikatan moralitas bersama tersebut. Bentuk budaya gotong royong dan tolong menolong dalam masyarakat tradisional ditunjukkan ketika mereka membangun fasilitas umum, memberi sumbangan kepada penduduk yang mengalami musibah, memberi sumbangan kepada acara pesta pernikahan dan masih banyak lagi. Budaya tolong menolong dan gotong royong ini didasarkan karena adanya kesamaan dalam masyarakat seperti kesamaan ikatan darah, kekerabatan, pekerjaan, wilayah dan kesamaan etnik.

Berdasarkan hasil pengamatan penulis, dalam masyarakat yang masih tradisional, mereka memiliki pola kerja yang unik biasa disebut *Handop* (sistem kerja timbal balik). *Handop* merupakan sistem kerja timbal balik dalam masyarakat yang bertujuan guna memudahkan masyarakat dalam bekerja. Dengan adanya kerja *Handop*, solidaritas sosial masyarakat sangat kuat dan selalu terjaga. Selain kerja *Handop*, interaksi langsung juga mempengaruhi kehidupan sosial masyarakat sehingga solidaritas dalam masyarakat tetap terjaga. Budaya *Bopureh* (bersilsilah) juga mendorong rasa kekeluargaan dalam masyarakat sangat tinggi sehingga rasa kesadaran kolektif dalam masyarakat sangat tinggi.

2. Kondisi Sosial Masyarakat Setelah Keberadaan Perkebunan Kelapa Sawit

Masuknya perkebunan kelapa sawit, telah membawa perubahan dalam masyarakat di Desa Marga Mulia. Perubahan sosial dalam masyarakat telah membawa suasana baru yang berbeda. Hal tersebut dikarenakan oleh masuknya perusahaan kelapa sawit serta masuknya para transmigran dari pulau Jawa yang tentunya membawa budaya mereka. Dengan masuknya para transmigran, masyarakat menjadi bersifat terbuka terhadap para pendatang. Sebelumnya, masyarakat bersifat tertutup terhadap orang luar karena takut orang asing yang datang ke tempat mereka akan bermaksud jahat. Dengan adanya isu "pengorek" (manusia pemotong kepala), masyarakat menjadi sangat waspada terhadap orang asing. Namun setelah masuknya para transmigran dari Jawa, masyarakat secara perlahan menjadi masyarakat yang lebih terbuka terhadap orang asing. Kecurigaan terhadap setiap orang asing mulai berkurang karena para transmigran memiliki sifat dan budaya yang baik.

Masuknya perkebunan kelapa sawit telah membawa perubahan ekonomi masyarakat. Perekonomian masyarakat menjadi meningkat walaupun tidak secara signifikan. Peningkatan ekonomi masyarakat ini telah membawa dampak yang besar dalam masyarakat dari segi sosialnya. Masyarakat menjadi masyarakat yang lebih individual yang sebabkan berkurangnya budaya gotong royong dan tolong menolong berkurang. Rumah tidak hanya sebagai tempat tinggal, namun juga harus memiliki nilai estetika, menyebabkan budaya *Handop* membuat rumah berkurang dan digantikan oleh tukang bangunan. Berdasarkan hasil wawancara penulis dengan para informan, Interaksi dalam masyarakat sudah mulai berubah dari

interaksi langsung menjadi interaksi tidak langsung. Penyebab perubahan interaksi sosial masyarakat adalah kehadiran teknologi modern seperti *Handpone* sebagai alat perantara komunikasi masyarakat.

Masuknya perkebunan kelapa sawit telah mengubah pola kerja masyarakat dari pola kerja bebas ke pola kerja terikat atau terjadwal. Pola kerja terikat ini telah memaksa masyarakat untuk sulit melakukan kerja *Handop*. Selain itu, masuknya perkebunan kelapa sawit juga telah meningkatkan rasa ketergantungan dalam masyarakat.

3. Faktor Penyebab Perubahan Sosial Masyarakat

a. Pertambahan Penduduk

Masuknya perkebunan kelapa sawit ke Desa Marga Mulia menyebabkan pertambahan jumlah penduduk yang dikarenakan masuknya para transmigran dari Jawa. Selain itu, pertambahan penduduk juga dikarenakan para transmigran yang pulang ke pulau Jawa kemudian kembali dengan membawa kerabatnya dengan tujuan kerabatnya akan memperoleh lapangan pekerjaan di Desa Marga Mulia. Faktor penyebab pertambahan jumlah penduduk lainnya adalah perkawinan masyarakat dengan penduduk desa lain yang kemudian mereka tinggal menetap di Desa Marga Mulia.

Pertumbuhan jumlah penduduk ini menyebabkan masyarakat mengenal hak milik tanah secara pribadi dan mengenal pola kerja bagi hasil yang sebelumnya tidak dikenal masyarakat. Sebelum masuknya perkebunan kelapa sawit, tanah yang berada di Desa Marga Mulia sebagian besar merupakan tanah adat yang siapa saja mengelola tanah tersebut, akan berhak untuk memilikinya. Namun setelah memiliki tanah adat tersebut, masyarakat belum mengenal sertifikat tanah yang tentunya menjadi bukti kepemilikan tanah. Sistem bagi hasil juga belum dikenal masyarakat saat itu. Masyarakat yang bekerja sebagai peladang berpindah memiliki pola kerja Handop, namun hasil ladang kelak tetap menjadi milik dari pemilik ladang tersebut. Kalau ada pemberian hasil ladang dari pemilik ladang kepada para kelompok kerja Handop, itu bukan dipandang sebagai sistem bagi hasil, namun sebagai pemberian.

b. Pengaruh Kebudayaan Lain

Keberadaan para transmigran dari pulau Jawa telah menciptakan pembauran budaya dalam masyarakat. Kesenian Kuda Lumping (kesenian tradisional Jawa) merupakan salah satu budaya dari pulau Jawa yang dibawa ke Desa Marga Mulia oleh para transmigran. Berdasarkan hasil pengamatan penulis, sudah beberapa tahun terakhir, acara *Erau* (sebagai ungkapan terima kasih atas hasil panen) ditambah dengan kesenian Kuda Lumping milik orang Jawa pada acara hiburan. Keadaan ini menunjukkan adanya pembauran budaya dalam masyarakat di Desa Marga Mulia.

Setelah masuknya perkebunan kelapa sawit yang disertai masuknya budaya tradisional orang Jawa yang menyebabkan pembauran kebudayaan, selain itu budaya Barat pun secara perlahan masuk kedalam masyarakat Desa Marga Mulia melalui teknologi komunikasi massa yang dibawa oleh pihak perusahaan. Awalnya pihak perusahaan memperkenalkan HT kepada masyarakat yang bekerja sebagai karyawan inti. Kemudian dengan perkebangan teknologi, masyakat mulai mengenal Radio, Televisi, *Handpone*, Komputer, Laptop dan Internet. Berdasarkan hasil temuan wawancara dengan para informan, dengan masuknya teknologi modern seperti *Handpone* telah mengubah kehidupan sosial masyarakat. Penggunaan teknologi komunikasi menyebabkan budaya saling mengunjungi dalam masyarakat mulai kurang dilakukan. Masyarakat lebih suka menggunakan alat komunikasi daripada datang mengunjungi sanak saudara mereka yang jaraknya tidak jauh. Keadaan tersebut mengakibatkan rasa ikatan moralitas dalam masyarakat mulai menurun.

c. Terbangunnya Akses Jalan

Keberadaan perkebunan kelapa sawit tentu disertai terbangunnya akses jalan di wilayah perkebunan tersebut. Selain sebagai akses pengiriman buah kelapa sawit dari pekebunan menuju pabrik, infrastruktur jalan yang dibangun oleh pidak perusahaan juga telah menghubungkan jalan dari Desa Marga

Mulia ke kota kabupaten. Oleh sebab itu, mobilitas sosial masyarakat semakin cepat dikarenakan adanya masyarakat lain yang melewati Desa Marga Mulia ketika menuju kota kabupaten. Bahkan sekarang sudah ada masyarakat yang memanfaatkan akses jalan sebagai mata pencahariannya yaitu dengan membuka jasa travel antar jemput dari Desa Marga Mulia ke kota Samarinda dan sebaliknya. Hal ini menunjukkan bahwa mobilitas penduduk sudah mulai meningkat.

d. Adanya Listrik

Berdasarkan hasil pengamatan penulis, dengan adanya listrik masyarakat dengan mudah mengaktifkan alat teknologi mereka seperti Televisi dan *Handpone*. Dengan adanya teknologi seperti Televisi dan *Handpone* akan merubah interaksi sosial masyarakat dari interaksi langsung menjadi interaksi tidak langsung. Artinya, secara tidak langsung listrik merupakan salah satu faktor perubahan sosial dalam masyarakat.

4. Dampak Perubahan Sosial Masyarakat

a. Dampak Positif Perubahan Sosial Masyarakat

Berikut merupakan dampak positif perubahan sosial masyarakat : aktifitas masyarakat lebih mudah dan cepat, peningkatan kualitas kesehatan masyarakat dan pola pikir masyarakat semakin berkembang.

b. Dampak Negatif Perubahan Sosial Masyarakat

Berikut merupakan dampak negatif perubahan sosial masyarakat : sulitnya lapangan pekerjaan, individualitas semakin meningkat dan pencemaran lingkungan.

KESIMPULAN

Keberadaan perkebunan kelapa sawit telah membawa perubahan sosial dalamasyarakat di Desa Marga Mulia. Berdasarkan berbagai penjelasan yang telah penulis ungkapkan, maka penulis menarik kesimpulan sebagai berikut:

1. Perubahan sosial yang dialami Masyarakat dengan adanya perkebunan kelapa sawit adalah masyarakat berubah dari bersifat tertutup menjadi bersifat terbuka, perubahan tingkat gotong royong dan tolong menolong dalam masyarakat yang mulai menurun, interaksi sosial masyarakat berubah dari interaksi langsung menjadi interaksi tidak langsung, masyarakat yang memiliki rasa ikatan moralitas bersama atau kesadaran kolektif yang tinggi berubah menjadi masyarakat yang individual.
2. Faktor penyebab perubahan sosial masyarakat adalah pertambahan penduduk, pengaruh budaya lain, terbangunnya akses jalan dan adanya listrik.
3. Dampak perubahan sosial masyarakat dibagi menjadi dua yaitu dampak positif dan dampak negatif. Dampak positif perubahan sosial masyarakat adalah aktivitas masyarakat lebih mudah dan cepat, peningkatan kualitas kesehatan masyarakat dan pola pikir masyarakat semakin meningkat. Dampak negatif perubahan sosial masyarakat adalah sulitnya lapangan pekerjaan, individualitas semakin meningkat dan pencemaran lingkungan.

SARAN

Berdasarkan masalah-masalah yang terjadi penulis menyarankan:

1. Budaya gotong royong dan tolong menolong dalam masyarakat harus tetap dijaga agar solidaritas sosial masyarakat tetap kuat**.** Selanjutnya interaksi sosial masyarakat harus tetap dijaga dengan cara menumbuhkan kembali budaya saling mengunjungi. Rasa ikatan moralitas bersama atau kesadaran kolektif masyarakat harus selalu dijaga agar setiap permasalahan dalam masyarakat dapat diselesaikan secara bersama.
2. Faktor penyebab perubahan sosial masyarakat seperti pertambahan penduduk, pengaruh budaya lain, terbangunnya akses jalan dan adanya listrik diharapkan dapat dikelola oleh masyarakat agar kehidupan masyarakat menjadi lebih baik. Dampak negatif perubahan sosial masyarakat seperti sulitnya lapangan pekerjaan di Desa

Marga Mulia, penulis berharap para generasi muda dapat menciptakan lapangan pekerjaan baru di desa dan tidak tergantung kepada pihak perusahaan perkebunan kelapa sawit, agar para generasi muda dapat membangun desanya sendiri.

Dampak negatif perubahan sosial masyarakat seperti individualitas semakin meningkat, penulis berharap budaya saling berkunjung, budaya gotong royong dan tolong menolong, budaya *Handop* serta budaya bersilsilah tetap dijaga bahkan lebih ditingkatkan. Dampak negatif perubahan sosial masyarakat seperti pencemaran lingkungan memang sulit diatasi, namun penulis berharap dapat menggunakan kendaraan seperlunya, pihak perusahaan harus memikirkan solusi untuk mengatasi masalah pencemaran yang ada karena pencemaran tersebut salah satu penyebabnya adalah kendaraan mobil *truck* milik perusahaan. Penulis juga mengharapkan masyarakat selalu menjaga kebersihan lingkungannya serta menanam pohon agar udara tetap bersih.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6954

META ANALYSIS: THE ROLE OF TEACHERS IN INCREASING STUDENTS' INTEREST IN SOCIAL STUDIES (IPS) SUBJECTS

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Abstract

Teachers are one of the noble professions that play an important role in a person's education, one of the most important roles of teachers is to increase student interest in the subjects they teach, this is important because it is a determining factor in the success of the learning they teach, this interest can reflect interest and make a major contribution and encouragement of students to the smooth running of learning activities when taking place. The purpose of this study was to determine the role of teachers in increasing student interest in social science subjects. The research method used is metaanalysis research by means of descriptive analysis, the data collection technique is carried out by searching for Indonesian / English literature obtained from google or google scholar. The results of this study obtained 7 articles, which examined how the role of teachers in increasing student interest in social science subjects. With the conclusion that in increasing students' interest in social studies, teachers must play a role in preparing lessons, acting as informators, organisers, motivators, facilitators, mentors, demonstrators, mediators, and evaluators. In addition, teachers must also use a variety of learning methods including singing, using media in learning, using books and teaching materials that vary, to lecture methods and Problem Based Learning (PBL) and others.

Keywords: Meta analysis, Role, Teacher, Increasing, Social Studies

PENDAHULUAN

Guru merupakan salah satu profesi mulia yang berperan penting dalam Pendidikan seseorang, guru dibekali dengan kemampuan serta professional dalam menjalankan tugas serta perannya disekolah.(Putri, 2021)

Salah satu peran guru yang sangat penting yaitu meningkatkan minat siswa dalam mata pelajaran yang dibawakannya, hal ini penting karena merupakan faktor penentu akan keberhasilan pembelajaran yang diajarkannya, minat tersebut dapat mencerminkan adanya ketertarikan serta memberikan kontribusi besar dan dorongan siswa terhadap kelancaran kegiatan pelajaran saat berlangsung. Sebaliknya, kurangnya minat siswa terhadap pelajaran, maka akan menghambat siswa tersebut dalam belajar yang tentunya akan berdampak pada hasil akhir nilai siswa tersebut. (Guritno & Hendriani, 2024)

Penting meningkatkan minat siswa dalam proses pembelajaran, membuat sehingga guru harus berperan penting dalam pemilihan metode pembelajaran yang akan digunakan. Salah satu mata pelajaran yang terkesan susah diminati oleh siswa-siswi adalah mata pelajaran Ilmu Pengetahuan Sosial. Mata pelajaran ini, dianggap sebagai mata pelajaran yang membosankan, karena terkesan banyak teori dan kurangnya praktek (Kiki & Haryanti, 2023).

Ilmu pengetahuan Sosial sendiri merupakan salah satu mata pelajaran wajib yang diselenggaran di sekolah dengan tujuan agar siswa dapat mengenal konsep-konsep terkait kehidupan bermasyarakat. IPS Menurut *National Council for Social Studies NCSS*, yaitu *social studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences*.(Susilowati, 2022)

Dengan adanya hal tersebut maka IPS menjadi bagian penting dalam pengembangan pemikiran social bagi setiap anak. Oleh karena

itu peran guru dalam meningkatkan minat siswa di Mata pelajaran IPS sangatlah dibutuhkan. Tujuan penelitian ini yaitu untuk megetahui peran guru dalam meningkatkan minat siswa pada mata pelajaran ilmu pengetahuan sosial

METODE

Metode penelitian yang digunakan yaitu penelitian metaanalisis dengan cara analisis deskriptif, Adapun teknik pengumpulan data dilakukan dengan pencarian literatur berbahasa Indonesia/Inggris yang didapatkan dari *google* ataupun *google cendikia*, literatur yang dipilih merupakan artikel/jurnalpenelitian terbaru yang berlangsung pada tahun 2021-2024 dengan menggunakan kata kunci atau yang berkaitan dengan "*peran guru IPS dalam meningkatkan minat siswa atau yang dengan judul yang sejenis*".

HASIL DAN PEMBAHASAN

A. HASIL

Hasil penelitian ini diperoleh 7 artikel, yang mengkaji terkait bagaimana peran guru dalam meningkatkan minat siswa pada mata pelajaran ilmu pengetahuan Sosial. Penelitian-penelitian tersebut berasal dari beberapa sumber yang didapatkan dari artikel dan jurnal, yang kemudian disajikan dalam tabel dibawah ini.

Tabel 1. Metanalisis dengan cara analisis deskriptif

No.	Nama	Judul penelitian	Hasil Analisis Deskriptif
1	(Pramana Putra et al., 2021)	Peran Guru Dalam Meningkatkan Kualitas Pembelajaran Ilmu Pengetahuan Sosial Kelas IV	Peran guru dalam meningkatkan kualitas pembejaran IPS yaitu berperan sebagai informator, organisator, motivator, fasilitator, pembimbing, demonstrator, mediator, dan evaluator. Dalam meningkatkan kualitas pembelajaran IPS guru kelas IV juga telah menambah jam pembelajaran, mengorganisasikan materi, dan menyesuaikan tingkat materi
2	(Robert et al., 2023)	The Role of The Teacher in Increasing Students' Interest in Study of Social Sciences at The State Middle High School 2 Tondano	Mempersiapkan materi pembelajaran, menentukan model pembelajaran yang sesuai, dan mempersiapkan langkah-langkah pembelajaran selain menyusun RPP dan merumuskan tujuan pembelajaran yang baik dan mencari tahu apa yang membuat pembelajaran berhasil.
3	(Mahfudz, 2024)	The Influence Of Teacher Teaching Methods And Learning Motivation On The Learning Outcomes Of Ips Subjects Of Senior High School Mambaus Sholihin Studentssuci Manyar Gresik	Meningkatkan kualitas dan kreatifitasnya agar suasana belajar mengajar menjadi lebih baik dan efektif dan harus pandai-pandai menarik perhatian siswa. Sebagai seorang siswa hendaknya mengoptimalkan perhatian terhadap apa yang disampaikan oleh guru, sehingga hasil belajar akan lebih baik.
4	(Ratna, 2022)	Peran Guru Sebagai Fasilitator Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas Viii Di SMPN 1 Balaraja	Peran Guru Sebagai Fasilitator,guru bertindak sebagai fasilitator mampu membuat siswa mempunyai motivasi belajar pada mata pelajaran IPS
5	(Rahfiandi Purba, M. Husin, 2023)	Upaya Guru Kelas Dalam Meningkatkan Minat Belajar Ips Pada Siswa Kelas Tinggi Di Sd Negeri Lamtheun Aceh Besar	Meningkatkan minat siswa dengan cara bervariasi, berupa bernyanyi, menggunakan media
6	(Riko et al., 2023)	Upaya Guru Terhadap Rendahnya Minat Belajar Peserta Didik Kelas Vii Dalam Pembelajaran Ips Di	Upaya yang dilakukan oleh guru ada dua yaitu: 1. menggunakan beberapa buku sebagai sumber bahan ajar, dan

		Pontianak	2. Menggunakan metode pembelajaran yang beragam. Hal ini dilakukan guru IPS agar dapat mempermudah dalam mengajar sehingga dapat meningkatkan minat belajar peserta didik.
7	(Chotimah & Hendriani, 2024)	Strategi Guru IPS Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran IPS Kelas VIII Di MTS Ma'arif NU Blitar	Strategi guru IPS yang efektif dalam meningkatkan motivasi belajar siswa adalah dengan menerapkan berbagai metode pembelajaran yang bervariasi. Ini termasuk metode ceramah untuk penyampaian materi secara langsung, metode *Problem-Based Learning* (PBL) untuk merangsang pemecahan masalah dan keterlibatan aktif siswa, serta penggunaan Smart TV untuk mendukung pembelajaran interaktif

Berdasarkan **Tabel 1** diatas, hasil analisis deskriptif menunjukan bahwa peran guru dalam meningkatkan minat belajar siswa yaitu dibagi menjadi dua bagian :

1. Peran guru
   Dalam mempersiapkan pelajaran, maka guru harus menentukan model pembelajaran Guru berperan sebagai informator, organisator, motivator, fasilitator, pembimbing, demonstrator, mediator, dan evaluator
2. Metode yang digunakan
   Guru menggunakan metode belajar yang bervariasi diantaranya bernyanyi, menggunakan media dalam pembelajaran, menggunakan buku dan bahas ajar yang bervariasi, hingga metode ceramah/ *Problem Based Learning* (PBL) dan sebagainya yang dapat membuat siswa tidak bosan, dan lebih aktif.

B. PEMBAHASAN

Guru berperan sebagai informator, organisator, motivator, fasilitator, pembimbing, demonstrator, mediator, dan evaluator. Hasil penelitian ini sesuai dengan hasil kajian yang dilakukan oleh *Pullias & Young* yang dikutip dalan *Journal Of Education* tahun 2022 dengan judul peran guru dalam pembelajaran, menjelaskan bahwa setidaknya ada 9 peran guru yang harus ditonjolkan dalam proses pembelajaran yakni: guru sebagai pendidik, pengajar, pembimbing, pelatih, penasehat, pendorong, kreativitas, actor, emancipator, dan evaluator. Adapun dalam jurnal yang sama kutipan Djamarah mengatakan bahwa guru memegang peran penting dalam korektor, inspirator, informan, organisator, motivator, inisiator, pembimbing, demonstrator, pengelola kelas, mediator, supervisor dan evaluator. (Nurzannah, 2022)

Adapun guru menggunakan penggunaan metode belajar yang bervariasi diantaranya bernyanyi, menggunakan media dalam pembelajaran, menggunakan buku dan bahas ajar yang bervariasi, hingga metode ceramah dan *Problem Based Learning* (PBL), merupakan berbagai metode pembelajaran yang digunakan agar menarik minat siswa pada mata pelajaran IPS. Menurut penelitian (Isna Nadifah Nur Fauziah et al., 2023) Media audio visual yaitu salah satu media yang sangat tepat diaplikasikan pada materi IPS karena pelajaran IPS mempunyai banyak materi-materi yang harus dipahami oleh peserta didik sehingga dengan penggunaan media audio visual ini dapat membantu siswa supaya lebih cepat memahami materi, Adapun jenis-jenis media Audio Visual berupa film, televisi, video, proyektor LCD (*Liquit Crystal Display), sound slides* dan lain-lainnya.

Dalam Buku media pembelajaran di sekolah dasar menjelaskan bahwa menggunakan banyak alat atau media dalam pembelajaran Ilmu Pengetahuan Sosial dapat mempermudah siswa untuk belajar, pemilihan media dan metode belajar harus sesuai dengan karakter siswa dan memenuhi kriteria yaitu salah satu harus dapat membuat siswa paham dengan materi yang disampaikan dan memperoleh pengalaman belajar. Pemilihan media dan metode pembelajaran juga harus memperhatikan karakteristik siswa, misalnya siswa yang memiliki disabilitas dan yang tidak memiliki

disabilitas (Muhamad, 2021). Namun menurut (Widyawati & Sukadari, 2023) dalam penggunaan media pembelajaran berbasis teknologi, maka seorang guru profesional IPS juga dihadapkan dengan beberapa tantangan, diantaranya adanya keterbatasan infrastruktur teknologi, persiapan yang belum memadai, dan kurangnya sumber daya yang sesuai. Oleh karena itu, harus dibantu dengan dukungan dari pihak sekolah, pemerintah, dan lembaga terkait sangat penting agar dapat menghadapi tantangan ini.

Problem Based Learning dapat memberikan dampak yang positif terhadap hasil belajar kognitif siswa. model PBL dapat memperbaiki kemampuan pemecahan masalah siswa, biasanya dengan menggunakan metode ini siswa dapat menilai kemampuannya sendiri dalam memecahkan masalah, hal tersebut karena pada model PBL ini siswa harus mencari solusi serta memecahkan masalah. Masalah yang dihadirkan dalam proses pembelajaran mencerminkan masalah nyata dalam kehidupan sehari-hari. Model pembelajaran lebih menarik dengmengajak siswa memecahkan masalah sehingga terbentuklah minat siswa untuk berperan aktif selama pembelajaran.(Siregar et al., 2022)

SIMPULAN DAN SARAN

KESIMPULAN

Penelitian ini berjudul Metaanalisis: Peran guru dalam meningkatkan minat siswa pada matapelajaran Ilmu Pengetahuan Sosial, hasil analisis deskriptif menunjukan bahwa dalam meningkatkan minat siswa di pelajaran IPS guru harus berperan dalam menyiapkan pelajaran, berperan sebagai informator, organisator, motivator, fasilitator, pembimbing, demonstrator, mediator, dan evaluator. Selain itu, guru juga harus menggunakan metode belajar yang bervariasi diantaranya bernyanyi, menggunakan media dalam pembelajaran, menggunakan buku dan bahas ajar yang bervariasi, hingga metode ceramah dan Problem Based Learning (PBL) dan lain-lain.

SARAN

1. Disarankan agar peneliti lain dapat mengembangkan artikel ini dengan menambah referensi terbaru mengenai peran guru dalam meningkatkan minat siswa di pelajaran IPS
2. Pada pembaca teruma guru, diharapkan agar menggunakan peran dan metode yang telah didapatkan dalam penilitian ini saat mengajarkan IPS pada sekolah masing-masing.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7009

IMPROVING THE QUALITY OF LEARNING WITH AI AS A LEARNING ASSISTANT

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Abstract

Improving the quality of learning in the digital era requires maximum dedication and sacrifice from all parties involved. The use of artificial intelligence (AI) as a learning assistant in higher education promises great potential to improve effectiveness, personalization, and student engagement. However, further research and development is needed to comprehensively understand the implementation and impact of AI in the learning context. In the context of learning technology development, artificial intelligence (AI) has become a valuable assistant in the learning process. AI, such as ChatGPT, has streamlined the process of information retrieval and learning, providing ease of access, and providing quick responses to user queries. This use of AI is not limited to students; many people from different walks of life have benefited from it. However, in addition to the positive impacts, it should be recognized that the use of AI also has negative impacts, such as dependence on technology, lack of social interaction, and the digital divide. Therefore, the awareness and actions needed to address these negative impacts are crucial. To achieve a good balance between the positive benefits of AI and the reduction of negative impacts, proactive measures can be taken, including the development of human-centered pedagogy, data and privacy safeguards, teacher training, education on technology ethics, integration of AI across the educational spectrum, continuous evaluation, and interdisciplinary collaboration. With a wise approach, AI can be a powerful tool to support students' educational process and improve the quality of education in the digital era. This allows us to experience the positive benefits of this technology while minimizing its negative impacts.

Keywords: artificial intelligence, learning assistant.

PENDAHULUAN

Pendidikan adalah fondasi perkembangan individu dan masyarakat. Dalam era digital dan berbasis teknologi, terdapat peningkatan yang luar biasa dalam cara pembelajaran dipandang, diajarkan, dan diakses. Teknologi telah mengubah cara kita mendekati pembelajaran. ini lebih memungkinkan pembelajaran yang lebih fleksibel, interaktif dan dapat diakses darimana saja. Teknologi pembelajaran dapat meningkatkan motivasi, keterampilan,dan hasil belajar siswa, Banyak pengaruh yang dihasilakan dari sebuah teknologi dalam pembelajaran kuhsusnya dampak positif (Muh. Rizaldi Pratama*, 2023) “Dampak positif teknologi dalam pendidikan termasuk memfasilitasi pencarian informasi untuk setiap siswa, pengetahuan dalam memperluas wawasan siswa”.

Dengan adanya teknologi dalam penididkan kegiatan pembelajaran akan berjalan dengan mudah. karena mempermudah baik didalam menamabh wawasan, mencari materi, bahkan mempermudah dalam pembelajaran jarak jauh. Teknologi pembelajaran telah menjadi komponen integral dari perubahan ini, dan salah satu aspek yang paling menjanjikan adalah pemanfaatan kecerdasan buatan (AI). Kecerdasan buatan atau AI (*Arificial intelligence*) adalah program computer yang dibuat menirukan kecerdasan manusia termasuk pengambilan keputusan logika, dan karakteristik kecerdasan lainnya. Penggunaan Sebagai asisten pembelajaran AI menawarkan potensi untuk merespon secara personal, mengadaptasi, dan memperkaya

pengalaman belajar, yang pada gilirannya dapat meningkatkan kualitas pembelajaran. (Luh Putu Ary Sri Tjahyanti & Dkk, 2022) Salah satu manfaat *Arificial intelligence* adalah biasanya pembelajaraan dilakukan di dalam gedung kini bertansformasi ke dunia maya, tanpa harus bertemu dengan guru dan dilakukan secara daring yang bisa diakses dimanpun dan kapanpun oleh peserta didik (Mulianingsih et al., 2020) "AI juga bisa diterapkan pada bidang pendidikan yang berdampak pada nilai dan karakter anak didik yakni baik siswa maupun mahasiswa untuk meningkatkan ketajaman pola pikir dan pandangan baru lainnya" Dengan adanya AI atau kecerdasan buatan maka siswa dapat memiliki pola piker dan dapat dengan mudah mendapat pandangan baru atau ilmu baru dengan mudah dan berdampak pada karakter peserta didik atau siswa dalam pembelajaran.

Dengan adanya AI atau kecerdasan buatan maka siswa dapat memiliki pola piker dan dapat dengan mudah mendapat pandangan baru atau ilmu baru dengan mudah dan berdampak pada karakter peserta didik atau siswa dalam pembelajaran.

(Muhie et al., 2023) kecerdasan buatan (AI) di pendidikan tinggi dari sudut pandang pengajaran dan pembelajaran, serta kerangka implementasinya. Terdapat potensi besar dalam pendidikan dan AI, termasuk simulasi, tutor cerdas, dan personalisasi pembelajaran. AI dapat mendukung pengembangan pengetahuan, pemberian umpan balik, dan pemantauan kemajuan mahasiswa, serta membantu mengingat informasi dalam jangka waktu yang lama. Integrasi AI di pendidikan tinggi bertujuan untuk meningkatkan proses pembelajaran dan mempersiapkan mahasiswa dengan keterampilan yang diharapkan. Dalam dunia pendidikan kecerdasan buatan (AI) memiliki banyak pengaruh baik untuk peserta didik/siswa ataupun guru (Aidah Novianti Putri & Moh. Abdul Kholiq Hasan, 2022)

Penggunaan kecerdasan buatan dalam bidang pendidikan adalah sebagai media dan pendukung pembelajaran.sehingga pembelajaran dapat terlaksana dengan baik dan maksimal, Dengan penggunaan kecerdasan buatan sebagai media pembelajaran dapat membantu guru, pendidik, maupun mentor dalam menyampaikan pembelajaran kepada peserta didik dan menjadikan peserta didik dapat lebih mudah untuk memahami pembelajaran." (Zakaria et al., 2023) Dalam perjalanan menuju masa depan, teknologi kecerdasan buatan (AI) menjadi sebuah aset tak ternilai dalam dunia pendidikan. Terus menerus memajukan pemanfaatan dan perkembangan teknologi AI membawa harapan bahwa sistem pendidikan akan menjadi lebih efektif, efisien, dan inklusif dibandingkan dengan model-model sebelumnya. Mengapa AI menjadi semakin penting dalam konteks pendidikan? Karena AI memiliki potensi revolusioner yang mampu mengubah paradigma pembelajaran. AI dapat membantu mendeteksi gaya belajar individual, mengidentifikasi kelemahan dan kekuatan siswa secara lebih akurat, serta menyusun rencana pembelajaran yang sesuai dengan setiap siswa. Dalam pengajaran, AI dapat berperan sebagai asisten yang terus menerus memberikan umpan balik instan, membimbing siswa dalam mengatasi hambatan belajar, dan memastikan mereka tetap terlibat dalam proses pembelajaran. Hal ini berpotensi meningkatkan efektivitas pembelajaran dengan meminimalkan kesalahan yang sering terjadi dalam pengajaran tradisional. Tidak hanya itu, AI juga mampu meningkatkan efisiensi pengajaran dengan otomatisasi tugas- tugas administratif yang memakan waktu, memungkinkan pendidik untuk lebih fokus pada interaksi langsung dengan siswa. Ini juga dapat membantu dalam pengembangan kurikulum yang lebih dinamis, dengan kemampuan untuk menyesuaikan materi dengan cepat sesuai dengan perkembangan teknologi dan informasi. Yang tidak kalah pentingnya, AI dapat mempromosikan inklusivitas dalam pendidikan.

Dengan kemampuannya untuk menyesuaikan pendekatan pembelajaran, AI dapat membantu siswa dengan kebutuhan khusus untuk mendapatkan dukungan yang lebih personal dan efektif, menghapus hambatan aksesibilitas, dan memberikan peluang pendidikan yang setara bagi semua.

Dengan demikian, penggunaan dan pengembangan teknologi AI dalam pendidikan bukan hanya sekadar inovasi, melainkan merupakan lompatan besar menuju masa depan pendidikan yang lebih baik, yang lebih menghargai keberagaman dan potensi setiap individ dalam proses pembelajaran.Penggunaan AI sebagai asisten pembelajaran telah membuka

jalan untuk kemungkinan baru dalam meningkatkan efektivitas dan efisensi pembelajaran. kemampuan AI atau kecerdasan buatan dalam menyediakan solusi pembelajaran yang disesuaikan dengan kebutuhan individu, memonitor perkembangan siswa, dan memberikan umpan balik yang tepat waktu telah mengubah cara kita melihat proses pendidikan.

Dipandang penting mengingat perubahan mendalam dalam paradigma pembelajaran dan perkembangan teknologi. Latar belakangnya dapat dilihat dari beberapa faktor: 1). Transformasi Digital dalam Pendidikan, Pendidikan telah mengalami perubahan signifikan seiring dengan perkembangan teknologi digital. Perangkat lunak dan perangkat keras yang semakin canggih telah merambah ke dalam ruang kelas. 2). Tantangan dalam Pembelajaran Konvensional, Sistem pembelajaran tradisional cenderung seragam dan tidak dapat mengakomodasi perbedaan individual siswa. Ini dapat menghambat potensi belajar. 3). Kemajuan AI, Kecerdasan Buatan (AI) telah mencapai tingkat kemampuan yang sangat canggih dalam analisis data, pemrosesan bahasa alami, dan pengambilan keputusan otomatis. Hal ini membuat AI menjadi kandidat yang menarik untuk diterapkan dalam konteks pendidikan. 4). Personalisasi Pembelajaran, Integrasi AI dalam pembelajaran dapat membantu dalam personalisasi pembelajaran, mengidentifikasi kebutuhan individu siswa, dan memberikan materi yang sesuai dan relevan. 5). Umpan Balik Segera. AI dapat memberikan umpan balik instan kepada siswa, memungkinkan mereka untuk memahami kekuatan dan kelemahan mereka dan mengembangkan strategi pembelajaran yang lebih efektif. 6). Meningkatkan Efisiensi, AI juga dapat membantu dalam mengoptimalkan penggunaan sumber daya pendidikan dengan cara yang lebih efisien. Jadi, judul ini muncul dari kesadaran akan potensi AI untuk mengatasi tantangan dalam pembelajaran konvensional dan meningkatkan kualitas pendidikan melalui personalisasi, responsivitas, dan efisiensi yang ditingkatkan.

METODE

Dalam penelitian ini mengguanakan metode observasi atau pengamatan langsung dengan menggunakan pendekatan deskriptif kualitatif. Penelitian ini menafsirkan dan menguraikan data yang diperoleh sesuai apa yang terjadi di lapangan. Pendekatan kualitatif berfokus pada pemahaman mendalam ,penjelasan makna, dari fenomena yang diteliti hal ini juga memungkinkan peneliti untuk menggali aspek subjektif, kompleks dan bermakana dari fenomena yang diteliti. Pendekatan kualitatif menggunakan data dalam bentu teks, gambar untuk menganalisis dan menggambarkan keadaan yang diteliti.

HASIL DAN PEMBAHASAN

HASIL

Untuk mencapai pembelajaran yang berkualitas dan efektif dibutuhkan dedikasi dan pengorbanan yang maksimal dari semua pihak yang terlibat sehingga proses pembelajaran dapat mencapai standar jauh diatas rata rata ,memberikan manfaat yang mendalam dan menghasilkan indifidu yang lebih berkembang dan berkontribusi positif dalam masyarakat. (Muarif et al., 2019) Penggunaan kecerdasan buatan (AI) dalam pendidikan tinggi menjanjikan potensi yang besar untuk meningkatkan efektivitas, personalisasi, dan keterlibatan mahasiswa. Meskipun begitu, diperlukan upaya penelitian dan pengembangan yang lebih mendalam untuk memahami secara lebih komprehensif implementasi dan dampak penggunaan AI dalam konteks pembelajaran. Dengan pendekatan yang berhati-hati, AI dapat menjadi alat yang kuat untuk mendukung proses pendidikan mahasiswa dan meningkatkan kualitas pendidikan di era digital.

Tetapi dengan adanya perkembangan teknologi pembelajaran semakin berkualitas dalam penggunaanya salah satunya yaitu kecerdasan buatan AI yang dapat dijadikan asisten dalam pembelajaran baik dalam mencari informasi, menyelesaikan tugas dalam pebelajaran maupun dalam menyelesaikan masalah yang kita anggap rumit dalam pembelajaran. AI sebagai asisten dalam pembelajaran dapat dimanfaatkan baik oleh guru, dosen,siswa, dan mahasiswa dalam pembelajaran.

Setelah melakukan pengamatan dan observasi terhadap penggunaan kecerdasan buatan (AI) dalam berbagai aspek kehidupan, termasuk dalam konteks pembelajaran dan aktivitas sehari-hari, terbukalah mata kita terhadap sejauh mana AI telah mengubah cara kita berinteraksi dengan teknologi dan informasi. AI

telah menjadi begitu meresap dalam kehidupan kita sehingga sekarang bahkan sebuah perangkat sehari-hari seperti telepon genggam telah menjadi wadah utama untuk memanfaatkan teknologi AI. Salah satu contohyang menarik dalam penggunaan AI di dunia pendidikan adalah melalui platform ChatGPT. ChatGPT adalah salah satu bentuk AI yang dirancang untuk memberikan respon cepat dan akurat terhadap pertanyaan pengguna. Ini adalah contoh konkret dari bagaimana teknologi AI dapat merampingkan proses pencarian informasi dan pembelajaran.

Penting untuk diketahui bahwa penggunaan ChatGPT tidak terbatas pada kalangan mahasiswa; banyak orang dari berbagai lapisan masyarakat telah merasakan manfaatnya. Keunggulan utama dari ChatGPT adalah kemampuannya memberikan informasi dalam waktu singkat sesuai dengan apa yang pengguna inginkan. Dalam banyak hal, pengalaman berinteraksi dengan ChatGPT mirip dengan berbicara dengan teman atau kolega melalui pesan teks. Bagi pengguna Android, memanfaatkan ChatGPT juga semakin mudah dan nyaman.

PEMBAHASAN

Penggunaan AI di aplikasi seperti ChatGPT tidak hanya menawarkan kecepatan dan kemudahan dalam akses ke informasi, tetapi juga menghadirkan cara baru untuk berinteraksi dengan teknologi. Hal ini memberikan rasa akrab dan nyaman, mirip dengan berbicara dengan rekan sejawat. Dengan demikian, AI telah membuka banyak pintu bagi cara kita berinteraksi dengan teknologi dan informasi dalam era digital yang semakin terkoneksi ini.:

Dalam obserfasi yang dilakukan ditemukan beberapa dampak positif kecerdasan buatan atau AI sebagai asisten pembelajaran bagi mahasiswa diuraikan sebagai berikut:

1. Mempermudah dalam pengerjaan tugas Dengan adanya AI sebagai asisten pembelajaran tugas atau pekerjaan dapat diselesaikan dalam waktu cepat, sehingga mahasiswa lebih banyak waktu dalam pengerjaan tugas lainnya dan tidak terbebani lebih lama dengan satu tugas saja.
2. Memberi informasi baru dengan cepat dan mudah *Arificial intelligence* atau kecerdasan buatan juga dapat memberih informasi dengan cepat dan mudah untuk mahasiswa hanya dengan bermodalkan telepon genggam.
3. .dengan penggunaan AI sebagai asisten dalam pembelajaran siswa atau mahasiswa dapat belajar secara mandiri karena dengan menggunakan AI kita dapat mencari dan menemukan informasi secaram mudah.
4. Pemahaman pembelajaran yamg dapat disesuaikan dengan kebutuhan dan pembelajaran dapat disesuikan sehingga dapat meningkatkan pemahaman siswa dalam pembelajaran.
5. Kemampuan *Arificial intelligence* dalam mengotomatisasi banyak tugas khususnya pekerjaan administratif guru dalam penilaian sehingga menghemat waktu dan suber daya sehingga guru dapat lebih fokus dalam pengajaran langsung.
6. Dengan adanya *Arificial intelligence* sebagai asisten pembelajaran siswa dapat melakukan kurusus atau belajar online dengan mudah.

Tentu, sementara penggunaan kecerdasan buatan (AI) dalam pendidikan dan kehidupan sehari- hari memberikan sejumlah dampak positif yang signifikan, kita juga harus mempertimbangkan dan mengakui dampak negatif yang mungkin memengaruhi mahasiswa. Beberapa dampak negatif yang perlu diperhatikan adalah sebagai berikut:

1. Ketergantungan pada Teknologi: Penggunaan AI yang berlebihan dalam pembelajaran bisa menyebabkan mahasiswa menjadi terlalu bergantung pada teknologi. Mereka mungkin kehilangan kemampuan untuk berpikir kritis atau menyelesaikan masalah secara mandiri, karena mereka terbiasa dengan bantuan AI.
2. Kurangnya Keterlibatan Sosial Interaksi fisik dan sosial antar siswa dalam pembelajaran sangat penting untuk perkembangan sosial dan emosional. Terlalu banyak penggunaan AI dalam pembelajaran dapat mengurangi interaksi

sosial ini.

3. Kesenjangan Digital Penggunaan AI dalam pendidikan juga dapat memperkuat kesenjangan digital. Mahasiswa yang tidak memiliki akses yang cukup baik ke teknologi atau internet mungkin terpinggirkan.
4. Kurangnya Pemahaman Mendalam Terlalu mengandalkan AI untuk memberikan jawaban cepat dapat mengurangi kemauan dan kemampuan mahasiswa untuk memahami konsep secara mendalam. Mereka mungkin cenderung mencari jawaban instan daripada memecahkan masalah dengan pendekatan yang lebih analitis.

Pentingnya kesadaran dan tindakan untuk mengatasi dampak negatif penggunaan AI dalam pendidikan tidak dapat diabaikan. Dalam konteks ini, para pendidik dan pembuat kebijakan memiliki tanggung jawab untuk memastikan bahwa perkembangan teknologi AI digunakan secara bijak dan efektif dalam upaya meningkatkan pendidikan, sambil tetap memperhatikan kepentingan aspek-aspek penting dari pendidikan tradisional.

Tindakan yang dapat diambil untuk menghadapi dampak negatif dari penggunaan teknologi kecerdasan buatan (AI) dalam pendidikan adalah serangkaian langkah proaktif yang dirancang untuk menjaga keseimbangan antara perkembangan teknologi dan nilai-nilai pendidikan tradisional.

Beberapa tindakan yang perlu diperhatikan mencakup:

1. Pengembangan Pedagogi yang Berpusat pada Manusia Pendidik perlu fokus pada pengembangan pendekatan pembelajaran yang berpusat pada manusia, dengan AI digunakan sebagai alat pendukung. Ini mencakup pembelajaran berbasis proyek, kolaborasi antar-siswa, dan pendekatan yang lebih interaktif.
2. Pengamanan Data dan Privasi Perlindungan data dan privasi siswa harus menjadi prioritas. Pembuat kebijakan harus mengenalkan regulasi yang ketat dan mendukung praktik terbaik dalam pengumpulan, penyimpanan, dan penggunaan data siswa.
3. Pelatihan Guru, Guru perlu diberikan pelatihan yang memadai untuk memahami dan mengintegrasikan teknologi AI dalam pembelajaran. Mereka juga harus dapat mengajarkan siswa tentang etika dan tanggung jawab dalam menggunakan teknologi.
4. Pendidikan tentang Etika Teknologi Penting untuk memasukkan pendidikan tentang etika teknologi dalam kurikulum. Siswa perlu memahami dampak sosial, etika, dan tanggung jawab yang terkait dengan penggunaan teknologi AI.
5. Mengintegrasikan AI dalam Pembelajaran yang Lebih Luas AI harus diintegrasikan dalam seluruh spektrum pendidikan, dari sekolah dasar hingga perguruan tinggi. Ini akan membantu mengurangi kesenjangan dalam pengetahuan dan keterampilan teknologi.
6. Evaluasi Terus-Menerus Dampak penggunaan AI harus dievaluasi secara terus-menerus untuk memahami perubahan dalam pencapaian siswa, kepuasan siswa, dan perubahan perilaku pembelajaran. Informasi ini dapat digunakan untuk penyesuaian dan perbaikan berkelanjutan.

Dengan pendekatan yang cermat dan bijak, AI dapat menjadi sekutu berharga dalam meningkatkan pendidikan tanpa merusak esensi dan nilai-nilai inti dari pendidikan tradisional. Kesadaran dan tindakan yang diperlukan akan membantu memaksimalkan potensi positif dari teknologi ini sambil mengatasi dampak negatifnya:

SIMPULAN DAN SARAN

Peningkatan kualitas pembelajaran dengan menggunakan kecerdasan buatan (AI) sebagai asisten pembelajaran adalah sebuah pendekatan yang memiliki dampak luar biasa dalam perkembangan pendidikan. Seiring dengan perkembangan teknologi AI yang pesat, integrasi AI dalam pendidikan membuka peluang besar untuk mengubah paradigma pembelajaran dan memberikan manfaat yang signifikan kepada siswa dan pendidik. Beberapa aspek yang perlu

dipertimbangkan dalam pengembangan gagasan ini termasuk personalisasi pembelajaran, umpan balik instan, adaptasi kurikulum, efisiensi dalam administrasi, inklusivitas, pengembangan keterampilan baru. Dengan demikian, peningkatan kualitas pembelajaran melalui asisten AI mencakup serangkaian manfaat yang menciptakan pengalaman pembelajaran yang lebih efektif, relevan, dan inklusif. Dalam upaya mencapai tujuan ini, pendidik dan pembuat kebijakan harus bekerja bersama untuk merancang implementasi AI yang bijak dan efektif dalam pendidikan.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6892

IMPROVING MATH LEARNING OUTCOMES BY IMPLEMENTING NUMERACY LITERACY DRILL EXERCISES

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Abstract

This research aims to determine the ability to solve problems in mathematics lessons that apply the numeracy literacy drill method in class VI students of SD Muhammadiyah Kulur, Temon, Kulon Progo, Yogyakarta.The development model used in this research is Classroom Action Research which is based on the Kemmis and Mc action research (PTK) concept. This research has several stages, including initial reflection, planning, implementation of actions, observation and reflection. The instruments in the research include story questions related to literacy abilities, reasoning abilities and mathematical calculation abilities. Numeracy literacy mathematics questions can make it easier for students to understand the questions in the independent curriculum. Data analysis with quantitative description. The results of the research showed that there was an increase in the average student knowledge score from before the numeracy literacy drill method was applied to after the numeracy literacy drill method was applied in Cycle I and Cycle II. The average student knowledge score before the drill method was applied was 54.17. After the drill method was applied in cycle I the average student knowledge score was 80. In the application of the drill method in cycle II the average student knowledge score was 88.75. Thus, the application of the numeracy literacy drill method can improve the learning outcomes of class VI students at SD Muhamaddiyah Kulur Kebondalem Temon Kulonprogo.

Keywords: Drill method, Mathematics Learning Outcomes, Numeracy Literacy Ability

Introduction

Education is the main foundation in shaping a generation that is qualified and able to compete in the era of globalization. One of the subjects that has an important role in the intellectual development of students is mathematics. Mathematics is not only a tool to support intelligence, but also has a significant impact on the development of students' logical and analytical thinking skills.

The implementation of numeracy literacy in elementary schools has several obstacles including low student interest in lessons related to mathematics, students' ability to understand problems is still low, and the implementation of learning is still conventional and monotonous. The basic concepts of mathematics have generally been mastered by students, such as number counting operations, but the skills in applying concepts to everyday problems are still not optimal. This can also be stated as the cause of the low numeracy literacy of elementary school students.

One of the reasons why students' numeracy literacy skills are still low is the lack of introduction to numeracy literacy-based problem exercises. So that students have difficulty in understanding problems and problem solving techniques. Based on field surveys, there are still many elementary school teachers who only use LKS and thematic books for student practice problems, causing students' limitations to various types of numeracy literacy problem examples are limited, so that students' creativity in solving problems related to numeracy literacy is also limited. The provision of special book sources related to numeracy literacy in schools is also still lacking.

Successful mastery of a concept will be obtained if students have high thinking and reasoning skills, because concepts that have been understood will stick in students'

memories for a long time, so it is very important for students to have high thinking skills. Optimal learning outcomes shown by students cannot be separated from their creativity in solving problems. To solve problems, there are various abilities that can make students' thinking skills high and improve learning outcomes. In an effort to improve the learning process and results, teachers and students play an important role. Therefore, teachers must try to create suitable strategies because in a meaningful teaching and learning process, student involvement is very important.

The specific objective in this study is to improve students' ability in numeracy literacy problem solving, so that student learning outcomes in the independent curriculum will also increase. In addition, to help schools, especially mathematics teachers, in providing and solving numeracy literacy problems.

This research is important to do considering that the problems faced by students and teachers appear to be increasingly complex. In addition, it is expected to be able to influence student learning outcomes which are still low due to the difficulty of students in solving numeracy literacy problems.

Research methods

This research uses a type of classroom action research based on Kemmis and Mc. Targgat's action research concept in the form of a research cycle. This research was carried out at SD Muhammadiyah Kulur with the address Kebondalem, Kulur, Kapanewon Temon, Kulon Progo Regency. This research was carried out in the second semester of the 2023/2024 school year for 4 months from February to May 2024. The subjects of this research were class VI students who totaling 13 people, consisting of 5 men and 8 women. The research carried out included classroom action research. So a special design for action research is very necessary. Action research is based on the philosophy that every human being does not like static things, but always wants something better.

The classroom action research design refers to the ideas of Kemmis and Mc Taggart as shown in Figure 1.

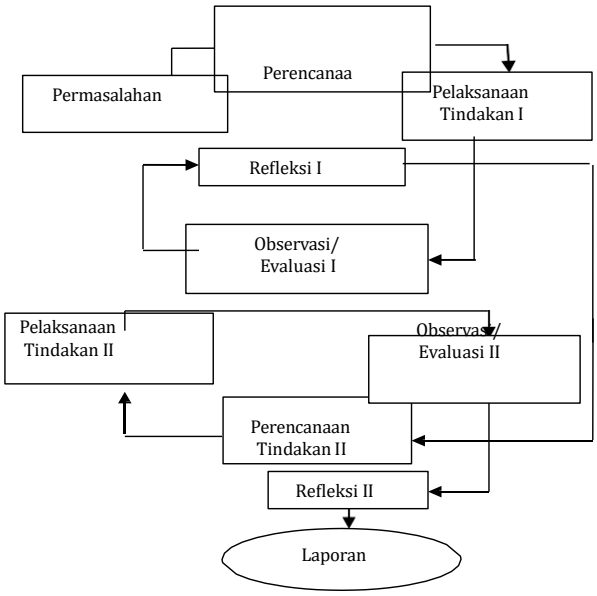


Figure 1. Kemmis and Mc Taggart

Mathematics Learning Outcomes

Learning outcomes are defined by several experts as follows: (1) Winkel, learning outcomes are the successes achieved by students, which are expressed in the form of numbers; (2) Bloom states that learning outcomes include the cognitive domain, affective domain and psychomotor domain. The cognitive domain includes knowledge, understanding, application, analysis, synthesis and evaluation. The affective domain includes attitudes, receiving, responding, values, organizing, character. , The psychomotor domain is a person's movement behavior and physical coordination, motor abilities and physical abilities. Studying mathematics trains students to become people who are more thorough, careful and not careless in their actions.

According to mathematicians it is:

Johnson and Rising (1972), mathematics is a pattern of thinking, a pattern of organizing, proving logic. So that mathematics is a language that uses terms that are defined carefully, clearly and accurately, its representation is with

symbols and concisely, it is more of a symbolic language about ideas than about sounds.

Kline (1973) Mathematics is not a solitary knowledge that can be perfect by itself, but the existence of mathematics is primarily to help humans understand and overcome social, economic and natural problems. Mathematics grows and develops because of the thinking process, therefore logic is the basis for the formation of mathematics.

James and J (1976) Mathematics is the science of logic regarding shape, arrangement, quantity, and concepts that relate to one another in large numbers which are divided into three fields, namely algebra, analysis and geometry. Hutauruk (2018), mathematical knowledge is a social and cultural product that is used as a thinking tool in solving problems and contains a number of axioms, definitions, theorems, proofs, problems and solutions.

Susilo, Metaphysics is not just numbers, symbols and formulas that have nothing to do with the real world, on the contrary, mathematics grows and is rooted in the real world. (quoted from wordpress.com - Smart Mathematics)

Based on the definition of mathematics above, mathematics learning outcomes are the result of the process of working on mathematical problems which are social problems solved by logical thinking, reasoning power using numbers, symbols, formulas, quantities and biased conclusions. Literacy in general is not just being able to read, but the ability to analyze reading which includes writing, symbols, numbers and graphs and being able to understand the concepts stored in sentences. Numeracy is not just about understanding mathematical competence. Knowledge of mathematics alone is not enough to make someone have numeracy abilities. Mumeracy includes the ability to apply numerical and mathematical concepts in everyday life. From this understanding, numeracy literacy is the skill of: (1) using various kinds of numbers and symbols related to basic mathematics to solve practical problems in various contexts of daily life; (2) analyzing information displayed in various graphic forms , tables, charts etc., then use the interpretation of the results to predict and make decisions,

According to Wikipedia, the definition of literacy is a general term that refers to a series of individual abilities and skills in reading, writing, speaking, calculating and solving problems at a certain level of expertise required in work, family and society in everyday life.

According to Marriam-Webster, literacy is the ability or quality of literacy which includes the ability to read, write, and recognize and understand visual ideas. From this understanding, digital literacy develops, the ability to use information and communication technology (ICT) to communicate information.

Understanding Numeracy

Numeracy is the ability to analyze using numbers. Numeracy is the ability to apply the concept of numbers and symbols in basic mathematics to solve problems in everyday life. Numeracy is the ability to analyze information displayed in various forms, such as: graphs, tables and charts, then used to analyze and draw conclusions. From this understanding, numeracy literacy is the skill of: (1) Using various kinds of numbers and symbols related to basic mathematics to solve practical problems in various contexts of daily life. (2) Analyze information displayed in various forms of graphs, tables, charts, and so on, then use the interpretation of the results to make predictions.

Numeracy Literacy

Numeracy literacy is a person's ability that combines literacy abilities and numeracy abilities. Literacy refers to a person's ability to read, write and understand reading texts. While numeracy refers to a person's ability to understand, use and manipulate numbers, numeration is the ability a person has to solve real problems in real life by processing numbers. Numeracy literacy requires logical thinking to make it easier for someone to understand mathematics, as well as helping students improve understanding and skills in problem solving. This is in line with the opinion of (Ekowati et al, 2019) which states that numeracy literacy is a person's ability to analyze and understand a statement packaged through activities in manipulating symbols or language found in everyday life and expressing these statements through writing and reading.

Another opinion states that numeracy literacy is a skill acquired in solving problems (Mahmud & Pratiwi, 2019). Thus, it can be interpreted that numeracy literacy is the ability to apply number concepts and calculation operation skills in everyday life.

Numeracy literacy consists of 3 aspects, namely aspects of counting, numeration relations and arithmetic operations. Numeracy is the ability to count an object as a whole, numeration relations relate to the ability to differentiate the quantity of an object, more, less, taller, shorter, etc. Meanwhile arithmetic operations is the ability to perform basic mathematical operations in the form of addition and subtraction.

Numeracy is the ability a person has to solve real problems in real life by processing numbers. Numeracy literacy requires logical thinking to make it easier for someone to understand mathematics, as well as helping students improve understanding and skills in problem solving. This is in line with the opinion of (Ekowati et al, 2019) which states that numeracy literacy is a person's ability to analyze and understand a statement packaged through activities in manipulating symbols or language found in everyday life and expressing these statements through writing and reading. Another opinion states that numeracy literacy is a skill acquired in solving problems (Mahmud & Pratiwi, 2019). Thus, it can be interpreted that numeracy literacy is the ability to apply number concepts and calculation operation skills in everyday life.

Numeracy competition is the knowledge and skill to use various kinds of numbers and symbols in mathematics to solve practical problems in everyday life and the ability to interpret quantitative information that is around us (Kemdikbud, 2017)

Mathematics has topics and concepts as a basis for understanding subsequent topics or concepts (Alfiyah et al., 2021; Pambudi, 2007). Thus, in studying mathematics, previous concepts must be truly mastered to be able to understand subsequent concepts (Dini et al., 2018; Sulastri, 2016). This of course has consequences for the teaching and learning process or mathematics learning. Therefore, learning mathematics cannot be done in leaps and bounds. Mathematics learning must be carried out step by step, starting from understanding simple ideas and concepts to more complex levels. Concept mastery begins with mastering lower concepts and then continues with mastering higher concepts (Netriwati, 2018; Ningsih, 2016). This is a challenge faced by teachers on how to make mathematics something interesting. Therefore, teachers are required to create activities that make students happy and engrossed in learning mathematics.

Creating a relaxed atmosphere when studying can be done to improve student learning outcomes. One of the activities that makes students behave and be in the above atmosphere is through the application of innovative learning models (Kusumah et al., 2020; Yanni, 2018). The reality is that in implementing the teacher's main task, sometimes it is not carried out perfectly. When a student's test results still require remediation, a teacher will feel He failed in teaching Mathematics. From the initial learning which was carried out starting on July 3 2023 for class VI students at SD Muhammadiyah Kulur, it showed that the average student learning result was 40, the mathematics learning result was still low. The level of learning completion (students get a minimum score of 70) is only 46%, while the expected level is 85%. Even though the Minimum Learning Criteria (KBM) for Mathematics subjects in class VI at SD Muhamamdiyah Kulur is 70. This shows that the targets achieved by teachers have not been met. The low understanding of students is motivated by various things, including: mathematics learning activities still use conventional approaches, namely lectures, giving assignments, learning is dominated by teachers and involves very little student involvement. Teachers do not provide opportunities for students to acquire mathematical concepts on their own. The teacher writes down the material and then the students copy what the teacher does. So that the concept of the material is not embedded in students. Therefore, teachers must repeat the material in the next lesson. This results in a lot of time being spent teaching one material.

The solution that teachers can apply to overcome this problem is by using interesting learning methods. Teachers can apply the drill method. The drill method is an activity of doing the same thing over and over again seriously

with the aim of strengthening a skill (Fransiska et al., 2019;jauhariyah & Dardiri, 2017; Putri et al., 2019). Drill is a learning method that requires quite high mastery skills, so before giving practice the teacher must prepare well both the material and the questions to be practiced, it cannot be done spontaneously. (Erlinda, 2016; Jaelani & Aisyah, 2017). Evaluations are carried out immediately so that teachers can see the results of students' progress in training, such as comprehension, skills and accuracy of thinking. (Fransiska et al., 2019; Jaelani & Aisyah, 2017). This method has the following advantages following. 1) Learning material that is given in a serious atmosphere will be more firmly embedded in the student's memory because all thoughts, feelings and will are concentrated on the lesson being rehearsed; (2) Students will be able to use their mental powers better because with good teaching, students will become more organized, thorough and improve their memory; (3) The direct supervision, guidance and correction from the teacher allows students to make improvements on the spot. (Dewi et al., 2020). This can save study time and students can immediately find out their learning results.

Drill Method

In learning mathematics, teachers must be smart in choosing the strategies they choose so that it is easy to determine the learning method or model that will be used. Several mathematics teaching methods that emphasize active student learning include discussion methods, assignments and project methods. To discuss mathematical numeracy literacy tasks, the relevant method is the Drill method.

According to Rostiyah (1985), one of the appropriate methods to use in learning mathematics is the Drill method. The drill method is a learning method where students carry out training activities, so that students have dexterity or skills that are higher than what they have learned. This is relevant to the material being trained, namely mathematical numeracy literacy questions. Questions like this require careful reading of the questions until they are resolved in a final conclusion statement.

Fahrurrozi (2020), the Drill method is an activity of doing similar things, repeatedly, seriously with the aim of strengthening an association or perfecting a skill so that it becomes permanent. Meanwhile, the application of learning using the Drill method is by giving questions to students to find out. the solution/answer, then the student presents it in front of the class which is repeated until all students understand the solution to the problem being discussed.

Training/Drill Method. According to Thoifuri, the drill method is generally used to obtain dexterity or skills from the material being studied. This method emphasizes students carrying out exercises/drills in order to have higher skills than they already have has been studied.

According to Roestiyah N.K, the technique or training method or drill is a technique that can be interpreted as a way of teaching, namely students carrying out training activities, so that students have higher dexterity or skills than what they have learned. Exercises that are practical, easy to do, and regularly provide guidance to children/students to improve their mastery of these skills, so that students may even be able to master these skills perfectly.

The advantages of this method include that students can master the expected skills so that students have ready-to-use knowledge and will have the habit of studying regularly and disciplined. The weaknesses of this method include inhibiting the development of students' initiative skills, as well as forming inflexible habits.

The drill/drill teaching technique is used for the purpose of making students:

Have motor skills; such as memorizing words, writing, using tools and so on.

Develop intellectual skills, such as multiplying, dividing, adding, subtracting, drawing roots in congak calculations and so on.

Have the ability to relate a situation to things such as the cause and effect of lots of rain and flooding, the use of symbols/symbols on maps and so on.

In using drill/drill techniques to be successful and effective, teachers and students need to instill the following:

Regarding the characteristics of an exercise, each exercise must always be different from the previous exercise. This is caused by different situations and influences, according to

different responsiveness. It is possible that the training situation changes, so that the challenges faced are different from the previous situation, requiring a different response.
Teachers need to pay attention and understand the value of the practice itself and its relationship to the overall lessons at school.
In preparation before entering the training, the teacher must provide a clear understanding and formulation of objectives for students, so that they understand and understand what the purpose of the training is and how it relates to the other lessons they receive.

For successful implementation of the drill technique, teachers need to pay attention to the following steps: Use this exercise only for lessons or actions that are carried out automatically, that is, those that students do without using deep thought and consideration. But it can be done quickly as a reflex movement, such as calculating and memorizing.Teachers must choose exercises that have broad meaning, namely those that can instill an understanding of the meaning and purpose of the exercise before they carry it out.

In preliminary training, teachers must place more emphasis on diagnosis, because with initial fatigue we cannot expect students to be able to produce perfect skills. It is necessary to prioritize accuracy, so that students carry out the exercises correctly, then pay attention to speed, so that students can perform the speed and skills according to the specified time.

Implementation of Actions

Pre-cycle learning was held on Tuesday, March 26 2024 with material on mixed arithmetic operations. Student learning results in pre-cycle learning show that in pre-cycle learning there were 9 students whose grades were still low and No

Completed, 2 students had sufficient grades, and only 1 student had a good grade. There were 3 students who completed (25%) and 9 children (75%) who did not complete, with a KKM Mathematics score = 70. Evaluation/Observation

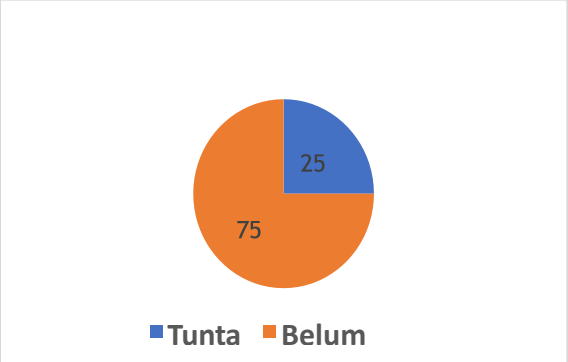
At the evaluation/observation stage, the researcher as a teacher in the class carried out learning activities still using the expository method, numeracy literacy activities were not specific to discussing mathematics story problems. The task of doing mathematics is not discussed in depth.

After the pre-cycle learning has been completed, the following are the results of the students' knowledge scores before the drill method was applied. Results of Reflection on Students' Knowledge Values in Pre-Cycle Learning

Assessment Aspects Description

- Lowest Value 30
- Highest Score 80
- Average in Pre
- Cycle 54.17
- Completed Students
- (KKM = 70) 3 Students (25%)
- Students Who Have Not Yet
- Completed 9 Students (75%)

Student learning completeness can be seen in the form of a pie chart as below.



Description of Cycle I

Planning

At the planning stage the researcher plans the activities that will be carried out in Classroom Action Research (PTK). The activities carried out by researchers at the planning stage of cycle I are as follows. Determine the material that will be the subject of discussion at the meeting in cycle I. Prepare a learning implementation plan (RPP) that is appropriate to the drill method learning. Prepare learning media in the form of activity sheets that will be carried out by each group. Develop assessment instruments and test answer keys consisting of a written test in the form of 10 essay questions to determine students' mathematics learning outcomes for each cycle.

Implementation of Actions

Implementation of actions in the form of learning in class which includes the following activities. Learning activities begin with greetings, prayer, presence, apperception, and explaining the learning objectives, Provide students with theoretical knowledge first, in accordance with the teaching material that will be applied using the drill learning method. Next, provide brief learning material.

Provide examples of practice questions before giving practice on the material learning that has been given. Providing practice questions on the material that has been given, then done by students with the guidance of the teacher.

Correct and correct training errors made by students. Students repeat the exercises that have been given to achieve correct automatic movements. The repetition is done three times. Teachers evaluate student learning outcomes by providing test sheets. Evaluation is carried out when carrying out the activity for the third time. The teacher provides evaluations to all students by giving practice questions to all students to determine students' understanding. After learning was carried out in the first cycle, there were 2 students who had a poor score, 2 students had a sufficient score, 6 students had a good score, and 2 students had a very good score.

Observation / Observation

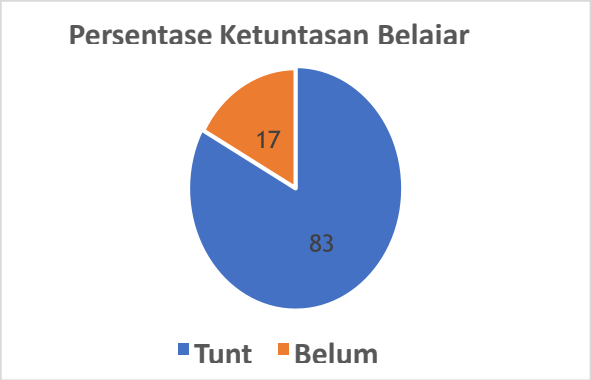
At the evaluation/observation stage, the researcher as a teacher in the class carried out learning activities using the drill method. Other researchers observe learning activities by observing the actions carried out by teachers and student activities during learning.

Reflection

After the first cycle of learning has been completed, the following are the results of the students' mathematics scores. Reflection Results on Students' Mathematics Scores in Cycle I Learning

Assessment Aspects	Description
Lowest Score	65
Highest Score	95
Average in Cycle II	80
Completed Students (KKM = 70)	10 student (83,33%)
rounded	student (0%)
Unfinished Students	2 Students (16.67%

Student learning completeness can be seen in the form of a bar chart as below.



Description of Cycle II

Planning

At the planning stage the researcher plans the activities that will be carried out in Classroom Action Research (PTK). The activities carried out by researchers at the planning stage of cycle II are as follows.

Determine the material that will be the subject of discussion at the meeting in cycle II. Prepare a learning implementation plan (RPP) for cycle II that is appropriate to the drill method learning. Prepare learning media in the form of activity sheets that will be carried out by each group. Develop assessment instruments and test answer keys consisting of a written test in the form of 10 descriptive questions to determine student learning outcomes.

Implementation of actions in the form of learning in class which includes the following activities. Learning activities begin

with greeting, praying, attendance, apperception, and explaining the learning objectives. Provide students with theoretical knowledge first, in accordance with the teaching material that will be applied using the drill learning method.

Next, provide brief learning material. Provide examples of practice questions before giving practice on the learning material that has been provided. Providing practice questions on the material that has been given, then done by students with the guidance of the teacher. Correct and correct training errors made by students.

Students repeat the exercises that have been given to achieve correct automatic movements. The repetition is done three times.

Assessment Aspects	Description
Lowest Score	80
Highest Score	100
Average in Cycle II	88,75
Completed Students (KKM = 70)	12 student (100%)
rounded	0 student (0%)

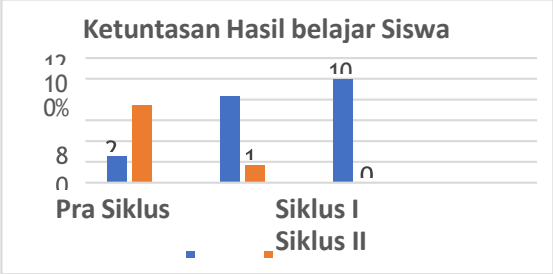
Teachers evaluate student learning outcomes by providing test sheets. Evaluation is carried out when carrying out the activity for the third time. The teacher provides evaluations to all students by giving practice questions to all students to determine students' understanding of mathematics After the second cycle of learning was carried out, there were no students who had insufficient or sufficient grades. There were 7 students with good grades and 5 students with excellent grades.

Evaluation/Observation

At the evaluation/observation stage, the researcher as a teacher in the class carried out learning activities using the drill method. Other researchers observe learning activities by observing the actions carried out by teachers and student activities during learning. Observations were carried out based on the observation sheet provided. Apart from observing attitudes, in the second cycle of student learning, students' performance was also observed. The results of student performance are shown in table 4.8 below. During the observation, the researcher also assessed the students' skills.

Reflection

After the second cycle of learning has been completed, the following are the results of the students' mathematics scores. Reflection Results on Students' Mathematics Scores in Learning Cycle II From the learning activities in the pre-cycle, cycle I, and cycle II, the completeness of student learning outcomes can be observed in the following bar diagram.



The bar diagram shows that there was an increase in the completeness of student learning outcomes after the drill method was applied. During the pre-cycle, the percentage of students who completed was only 25%, then increased in the first cycle to 83%. Then it increased again in cycle II to 100%. Apart from the completeness of student learning outcomes, there has also been a decrease in incomplete student learning outcomes. During the pre-cycle, the percentage of student learning outcomes that had not been completed was 75%, then decreased in the first cycle to 17%. After that it decreased again in cycle 2 to 0%.

Conclusion The research with the title can be concluded as follows:

Student activity in carrying out numeracy literacy activities using the drill method in the attitude aspect reached 25% in good criteria and reached 75% in very good criteria. Activities in the performance aspect reached 41.66% with good criteria and 58.34% with very good criteria. This shows that students carrying out the numeracy literacy process using the drill method are very enthusiastic in their efforts to achieve maximum mathematics learning results. The average student mathematics score before applying the drill method in mummer literacy was 54.17 with a

percentage of 25% of students who had completed it and 75% of students who had not completed it. After being implemented in cycle I, the average student mathematics score was 80 with a percentage of 83% of students completing and 17% of students not completing. In the implementation of cycle II the average student mathematics score was 88.75 with the percentage of students completing 100%. Thus it can be concluded that the application of the numeracy literacy drill method can improve the learning outcomes of class VI students at SD Muhamaddiyah Kulur Kebondalem Temon Kulonprogo.

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Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.6880

LEARNING IMPLEMENTATION OF CIVIC EDUCATION BASED ON LOCAL WISDOM IN GROWING SOCIAL AWARENESS FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The implementation of learning based on local wisdom in high school aims to foster students' social awareness through the introduction and understanding of local cultural values. This approach utilizes local knowledge and traditions as teaching materials that are relevant to the context of students' lives. With this method, students are expected to appreciate cultural diversity, develop empathy, and increase engagement in their communities. This study explores the effectiveness of these learning strategies through observation, interviews, and document analysis. The results show that learning based on local wisdom is able to strengthen students' cultural identity and foster a caring attitude towards their social environment. Effective implementation requires collaboration between teachers, students, and the community to create meaningful and contextual learning experiences. Local wisdom-based learning encourages students' active participation in community activities, facilitating .

Keywords: *Learning Implementation, Local Wisdom, Social Intelligence*

INTRODUCTION

Education is one of the important means in shaping students' character and social awareness. In the current era of globalization, the challenges in the world of education are increasingly complex, especially in maintaining cultural identity and local wisdom. Learning based on local wisdom offers a solution to answer this challenge by integrating local cultural values into the educational process. This approach is expected to be able to foster strong social awareness in students, especially at the high school level, who are at an important stage in their social and emotional development.

Local wisdom encompasses a variety of values, knowledge, and practices that develop in a community and are passed down from generation to generation. According to research, the integration of local wisdom in education not only enriches students' learning experience, but also increases their appreciation for local culture and identity (Sujana, 2019). The implementation of learning based on local wisdom in high schools can strengthen students' social awareness by teaching them about the importance of diversity, cooperation, and social responsibility (Haryanto & Wahyuni, 2020).

In recent years, various studies have shown that learning based on local wisdom can be an effective strategy in character education. For example, research conducted by Nurhadianto & Mauludea. (2024) found that students who were involved in learning activities that prioritized local wisdom values showed a significant improvement in their social attitudes. In addition, research by Wulandari (2022) concluded that learning based on local wisdom can help students better understand and overcome social problems in their environment.

Learning based on local wisdom is an educational approach that utilizes local cultural values and traditions to enrich the teaching and learning process. In Indonesia, local wisdom covers various aspects such as language, customs,

art, and local history which have great potential in shaping students' character and social awareness. According to Hemafitria, et.al (2021), learning based on local wisdom can help students understand and appreciate cultural diversity and increase their love for the homeland. The implementation of learning based on local wisdom at the Senior High School (SMA) level has an important role in fostering students' social awareness. Social awareness includes an understanding of social dynamics, the ability to empathize, and active participation in society. A study by Wulandari (2020) shows that the integration of local wisdom in the school curriculum can strengthen students' cultural identity and build a sense of solidarity among them.

Furthermore, research by Setiawan and Puspitasari (2022) highlights that local wisdom applied in learning can facilitate intercultural dialogue among students, which in turn reduces stereotypes and prejudices. This learning is not only relevant in the local context, but also in line with the global education goals that emphasize the development of social and cultural competencies. Changes to a curriculum that is more inclusive of local wisdom also receive support from government policies. For example, the Independent Curriculum launched by the Ministry of Education, Culture, Research, and Technology emphasizes the importance of a contextual and local culture-based approach in education. According to the official report of the Ministry of Education and Culture (2023), this program aims to equip students with 21st-century skills while still respecting and preserving local culture.

However, the implementation of learning based on local wisdom cannot be separated from challenges. The main challenge faced is the lack of resources and teaching materials that support this approach. Therefore, cooperation between the government, schools, and local communities is urgently needed to provide adequate support in developing a curriculum based on local wisdom (Sujud & Utomo, 2023). In addition, there is a need for training for teachers so that they can effectively integrate local wisdom values into the learning process (Nugraha, 2024). Thus, this article will discuss more about the importance of implementing learning based on local wisdom in fostering social awareness for high school students. The discussion will cover the benefits, challenges, and effective strategies that educators can adopt to implement this approach.

LITERATURE REVIEW

Social Awareness Character

Social awareness character is one of the important dimensions in character education which includes the ability of individuals to understand and respond to the needs and feelings of others (Mauludea et.al, 2023). This character involves empathy, a sense of justice, and social responsibility, all of which are important for forming individuals who care and contribute positively to society (Dewi, et.al, 2021). Social awareness not only helps individuals to live in harmony in a community, but also strengthens social cohesion in the wider environment.

In the context of education, the development of social awareness character aims to create a generation that not only focuses on personal interests but also has a concern for the common welfare. This process involves active learning that emphasizes social interaction, both through collaborative activities at school and participation in community activities. In addition, Khaerunissa, et.al (2020) stated that this character education also aims to teach students about the importance of social involvement as part of moral responsibility.

Recent research shows that the development of social awareness can be facilitated through a project-based learning approach and group discussions that emphasize conflict resolution and understanding of different perspectives (Amaniyah & Nasith, 2020). By doing so, students not only learn to recognize and respect differences, but are also able to act proactively in promoting social justice and equality.

Local Wisdom

Local wisdom is an integral part of cultural heritage that reflects values, norms, and traditions that have developed and been passed down from generation to generation in a society. In West Kalimantan, local wisdom has distinctiveness that is reflected in various aspects of people's lives, ranging from customs, arts, to social procedures (Nurhadianto Mauludea, 2024). One of the well-known forms of local wisdom in West Kalimantan is the Saprahan tradition, which is a tradition of eating together in Malay society that emphasizes the values of togetherness, egalitarianism, and mutual cooperation. According to a study by Wahab, et. al (2020), this tradition not only functions as a social means to strengthen relations between citizens, but also as a medium to instill important social values in community life.

Local wisdom is a form of cultural knowledge and practices that are inherited from generation to generation in society and are an integral part of the community's identity. Local wisdom encompasses various aspects of life, including social values, ethics, belief systems, and environmental practices, all of which play an important role in shaping individual and community behavior (Nurasiah, et.al, 2022). According to Sulastri and Kurniawan (2021), local wisdom is a manifestation of people's adaptation to the environment and challenges faced over the centuries, making it relevant and useful in daily life. In the era of globalization, preserving and preserving local wisdom is important to ensure that cultural identity is not eroded by outside influences.

In various regions in Indonesia, local wisdom has become the foundation in environmental conservation and natural resource management. For example, traditional practices in farming and forest management that are still practiced by some indigenous communities have proven to be effective in maintaining the balance of the ecosystem. Research by Widyastuti and Pratama (2022) shows that local wisdom applied in the management of customary forests in West Kalimantan is able to maintain forest sustainability while supporting the welfare of local communities. Local wisdom in this case not only functions as ecological knowledge, but also as a value system that strengthens the harmonious relationship between humans and nature.

In addition, local wisdom also has a significant role in building social solidarity and strengthening community cohesion. Values such as mutual cooperation, deliberation, and customs inherent in local wisdom are the basis for building relationships between individuals and between groups in society. A study by Utami and Wicaksono (2023) emphasizes that in societies that still hold fast to local wisdom, the level of social solidarity tends to be higher, which has an impact on the creation of a more peaceful and harmonious society. Thus, local wisdom not only functions as a cultural heritage, but also as a social glue that maintains the integrity and stability of the community.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative method to explore the effectiveness of the strategy through observation, interviews, and document analysis. This implementation of local wisdom-based learning integrates local values, traditions, and knowledge into the curriculum, allowing students to understand and appreciate their cultural heritage. Through this approach, students not only acquire academic knowledge, but also develop a sense of identity and social responsibility. Learning based on local wisdom encourages students' active participation in community activities, facilitates discussions on social issues, and forms a caring attitude towards the surrounding environment.

DISCUSSION

The character of high school students has an important role in the preservation of local wisdom, because at this age students are in a critical phase of self-identity formation. Character education that integrates local wisdom values can help students understand the importance of their cultural heritage. According to research by Santoso and Rahmawati (2020), high school children who are equipped with strong character

education tend to appreciate and be actively involved in the preservation of local culture. Education that emphasizes values such as mutual cooperation, social responsibility, and love for the environment can foster their awareness of the importance of maintaining local wisdom in the midst of globalization.

Furthermore, the character of high school students formed through learning based on local wisdom can be a driving force in efforts to preserve culture in the community. Research by Setyawan and Handayani (2021) shows that students who have a sense of responsibility for local culture are often agents of change in their environment. They not only preserve local wisdom through hands-on practices, such as participation in traditional ceremonies or the preservation of traditional arts, but also play a role in educating other young generations about the importance of preserving local culture. Thus, a strong character in high school students can have a significant impact on the continuity of local wisdom in society.

In addition, the role of schools and the environment in supporting the formation of student character is crucial for the success of preserving local wisdom. A study by Rokhman A.N (2023) emphasizes that a school environment that consistently integrates local wisdom in the curriculum, as well as active participation from the community, can strengthen student awareness and involvement in cultural preservation efforts. Schools that support local cultural practices, such as through extracurricular activities or culture-based school programs, can be an effective forum for shaping the character of students who care and are committed to the preservation of local wisdom.

Schools have a central role in the implementation of learning based on local wisdom, especially in the subject of Pancasila and Citizenship Education (PPKn). PPKn learning based on local wisdom aims to instill local cultural values and traditions as part of the nation's identity that must be maintained and preserved. According to Wahyuni and Santoso (2020), schools as formal educational institutions have the responsibility to integrate local wisdom values into the PPKn curriculum so that students can understand and apply these values in their daily lives. This not only enriches learning materials but also strengthens students' identities as part of a pluralistic Indonesia society.

The role of PPKn teachers is very important in conveying and teaching local wisdom to students. Teachers must be able to package local wisdom material in an interesting and relevant way to students' lives today. For example, research by Wahyuni, et.al (2023) shows that the use of project-based learning methods that involve exploration of local culture can increase students' understanding of local wisdom values in the context of citizenship. Teachers can also use various learning resources, such as folklore, customs, and customary laws that are still in force, to explain the principles of Pancasila and their application in the lives of local communities.

The implementation of civic education (PKn) learning based on local wisdom by internalizing cultural values such as Saprahan, Tidayu Dance, and Antar Pakatan, is a strategic effort to strengthen students' cultural identity while instilling the values of togetherness, tolerance, and mutual cooperation. Saprahan, for example, is a tradition of eating together that reflects the values of togetherness and egalitarianism in the Malay community in West Kalimantan. In the context of PKn learning, this tradition can be used to teach students about the importance of equality and unity in community life. Research by Ramadhani and Susilo (2020) shows that learning based on local traditions such as Saprahan can increase students' social awareness and encourage inclusive attitudes in daily interactions.

In addition, the Tidayu dance, which is a blend of Chinese, Dayak, and Malay cultures, can be integrated into PKn learning as a symbol of cultural harmony and diversity in Indonesia. This dance reflects the values of tolerance and cooperation between ethnicities that are very relevant in learning about Bhinneka Tunggal Ika. According to research by Setiawan and Yuliana (2021), the use of Tidayu dance in PKn learning is able to foster mutual respect among students from various cultural backgrounds. This implementation not only helps students

understand the values of Pancasila, but also strengthens their commitment to maintaining the integrity of a diverse nation.

Traditions between Pakatan, which involve cooperation in completing work or activities in the community, also have great potential in PKn learning. A study by Hema Fitria, et. al (2023) found that the introduction and practice of traditions between Paktas in PKn learning can strengthen the sense of togetherness among students and teach them the importance of working together for the common good. Thus, the internalization of local cultural values such as Saprahan, Tidayu dance, and Antar Pakatan in PKn learning can be an effective means to instill contextual and relevant civic values for students.

In addition, school support in the form of policies and programs that support the preservation of local wisdom is very important for the successful implementation of this learning. For example, schools can organize extracurricular activities or projects based on local wisdom, such as traditional arts competitions or visits to cultural sites. Research by Farid, A (2023) emphasizes that these programs can strengthen student involvement in preserving local culture while instilling Pancasila values more deeply. Thus, schools not only serve as formal learning places, but also as vital agents of local cultural preservation.

CONCLUSION

The implementation of learning based on local wisdom in Civic Education (PKn) has an important role in shaping the character of students, especially at the high school level. The integration of local cultural values such as Saprahan, Tidayu dance, and inter-Pakatan not only enriches learning materials but also instills values of togetherness, tolerance, mutual cooperation, and social responsibility. Thus, PKn learning based on local wisdom can be an effective means to strengthen cultural identity, foster social awareness, and form the character of students who are ready to act as agents of cultural preservation in a diverse society.

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