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Volume 1, 2022

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PREFACE

First of all, Let us praise The Almighty Allah SWT, who has given health and opportunities to all of us, so that today we can carry out the International Conference on Learning and Education (1st ICLE) STKIP PGRI Pacitan in 2022. Hopefully, this activity will provide blessings and benefits for all of us.

On this occasion, we would like to express our sincere gratitude to the speakers who are willing to share with us in this seminar. This seminar raised the theme "Demand for innovation and education connectivity". It is hoped that it can unravel the demands for innovation and educational connectivity, as well as disseminate various ideas, thoughts, and results of scientific research as well as empirical experiences related to these themes in order to make government programs successful with the jargon of independent learning. The output of this seminar will be published in the International Seminar Proceedings of STKIP PGRI Pacitan. This seminar will also be held regularly every year with an up-to-date theme and present competent speakers from within and outside the country.

We thank all of you for your participation, and we wish you all the best for participating. Thus, if there are things that are less pleasing, I sincerely apologize to all of you. May we always be given health and given ease in all our affairs.

Pacitan, 22 July 2022
Committee Chairman

ttd

SUGIYONO, M.Pd.

SPEECH FOR INTERNATIONAL CONFERENCE

Assalamu'alaikum Warahmatullah Wb.,
Blessings to all of us.

The Excellency:

1. The Governor of East Java, Hj. Khofifah Indar Parawangsa, in this case was represented by the Deputy Governor of East Java, Dr. Emil Elistianto Dardak, M.Sc
2. The Chairman of the PGRI of East Java Province, H. Teguh Sumarno, M.M.,
3. The Regent of Pacitan, Mr. Indrata Nur Bayuaji
4. Associate Professor Roger Chen (Department of English, Tzu Chi University Taiwan)
5. Associate Professor Dr. Anis Malik Thoha (UNISSA Brunei Darussalam)
6. The Chairman, and all Management of PPLPT STKIP PGRI Pacitan
7. Invited guests (Head of Education Office, Head of Branch Office, College Colleagues, Chancellor and Chairperson)
8. Vice Chairs, Heads of Study Programs, Heads of Bureaus, Heads of Institutions, Heads of Technical Services Units, and staff
9. Lecturers, presenters wherever you are,
10. Students, alumni and all seminar participants.

For a moment, let us praise and thank Allah SWT who has given His mercy, taufiq and inayah, so that we can be present virtually at the International Conference on Learning and Education (1ST ICLE). Let us give shalawat and greetings to the Prophet Muhammad SAW, hopefully one day we will get his intercession, amen.

Dear virtual guests,

First of all, I would like to welcome, virtually, to all ladies and gentlemen in the City of 1001 caves, the city where the 6th President Susilo Bambang Yudhoyono (SBY) was born. Pacitan is a city, which is very charming, comfortable, friendly, beautiful and scenic. This city is well worth it for anyone to visit.

This international seminar was very special, because the Deputy Governor, Chair of the PGRI of East Java Province, and the Regent of Pacitan were pleased to join us all online. On behalf of the leadership and the entire academic community of STKIP PGRI Pacitan, I would like to express my sincere and infinite gratitude. Their presence certainly confirms to all of us for their commitment, dedication and concern for the quality of education, including higher education. We would also like to thank all the resource persons who are willing to spend their time and thoughts in this forum. Moreover, we would also like to express our gratitude to all the committee members who made this event a success.

Dear Ladies and Gentlemen.

This international seminar is actually a series of activities on the 30th Anniversary of STKIP PGRI Pacitan. Carrying the theme "Demands for Educational Innovation and Connectivity". This theme emphasizes that this campus is very serious in improving institutional capacity, quality of graduates and preparing themselves to respond to the challenges of the times. We ask for prayers, blessings, support and assistance, ladies and gentlemen, especially to the Governor of East Java who was represented by the Deputy

Governor, The Chair of the PGRI of East Java Province and the Regent of Pacitan so that this Campus would be of higher quality, standing firm, and highly competitive.

Ladies and gentlemen, in virtual space wherever you are,
We hope that this international seminar can be a medium for transfer of knowledge and transfer of value for lecturers, teachers, education staff, students and the wider community who are engaged in education. The various knowledge gained later, hopefully can be a provision to face the changes and demands of life in this era.
Welcome and congratulations on attending the seminar, hopefully you will be enlightened. That's all we have to say, for all our mistakes, we ask for forgiveness. To conclude this speech, we ask the Regent of Pacitan and the Deputy Governor of East Java to give a speech. Waallahu muafiq ila aqwamitthariq, wassalamu'alaikum warahmatullahi wabarakatuh.
Wassalamualaikum wr. wb.

Pacitan, 22 July 2022
Chairman,

signed

Dr. Mukodi, M.S.I.

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ONLINE MEDIA FRAMING WWW.DETIK.COM AND WWW.KOMPAS.COM TO DISASTER MITIGATION IN PACITAN DISTRICT

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Abstract: The title of the article "National Online Media News Framing on Disaster Mitigation in Pacitan Regency 2021" is qualitative research. The analysis used is framing analysis by Zhondang Pan and Gerald M. Kosicki. Primary data sources are obtained from the news text of the Pacitan 2021 disaster mitigation in the national online media www.detik.com and www.kompas.com. News of disaster mitigation in Pacitan 2021 starting from September 2021 to November 2021. The results of the research are as follows: the syntactic elements in the two online media are still not many quotes taken. In addition, the script element that needs to be considered is that the sources are not balanced so that they cover both sides of the news has not been fulfilled. The thematic elements based on the analysis of the news data above, the two online media use explanatory coherence and causality to answer the news headlines. Cause and effect coherence used in writing news by journalists will make the information actual and reliable. The rhetorical element to emphasize the mitigation message in the news has not been supported by data in the form of tables, graphs, and images.

Keywords: *framing, online media, disaster mitigation, Pacitan.*

INTRODUCTION

Background of the problem Online media as one of the media that grows in the digital era has advantages compared to conventional media. Online media with its speed intertextual capabilities and interaction with the help of the internet will be published to readers. Based on the point of view (Purwasito, 2015: 29) electronic media, namely the internet, marks one of the revolutions in the field of business and market network connections, computer power, databases full of information, open and free to anyone in all corners of the world who already has a wifi line. , data packets, which can be accessed anywhere. Information technology, according to (Williams Sawyer, 2007) is any technology that helps humans to create, change, store, communicate and/or disseminate information.

Based on the description above, the researchers chose the research subject matter "online media framing on Disaster Mitigation Handling in Pacitan Regency": first, online media in the midst of the onslaught of social media is it capable of providing information on disaster mitigation for residents in disaster-prone areas in Pacitan Regency; second, how is the online media to be independent and produce a credible and trustworthy report so that the public can obtain information on disaster mitigation for residents in disaster-prone areas in Pacitan Regency; third, the reason that online media has nonlinearity, which means that each news delivered can stand alone or not sequentially; fourth, storage and retrieval, which means that the news that has been stored, can be easily accessed by simply typing in the keywords that we are looking for; fifth, unlimited space, large capacity is not limited by the number of pages, allowing the number of news stories to be much more complete; sixth, immediacy of news in online media is fast and direct; seventh, very large capabilities can include text, sound, images, video and other components in the news; and eighth, online media is more interactive which allows interaction from readers.

Peng Wenxiu's 2015 research entitled Analysis of New Media Communication Based on Lasswell's "5W", was divided into five namely; communicator, information, media, audience, and

effects. Research Suryadi Israwadi (2011) with the title "The Role of Mass Media in Shaping Real" Sociality". Nurhalima Tambunan's research, in 2018, with the title Tambunan Nurhalima, 2018) "The Effect of Mass Communication on the Audience", the results of the research are as follows: 1) the development of communication technology has greatly influenced the pattern of human life both negatively and positively. The research of Klüver et al. (2015) framing in public policy.

The research above is the basis for determining the title which has an element of novelty compared to the research above, the focus of interest that has never been studied. The novelty elements of this research are as follows: First, using the theory of normative journalism, how ideally an online media should be. Second, this research focuses on how online media is in framing the implementation of disaster mitigation in Pacitan 2021; Third, the research site is in Pacitan Regency which has the potential for disaster.

Online media according to McQuail (2011: 154) is built from journalism, and information technology infrastructure, there is an internet connection for connectivity between individuals, institutions, and regions without any time and region limits. Based on the opinion (Sunday et al., 2020: 267) the characteristics of online media, namely concise, adaptive, scannability, interactivity, and community are advantages compared to conventional and electronic media. Meanwhile, according to Ward (2004: 21), the dissemination of information in online media has the following characteristics; immediacy, multiple pages, multimedia, flexibility, archived, interaction with readers, and linkage. Meanwhile (Bardoel, 2002: 504-505), (Silvina A. Acosta, 2004: 38), (Jensen, 1998: 201), (Tsay, 2009: 451), the characteristics of online journalists consist of; 1) interactivity, 2) hyper-textuality, 3) multimedia, and 4) linearity.

Based on the opinion of Nasrullah (2014: 22) online media is seen as a new form of communication that can occur because there is a connection between a computer/gadget/tablet device with a computer/gadget/tablet device using many-to-many and few-to-few patterns. The website (web site) in online media is a page that is a domain address that contains information, data, visuals, audio, loads applications, and contains links from web pages Nasrullah (2014: 25). The function of the news media to mediate, which refers to any act of intervening, conveying, or reconciling between different actors, collectives, or institutions (Mazzoleni, G., & Schulz, 1999: 249).

The role of news media according to Cappella, J. N et al (1997), online media has two strengths, namely: first, to direct what news audiences learn about candidates, issues, and campaign processes; second, the news media has the power to co-opt candidates' frames about their policy agendas and personal character through news frames that emphasize strategic manipulation of candidates by the press.

Framing Analysis Media framing focuses on two strategic frameworks and an issue framework based on the opinion of scholars of political communication (Aalberg T et al, 2012), (Zoizner, 2018), obtained from research on the framing of the American presidential election. Media framing with an emphasis on strategic aspects compared to issues, based on research (Aalberg T et al, 2012), (Patterson T.E, 1994) will result in cynicism in the political process and the media. Hopmann D et al (2015) research on framing with a focus on strategic aspects will reduce political knowledge.

Eriyanto (2015: 51) analysis framing as part of a constructionist paradigm or approach. Therefore, the interpretation scheme, which is labeled "frame," allows individuals "to search for, understand, identify, and label events or messages in the form of information (Goffman, 1974: 21). a more interesting or prominent message that places the message in information more than others so that the audience or audience is more interested in reading the message (Eriyanto, 2015: 291).

Framing Zhongdang Pan and Gerald M. Kosicki is an analytical model that is used to see the reality behind the discourse of the mass media and is an art form that may produce different conclusions if the analysis is carried out by different people, even though the cases studied are the same (Pan Zhongdang and M. Kosicki, 1993). Framing analysis Pan and Kosicki framing analysis with the following characteristics; First, news texts are seen as consisting of various symbols arranged

through symbolic devices that will be used which will be constructed in the memory of the audience, news texts are seen as a set of codes that require interpretation. Second, the framing analysis does not see the news text as a message that just appears, but the news text is seen as a text that is formed through certain structures and formations. which involves the process of text production and consumption by the audience. Third, the validity of the framing analysis is not measured by how the text stores codes that can be interpreted from a certain point of view of the researcher (Pan Zhongdang and M. Kosicki, 1993). The four structures which are a series that can show the framing of a medium are syntactic, script, thematic, and rhetorical structures (Pan Zhongdang and M. Kosicki, 1993: 59). Syntax relates to how journalists arrange statements, opinions, quotes, observations of events into a general form of news structure, which can be observed from news charts (leads used, background, headlines, quotes taken, and so on). Pan Zhongdang and M. Kosicki (1993: 59), scripts relate to how journalists tell or tell events in the form of news about the 5W + 1H pattern which is a general form of script structure, namely who, what, when, where, why, and how. . Thematic relates to how journalists express their views on events into propositions, sentences or relationships between sentences that make up the text as a whole (Pan Zhongdang and M. Kosicki, 1993: 60).

Pan and Kosicki news is like testing a hypothesis on the events covered, the sources quoted, and the statements expressed (Eriyanto, 2015: 301). The rhetorical structure relates to how journalists emphasize a certain meaning in creating an image, increasing the prominence of a certain side in enhancing the desired image by news containing truth values (Pan Zhongdang and M. Kosicki, 1993: 60).

RESEARCH METHODOLOGY

This type of qualitative research is a type of research based on the philosophy of postpositivism used to examine the condition of natural objects where the researcher is the key instrument that emphasizes meaning (Sugiyono, 2013: 15). Data collection techniques with documentation in the form of texts of news texts of national online news media starting September 2021 - November 2021. Primary data sourced from documents in national online media www.detik.com and www.kompas.com in reporting disaster mitigation in Kab.Pacitan. The analysis of Framing Zhondang Pan and Gerald M. Kosicki the researchers used was divided into 4 structures, namely; First, syntax, how journalists/journalists compile facts related to how to frame disaster mitigation, using the observed news scheme related to headlines, leads, background information, quotes, sources, statements, closings. Second, the script of how journalists/journalists tell stories or tell facts. Third, thematically how journalists or journalists write news. Fourth, rhetorical, how journalists emphasize a fact. lexicon, graphic, and metaphorical framing tools.

DISCUSSION

Frame www.detik.com (Berita Satu)

The title of the national online media news published on 10/12/2022, BPBD Pacitan Reminds the Potential of High Waves of 25 Meters. From a syntactic perspective, based on news title 1 www.detik.com informs that high waves have the potential to occur in the waters of Southern Java, including Pakistan. The water level is possible to reach more than 2.5 meters. The existence of the BPBD Pacitan appeal reminds coastal residents in Pacitan that there is the potential for high waves that reach 25 meters. Lead is used to emphasize that the community around the beach in Pacitan is aware of this potential. News source Head of Prevention and Preparedness of Pacitan BPBD, Dianita Agustinawati.

An indirect quote from BMKG data states that this natural phenomenon could occur in the next few days. It can also be accompanied by the potential for moderate to heavy rain. The coverage covers the entire territorial waters of East Java. The online media www.detik.com does not use sources from several agencies related to the potential for this wave. Should have looked at the beach location and conducted interviews with several competent sources so that cover both

sides was fulfilled. Quotations related to disaster mitigation have been regulated in detail in Law number 24 of 2007 concerning disaster management. Therefore, at least a journalist must also refer to the law to make a citation (UU Nomor 24, 2007).

In terms of scripts, this news has fulfilled the 5W+1H completeness as follows: who (who) Dianitta Agustinawati, what (what) appeals to residents to be alert and careful, why (why) the wind and waves may increase, when (when) on an interview on 10 December 2021, where (where) Pacitan. While the element of who (who) residents are accustomed to utilizing local wisdom.

Meanwhile, from the thematic national online media www.detik.com using the words "which", "if", "while", and the name of the resource person are used to explain coherence between paragraphs with one another. The coherence seen in the news text, especially the causal coherence does not appear in the use of words such as "therefore". "because" has not been seen in the news. If you prefer Pan and Kosicki's opinion, the news is similar to hypothesis testing in this case the events covered, the sources quoted, and the statements expressed by all the tools are used to make logical support for the hypothesis made (Eriyanto, 2015: 301).

Therefore, causal coherence must be raised to support the title "BPBD Pacitan Reminds of 25 Meter High Wave Potential". The explanatory coherence used in the news only contains an appeal and warning to coastal residents that the waves are up to 25 meters high. However, at the end of the news, Dianita only handed over completely the value of local wisdom of residents on the coast who were already accustomed to the incident. Rhetorical elements, with the choice of the word "25 m high wave potential". this is the pressure point of the news in the online media www.detik.com. Even though the sources are very minimal the news content is only one party from the Pacitan BPBD which in this case provides prevention and preparedness for the Pacitan BPBD.

Frame www.detik.com (Berita Dua)

The headline of the national online media news published on 11/28/2022, "Pacitan, an earthquake-prone area, BNPB has prepared three concepts". In terms of syntax, based on the news title 1 www.detik.com head and news headlines, informing Pacitan Regency has various potential disasters. The lead is Pacitan has the potential for disasters such as floods, landslides, earthquakes, and tsunamis, and is often hit by drought during a long dry season. Background information about the Disaster Resilient Village, Pacitan, which was held on Sunday (28/11/2022) in Pacitan. Meanwhile, an excerpt from a statement from the Main Secretary of BNPB Lilik Kurniawan, for the first national issue is to keep disasters away from the community. While Lilik's statement describes the theory of disaster, one of the goals is to save the assets that have been built, besides of course human safety. While closing the news above, three main steps must be taken, namely prevention, mitigation, and preparedness.

While the script from the news www.detik.com (28/11/2022) is as follows, what elements are Pacitan a disaster-prone area, who (who) is the source of journalistic news, only one source, namely BNPB chairman Lilik Kurniawan. So that in terms of news balance, there is only one path and no other elements. Therefore, from the aspect of news elements, how journalists write facts related to the element of who (who) does not fulfill the element of covering both sides is not fulfilled because the source is only one person. Therefore, journalists have not been able to write in detail about how disaster mitigation is expected by the Government and the community. The elements of when the Disaster Resilient Village activities are carried out on (28/11/2022), where (where) in Pacitan Regency, why (why) Pacitan is prone to disasters, how (how) steps that must be taken, namely prevention, mitigation, and preparedness. Mitigation based on Law number 24 of 2007 is a series of efforts to reduce disaster risk, both through activities that are like building physical facilities as well as raising awareness and increasing the ability of community members in dealing with disasters UU Nomor 24, 2007).

Meanwhile, in terms of the thematic news www.detik.com (28/11/2022) how journalists write news facts if we look at the coherence between paragraphs with one another. Even though sometimes between paragraphs have nothing to do with an event the existence of explanatory

coherence and cause and effect using conjunctions can be coherent. The thematic element is closely related to how a disaster mitigation fact or reality is written by a journalist. The writing ability of a journalist is seen in the thematic elements related to coherence between paragraphs in news framing in the online media www.detik.com.

In the data above, the writer uses causal coherence "therefore" in the second paragraph, and the word "but" in the sixth paragraph. While the explanatory coherence such as; "however", "we", "again", "between", and "related". The coherence between these paragraphs will clarify the news headlines in the online media www.detik.com. If you look at the title "Pacitan, an area prone to landslides, BNPB has prepared three concepts". It is explained that the disaster-prone areas in Pacitan should be explained clearly about the earthquake and the ground landslides, even though the paragraphs are forced with coherence, but have not been able to provide an answer to the title in the news.

Journalists in writing news must have a certain theme by paying attention to elements such as coherence related to the relationship or fabric between words, propositions, or sentences (Eriyanto, 2015: 302). There should be no need to add the words earthquake and landslide in the title. This also applies to the next paragraph that does not follow or has no coherence with the previous paragraph. Meanwhile, the rhetorical elements used by journalists to emphasize the facts in the news are "prevention, mitigation, and preparedness".

Frame www.kompas.com (Berita Satu)

The title of the national online media news www.kompas.com published on 13/9/2021, "Anticipating a 28-meter Tsunami Potential, This is Preparation for Disaster Mitigation for the Pacitan Regency Government". In terms of syntax, based on the news headline 1 www.detik.com news headlines, informing the entire community and preparing evacuation points are important in anticipating the potential for an earthquake and tsunami as high as 28 meters in Pacitan Regency, East Java. to all residents regarding evacuation points.

The background information on the policy direction of the Pacitan Regency Government regarding this matter will certainly be following the direction of the central government. However, as a precautionary measure, his party will provide education to residents about things that must be done. Meanwhile, excerpts from the statement from the Regent of Pacitan Indrata Nur Bayuaji educate the public and prepare evacuation points following the policies of the Pacitan Regency Government and according to the direction of the Central Government. While the conclusion of the news above, the Pacitan Regency Government through the Social Service and related OPD (Regional Apparatus Organizations) will continue to seek programs to anticipate disasters that are predicted to occur in the Pacitan Regency.

While the script from the news www.kompas.com (13/9/2021) is as follows, (what) education of Pacitan residents, (who) journalist news source from Pacitan Regent Indrata Nur Bayuaji, head of BPBD Pacitan Regency Didikah Wibowo, Head of Social Affairs Pacitan Sunaryo. So that in terms of news balance, there is only one path and no other elements. Therefore, from the aspect of news elements, the journalist's method of writing facts related to the element (who) does not fulfill the element of covering both sides is not fulfilled because the source is only one person. Therefore, journalists have not been able to write in detail about how disaster mitigation is expected by the Government and the community, the element of when to conduct interviews related to the news theme above is based on the results of interviews in Pacitan Regency on Monday (13/9/2021). The timing of these activities illustrates that there are no disaster mitigation activities, but journalists are trying to write facts in the news framing at www.kompas.com. Meanwhile, the element is where (where) in Pacitan Regency, why (why) Education to the whole community and preparation of evacuation points, elements of how (how) to prepare evacuation locations in the event of a tsunami, conducting simulations of testing signs and evacuation sites, preparing 119 villages Disaster Resistant.

Meanwhile, in terms of the thematic news www.kompas.com (13/9/2021), the way journalists write news facts if we look at the coherence between one paragraph and another. One thing that

can be seen in the news framing between paragraphs is that there are words that are cohesive in sentences. There is an explanatory proposition in the second paragraph of "it", the fourth paragraph "especially". In addition, there is also the proposition " which is used to describe several different facts associated with the proposition so that there will be coherence. Although the facts differ from one another, there is a proposition that there will be coherence in the news at www.kompas.com published on 13/9/2021.

So that between sentences in paragraphs there is also coherence between paragraphs. Coherent and incoherent sentences by journalists do not provide clear conjunctions to connect paragraphs. If you look at the title "Anticipating a 28 Meter Tsunami Potential, This is Preparation for Disaster Mitigation for the Pacitan Regency Government" three sources who are a very important part of disaster mitigation efforts in Pacitan, namely the Regent of Pacitan, BPBD of Pacitan Regency and the Social Service in framing the news, each of them can be seen doing activities following their main duties in disaster mitigation. This can be seen in the good thematic elements when compared to the online media www.detik.com. Meanwhile, the rhetorical element used by journalists to emphasize the facts in the news is "Anticipating a 28-meter Tsunami Potential, This is Preparation for Disaster Mitigation for the Pacitan Regency Government."

Frame www.kompas.com (Second News)

The title of the national online media news is www.kompas.com published on 9/11/2021, "Under the Rain, Risma Simulates Earthquake with Residents in Pacitan." From a syntactical perspective, based on the news headline 2 www.detik.com, the news headline, informs Social Minister Tri Rismaharini to conduct a simulation test for the evacuation of the earthquake disaster in Pacitan. The lead was the simulation test with the residents, the Regent of Pacitan, the Minister of Social Affairs, and the head of the BMKG. Background information on potential disasters in Pacitan. Meanwhile, www.kompas.com quotes from online media, www.linjamfigure.com as follows: Minister of Social Affairs, Tri Rismaharini with the Regent of Pacitan, Indrata Nur Bayuaji, Chair of BMKG, Dwikorita Karnawati, Member of Commission VIII DPR RI, Inna Ammonia, Director General of Social Security, Papen Nazaruddin, and the Secretary of the Directorate General of Social and Social Security, Robben Rico, conducted a simulation test of disaster evacuation as well as reviewing the gathering point for the evacuation of the earthquake and tsunami threat in Pacitan Regency. Therefore, journalists at www.kompas.com do not directly know the real events quoted in the news. While the closing message is "Social Minister Tri Rismaharini, especially for residents to be aware of disasters, while Tigana is to make the best disaster evacuation simulations."

While the script from the news www.kompas.com (11/9/2021) is as follows; What elements (what) test the earthquake evacuation simulation, who (who) was involved in the activity, namely Social Minister Tri Rismaharini, Head of BMKG, Dwikorita Karnawati, Member of Commission VIII DPR RI, Inna Ammania, Director General of Social Security, Papen Nazaruddin, and Secretary Directorate General of Social Security, Robben Rico. The element of when (when) the activity is held on Saturday (11/9/2021), (where) is the place in Pacitan Regency, East Java Province, Indonesia. The element of why (why) the earthquake disaster simulation test in Pacitan, who (who) conducted the disaster evacuation simulation test as well as reviewing the evacuation gathering point for the earthquake and tsunami threat in Pacitan Regency, East Java.

Meanwhile, in terms of the thematic news www.kompas.com (11/9/2021) the way journalists write news facts if we look at the news cannot provide a detailed picture related to the news title "under the pouring rain, Risma simulated an earthquake with residents in Pacitan ." The resource persons who attended the event should be used as sources in the news at www.kompas.com. This was because the journalists were not present, only quoting online media from one of the sources present at the simulation, namely www.linjamsos.com Ditjen Linjamsos.

Therefore, coherence between paragraphs is forced so that the contents of national online media news cannot provide actual and credible information. Explanatory coherence by using the word in the previous paragraph as the initial word in the next paragraph, especially the sources

who are often used as explanatory coherence in news framing of disaster mitigation news in the online media www.kompas.com.

Although the national online media has of course been verified with journalists who have had a journalist's competency test, they still write without heeding the element of completeness in writing journalists, and the cover both side rule is not fulfilled because the source is only one-way from Social Minister Tri Rismaharini. Meanwhile, the rhetorical element used by journalists to emphasize the facts in the news is "under the pouring rain Risma is still checking the earthquake simulation with the residents."

CONCLUSION

Based on the discussion above, the researcher concludes that for the syntactic elements, both www.detik.com and www.kompas.com related to citations, there are still not many citations taken. Though the quote is to increase the factuality and credibility of the news. In addition, for script elements that need to be considered, both www.detik.com and www.kompas.com are balanced sources so that the elements of cover both sides of the news can be seen to increase public confidence in the news. It can be seen that the sources or elements of who (who) are only from government agencies, so there are no private parties or the public. Thematic elements based on the analysis of news data above, the two online media only use explanatory coherence to connect paragraphs. Causal coherence that should be used by a journalist in writing news is not widely used so that the information in the news becomes actual and reliable. The rhetorical element to emphasize the mitigation message in the news on www.detik.com and www.kompas.com has not been used optimally, only the image of the Minister of Social Affairs carrying out activities when it rains. Mitigation, which is a physical activity and a non-physical activity by preparing residents to be responsive to disasters, has not been maximized by journalists. Online media with its speed which is also a weakness related to journalists is close to the reality of events that become the theme of the news. Based on the results of the discussion, there are news quotes from other online media pages. In addition, it has not been supported by data in the form of tables, graphs, pictures, and opinions of experts and community leaders to provide credible and reliable information for the reading community.

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GOOGLE TRANSLATE ON STUDENT ESSAY WRITING SKILLS IN ENGLISH EDUCATION

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Abstract: Google Translate is an indispensable tool for students who require instant and free translation services. However, given the benefits and drawbacks of Google Translate, its use may impact the quality of understanding English in writing essays. This study is expected to provide data on (1) Google Translate usage patterns, mainly frequency, and (2) the influence of Google Translate usage patterns on the quality of English comprehension in student essay writing. The qualitative descriptive method is used. Questionnaires and interviews with five English language education students were used to collect data. In writing essays, questionnaires reveal data on usage patterns and responses to translation results. The data is then analyzed using diagrams and charts. Up to 46 percent of students frequently use Google Translate and up to 36 percent of students who completed the survey with 25 students often open and used Google Translate. On the other hand, up to 16 percent of students completed the survey, with 25 students rarely using Google Translate. Most respondents are concerned that using Google Translate too frequently in translating Indonesian essays into English will make them feel stuck in understanding English. Also, Google Translate is prone to grammatical errors, resulting in misunderstandings if relying solely on Google Translate without performing the final process of editing the translation results.

Keywords: Google translates, GT usage pattern, essay quality.

1. INTRODUCTION

According to Toba (2019), difficulty in writing essays usually causes students to be troubled in using grammar, cohesion, coherence, paragraph organization, dictions, and spelling errors in writing articles (Ariyanti & Fitriana, 2017). The reason for the difficulty is that when writing essays, writers do not have the opportunity to read other people's body language or expressions as they would if they were speaking to someone (Wilson, 2014). Sometimes understanding grammar and conventions can make it difficult for education students—the English writing rules, how to cite, capital letters, punctuations, and other aspects. Knowledge of English also influences students to make a good condition of writing. In addition, the difficulty in designing the idea is also a factor (Aprilia et.al. 2020)

Reasons that make students struggle with writing are students who have poor mechanical and content skills (Wilson, 2014). Preliminary groundwork manifests insecurity and frustration, and fear of failure in writing also influences students to start a good essay. To write, we use many parts of our brain at the same time as well as the kinaesthetic process of writing. For many students, especially those with language or fine motor skill delays, the task of writing is challenging (Debbie Lee, 2017).

Toba, R., & Noor, W. N. (2019) mention the Indonesian students' ability in writing by asking the students to do writing tasks in a determined time. Their findings showed that the grammatical problems covering using plural forms, articles, verb forms, clauses, passive voice, and prepositions existed in the students' writing. Knowing reasons that make students struggle in writing essay

skills. Should need an instant way that supports students' writing ability skills had structured. The best way is through the instant way of using the widespread and instant translate online machine, Google Translate.

English Education Students in Indonesia struggle when they should write sentences in English directly. The easiest way to write sentences in English is to write them in Indonesia and then translate them word by word into English. Instead, they could translate from Indonesia and then use Google translate to get real-time translation directly. This step makes students feel easy for students to write essays in English. In addition, using Google Translate for translation encourages students to study independently and shape their strategies for solving language problems (Herlina, N., Dewanti, R., & Lustiyantie, N. 2019).

The advantages of writing essays by translating sentences into English give English Education students opportunities to write appropriately in English using the Google Translates (GT) machine. GT, also Google's free service, instantly translates words, phrases, and web pages between English and over one hundred other languages. GT is an outstanding choice to meet numerous needs. GT can translate multiple forms of text and media, including text, speech, and text, within still or moving images. GT works with 109 languages that can be automatically identified and translated by voice, text, and character recognition. Additionally, users can take pictures of signs and have them instantly translated (Ulatus, 2020).

Google Translate, like other automatic translation tools, has its limitations in its use. Google translate limitations are because GT has limitations in understanding the context of sentences in literary works. Therefore, GT is not recommended for translating literary works. Furthermore, GT is inaccurate because the results of the translation from Google translate still have many shortcomings and do not produce an accurate translation. Hence, the translation results are more worthy of being called pre-translation or still need to be refined by users. It is known that there are at least two significant differences between Indonesian and English, namely verbs and plural forms (Lawa, S. T. N., Ate, C. P., & Feka, V. P. 2022). This weakness happens because GT also translates word for word into the chosen language, like how humans work in translating words into language directly.

Impact Analysis of Google Translates on Students' Writing Skills according to the Pinisi Journal of Education, the negative effect of using GT could be divided into four parts. First, GT can cause dependence on the instant way of writing essays in English, and using GT as an auto-translation machine cause English students to be lazy to check their translation quality. Third, GT also makes students lazy to open the dictionary and find other references. Fourth, GT often makes mistakes in translating words, especially when interpreting words that do not use common Indonesian words. Maulida, H (2017) states system weakness in the translation engine causes the GT translation system to make GT translate sentences without checking the structure of the sentences. Based on research, the quality of translated essay writing results in a sentence with a much different meaning from the word design made in Indonesian. In other terms, GT translates vocabulary, so errors can occur if what is translated is sentences, let alone text (Fitriani, N., Muhayyang, M., & Amri, U. 2021).

This research is vital due to understanding the pattern and quality of students' writing essay skills. This research also explains how the pattern of using Google Translate helps the ability to write essays in a neat and structured sentence structure. What impact will a student face in writing essays if they use GT translation too often in students writing skills? Moreover, this research is also for knowing the pattern of using GT in writing essays in English.

2. RESEARCH METHOD

Qualitative descriptive research methods are used in this study. The author's cases are researched, and data collection is employed in this case to understand the phenomena explored by the author of the research subject through the description in the form of words and language. The method employed is descriptive qualitative. This descriptive study is data-driven research that

is utilized to tackle current problems. This qualitative approach aims to discover and collect data on the quality of translation, usage patterns, and the impact of utilizing Google Translate on the quality of English education students writing essays. Twenty-five students from the STKIP PGRI Pacitan English Education study program participated in the study.

This study was carried out over one week to determine the trend of using Google Translate as a quick translation tool for English student writing. Researchers surveyed respondents by observing students' use of Google Translate as a tool for working on essay writing assigned by lecturers. The author collected data by conducting interviews with five students and by collecting data through a google form. After collecting the data, the researcher summarises it and concludes the impact of Google Translate on the quality of English essay writing.

3. FINDING AND DISCUSSION

Learning activities that require English language education students to write essays in English and read English books in English require them to use the correct and structured rules of language in English. This reason is primarily that English language education students are considered capable of writing essays in English due to the educational background they are pursuing. Many English-language sources of knowledge are used in fields such as lexicology, evaluation, and language. This reliance on expertise is usually accomplished by reading expert books in each field. Similarly, students must deal with journal articles written in English when conducting research for their final project. This reason is a significant challenge because, despite having a background in English education students, they do not necessarily fully understand English. The purpose of the assertions is to learn more about how Google affects the writing abilities of English education pupils. The questionnaire results are divided into two key categories: Google translate usage and students' perceptions.

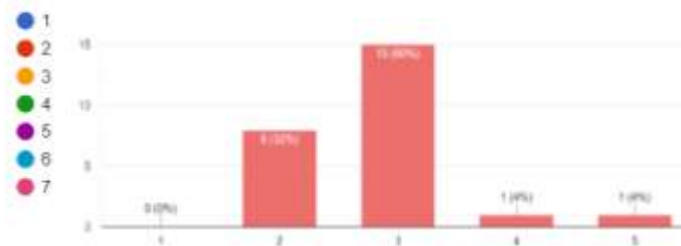
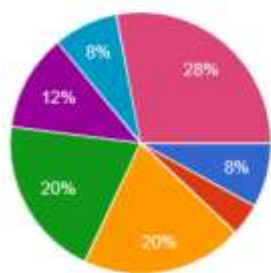
3.1. Student Google Translate Usage

3.1.1. Google Translate usage

According to research, most English language learners in classes use GT to assist them with writing English essays. According to the usage patterns that have been compiled, up to 46 percent of students frequently use Google Translate and up to 36 percent of students who completed the survey, with 25 students frequently open and use Google Translate. Conversely, up to 16 percent of students completed the survey, with 25 students rarely using Google Translate.

How do English education students see the effects of frequent access to GT on their ability to write essays and comprehend the English language? Several factors contribute to how English education students use GT to support their work when writing English essays. First, this factor may be observed by how frequently they use GT as a tool to assist with the translation of Indonesian essays into English.

Suppose usage is examined in greater depth. According to the diagram, the average person uses Google Translate five to seven times per week. They use Google Translate if the usage is measured for one week. So, according to the diagram on the side, most college students use Google Translate more than five times per week. The diagram confirms that English education students commonly use Google translate, with as many as 48 percent of users out of 25 English education students.



3.1.2. Things that are frequently translated with Google Translate

What respondents frequently translate in Google translate usage is an essential question regarding the practice of using GT to find out what the characteristics of using Google translate are.

Table 1. Student's Project using Google Translate

Kinds of Text	Responden	Percentage
Conversation	11	44%
Scientific Work (Script, Journal, Scientific Article)	24	96%
Book	8	32%
Find new word (Vocabulary)	7	28%

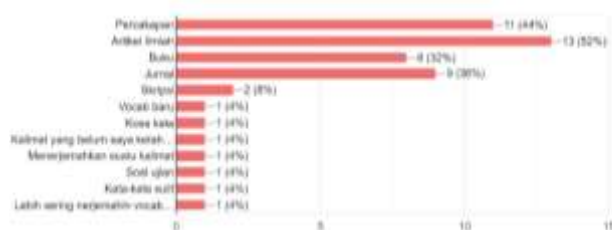


Figure 1. Students' Use in Google Translate

According to the findings in table 1, the majority of the twenty-five English language education students (96%) prefer to use Google Translation to assist in translating scientific papers.

Meanwhile, as many as 44 percent of twenty-five students use Google Translate to help communicate. As many as 32 percent of respondents use Google translate to help translate the book they are going to read, with a total of eight respondents. Others use Google translate to help translate phrases alone, making up 28% of the total sample. Others used to use google translate as a tool to translate difficult words in text and conversations

3.1.3. Observations on Google Translate Results

When asked about the accuracy of the GT translation, eight respondents (32%) said it was "quite accurate," fifteen respondents (60%) said it was "accurate," and two respondents (8% said it was "fully accurate" or "perfectly accurate" only once each (points 4 and 5). The majority—15 respondents said "accurate." Only two respondents selected points 4 and 5; As a result, it is

impossible to assert that Google Translate can be used to translate very precisely. Various activities, such as editing and reviewing translation results, are still required.

None of the respondents claimed that the Google translation findings were inaccurate. When the number of people who believe it is pretty accurate and accurate is added together, it reaches twenty-three persons or 92 percent, proving that the average answer is that the quality of translation from Google Translate is sufficient to be depended on when writing English essays

According to the research findings, Google Translate can be relied on to help translate essays; however, this does not necessarily make Google Translate very reliable. According to (Rukmaryadi, 2007), Google Translate is an online machine translator. Google Translate, as a tool, lacks social abilities, cultural recognition, and comprehension of context speech. Google Translate is a group of algorithms that attempt to translate text using predefined formulas. Humans who understand social, cultural, and contextual understanding can change these sentences to make them more understandable and accurate to the original author's intentions. In addition, humans determine the correction of these mistranslations.

Rukmaryadi's viewpoint backs up the findings of the questionnaire, which are summarised below:

Table 2. Google Translate Limitation

Results	Include	Respondents
Incorrect language arrangement	- Language is too standard.	2
	- Incorrect sentence context (Ambiguous).	5
	- GT is a non-direct translation of a single sentence's word-by-word translation.	1
Grammar	- The tenses are incorrect for the context.	14
Not Responding		3
Total		25

According to table 2, eight out of 25 respondents stated that Google Translate has limitations in translating sentence contexts, resulting in translation quality that is sometimes ambiguous or cannot be understood because Google translates essays using the word-to-word translation process rather than the sentence-to-sentence translation process. As many as 14 respondents stated that the language arrangement resulted from the translation of Indonesian int. In addition to being less accurate in translation, Google Translate lacks a proofreading feature to correct incorrectly used words or sentences. Because, as we all know, language is highly complex, particularly in terms of grammar. As a result, the use of Google translate should be limited to simple texts rather than official texts (Rahmasari, A. 2021).



Figure 2. Other translation machine are used

The wording of the phrases is one of the most noticeable shortcomings of GT translations. When it comes to phrases, the most common is what is known as a pattern MD (*menerangkan diterangkan* (explain explained)) and DM (*diterangkan menerangkan* (explained explain)). As far as we can tell, Indonesians follow the pattern DM, as in the phrase "*Gadis cantik*", rather than "*Cantik gadis*". In contrast, English uses the pattern MD, as in the phrase "beautiful girl," rather than "girl beautiful." Of course, many of these phrases are in the text (Aziez & Hidayat, 2019).

The idiom "Like a bat out of hell" is interpreted with the meaning of "Escaping as quickly as possible". While the results of google translation "*Seperti kelelawar dari neraka*", which is meant to translate this sentence as "*Melarikan diri secepat mungkin*", demonstrate that idioms sentences cannot yet be translated using Google Translation ideally.

Table 3. Comparison of GT translation results

Sentence	<i>Pimpinlah dari belakang dan biarkan orang lain percaya merekalah yang di depan</i>
Indonesia-English	Lead from behind and let others believe they are in front
English-Indonesia	<i>Pimpin dari belakang dan biarkan orang lain percaya bahwa mereka ada di depan.</i>
Translation by Hero Patrianto	Lead from behind and let others believe in the front.
(Human Translation)	
BLEU Score	25,74
Human Score	B

Table 3 shows that Google Translate translates Indonesian sentences into English, word for word. In contrast to the translation results by one of the BIPA (Bahasa Indonesia Penutur Asing) teachers Hero Patrianto, who is also a Linguist at Balai Bahasa Jawa Timur, where the translation after editing is easier to understand. Thus, based on the translation results in Table 3, Google Translate is not entirely accurate. Still, the translation quality can be relied on to aid the translation process, as evidenced by a BLEU score of 25.74 percent and an accredited human score of B.

3.1.4. Translation Tools

Research shows that most Google Translate students also use alternative translation engines like Google Translate. Another translation engine that respondents most use to help the translation process is U-Dictionary (64 percent of users), followed by Microsoft Translator with a respondent usage score of 16 percent, the following position with a score of 4 percent filled in by

each of Kamusku, Translate.com, and Yandex Translate. While the other 4 percent only use Google translate without other online translation engines.

3.2. Student Perceptions

3.2.1. Difficulties in English essay writing

Writing scientific work in a language other than our mother tongue is difficult, especially if we must write in English. Although it may appear complicated, writing an essay in English is a challenge that must be met. According to Trigatra bangun bahasa. "Utamakan bahasa Indonesia (prioritizing Indonesian speaking); lestarikan bahasa daerah (preserving the local language); dan kuasai bahasa asing (mastering foreign language)". This Trigatra is described in the statement "kuasai bahasa asing," which provides feedback for mastering foreign languages, in this case, English. English was chosen because it has a global population of 1.132 billion people, with 378 million native speakers, making it essential to master and learn English.

The difficulties encountered in writing an English essay differ from person to person. According to the questionnaire results, 96 percent of respondents said they had difficulty writing an English essay directly. Most of the respondents wrote their essays in Indonesian first and then carried out the translation process into English, and the following are the average difficulties encountered by respondents:

Table 4. Students' Difficulties

Difficulty	Respondent	Percentage
Fewer vocabularies	11	44%
Grammar	6	24%
Fear Incorrect	5	20%
Not responding	3	12%
Total	25	100%

Most respondents (11 respondents or 44 percent) struggled with their lack of knowledge in mastering English vocabulary. In addition, limitations in Understanding English make respondents challenging to write essays in English. Six percent or 24 percent of respondents said they had difficulty writing due to a lack of knowledge about proper grammar arrangement, and five respondents or 20 percent said they were afraid of miswriting essays. Therefore, based on the data in table 4, it is possible to conclude that most people have vocabulary limitations.

One method for overcoming a lack of vocabulary and grammar when writing an English essay is first to write an essay in Indonesian, then translate it using Google translate. Respondents used this technique not only when writing essays but also when writing other things that required English skills in writing a piece of writing. As many as 92 percent of respondents admitted to writing an essay in Indonesian and then translating it directly using Google translate.

3.2.2. Participation Rate in English Essay Writing

The level of respondent participation in writing English essays remains relatively low. It is based on the following figure:

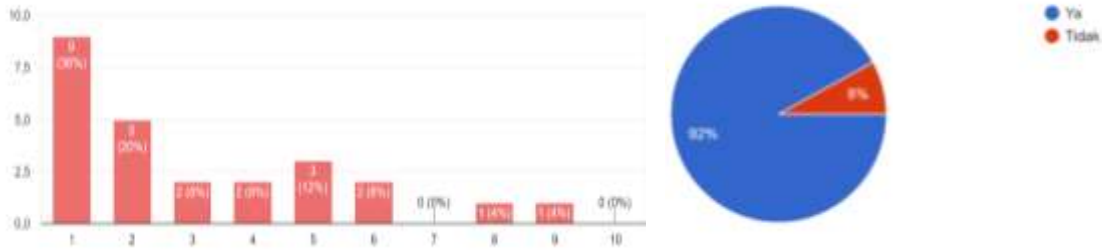


Figure 3. Essay Limitation using Google Translate

Figure 4. Essay Writing Participation

In a month, as many as nine or 36% of respondents write one essay title in English, as many as five or 20% write two essays, as many as two or 8% write essays three times a month, and as many as two or 8% write essays four times a month, and respondents who write more than five times a month range from 1 to 3. The researcher summarised the categories of respondents' participation rates in the following table based on the data in chart 3 in table 5 below:

Table 5. Students' Essay Writing Frequency

Range	Category
1-3	Rare
4-6	Frequent
7-10	Constantly

3.2.3. Google Translate Influence

The calculation of the influence or correlation between the habit of using Google Translate with the quality of translation and understanding of English and essays can be divided into two categories: positive impact and negative impact. It is impossible for an aspect, whether in scientific work or research, to have no impact that can be discussed. Scientific work will always have positive and negative aspects with technological advancements like an automatic translation machine known as Google translate. This advancement changes the lifestyle of many parties ranging from teachers, lecturers, students, and so on. Google Translate has even taken over the role that was previously played.

The presence of Google Translate has a positive impact on students who require quick and free translation services. This research, as an example, provides convenience for writing essays in English. According to the findings, respondents perceived the positive impact of Google Translate as a tool to write excellent and correct essays and structured, easy-to-understand sentence arrangements. Table 6, which the researchers have summarised below, shows how respondents perceive the positive impact of using Google Translate to assist with writing English essays.

Table 6. The positive impact of the use of essays on the quality of English comprehension

Positive impact	Respondent
Knowing the new Vocabulary	2
Speed up the work process because it minimizes errors	22

We can conclude from table 6 that in English essay writing, Google Translate enables respondents to complete their tasks more quickly and with fewer errors when writing essays. This opinion is supported by most respondents (22 respondents) who expressed this opinion. Furthermore, as many as two respondents stated that the benefit they got in addition to speeding up the essay writing process was by doing the translation process with Google translate, they became aware of some new vocabulary that they did not know yet.

In addition to some of the positive things listed in table 6, several other things have a positive impact outside of Google translate help in writing essays. For example, in NEOLOGIA: Jurnal Bahasa dan Sastra Indonesia, Google Translate offers many benefits to students, including the ability to translate text per word with accurate results, anywhere and at any time text from multiple languages. In addition, Google Translate is one of the translation machines that can help you improve your English vocabulary and translate short sentences (Mardiana, M., Anshari, A., & Maheasy, 2021).

Aside from assisting with essay writing, Google Translate can also translate text quickly. Even Google Translate can automatically translate websites and emails. Second, there are numerous language options other than English. The existence of language auto-detect, which can recognize the language of the language written without having to choose the language you want to translate, is a handy feature. The three Google translations also have an auto-correct feature to detect incorrect words when they are about to translate a sentence.

Along with the benefits of Google Translate, it has some negative impacts on the quality of understanding English in writing English essays. According to the questionnaire results in figure 2, there are three conclusions that the researcher summarises in the table below:

Table 7. The negative impact of the use of essays on the quality of English comprehension

Effect	Respondent
Incurring dependencies	18
Confuse in the linguistic order	5
Cause misunderstandings	1
Blank	1



Figure 5. Students Perception about Google Translate Negative Impact

From table 7, the negative impact of the use of essays on the quality of understanding English in writing English essays, namely, the majority of respondents are concerned that the use of Google Translate in helping to write English essays causes dependence, causing them to feel stuck in understanding English.

Most respondents are concerned that they will feel stuck in understanding English if they use Google Translate too frequently in translating essays from Indonesian into English. In addition, five respondents stated that Google Translate is prone to grammatical errors, resulting in misunderstandings if they rely solely on Google Translate without performing the final process of editing the translation results.

4. CONCLUSION

Most English language learners who are enrolled in classes use GT to assist them with writing English essays. From the research above about the pattern of google translate in students' English essays, the researcher can conclude that most of the respondents use Google translate to help their way of understanding and helping their writing in writing English essays. Up to 46 percent of students frequently use Google Translate and up to 36 percent of students who completed the survey with 25 students frequently open and used Google Translate. On the other hand, up to 16 percent of students completed the survey, with 25 students rarely using Google Translate.

Google Translate enables respondents to complete their tasks more quickly and with fewer errors when writing essays. Google translate not only positively impacts understanding of English essay writing, but Google translates also helps in correcting and making the essay work faster than writing in English directly, which causes the wrong grammatical structure. Google translate also have a bright side; in addition to speeding up the essay writing process, by doing the translation process with Google translate, they became aware of some new vocabulary that they did not know yet.

Google Translate also had a destructive impact on understanding the English language while doing an essay that the use of Google translates in helping to write English essays causes dependence, causing to feel stuck in understanding English. Most respondents are concerned that using Google Translate too frequently in translating Indonesian essays into English will make them feel stuck in understanding English. Also, Google Translate is prone to grammatical errors, resulting in misunderstandings if relying solely on Google Translate without performing the final process of editing the translation results.

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JAVANESE LANGUAGE REVITALIZATION OF ALPHA GENERATION IN MULTILINGUAL SOCIETY

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Abstract: The purpose of this paper is to determine the level of school participation in revitalizing the Javanese language in the alpha generation in the multilingual era, as well as to identify the causes of obstacles in the use of the Javanese language in the alpha generation. This research is descriptive-quantitative. To collect data, researchers conducted online interviews with kindergarten and elementary school teachers. The sample consisted of 20 kindergarten and elementary school teachers who were chosen at random. There are five causes of obstacles to the use of the Java language in the Alpha generation: 8 schools taught the Javanese language by just adjusting the basic curriculum in the classroom without using other learning methods, and 18 schools did not apply the Javanese language in school literacy media, 17 schools did not include the Javanese language in students school competitions, 12 schools had Indonesian language domination in schools communication, the decline of Javanese language skills in children was due to the lack of application of Javanese language in daily conversation.

Keywords: *revitalization, alpha generation, school participation*

INTRODUCTION

Sri Sultan HB X when opening the Java Script I Congress which was held in Yogyakarta stated that regional languages will become extinct in the next 75 years (Pertana, 2021). This is related to the sociolinguistic hypothesis that the younger the age of speakers who are no longer proficient in using their mother tongue, the faster the language will experience extinction. For example, if a language is spoken by the age of 25 years and over, it is possible that in the next three generations it will become extinct. This often happens in regional languages. UNESCO's interactive atlas of world languages in the red zone shows that there are 2464 languages worldwide threatened with extinction. Of that number, 144 languages (5.8%) of which are languages in the Indonesian archipelago (Putri, 2018). The data is dominated by regional languages in eastern Indonesia which have lost their speakers. Having 80 million speakers, Javanese itself is classified at a vulnerable level, especially in language sub-systems, such as manners.

Several reasons cause the Javanese language to fade, including the younger generation of Java using BI (Indonesian Language) more than Javanese (BJ) both in the realm of home and friendship, the young Javanese generation will use 100% BI when they have a life partner, The younger generation of Java has a negative attitude towards BJ, is indifferent to BI, and is not proud of BI, the younger generation is more familiar with several vocabularies such as downloads, stakeholders, gadgets, than their equivalent in BI, and it is estimated that BJ (especially the variety of manners) in The next 2 or 3 generations will be left behind by the young Javanese generation (Suharyo, 2018).

In addition to the causes described above, the use of Javanese at home has begun to decrease. A research study explains that the area of the house that "should" be used in regional languages (in this case Javanese) has begun to be infiltrated by Indonesian (Suharyo & Nurhayati, 2020). This is especially the case in urban areas. Children who live in urban areas are vulnerable to

using Indonesian as their everyday language for several reasons, including, first, children's schools use Indonesian as the language of instruction for interactions between friends and teachers so that children will get used to using Indonesian at home. Some schools also apply foreign languages as an introduction at school. Second, children live in multicultural areas so they will use Indonesian as a unifying language. This causes parents to also use Indonesian. Third, the input of children's language acquisition gets a lot of stimulus from Indonesian. Sources of children's reading, sources of children's spectacle, and children's games are already few who use Indonesian. This makes the child overwhelmed by input from Indonesian. As a result, children rarely use Javanese in communication.

In addition to the family and social levels of society, the school environment is also influential in maintaining the existence of the Javanese language. The lack of Javanese language learning in elementary schools which is only 2 JP for a week certainly cannot maximize children's mastery of Javanese. Javanese is only considered a subject that must be studied, not as a medium of communication. As a result, they mastered Javanese at the level of language structure, not as a means of communication. The alpha generation is those who were born in 2010 (Novianti et al., 2019). Generation Alfa is the child of millennial generation parents. This generation is very closely related to gadgets because technology and the development of gadgets are very fast at these times. Preschool-age children can surf in cyberspace, able to play online games, able to play videos on YouTube, and able to communicate using gadgets.

The upbringing and development of this generation are certainly very different from the previous generation. Many challenges in the virtual world play a role in determining children's development. If not directed, children will fall into the virtual world and the pleasures of technology, including the use of language. Seeing this phenomenon, there must be efforts to revitalize the existence of the Javanese language for the Alpha generation. This is one way to maintain the existence of the Javanese language and prevent the Javanese language from extinction. Language extinction occurs when the language is no longer used in communication. There are four deepest causes of language extinction: speakers (1) think about themselves as socially inferior, (2) are bound by the past, (3) act traditional, or (4) are economically stagnant (Ibrahim, 2011). Seeing this condition, research to see the development of the Javanese language and its existence for the Alpha generation is very important to do. In addition to finding the symptoms that cause the Javanese language to fade for the Alpha generation, this study also aims to design a revitalization effort that can be carried out by the community and related parties so that the Javanese language remains sustainable.

METHOD

This research uses a quantitative descriptive research design. Data were taken from 19 kindergarten and elementary school teachers spread across Pacitan Regency. Researchers used the Google Forms platform to retrieve data. In addition, researchers also conducted interviews to obtain supporting data for the study. Once collected, the data will be analyzed by classifying the perceptions of parents in utilizing the surrounding environment as a learning resource, drawing classifications into graphs, elaborating graphs into descriptions, and drawing conclusions.

FINDING AND DISCUSSION

1.1 First Stage of Research

Researchers looked for problems that predominate in the surrounding social environment. After identifying a problem, the researcher selected the appropriate research method for the research objective. The researcher then created an online research questionnaire before moving on to the next phase.

1.2 Questionnaire Distribution

Before conducting the study, the researchers created a questionnaire that would be delivered to kindergarten and elementary school teachers based on the number of respondents who would make up the research sample. From March 7, 2022, through June 30, 2022,

questionnaires were distributed to collect data. According to the required number of respondents for this study, up to 20 questionnaires were delivered. The researcher encountered several challenges throughout the distribution of the questionnaires, including diverse attitudes and even some resistance from some of the target respondents when asked to complete the questionnaire on the basis that some of the topics were sensitive.

The researchers gathered the information for this research through the questionnaires that were provided. This is since the questionnaire includes questions about how is the dominance of the Javanese language in school and how is the participation of the school in responding to this. Out of the total questionnaires given through internet media, 20 have been completed (Google Form).

1.3 Respondents' Characteristics

Some features of the 20 respondents can be seen. The respondents are described below:

Level of Education at Teacher's Teaching Location

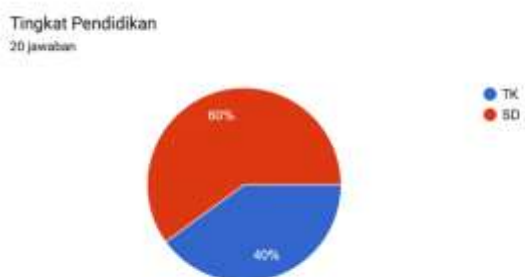


Diagram 1. Level of Education at Teacher's Teaching Location

In Diagram 1, it is clear that the majority of respondents are elementary school teachers, with a total of 12 people or 60%. The rest, 8 respondents or 40% are kindergarten teachers.

School's Distance to City Center



Picture 1. School's Distance to City Center

The researcher divided the responses of all respondents into two categories. The first category includes distances less than 10 kilometers from the school to the city center, while the second category includes distances greater than 10 kilometers from the school to the city center, with a total of 13 respondents or 65% statements, the researchers discovered that the majority of

the schools where respondents teach are more than 10 kilometers from the city center. Meanwhile, 7 respondents or 35% stated that the distance between school and the city is less than 10 kilometers.

The Way of Teaching the Javanese Language in Schools

Table 1. The Way of Teaching the Javanese Language in Schools

No.	Teaching Model	Number of Respondents	Percentage
1	Just adjust and nail on the basic curriculum	8	40%
2	Adjusting the basic curriculum and adding other teaching methods in class	2	10%
3	Adjusting the basic curriculum and adding other teaching methods in class and the application of the Java language outside the classroom	7	35%

The researcher divided all of the responses from the respondents into several sections, as shown in Table 1. Because three of the twenty respondents did not provide the correct answer, the answers could not be grouped. As can be seen, the percentage difference between teachers who only adapt and stick to the basic curriculum and teachers who add other teaching methods in the classroom and apply the Javanese language outside the classroom is very small, at 5%. However, the majority of respondents (eight teachers, or 40%) taught the Javanese Language by just adjusting and nailing on the basic curriculum in the classroom without using other learning methods. According to Thoifuri (2013), students go through a variety of psychological conditions during the learning process, including ups and downs in their desire to learn or motivation to learn. Motivation is a psychological state that encourages people to do things. Motivation in education is undoubtedly oriented toward the achievement of psychological conditions that encourage a person to be enthusiastic about learning.

On other hand, Syafaruddin and Irwan Nasution (2005), stated that teacher creativity is required in learning activities, particularly to increase students' learning motivation. Creativity is part of a human child's soul state. In late childhood or adulthood, creative ability is a special talent or talent. People with extraordinary creative talents or talents in specific fields are examples of special talents. This relates to table 1, where the majority of teachers did not attempt to provide innovative teaching methods that can improve students' pronunciation skills and interest in using the Javanese language. It also shows that the teacher lacks self-motivation and creativity, so they did not seek a more appropriate solution to the problem of students' lack of application of the Javanese language. As a result, additional creative methods, both inside and outside of class, are required to support this.

Javanese Language Status in Semester Plan or Annual Plan

Apakah pembelajaran Bahasa Jawa masuk ke dalam rencana semester/rencana tahunan?
25 jawaban

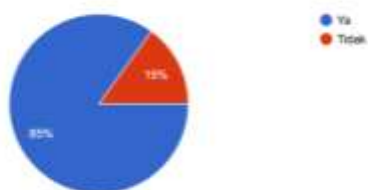


Diagram 2. Javanese Language Status in Semester Plan or Annual Plan

As shown in Diagram 2, the majority of respondents (17 teachers, or 85%) stated that the Javanese language was part of the semester or annual plan. Meanwhile, three respondents stated that the Javanese language is not part of the semester or annual plans.

Duration of Learning Javanese in A Week



Column 1. Duration of Learning Javanese in A Week

Data from all respondents' responses show that as many as 9 schools or 45% have a duration of teaching the Javanese Language of 2 hours per week, 5 schools or 25% have a duration of teaching the Javanese Language of 1 hour per week, 1 school or 5% have a duration of teaching the Javanese Language for 30 minutes per week, 1 school or 5% have a duration of teaching the Javanese Language for 3 hours per week, and 1 or 5% schools have a duration of teaching the Javanese Language. So, with a total of 9 respondents' or 45% statements, the majority of schools where respondents teach have a weekly teaching time of 2 hours.

Javanese Language Application on Certain Days at School

Apakah di sekolah menerapkan hari berbahasa Jawa pada hari tertentu?
20 jawaban

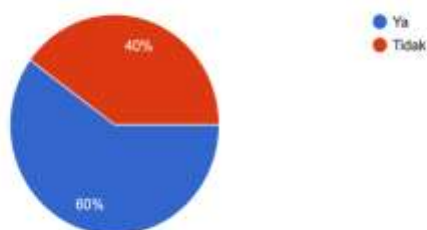


Diagram 3. Javanese Language Application on Certain Days at School

As illustrated in Diagram 3, as many as 12 respondents, or 60%, stated that the Javanese language was used at school on certain days. Meanwhile, as many as 8 respondents, or 40%, stated that the Javanese language was not used at school on certain days. As a result, the majority of schools, with a total of 12 or 60%, use Javanese on specific days.

Habituation is one method for improving communication skills. Whereas, habituation is something that occurs frequently in daily life. This is reflected in a person's willingness to act. So what a person does is a habituation process. Learning is comprised of several educational

processes. Learning is a process of learning and learning activities in which two subjects, namely teachers and students, are mutually involved. According to Henry C. Ellis (1978), the principle of habituation is as follows:

- 1) Acquisition. Responses that are strengthened will gradually strengthen and vice versa.
- 2) Extinction. Extinguishing is a decrease in the intensity of the response strength that is increasingly invisible until it disappears.
- 3) Spontaneous Recovery. Spontaneous return indicates the reappearance of a response that has been extinguished. This indicates that the behavioral tendency is still there even though the response has been removed previously.
- 4) Generalization. Learning in one situation or context can be generalized to other contexts or situations but in similar situations. Thus the basic principle is that a learned response to a stimulus and there is another stimulus similar to it will produce the same response.
- 5) Discrimination. The learning process to respond differently to similar stimuli is called stimulus differentiation. This process is the basic form of all learning. The factors that influence the differentiating stimulus, among others, are similarity, consistency, and dimensions of relevance. The greater the degree of similarity, the more difficult it is for people to distinguish between them.
- 6) Differentiation. The difference is a similar process is amplified differently. In this case, one response is strengthened while the other response is attenuated.

This corresponds to diagram 3, where the majority of schools with a total of 12 or 60%, have implemented the application of the Javanese language on a given day. It means that the majority of schools have applied the habituation principle as stated by Henry C. Ellis (1978).

Application of Javanese Language in School Literacy Media



Picture 2. Application of Javanese Language in School Literacy Media

The researcher concludes from the total number of responses that there are 2 respondents (20%) who stated that their school used literacy media to support the revitalization of the Javanese language. This shows that the majority of respondents with a total of 18 schools or 80%, do not apply the Javanese language in school literacy media.

The Existence of Javanese Language in Competition School

Apakah ada kegiatan perlombaan berbahasa Jawa yang pernah dilaksanakan di sekolah? Jika 'ada', sebutkan jenis kegiatannya!

20 jawaban

Tidak

Tidak ada

Belum ada

Belum

Belum pernah

Karena adanya pandemi covid yang mengharuskan siswa untuk belajar di rumah maka acara perlombaan di sekolah tidak dilaksanakan

Pidato

Pidato bahasa jawa

Ada. Pidato bahasa jawa, menyanyi bahasa jawa

Picture 3. The Existence of Javanese Language in School

Three schools, or 15% of all respondents' responses, maintain the existence of the Javanese language by involving it in school competitions. Meanwhile, 17 schools, or 85 percent of schools do not include Javanese students in school competitions.

Javanese Language Dominance in School Communication

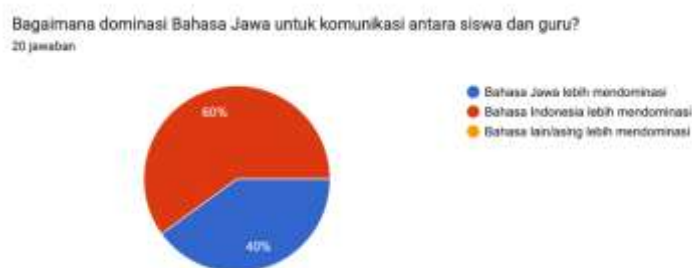


Diagram 4. Javanese Language Dominance in School Communication

As illustrated in diagram 4, two languages are used in daily communication: Javanese and Indonesian. The Indonesian language dominates communication in schools, with a total of 12 schools responding, or a 60% response rate. Meanwhile, with a percentage of 40%, there are 8 schools where the Javanese language is the dominant language of communication.

The Existence of Traditional Games in Schools

Apakah ada perlombaan/pengajaran permainan tradisional di sekolah? Jika 'ada' sebutkan kegiatannya!

20 jawaban

Tidak

Tidak ada

belum

Bermain bersama misal : Ular-ular leket ,Duktri lektri, cublak- cublak suweng

Pengenalan permainan dakon, angglong, pilac, egrang dll

1. Bermain thetrek(ontek)
2. Permainan gasing

Ada, yaitu seni gamelan dan tari- tarian daerah

Berlengan

Ada, diajari bermain dakon

Picture 4. The Existence of Traditional Games in Schools

As can be seen in picture 4, there are 10 schools (50%) that involve Javanese in teaching games. Meanwhile, another 10 schools (50%) do not involve Javanese in teaching traditional games. So it can be concluded that the sum of the two is equal.

Perception of Javanese Language's Extinction Cause

No.	Reason	Number of Respondents	Percentage
1	Lack of Javanese language application in daily conversation	11	55%
2	The influence of the digital era	6	30%
3	Lack of teaching duration in school	1	5%
4	A lack of pride and sense of belonging in the Javanese language	1	5%
5	Because the teaching of the Javanese Language in schools stopped until junior high school level	1	5%

Table 2. Perception of Javanese Language's Extinction Cause

As can be seen in table 2, the majority of respondents 11 people or 55%, stated that the cause of the decline in Javanese language skills in children was due to the lack of application of the Javanese language in daily conversation.

Solution of Java Language Revitalization

No.	Reason	Number of Respondents	Percentage
1	Making the Javanese Language a compulsory subject up to the high school level	4	20%
2	Making the Javanese Language the main language in Communications	11	55%
3	Involving the Javanese language in important school Activities	3	15%

Table 3. Solution of Java Language Revitalization

As shown in table 3, the majority of respondents (11 people, or 55%) stated that using Javanese as the primary communication language in daily conversation is the best way to revitalize the Javanese language.

CONCLUSION

Based on the findings of the study "Javanese Language Revitalization of Alpha Generation," the following conclusions may be drawn about the findings: the majority of respondents are elementary school teachers with a total of 12 people or 60%, the majority of schools where respondents teaching are more than 10 kilometers from the city center with a total of 13 statements or 65%, the majority of respondents (eight teachers or 40%) taught Javanese

language by just adjusted on basic curriculum in the classroom without using other learning methods, the majority of respondents (17 teachers, or 85%) stated that the Javanese language was part of the semester or annual plan, with a total of 9 respondents' or 45% statements created the majority of schools where respondents teaching have a weekly teaching time of 2 hours, the majority of schools, with a total of 12 or 60%, use Javanese on specific days, the majority of respondents with a total of 18 schools or 80% did not apply Javanese language in school literacy media, the majority of schools with a total of 12 or 60% use Javanese on specific days, the majority of respondents with a total of 17 schools or 85% of schools did not include Javanese language in students school competitions, Indonesian language dominates communication in schools with a total of 12 schools or a 60% response rate, the majority of respondents with 11 people or 55% stated that the cause of the decline in Javanese language skills in children was due to the lack of application of Javanese language in daily conversation, the majority of respondents (11 people, or 55%) stated that using Javanese as the primary communication language in daily conversation is the best way to revitalize the Javanese language.

As a result, it can be concluded that one of the causes of the alpha generation's lack of skills and interest in using the Javanese language is that teachers are less creative in developing teaching methods in the classroom. Schools do not try to provide solutions, as evidenced by the absence of the Javanese language in school literacy media; the school and teachers rely solely on the basic curriculum and do not employ creative teaching methods to overcome them; the duration of learning the Javanese language is not proportional to the obstacles that students face, and the Javanese language is not used as the primary language in daily communication both at home and at school. As a result, even though the alpha generation is in the era of all-digital distribution, it is important to keep Javanese as the primary language in daily communication.

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SURVEY ON OXYGEN SATURATION OF VOLLEYBALL ATHLETES

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ABSTRACT: This study aimed to find out and examine the oxygen saturation level of volleyball athletes after carrying out a match. The design of this study uses a quantitative description with a survey method for volleyball athletes. The research data used were tests and measurements using the Oximeter Fingertip Pulse instrument (a tool used to determine oxygen saturation). The research subjects used volleyball athletes in the Tegalrejo District, Yogyakarta City male category in the IV DANDIM CUP championship. The population in this study was 16 athletes. The data analysis technique used was descriptive percentage with five types: severe hypoxemia, moderate hypoxemia, mild hypoxemia, and normal ranges. The results of the research analysis illustrate that the level of oxygen saturation of volleyball athletes after carrying out a match, there are 0 athletes (0%) who experience severe hypoxemia, 0 athletes (0%) who experience moderate hypoxemia, 0 athletes (0%) who experience mild hypoxemia, 0 athletes (0%) experienced normal range oxygen saturation and 14 athletes (100%) experienced normal oxygen saturation.

Keywords: Saturation, Oxygen, Volleyball.

Introduction

In the era of the COVID-19 pandemic that occurred in this century, it affected various aspects of life. Sports in general and Volleyball, in particular, are one of the activities affected by the COVID-19 pandemic. To enliven sports activities, especially Volleyball, the Yogyakarta City government, in this case through the Dandim (Military District Commander), Yogyakarta City has held a volleyball championship between sub-districts and agencies throughout the city of Yogyakarta. This championship is a regular championship that was vacuued in 2019 and 2021. In 2022, the Yogyakarta City Dandim Volleyball Championship enters its 4th event. To animate this volleyball championship, the regulations may use three athletes outside the city of Yogyakarta but must still be in the same team. Province of the Special Region of Yogyakarta.

Tegalrejo District is located in the Yogyakarta City area, which is obligated to participate in the volleyball championship held by the Yogyakarta City Military District Commander in 2021. In the volleyball championship organized by the Yogyakarta City Military District Commander in 2021, Tegalrejo District fielded two male and female teams. Women's team. Tegalrejo District sent 14 athletes with different and varied age levels and physical conditions to the men's volleyball team. The 14 athletes consisted of 4 Outside Hitters, 3 Opposite Hitters, 3 Quicker athletes, 2 Setters and two libero athletes.

The level of training and different ages of male volleyball athletes in the Tegalrejo District will affect their physical condition. In addition, the performance of the athlete's appearance will also have an effect when the competition is held in a marathon. Therefore, the physical fitness of each athlete will vary according to the level of training possessed by the individual athletes themselves. The physical endurance of athletes is also related to cardiorespiratory endurance, both aerobically and anaerobically. Cardiorespiratory endurance related to aerobics needs oxygen in the glycolysis process of the body's muscles. In anaerobic cardiorespiratory endurance, the process does not require oxygen due to dependence on energy stored in the body. In volleyball competition

activities, athletes will use aerobic endurance more than anaerobic endurance because each athlete competing will require a lot of oxygen to increase the athlete's lung cardiorespiratory.

Concerning aerobic cardiorespiratory endurance, volleyball athletes who carry out this competition are directly proportional to the oxygen demand in the body, where haemoglobin in the blood is bound by oxygen in the arteries, interpreted as oxygen saturation. Therefore, each athlete's oxygen saturation level greatly affects the quality of athletes in carrying out volleyball matches, namely aerobic cardiorespiratory endurance. The aerobic cardiorespiratory endurance of the athlete's body will be maximized if the oxygen saturation is also maximally met. The oxygen saturation level of all male volleyball athletes who compete in the volleyball championship organized by the Dandim (Military District Commander) Yogyakarta City in 2021 is average.

Volleyball

The Indonesian people have known Volleyball since 1928, which was brought by a teacher from the Netherlands who taught in schools in Indonesia. From the 2nd PON until now, Volleyball has been one of the official sports that is competed. On January 22, 1955, the All-Indonesian Volleyball Association (PBVSI) and WY Latumenten were officially established as the formators for compiling the board (Herry Koesyanto, 2003: 7). Volleyball is a competitive sport that is played by two different groups of teams in a field that is limited by a net. This volleyball sport can be played by children, adults and people with disabilities using modified volleyball games. Some of the benefits of Volleyball include; (1) cooperation, (2) movement speed, (3) high jump to overcome the ball over the net, and creativity.

Physical Resistance

In the science of coaching, the physical component is the basis of training before technical, tactical, and mental training. An athlete with the good physical condition will improve the circulatory system work of the heart or cardiorespiratory endurance. Indirectly someone who has excellent cardiorespiratory physical endurance can also increase oxygen saturation. In Volleyball, physical endurance has a vital role in the training system and the implementation of matches. Therefore, a physical exercise program must be adjusted and planned carefully, especially for cardiorespiratory endurance. A volleyball athlete must be able to train physically to be optimal in the match to achieve maximum achievement. According to Harsono (1988), the benefits of good physical condition exercise, namely: (1) There is an increase in the ability of the circulatory system and the work of the heart, (2) There is an increase in strength, flexibility, stamina and other components of physical condition, (3) There is an increased movement better, (4) There will be a faster recovery in the organs of the body after exercise, (5) There is a rapid response from the body's organism.

Oxygen Saturation

According to Guyton and Hall (2012), the percentage of haemoglobin bound to oxygen is called haemoglobin saturation. This is in line with Kozier (2011), who revealed that oxygen saturation is defined as a measure of how much per cent oxygen is carried by haemoglobin. It was concluded that oxygen saturation is the percentage of haemoglobin that has oxygen binding in arteries under normal conditions of 95% to 100%. Saturation levels below 95% and decreasing indicate that the tissues in the human body are not getting sufficient oxygen supply, also referred to as a symptom of decreased oxygen saturation. This decrease in oxygen saturation is known as cyanosis. Signs of cyanosis or decreased oxygen saturation can be marked, among others; anxious face, abnormal breathing and shortness of breath. In addition to the above symptoms, there are other symptoms of decreased oxygen saturation, namely; There are bluish signs on the nail bed, skin, ear lobe, under the tongue and facial area (Kozier, 2011).

A continuous decrease in oxygen saturation is also interpreted as hypoxemia; if it worsens, it will become hypoxia. According to Smelter and Bare (2002), hypoxemia is a state of the body that has decreased saturation below average and then hypoxia can occur, which is described by

the body as unable to perform its metabolic functions properly due to oxygen insufficiency in the tissues. Low levels of oxygen in the body will result in the body not being able to carry out its tasks properly, which will result in impaired function of cells and tissues throughout the body. This hypoxic state can lead to tissue and cell death in the body due to an unmet oxygen supply.

How to measure the body's oxygen saturation, can use the fingertip pulse oximeter. This tool monitors changes in oxygen saturation in the body. Using the fingertip pulse oximeter is by pinching your finger on this tool; the device will automatically read the body's oxygen saturation level with an infrared sensor.

Research methods

The method in this research is descriptive quantitative with a survey technique. The research data was collected using tests and measurements using an Oximeter fingertip pulse instrument. Research data analysis using descriptive statistical analysis is then described in the form of percentages. The variable of this research is the level of saturation of volleyball athletes. The research subjects were male volleyball athletes from Tegalrejo District who competed in the 4th Dandim (Military District Commander) Championship in Yogyakarta in 2021. The population in this study amounted to 14 male volleyball athletes from Tegalrejo District.

Derajat Hipokseミア berdasarkan Nilai PaO2 dan SaO2

Derajat Hipokseミア	PaO2 (mmHg)	SaO2 (%)
Normal	97-100	95-97
Kisaran normal	>79	>94
Hipokseミア ringan	60-79	90-94
Hipokseミア sedang	40-59	75-89
Hipokseミア berat	<40	<75

Results and Discussion

After conducting research and having research data then analyzed using descriptive statistics in the form of percentages. The data were obtained from the measurement of the saturation level of volleyball athletes in Tegalrejo District who took part in the 4th Dandim (Military District Commander) Yogyakarta City Championship in 2021 using an Oximeter fingertip pulse.

Table 1: Research Data

Number	Age (Years)	Saturation Rate (%)
1	23	97
2	25	97
3	25	96
4	27	97
5	28	95
6	30	95
7	30	95
8	35	96

Number	Age (Years)	Saturation Rate (%)
9	38	96
10	38	97
11	39	97
12	40	96
13	41	96
14	41	97

Table 2. Distribution of Research Frequency

No	Category	Frequency	Relative Frequency
1	Normal	14	100%
2	Normal Range	0	0%
3	Mild Hypoxemia	0	0%
4	Moderate Hypoxemia	0	0%
5	Severe Hypoxemia	0	0%
Amount		14	100.00%

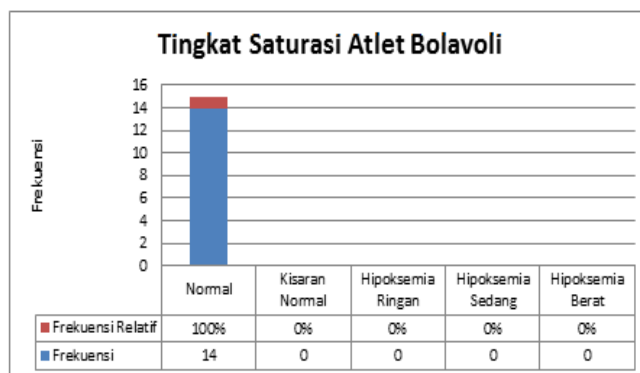


Figure 1. Research Histogram

From the research data on the frequency distribution and histogram above, it was found that the oxygen saturation level of the male volleyball athletes in Tegalrejo District was 100% in the normal category with 14 athletes, 0% in the normal range category, mild hypoxemia, moderate hypoxemia, severe hypoxemia with 0 athletes. Kozier (2011) revealed that oxygen saturation is defined as a measure of how much per cent oxygen is carried by haemoglobin. Oxygen saturation is the percentage of haemoglobin that has oxygen binding in the arteries under normal conditions of 95% to 100%. Oxygen saturation in the body affects the cardiorespiratory endurance of athletes. The oxygen saturation level possessed by each athlete will affect the appearance and cardiorespiratory physical endurance of volleyball athletes carrying out matches. The biological activity of each male volleyball athlete in Tegalrejo District is different, especially regarding the age difference between the athletes. Physical conditions in Volleyball include both aerobic and anaerobic cardiorespiratory endurance. In this volleyball match, the physical aerobics of every volleyball athlete is widely used. This will affect the oxygen saturation level of each athlete. In preparation for the 4th DANDIM Cup volleyball championship, all male volleyball athletes from

Tegalrejo District have prepared well for physical, technical, tactical and mental exercises. From this study, the saturation level of male volleyball athletes in Tegalrejo District may be in normal condition after carrying out the 4th DANDIM Cup volleyball match in Yogyakarta City.

Conclusion

From the research that has been carried out, it is concluded that the oxygen saturation level of male volleyball athletes in Tegalrejo District is 100% in the normal category with a total of 14 athletes, 0% in the normal range category, mild hypoxemia, moderate hypoxemia, severe hypoxemia with 0 athletes. Therefore, the oxygen saturation of male volleyball athletes in Tegalrejo District is normal. This study implies that data on the oxygen saturation level of male volleyball athletes in Tegalrejo District who participated in the competition and the results of this study were taken into consideration by both coaches and athletes in improving physical exercise programs related to the physical condition of aerobic and anaerobic cardiorespiratory endurance related to oxygen saturation. The limitations of this study include; Researchers cannot control the biological activity of athletes outside of research activities, and data collection is only limited to male volleyball athletes in Tegalrejo District.

Suggestion

Suggestions from this research include; conducting a more comprehensive study with more subjects and research population, and develop oxygen saturation studies by increasing the research variables.

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THE CORRELATION BETWEEN HUMAN BEINGS AND NATURE IN THE COASTAL FOLKLORE OF PACITAN REGENCY

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Abstract: This study aimed to result in 1) the description of the correlation between human beings and nature in coastal folklore of Pacitan Regency; 2) the description of humans' responses towards natural conditions in urban folklore of Pacitan Regency. Methodically, the study used a qualitative approach. The data was analyzed by using a description. The research data was in the form of folklore originating from the southern coastal area of the Pacitan Regency. Data were obtained by recording, transcription, and translation. While the validity of the data was carried out by triangulation of data sources and member checks to ensure the truth of the story. The results of the analysis indicated that: 1) the correlation between human beings and nature, namely a) nature was the source of life; b) respected nature; and c) safeguarded nature. 2) Humans' responses towards natural conditions namely: a) tapping into natural resources; and b) maintaining natural resources

Keywords: Folklore, Human Beings, Nature.

1. INTRODUCTION

Humans' contact with nature was almost in every aspect of life. Hence, nature has been an inspiration to them in producing cultural products. For instance, there is a life philosophy that spreads in Java, namely *Memayu Hayuning Bawana*. The concept became the basis for Javanese people's behaviors and conducts in relationships with the Almighty God, relationships with fellow humans, as well as human relationships with nature.

The relationship between humans and nature is not only at the level of daily behavior but also at the ritual level. For example, in the village clean ritual. Aside from being a form of gratitude, village cleanliness is also a form of respect for nature and human efforts to live in harmony with nature. The main purpose of it is to entertain.

In addition to traditional ceremonial forms, the product of human thought with natural objects is also contained in folklore. The results of Sujarwoko's research (2016: 378), showed that myths of *Nusantara* are used for the preservation of the forest, water, and air environment. This study shows that human attention and concern for nature are enormous.

Meanwhile, Prabowo (2018: 57) stated that the ecological values of Java have been preserved in various ways by the customs, both in spoken speech and written Javanese literature. One of the Javanese literary works that still exist today is folklore.

Folklore or folktale according to Bascom (Danandjaja, 2002: 50), can be divided into three major forms, namely: (1) *Mite* (myth), (2) *Legenda* (legend), and (3) *Dongeng* (folktale). *Mite* or myth is a folktale that contains stories about saints who can live in two realms. While legends are stories that tell about great or heroic people, the origin of places. Meanwhile, folklore contains stories with the main purpose to entertain the reader. Thus, it is considered a story that never happened for real.

To underlie this research, used the ecocritic concept. Ecocritics were first developed in the 1960s. Simultaneously with the movement cares about exploding population. In literary studies, one of the important figures is Cheryl Glotfelty with her essay entitled, *The Ecocriticism Reader: Landmarks in Literary Ecology* in 1996. According to Harold Fromm (in Zulfa, 2021:53), the

emergence of the theory of ecocritics begins with Glotfelty's desire to find a connection between literary works and the surroundings.

Garrard (in Chomisah, 2020: 86) views ecocriticism as a study of the relationship between humans and non-humans, human history, and culture that relates to the critical analysis of humans and their environment.

Concerning nature, Garrard (2004) limits ecocritic's concept to pollution, wilderness, disasters, housing, animals, and the earth.

This research used the concept of ecocritics to describe the correlation between humans and nature in Pacitan coastal folklore. The geographical of Pacitan consists of hills that border directly to the southern coast of Java island. The entire southern part of Pacitan is directly adjacent to the Indian Ocean. There are seven sub-districts out of 12 sub-districts in Pacitan that are directly adjacent to the beach. The six sub-districts are Donorojo, Pringkuku, Pacitan, Kebonagung, Tulakan, Ngadirojo, and Sudimoro sub-district.

Although it is located in the coastal region, the geographical condition of the hilly Pacitan surely varied in different cultural characteristics from the flat coastal region of the northern coast of Java. The uniqueness of this culture would also undoubtedly be featured in such derivative products as folklore. Thus, folklore that was born was not "empty" and must have reflected the thinking of its creator's society.

Based on the background above, this research focused on how are the correlation between humans and nature and the humans' responses to nature that were contained in Pacitan coastal folklore.

2. RESEARCH METHOD

This research type was qualitative. The data were analyzed descriptively. Data was in the form of quotations of words, sentences, and discourses taken from Pacitan coastal folklore.

The source of the data was folklore collected from 12 sub-districts throughout the Pacitan regency. It was compiled through interview method, recording, note, story transcript, and translation.

Whereas the informant came from the community that owned the story. To ensure the validity of the story, used the triangulation of sources to support the research. So the story that was used as the source of the data, was the most believed to be true by its adherents. In addition, it was also done "member check" towards the stories that have been obtained to ensure the truth.

The data were analyzed by following steps (1) examining the source of data/folklore of Pacitan regency; (2) classifying folklore that has environmental elements; (3) finding data based on research focus; (4) interpreting research data based on the focus of the study; (5) concluding the results of the analysis.

3. DISCUSSION

3.1 Correlation Between Humans and Nature

Ecologically, humans are part of their environment. They are formed by the environment and vice versa, humans form their living environment. Human survival depends on the integrity of their living environment. Thus, there is a reciprocal relationship between the environment and humans (Soemarwoto, 2005:35). In good relations, humans and nature benefit one another and vice versa.

The Coastal Folklore of Pacitan was part of the cultural products of the community, and also represented the correlation between humans and nature. There were several stories that expressly or implicitly indicated that there was a close correlation between humans and the environment. There were some forms of the human relationship with nature in the Pacitan coastal assembly story.

3.1.1 Nature as the Source of Life

Bouman (1980: 54-58) stated that one of the differences between traditional society and modern society was in its relationship with nature. Traditional society was relatively dependent on nature or the environment, while modern society was able to break away from the environment to survive. The more traditional a group is, the more dependent it is on nature.

The dependence of the Pacitan coastal people on nature was also apparent in folklore. In the story of *Pancing Kyai Pancer Segara*, the sea became a source of livelihood because there were fish that could be caught.

One day, Kyai Pancer Segara made a hook from gold. After the hook was completed, Kyai Pancer tried to fish by using the hook in the southern sea (Fishing Rod of Kyai Pancer Segara).

Besides, relying on the sea, society, and coastal communities are also in dire need of fertile land for cultivation and clean water for daily needs.

In the story of *Babad Lorog*, the character of Kyai Bandung while he wanted to find a residential area that was considered a source of spring water and fertile land, even though the area was on the shoreline. It was seen in the following quote.

In the area, he felt happy, because the area was fertile and there was pretty much water. Originally, the cleared area was the area to the south, near the sea. Until now, the area is still fertile and is called the Bandung area (*Babad Lorog*).

The folklore of *babad lorog* above showed that, although the sea provided a source of livelihood, coastal communities also needed fertile land and fresh water. They also made springs and fertile soil becomes one of the criteria for a livable area.

The source of livelihood of coastal communities besides the sea was also rivers and forest plants. As in the story of *Kyai Durrahman ing Poko* and the story of the Origin of Kunir beach.

Based on the story, Kyai Durrahman broadcasted Islam while fishing, and hoeing. According to the news, as well, Kyai Durrahman wanted to join a cockfight to get closer to the people
(Origins of Poko)

The above quotation indicated that, despite being in the coastal Area, the Poko's people, in this case, were represented by the figure of Kyai Durrahman also fished in the river. Meanwhile, in the story of the origin of Kunir Beach, the dependence on forest nature for coastal communities was shown by the activity of concocting medicinal materials derived from the forest. It could be seen in the following excerpt.

With full of excitement, Limit looked for some ingredients mixed in the forest. After getting the ingredients, he immediately concocted and gave them to the people. After a few days, the disease was gone. A kind Kunir was praised by the villagers. They told about his kindness to others.
(The Origins of Kunir Beach).

3.1.2 Respecting the Nature

Human and nature are one harmony that gives each other roles. For the coastal communities in Pacitan, nature is a part of life that must be respected. There are two ways to respect nature that has been done by coastal communities. First through ceremonies and secondly through daily activities.

First, holding reverence by ritual. In Pacitan coastal folklore, rituals that were held to respect nature were commonly found. For instance, in the cleaning ceremony of the Pindul tree, in the story The origin of the Pindul river. This ceremony was a form of respect for the Pindul tree so that it remained sustainable and had benefits to human beings.

While on the way to going home, Mbah Kamis explained the ritual performed as a form of respect for the Pindul tree. A long time ago before the water source was found, the place was believed to be haunted. So that the people around were very careful when they were in that place (Origin of Kali Pindul)

Meanwhile, personal's honor through daily behavior was shown in the following Story of the Origin of Telaga Mati:

Then Kadiman replied "we must not take eel fish from this lake, because it can cause bad thing, this lake can recede and there will be no more water." (Origins of *Telaga Mati*)

The above quotation referred to behaviors that protected nature from wrath. The origin of *Telaga Mati* has told us that the water was shrinkage due to someone's improper behavior. As a result of the violation of these taboos, the lake that was originally full of water became so dry. So it was later named *Telaga Mati / Tlaga mati*.

3.1.3 Safeguarding the Nature

Taking care of nature is the same as taking care of yourself. Therefore, to ensure self-safety, one does by safeguarding nature. As in the following story of Mbah Tegeng.

Since then, it has been forbidden to litter the burial place of Mbah Tegeng. If you violate it, you will get scourge (Mbah Tegeng)

The above quote showed that keeping the environment clean was the same as taking care of yourself and vice versa. If you treat nature so badly, then nature will retaliate with a disaster.

3.2 Humans' responses to Nature

Not all human needs are easily available in nature without real effort. Some human needs are only available after struggling and going through the real and tough process. There were three human responses to responding to the existence of nature. First look for the ones that have not yet existed, take advantage of the existing ones and preserve them.

3.2.1 Tapping into natural resources

Humans were not only making use of the available things but also searching for the undiscovered ones. They looked for resources that have not existed yet, to complete their needs. In the story of Ki Ageng Kalak, it was said that the character Prawirayuda opened the forest to be used as a rice field.

Back to the two young sons of King Brawijaya. They eventually opened a *padepokan* or *dojo* in the Kertati forest. They also declared the forest to be used as rice fields until many people helped to build houses in the area (Ki Ageng Kalak)

Geographically, Kalak village was not a potential lowland area for rice fields. However, in the story of Ki Ageng Kalak, it was said that the character Ki Ageng Kalak when he lived in Kertati (still the area of Kalak village) had tried to have rice fields by cutting down the forest.

Meanwhile, in the origin story of the Kuning river, it was told that getting clean water, it could be done by digging a well first.

Immediately, a very clear spring appeared and came out of the ground. After being approached and observed the color of it seemed to turn to be golden yellow. It was from here, that the name of Kalikuning Village was taken because the color of the water from the source was yellow. (Origin of Kalikuning)

The folklore of Ki Ageng Kalak and the Origins of Kalikuning showed that humans must strive to meet their needs by maximizing the functioning of nature.

3.2.2 Maintaining Natural Resource

Besides, tapping into natural resources, humans had an obligation to maintain natural resources well. So that, the correlation between humans and nature can be harmonious. Maintaining the existence of natural resources in addition to arranging their use as well as by controlling human interaction with nature. As in the following story of the Mbedog river.

Even the river supplied local people with water to feed and drink from it. As the elders said that taking the water from the river had to obey rules, ethics, manners, and behavior to maintain safety and peace for the local community (Mbedog River).

Based on the quotation above, humans had rules in interacting with rivers. The rule that was implemented while you were in the river, such as you must keep your manner, customs, and behavior. It was believed that good interaction would keep the river stay durable and vice versa.

In addition, to set the rules of interacting, maintaining nature could also be done by managing how to take advantage of natural products. For instance, in the story The origin of Kasap Beach.

4. CONCLUSION

Based on the analysis, it was found that not all of the southern coastal people's needs in Pacitan were accomplished by the sea. The society which was explained in this context represented by humans as personal or story characters needed something else beyond what the sea provided. In Pacitan coastal folklore, it concluded that coastal people's needs were not only marine stuff, but also fresh and clean water, fertile soil for farming, and rivers.

Meanwhile, the human's response to nature was to seek out and tap the existing natural resources also safeguarding them well. Both concepts point to the necessity of nature. Those necessities were divided into two, they were already available such as fish in the sea or rivers, and those that are not yet available such as rice that must be prepared and planted in the rice fields first.

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THE CULTURAL SYSTEM OF NIAS SOCIETY IN J. A. SONJAYA NOVEL MANUSIA LANGIT

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Abstract : This research aimed to describe the kinship and ceremonial system of people in Manuaba Nias that was contained in *Manusia Langit* novel. It used the cultural system theory from Clifford Geertz as the basic study to solve the problem. This research was descriptive qualitative research. The data which were words and sentences used to strengthen the analysis of the research. As a comparison, it also used a scientific study of Nias' culture. Thus, the result of the study was from the interpretation on data presented in the novel and other scientific studies. The analysis results showed: 1) Men had an important position in the family; 2) Though women were weakened in the family, they were among the benchmarks of a man's position; 3) Marriage separated women from their families as well as men's legitimacy controlled them completely. 4) The feast determined someone's dignity and position.

Keywords: cultural system, novel, society

1. INTRODUCTION

JA Sonjaya's *Manusia Langit* novel was published in 2010 by Kompas publisher. His first novel tells about the traditional lifestyle of the Nias people. It is specially written as an anthropological novel that contains a meaningful value of life of the community where the story takes a place.

Mahendra's character is described as an archaeologist and lecturer at Yogyakarta University who ran away from his university and was stranded in a village called Banuaha, Nias.

Banuaha, one of the interior villages on Nias island where all the people are descended from *Manusia Langit*. The people still retain strong beliefs of animism and dynamism. All aspects of life in Banuaha are carried out ceremonially. Even, the ceremonies become very prominent beyond a kinship system, such as *Adu Zatu* to summon the spirits of great men to have a dialogue.

Manusia Langit attempts to bring readers to know about Nias' culture and accepts it more closely. As an ethnographic novel tells about a certain culture, it successfully provides the reality of Nias people with a fascinating fictional world.

The cultural forms in the ethnographic novel are certainly very interesting to be explored by using Clifford Geertz's cultural system concept and it is used as a basic study.

Culture is also called a document or action text of public nature (Geertz, 199:12). Therefore, it is not just to explain, but also used to understand the meaning of cultural symbols in people's behaviors.

Geertz thinks that culture is running text. To capture the meaning, it needs deep interpretation as a man who is trying to understand the meaning of the text. (Nasruddin, 2011:35). The way Clifford Geertz views the culture then implies a method of interpretation called in-depth painting (thick description).

According to Geertz, cultural significance is public. It is suspected that the meanings found in culture are also a historical product (Nasruddin, 2011:36). People can pass on such meaning through symbols or rituals performed by succeeding generations. Moreover, the statement is also corroborated by his findings that culture consists of various meaning structures that are dynamic. People are able to add, subtract, or remove them according to the influence and conditions of the

times. Meanwhile, this research was microscopic to find profound meaning where the researcher decided on certain areas as ethnographic study such as clan, family name, tribe, ritual, or particular village.

According to the background above, this research aimed to: 1) Describe the kinship system of Nias' society in JA Sonjaya's Novel *Manusia Langit*; 2) Describe the ceremonial system of Nias' society in JA Sonjaya's Novel *Manusia Langit*.

2. RESEARCH METHOD

2.1 Data Sources

The data source in this research was from a novel entitled "Manusia Langit: An ethnographic novel" by JA Sonjaya. It was published by Kompas publisher in 2010. Number of pages: xi+210 pages. The data taken were words, sentence phrases, and paragraphs.

2.2 Techniques of Analyzing Data

This research used descriptive analysis techniques and content analysis techniques. The descriptive analysis technique is carried out by describing the facts followed by analysis (Ratna, 2004:53)

The data findings in this study were collected, compiled, analyzed and interpreted according to the theoretical study used. The analysis was carried out with the following steps: 1) The data were obtained by observing words or sentences to support research findings; 2) The collected data were divided according to categories of research problems; 3) The data which have been classified in categories were interpreted and analyzed by using other researches as comparison; 4) Making conclusion.

3. DISCUSSION

3.1 Family System

3.1.1 The wife's position in the family

Kinship is one of the smallest systems in society. According to Wilken as cited by Meiyani (2010:182) that the nature of human life essentially comes from a small (family) community which is more than one individual as a member of a group.

The kinship system in *Manusia Langit* novel was patrilineal. By putting the female position in the secondary position. As shown in the following quotation:

The sad song ended with Saita's shrill cry because she had to be separated from her parents and siblings in the truest sense. She would live with her husband and her fate would be determined by him. (Sonjaya, 2010:163)

The marriage caused the women's position to be controlled by their husbands. Even, in some cases, women are always the ones who are defeated and become objects of oppression. It is represented in the following quotation:

As day turned into night, the men were chatting in front of the house while the women were still busy preparing a wooden fireplace to cook dinner.

However, although women were seen as complementary, their position in the kinship system in Nias was very important. They became markers of man's perfection. They weren't only meant to comply with biological needs but also fulfilling social functions. It is represented in the following quotation:

An unmarried man, regardless of his age had equal status as a child who didn't have voting rights. Behind the *gagamboto*, there was a great sense of self-esteem because that was the purpose of Nias' lives, not even mere wealth. (Sonjaya, 2010:145)

The weakest position of women was seen when they had to pay their husbands' debts as part of their obligations. It was as same as when Saita had to pay her husband's family debt due to their wedding party.

It was like other Banuaha women, Saita had to work hard to pay off the debt (Sonjaya, 2010:166)

3.1.2 The man's position in the family.

Men are the family's leaders. Their figures were also considered to be more important and powerful in the patrilineal kinship system. So, having a wife was such an effort to get confirmation as the head of the family. It was represented in *Manusia Langit*, men were considered to be downgraded when they did women's work. As in the following quote:

Within the limitations, Ama Budi finally married a 27-year-old girl who lived in the mountain. It wasn't because of his biological need but it was more to be named as a man who was *sumange* and knew his own customs. (Sonjaya, 2010:125)

According to the quotation above, Ama Budi remarried just because he wanted to keep his steady position as a tribal leader and always be respected by the people. Since, a man in Banuaha would be considered losing his dignity when he did not have a wife and did a woman's work.

3.2 Ceremonial System

Ceremonies were part of inseparable events in traditional society. As an anthropological novel that told the story of traditional society, *Manusia Langit* outlined many ceremonies in Nias. The following ceremonies are explained in *Manusia Langit*, as follows:

3.2.1 Problem solving ceremony

The highest ceremony to solve problems in Nias based on *Manusia Langit* novel was the decapitation ceremony. It was only held to punish those who committed serious transgressions, such as sexual abuse and having affairs. It could be seen in the following incident of sexual abuse committed by Arafosi:

Arafosi who was already married at that time, raped our grandmother's young sister. In the end, they were both sentenced to customary law. Arafosi was beheaded in Osalinadu, while our innocent grandmother was also punished. She has swept away in the river with the baby inside her womb. (Sonjaya, 2010:167)

The decapitation ceremony was presumed as the way to solve problems. The blood in Osolinadu, a huge stone upon which the elders gathered, was believed to solve the problem and avoided people from disaster or curse.

The blood that flowed down the stones in Osalinadu was a sign that the problem was over. (Sonjaya, 2010:168)

Beheading became a rite of passage to complete the supreme punishment. As for payment of the fine for using pigs had to be made as punishment for minor violations.

3.2.2 Wedding ceremony

3.2.2.1 *Solaya Iraono*

The wedding ceremony in Nias started with *Gantung* marriage or *Solaya Iraono*. It was held to bind a bride from childhood. After carrying out *Solaya Iraono*, a girl could no longer be disturbed by other men. *Gantung* mating was done by paying $\frac{2}{3}$ wedding dowry first. As in the following quotation below:

It was done in Nias since the bride was still young by paying $\frac{2}{3}$ of her wedding dowry first. (Sonjaya, 2010:140)

3.2.2.2 Paying *Jujuran*.

The second step after bargaining the bride's dowry was paying *Boli Niha*. The women's prices were determined by their position and beauty. In this process, both sides (man and woman) would bargain for a price. When the price was settled, the woman would get some pigs from the man's family.

"Banuaha's woman was supposed to be bought because it was set by *Boli Niha* term here, we should give the woman a certain amount of treasure" (Sonjaya, 2010:139)

In *Boli Niha* term, the women's families no longer had their daughters anymore. They would be under men's responsibilities. In this context, women were severely weakened.

3.2.3 *Famatu*

Famatu is the peak procession before a woman is taken home by her husband. It is consisted of giving messages to the bride. In this scene, the messages were told with full of compassion. Because this final procession would separate the woman from her family to be carried by her husband.

Tears dripped from my eyelids after knowing the lyrics of the song that the women sang.

The direction and message to the bride was called *Famatu*. (Sonjaya, 2010:163)

So, *Famatu* was the culminating procession of the wedding. Because the women would be brought home by their husbands afterward.

3.2.4 Inaugural Status Ceremony (*Mongowasa*)

Mongowasa is the highest feast for Banuaha people to gain status. A man would be considered to have a high status and his words were obeyed by the community when he carried out *Mongowasa*.

The tradition has outlined that only those who have been running parties have their words heard by the people. (Sonjaya, 2010:163)

Mongowasa was held to raise someone's status in society. It was considered to be more precious than any property. It was like the character of Ama Budi who became poor after carrying out *Mongowasa*.

It's all true about how much I had to pay to be heard, to be noble, to be a village headman again. I am satisfied though I have been in debt until now. (Sonjaya, 2010:102)

4. CONCLUSION

Those descriptions above indicated that men were central to the family. It was told in the story that a man's pride was determined by his status in society in accordance with Manuaba's cultural system. It also elevated one's status by using marriage and *Mongowasa* ceremonies.

Marriage became a ceremony to legitimize the domination of men over women. Because the dominating woman was part of their way to increasing their status in society. The purchase money of women was used as a measurement of a man's wealth. The more expensive a woman was, then, the more prestigious the man would be.

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SOCIAL STUDIES LEARNING USING ONLINE MEDIA IN THE NEW NORMAL CLASS V IN SD NEGERI 1 TAMBAKREJO

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Abstract: The pandemic is still a problem that needs to be addressed and causes various impacts in various sectors of human life, especially in education. Circumstances lead to new changes. This article aims to determine the use of online media as a medium to support social studies learning in the new normal period at SD Negeri 1 Tambakrejo. This research is research with a descriptive qualitative method. Data collection techniques using interviews, observation, and documentation. Data analysis used data collection techniques, data display, data condensation, and conclusion. The results of the study indicate that at SDN 1 Tambakrejo itself, the use of online media to support learning in the new normal era has been going well, including in social studies learning. The use of WhatsApp Groups as a medium for delivering or explaining the material and assignments to students. Learning is interspersed with games and quizzes, so it doesn't seem boring. On several occasions, school assignments were carried out by forming small groups to avoid crowds. The use of online media as learning media in the new normal era at SDN 1 Tambakrejo can be said to be quite successful.

Keywords: *Online Media, Learning, New Normal*

1. INTRODUCTION

Education is an essential element in a country carrying out sustainability of the country. As already mentioned in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System which explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual, religious, self-control, activity personality, noble character, and skills needed by himself, society, nation, and state". In recent years, the world has faced the COVID-19 pandemic, which has resulted in changes in almost every aspect of life. Nearly all aspects are affected by the COVID-19 pandemic, including the world of education.

Education during the pandemic has not gone unnoticed by various parties, considering that the safety and health of students and educators are essential, so learning cannot be carried out directly like regular learning before the pandemic era. The steps taken by the government, especially the Ministry of Education and Culture (Ministry of Education and Culture), in responding

to this are to leave it to the Regional Government to decide policies for implementing learning according to the area where it is distributed. This also applies to SD Negeri 1 Tambakrejo, where the school committee did not approve of the face-to-face learning implementation, considering the spread of COVID-19 in Tambakrejo Village, which is still relatively high.

Learning Social Sciences in Elementary School is a lesson that does not stand alone. Learning Social Sciences (IPS) in elementary schools is included in the Basic Competencies of the 2013 curriculum (K13), namely the current curriculum, called thematic learning. The thematic learning system itself is included in integrated learning, namely learning that combines and relates several subjects so that it will lead to a meaningful experience for students in learning. With integrated learning, students are expected to be able to face the challenges they encounter in everyday life. The existence of integrated learning is also expected to increase students' skills, activeness, and creativity.

COVID-19 has brought many impacts and changes in human life. Education is one aspect that is also affected. *E-Learning* or online learning has begun to be implemented in Indonesia with the consideration that the spread of COVID-19 has not stopped. E-Learning is a learning system to assist teaching and learning activities with the help of electronic technology (Daryanto, 2010). Another opinion says that E-Learning is all activities or learning activities with the help of electronic technology (Rusman, 2012). With the COVID-19 pandemic having an impact in various areas of life, including education, all efforts to continue to carry out teaching and learning activities even though they cannot take place optimally, one solution is to use online media. This is intended so that education in the world, especially in Indonesia, continues and does not stop despite the pandemic.

There are so many developments that occur in online media, especially applications and their very diverse uses. Of course, in carrying out online learning, tools or online media are needed, in the form of gadgets, computers, laptops, tablets, and so on. In addition to these tools, it is also necessary to have applications installed in them to support the online learning process. SD Negeri 1 Tambakrejo itself was chosen as the research location with the consideration that SD Negeri 1 Tambakrejo has used online media as an alternative learning medium to temporarily replace face-to-face learning which during the current pandemic cannot be implemented.

The use of online media as an alternative, in fact, does not run smoothly. There must be obstacles in learning to use this online media. There are still many obstacles when implementing online learning, such as students who do not have cellphones, internet network problems, and internet quota constraints. It is often found that parents and students lack understanding of the use of gadgets, so such problems can hinder the online teaching and learning process. Based on this background, the researcher is interested in conducting a research entitled "Social Studies Learning Using Online Media in the New Normal Class V at SD Negeri 1 Tambakrejo.

2. LITERATURE REVIEW

2.1. Types of Learning Media

All communication tools used during learning activities are learning media. There are various types of media used during the learning process. There are eight types of media, namely 1) print media, 2) displayable media, 3) OHP, 4) film strips and sound slides, 5) sound recordings, 6) films and videos, 7) presentations with pictures, 8) computer-based learning (Kemp, 1985). Learning media has a very big contribution to the learning process. Learning media are classified into various kinds and depending on the point of view of the beholder (Sanjaya, 2013). For example, there are three types of media, namely 1) Visual media, which is media that can be captured by the sense of sight. For example, photos, pictures, paintings, and so on. 2) Auditive media, namely media that can be captured by the sense of hearing. For example, radio, voice recordings, songs, and so on. 3) Audiovisual media, namely media that can be captured with the senses of sight and hearing at the same time, such as films, videos, and so on.

The role of learning media in the learning process is a very important thing. Submission of material will not be optimal and run smoothly without learning media. Learning media also includes media liaisons for educators and students. In addition, there are several functions of using learning media, namely: 1) Communicative function, where learning media can be used to facilitate communication between the sender and the recipient of the message. 2) Motivation Function, where learning media can be used to motivate students in carrying out the learning process, 3) Meaningful Function, where learning media can be more meaningful to improve students' abilities, 4) Perception equalization function, where learning media can help students to have the same view regarding the information received, 5) The function of individuality (Sanjaya W. , 2014).

2.2. *Online Learning Media*

Online learning, or what is now often known as online learning, is learning that is done indirectly or not face-to-face. Another call that is often referred to as online learning is E-Learning, which is a form of distance education and is implemented using the internet. Development in learning using E-Learning is a must so that the level of education in Indonesia reaches a high standard (Arnesi, 2015). Online learning has technical effectiveness that is not the same as face-to-face learning systems in general and is carried out with full online learning where in its implementation, it is easy to access anywhere (Judge, 2020). The existence of online learning media changes the education system in Indonesia rapidly. Online learning is an alternative that is used so that education in Indonesia continues and does not just stop due to the impact of the COVID-19 pandemic. The use of online media as a learning medium is very helpful

Education, especially education in Indonesia, cannot be denied because globalization and the times have made the education sector experience development, one of which is the media or educational aids. The online learning media used are very diverse. From time to time, the effect of online learning media is overgrowing. During the pandemic, of course, the online learning media supports the teaching and learning process, especially in Indonesia. There are nine well-known applications used to support online learning during a pandemic, including 1) WhatsApp Group, 2) Zoom, 3) Google Classroom, 4) Google Meet, 5) Loom, 6) Edmodo, 7) Webex, 8) Quiziz, and 9) Duolingo (Wilson, 2020).

2.3. *Social Studies Learning Development*

The development of social studies learning cannot be separated from the chaos in Indonesia, including the consequences of the G30S/PKI incident, which impacted education in Indonesia and later gave birth to a new order after leading the old charge. Therefore, the learning model applied in Indonesia today is an integrated or thematic learning model. Thus, social studies education in Indonesia is implemented and developed in accordance with the conditions in Indonesia (Hidayat, 2020). The thematic learning model is learning that encourages students to be more active in discovering or exploring concepts and principles holistically and authentically. Thus, various branches of science included in social science are structured into social studies learning.

Material simplification to achieve Basic Competence and Competency Standards is used in the 2006 SD IPS curriculum, stipulated on 23 May 2006 according to the Decree of the Minister of National Education of the Republic of Indonesia No. 22 of 2006. Thus, teachers in social studies learning are given the opportunity and opportunity to be cooperative with learning that refers to PAIKEM social studies learning. In the following curriculum applied, namely Curriculum 2013, Social Studies subjects have undergone integration (Hidayat, 2020). As a result, social studies learning in Indonesia is structured in a comprehensive, integrated, and systematic way toward maturity and success in social life (Jaenuddin, 2020).

2.4. *Social Studies Study Concept*

Social studies lessons are essential for him to teach where social science subjects contain social sciences that are very useful for human life. However, social studies lessons are still basic and elementary only (Nursid, 2008). In Indonesia, it has been agreed that IPS is another term for social studies and refers to integrated social studies or the integration of social sciences. The hallmark of Social Science subjects is that they are integrated subjects (Surahman, 2017). For students, social studies subjects are lessons that teach students to be ready to live in a good society and become citizens who understand and obey the rules that apply in the community.

The social phenomenon is complex and interconnected and must be based on actual social facts that occur in the field (Aisha, 2018). Social Sciences, a science that examines social phenomena, is expected to increase students' sensitivity to social phenomena and everything close to human life. Social studies learning objectives focus on several things: 1) understanding and knowledge, 2) learning attitudes in life, 3) values that contain social values, and 4) skills (Gunawan, 2011). Social studies learning in schools can also be expected to increase criticality in responding to social phenomena around us.

2.5. *Innovation in Social Studies Learning*

Implementing learning certainly requires innovations related to learning models, learning media, approaches, and so on. The existence of innovation can improve the quality of something. In the teaching and learning process, if you want the learning achievement of students to increase, then educators are required to be able to make innovative learning (Supriyanti, 2018). Innovation continues to grow and develop along with the times that continue to develop. In learning innovation, the approaches are passed through three stages: 1) a period in which humans are still dependent on nature and their surroundings and undergo adaptation efforts by trial and error. 2) the time when humans find new techniques and tools that create dependence, and 3) the time when humans have achieved cooperation towards the desired change (Hasbullah, 2015).

Innovation what is done in social studies learning at any time is needed so that social science subjects survive and are ready to face challenges in the future. However, with the times, innovations in learning need to be upgraded and keep pace with existing developments. Thus, in teaching and learning activities, social studies subjects or any subject will not be left behind and backward. Of course, this has an impact on student achievement. The scope of material from social studies topics is broad, thus educators must be able to use the right method so that learning does not feel boring for students (Utami, 2015).

3. RESEARCH METHODS

This research is a qualitative research type. A qualitative research method is research that discusses from the planning stage to the stage of presenting the results (Moloeng, 2013). The method with this type of qualitative research is the stages that contain to understand and explore the meaning of individuals and groups related to social problems that can be used to explore and interpret a deeper understanding of an aspect of a belief (Creswell, 2016). In its implementation, this research uses accurate and precise data.

The qualitative research method is a research method that is based on the philosophy of post-positivism and is used naturally to examine the state of the object, the key instrument lies in the researcher himself. The purpose of the research is to find out how the description of social studies learning using online media on the process of teaching and learning activities in the new normal period of class students. The research was conducted at the school's location, SD Negeri 1 Tambakrejo, which is located in Pacitan District, Pacitan Regency. The location was chosen as the research location because the school has not done many similar studies and researchers are interested in knowing how social studies learning using online media is related to teaching and learning activities at the school.

This study's primary subjects were students and teachers of class V SDN 1 Tambakrejo, Pacitan Regency, for the 2020/2021 academic year. At the same time, the object of this research is social studies learning using online media in the process of teaching and learning activities in the new normal period for fifth-grade students of SD Negeri 1 Tambakrejo in the 2020/2021 academic year. Data collection techniques in this study used three techniques; interview, observation, and documentation. In carrying out interview activities, researchers must know the person to be interviewed, such as favorite communication tools, what they like, and what the respondent wants to contribute to academic research.(Mikecz, 2012).

Observations are carried out to get an accurate picture of a valuable phenomenon for answering questions. Data that has been obtained from interviews and observations to be further equipped with documentation. Besides, documentation techniques are used to collect data from documents. Data analysis in this study was carried out in several steps according to Miles, Huberman, and Saldana's theory: data collection, display, condensation, and conclusion.

4. RESULTS AND DISCUSSION

E-Learning as an alternative learning system during a pandemic. E-Learning is a learning system that can help activities in teaching and learning by utilizing electronic media (Daryanto, 2010). During the pandemic, learning activities at SD Negeri 1 Tambakrejo also carried out online learning. Learning at the school is carried out in the form of assignments. In addition to assignments, online learning activities at the school are filled with material explanations using images, videos, text, and voice notes, as well as quizzes sent to WhatsApp groups. As for assignments in the form of hard copies taken to school by dividing into small groups to avoid crowds at school.

Thematic learning is learning that contains several subjects, the delivery of which is a little more complicated, especially when the world is in a pandemic period, which causes SD Negeri 1 Tambakrejo itself to carry out online learning. Nevertheless, the learning at the school is still following what is in the theme book. Likewise, the assignments given by the teacher to students continue to run even though learning is not carried out face-to-face. Learning and assignments at the school during the new normal period were still through online learning media, namely WhatsApp groups.

Teaching and learning activities must not be separated from the RPP or Learning Implementation Plan. Judging from the administrative system, the school uses the RPP with a single sheet format and the latest RPP to make it easier for teachers regarding administration and to save time. Online learning must use online media to support learning, and online media has also begun to be included because online media is one of the learning media and has a significant influence on the learning process. This online media is beneficial for both teachers and students in carrying out their respective tasks. The teacher is someone who educates students and students whose job is to learn.

Today, young children already know the internet and can use communication tools. Of course, this is one of the factors for the increase in internet usage in this country. The growth and development of internet use in Indonesia significantly increased in 2000; internet use in Indonesia reached 2,000,000 users, then there was a very significant increase in 2019. It was reported that there were 143,260,000 users, which is approximately 53.69% of the total population living in Indonesia. Indonesia is an internet user (Internetworldstats.com, 2019). The report, published by the European Commission's Safer Internet Program, states that 83% of internet use among children is playing games, and 71% use social media (Internetsociety.Org, 2017). The same condition also occurs in Tambakrejo Village, where the average elementary school-age child can use mobile phones and access the internet. Such is the situation in SDN 1 Tambakrejo. Almost all students can use gadgets and access the internet. However, problems arose along with this. Namely, problems such as quotas, where students cannot access the internet and study without internet bandwidth.

Teachers don't just stay silent and take steps to keep the learning going, such as submitting internet quotas to the government and creating an enjoyable learning atmosphere with games interspersed so that children don't feel bored. Efforts in face-to-face learning are formed in small groups so that learning continues well even amid a pandemic.

Social Studies learning at elementary school level began to be included in the learning of themes from upper grades, namely grade 4, grade 5, and grade 6. Even thematic learning at these schools cannot be separated from learning using online media. The tools and learning methods are the same, namely by using WhatsApp Groups to help the learning process, namely the provision of materials and assignments. In addition to WhatsApp Groups, the implementation of learning is also interspersed with the use of google quizzes. The reason for using these two applications is that they are simple and easy-to-use applications for students, teachers, and parents of students. Both teachers and students can play an active role even with a distance learning system, and the role of parents will greatly assist the implementation of online learning.

In carrying out the research, the theme that was taught at the time in class V was the theme of Heat and Its Displacement". The theme also contains various subjects, such as the Social Studies page. Learning is still carried out online by sharing material or assignments in WhatsApp Groups consisting of teachers, students, or guardians of students. The method of collecting assignments is that they are sent in private chat to the teacher. On several occasions' assignments in the form of hard copies are collected directly to schools according to small groups that have been divided in order to adhere to health protocols. Learning is designed in such a way while still adjusting to the new normal period but does not lose the essence of social studies learning, which is a lesson with social and environmental scope.

5. CONCLUSION

Based on the results of the study, it can be concluded that the use of online media in social studies learning at SDN 1 Tambakrejo has been running smoothly. Various obstacles such as internet quotas and network or internet signals are sometimes difficult. The teachers in charge of teaching students at SDN 1 Tambakrejo have implemented integrated learning which is going quite well. On average, learning is carried out using WhatsApp online media for the reason of the simplicity of the application so that it is easy to use and understand both by students, teachers, and guardians of students. All subjects taught at the school use online media, including thematic lessons in as varied a form as possible so that learning continues and students are not bored in participating in online learning. such as sending pictures, voice messages, and videos related to learning. The teacher also prepares a google form as a medium to support assignments in the form of quizzes. The use of online media is quite successful as a supporting learning medium in the new normal.

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THE IMPACT OF TRUST ISSUES BETWEEN PARENTS AND CHILDREN

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Abstract: This study aims to know the trust issue between parents and children, the causes of lack trusting issues and the strategies to strengthen trust between parents and children. This study used a descriptive qualitative design. The data was obtained by involving 15 respondents from 51 hamlets in Pacitan Regency. The respondent acted as an observer for his community. One respondent observed six people around their area. The data were taken using an observation sheet reported online using a google form. Data is analyzed by calculating the results of questionnaires, analyzing data, presenting data, conducting in-depth studies, and making conclusions. The results show that in some situations, children experience a lack of trust in their parents from early childhood to adolescence. One of the reasons why children lack trust is the divorce of parents. However, unfortunately, not all parents have enough and the same time for children as presented in the data obtained by the researchers. Based on the data, it is evident that as many as 53.3% of respondents very often have time with their children. And 46.7% of respondents only have time with their children quite often. The low trust between parents and children can be concluded that children will feel distrustful of parents due to a lack of attention, care, and lack of trust in children, thus ignoring the reality of interaction and tending to close themselves off from social activities that affect the low quality of children's socialization with the surrounding environment.

Keywords: *Impact of Trust Issues, Parents and Children, Trust in Children.*

1. INTRODUCTION

In early childhood, family is the first environment that is most responsible. Family environment consists of father, mother, and children. How important is the family's position in forming a good child? Law No. 20 of 2003 on the National Education System includes family education and the environment packaged in informal education as an integral part of the national education system (M Rahman, 2014). Parents play an essential role in helping children know and develop their potential to achieve their development so they can adjust to their environment. This makes one of the most important aspects of a child's emotional development to become an adult is confidence. The more significant role of parents in cultivating trust in children, the stronger the child's confidence. However, if the trust is low, then most likely, the child will feel fear and inferiority.

Every parent has a different parenting style in educating their child. The nurturing provided by parents affect the formation of the child's character and behavior. The personality and behavior formed greatly determine a person's maturity in acting or solving problems. This makes parenting patterns essential in early childhood education (Anak et al., 2017). Parenting can cause low child confidence in parents; for example, parents constantly say rudely to children, yell, criticize and discriminate against them, and forbid children to express their potential. It can affect the child's fears and their feelings of inferiority. The bad behavior of parents can impact the first loss of the

child's confidence in parents. Therefore, parents have an essential role in building a child's confidence so that children have high trust in parents and others. Parents have three prominent roles fulfilling the children's needs, being a role models, and stimulating children's development (Apriyanti, 2021).

Although many factors will affect a child's confidence, the most basic and vital parenting pattern factor is trust between parents and children who can become individuals who have realistic expectations in their lives. Parents are the primary model in behaving and speaking words. Therefore, do not let parents have problems they cannot solve correctly. It will have an impact on children. It can be seen as an example of the status of decomposition having a significant effect on the child. According to Statistics Indonesia, the number of divorce cases in the country reached 447,743 cases in 2021, an increase of 53.50% compared to 2020, which got 291,677 cases. Divorce Rates in Indonesia (2017-2021) Source: Central Statistics Agency (BPS), February 25, 2022. The Impact of this results in reduced trust and loss of trust of children in their parents. The child's trust is a profound disappointment because of having a divorced parent—the appearance of shame in interacting with other people's views of them. The change in the situation is a lot of children who are depressed and humbled by trust in their parents and the environment.

Parental support and parental trust in children are the determining factors of the child's comfort and readiness in the development process. In establishing a good parent and child relationship, the first is to be able to take the time to accompany the child in the learning process. Parents also support children's education (Apriyanti, 2018). Children will feel comfortable and cared for if they are close to their parents by accompanying children to learn. It will provide closeness so that emotions and confidence is channeled emotionally and confidence in their parents. Children will be able to increase communication between parents and friends. Add to the child's insight if parents participate in accompanying children to learn. Family life is where children learn to understand emotions, how to know, feel emotions respond to situations or express emotions. The existence of parents is essential in the development of children. Parents who are always near the child will always be easier to pay attention to their children's trust compared to parents who are far away and less close to their children.

The family situation significantly affects the development of the child. According to Schaefer (1994), discussed to screamer intensities, parents with children can be seen from parents' attention that can control the child's development in daily activities and can encourage children in learning activities. It can prevent children from being promiscuous and uncontrolled. The role of parents in building children's confidence includes being a good listener, showing mutual respect, giving opportunities, not discriminating against children, giving time and encouragement near him to be more optimistic, and directing in the hope of goals that are very useful for him and preparing for his future. As far as this observation is significant to note how parents trust the child. Family problems between father and mother of divorce, support, anxiety, economy, inappropriate parental decisions to the child, and various other factors cause low child confidence in parents. Evidence that this study brings parenting programs to children's trust is communicative and effective. This research provides information aimed at helping parents in childcare, especially parents' trust with children to be good, which has been associated with theory and from sufficient data sources.

The study found that there are some situations where children experience a lack of trust in parents from early to adolescence. One of the reasons why children lack trust is the scattering of parents. Based on (Pacitanku.com, January 29, 2020). Statement from the Head of Pacitan Religious Court, Sumarwan, divorce cases handled by PA Pacitan in 2019 as many as 1,458. This figure increased compared to 2018, where data from 2018, PA Pacitan took 1,117 divorce cases. The way they relate is felt to last a long term, but another reason is derived from a general lack of family trust that causes many parents to divorce. Therefore, the problem of trust is very influential on children if there is a lot of decomposition based on a lack of trust between families.

Thus, parents must devise dialogue plans to communicate with an excellent child to deal with the problem. These interactions are complete enough with the comfort of familiarity to cause a sense of security and comfort to foster the child's trust in parents. This makes researchers interested in researching how children can foster trust in parents and vice versa early on to plant and grow children's character based on trust between children and parents. The results of this research that distinguishes from previous research are about the problems in the field. In this research, researchers focus on solving problems, especially in the city of Pacitan. Therefore, this study is distinguished because no one has researched this, especially in the Pacitan regency.

2. METHOD

The method used is a qualitative approach method. A qualitative approach is research that uses sufficient data to be well researched based on scientific background. From the data obtained, qualitative research will be able to be analyzed and seen in the field so that the investigation results will be more accurate. Therefore, the data collection of this study uses qualitative descriptive as much as the same data aims to research, analyze, draw, summarize and explain various sources of individual aspects of the problem that have been studied based on multiple conditions of the situation from different data collected in the form of interviews/observations about the issues studied in the field in depth to informants (Lufipah, Pamungkas, and Haikal 2022).

The study was conducted in Pacitan Regency. The time used in this study was June 2022. Informants in this study are people who will be used to provide information about situations and conditions relevant to the real-world context of the person to be studied. The informants in this study were fathers and mothers who were the source of the problems in this study, who educated their children so that the form of communication followed the child's personality.

Every parent has a different parenting style in educating their child. The upbringing provided by parents affects the formation of the child's character and behavior. But according to the observations in this study, not all Parents have awareness and attention to their children. Here are the results of observations in the field.

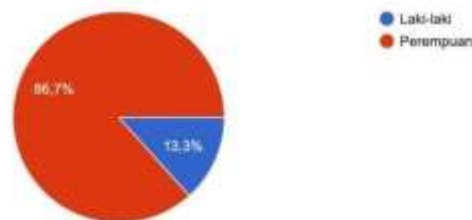


Figure 6: Gender of Respondents

Of the 15 people observed by respondents, there were two classifications of the level of differences in parental care for children as seen from the questionnaire: 86.7% of respondents stated that the 15 people observed, only 13 came from mothers, 13.3% of respondents said that of the 15 respondents, only two came from fathers.

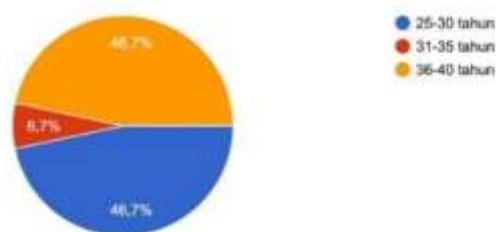


Figure 7: Age of Respondents

Figure 2 stated that as many as 46.7% of parents aged 25-30 years and 46.7% of respondents indicated that they were 36-40 years old, and 6.7% of respondents stated that they were 35-35 years old who saw a difference. The difference in parental age is very significant for the child's parenting style. But it is not only age that affects the parenting pattern; what makes the family problems that occur are the education and knowledge of parents.

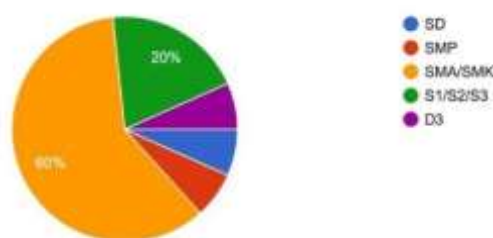


Figure 8: Respondent Education

Based on the above, it can be seen that every parent has differences in their last field of education. However, unfortunately, not all parents have sufficient and the same educational background for their parents' education, as presented in Figure 3. Based on Figure 3, it is clear that as many as 60% of respondents' last education came from high school / vocational school graduates. And as many as 20% of respondents' previous education came from S1/S2/S3 graduates. The education is a detailed implementation of the parent's parenting pattern toward children. Differences in parental education can influence the parenting pattern of the child's trust in the parent.

3. FINDING AND DISCUSSION

3.1. Parents' Pattern in Building Trust

The indicator is the giving of appreciation and praise for a good attitude. This indicator can be seen from the list of questions on the questionnaire, which mentions that parents give credit because children do house words, and parents give praise to the excellent attitude of children. That way, children can believe in the love and respect of parents for children. Trusting the child when he/she says "I want a test tomorrow" replies to the words with a "yes spirit," they feel respected. Indicators show that parents give advice and direction without encouraging children to become their desire. This indicator can be seen in the questionnaire.

Parents help and guide children if children get into difficulty with schoolwork. It has a good effect on effective communication between parents and children. The children feel free to share their feelings and ideas with parental control. The idea of "helping" here does not mean that parents perform the whole task but do it together. Parents give confidence to the child that the child can take care of himself when outside the home and provide certainty to the child that he can do something by believing the little things that the child says as an example of the first step

to start paying attention to the child so that the child becomes honest, able to keep his promises or hold his words to something that is said.

3.2. Parents' Obstacles

In other cases, parents do not give warnings when children are making trouble at school or in the neighborhood. With this weak parental control, children will not respect their parents. Although parents must give freedom to the child, they must make the children a kite as a free association must control by attracting and stalling the child in every activity. Parents should warn when children have violated school rules, religious rules, or even family rules. This makes the child aware and understands his mistakes regarding the child's personality, attitude, behavior, and responsibility.

Another statement in favor of the above indicators is that parents do not warn children when they leave their duties or children miss their studies. For students, studying at home is one of the mandatory tasks. However, parents often experience problems in dealing with their children. The researchers' responses' data complained about parents' obstacles in handling their children's parenting patterns. According to respondents, active children are sometimes difficult to direct and unruly, while children who are less functioning according to respondents children are silent, lack socialization, children cannot open up with their parents, only hide alone,

Therefore, parents should remind them if they have never studied or solved their problems. Furthermore, parents should control the child's activities inside their playground to ensure they are doing suitable activities. When parents give too much freedom in this regard, parents will not know when children are doing things that are not good. Therefore, parents can accompany children in learning and daily activities.



Figure 9: Influences Trust According to Respondents

Figure 4 above is a diagram that shows the respondents' answers to the question about the Effect of parents' lack of trust in the child on your life. Based on the answers listed in the table above, shows that the majority of respondents state that it is very influential. This percentage is obvious, which is 100% of 15 respondents. In a recent study, respondents explained that there are new factors in parents' trust in children. The factor is that children will feel uncomfortable and constrained if we do not give confidence to children. Every process of child development seems to be disrespected by parents, causing overthinking in the child. The occurrence of behavioral disorders in children, such as stealing, making trouble, and committing acts of bullying. Children do all these negative things solely to get the attention of parents or people around them

Based on the discussion of the data above, it can be concluded that children will feel distrustful of parents due to a lack of attention, care, and lack of trust in children, thus ignoring the reality of interaction and tending to close themselves off from social activities that affect the low quality of children's socializing with the surrounding environment.

3.3. Parents' Strategy



Figure 10: Respondents Interactions

Based on the above, it can be seen that every parent has different interactions with children. However, unfortunately, not all parents have enough and the same time for children, as presented in Figure 5. Based on Figure 4, it is apparent that as many as 53.3% of respondents very often have time with their children. And as many as 46.7% of respondents only quite often have time with their child.

In addition, parents should have enough time to give the child an understanding and attention to doing homework. This can build up the responsibility of the child. Children will have the habit of performing their tasks based on age, such as making the bed in the morning or not being allowed to play or watch television in the morning. Provide motivation when children do their hobby activities. For example, children like to play volleyball every afternoon training, so sometimes respondents see the time they practice

This is so that children become independent. That's another evidence supporting the above indicator to provide an understanding, accompanying its growth to children about their mistakes to make them not do it again. It is essential to deliver an experience of the values for children, between good and evil, wrong and right.

The indicator of the data obtained from the first respondent is to give the child the right to express his opinion by behaving responsibly. This indicator can be seen from the statements of parents who ask (without blaming the child) when children cannot work on the task. This can be schoolwork or homework assignments besides parents listening to the opinions of children. Both of the above statements indicate the existence of effective communication between parents and children. Listening to children's views or stories will make them believe their parents are trustworthy. Children will find their parents first when they get into trouble. This is great for children's psychological development because sharing problems with friends can be dangerous if they meet the wrong friend.

Talk to the child and find out the problem; effective communication is essential for building healthy and lasting relationships, entrusting the whole learning process to the child, and not giving much importance to the child's achievements, trusting all decisions of children as long as they can be responsible for encouraging and supporting good things and also optimistic about making children honest and causing confidence in children and educating children continually, to be honest with anyone.

The last statement of the respondent said that the parents' efforts were the first to give confidence to the child in aspects of the child's life, but the child must still be responsible for his decision. In addition, parents set a good example by practicing what is said. Teach children responsibility and the value of hard work, teach children to focus on building meaningful relationships, find happiness in small things, and strive for success. By communicating a lot with children, so we can understand what children need. Without facilities, children will think about

what things they can do with children. As often as possible, invite discussions and talk to children. Later, they will become adults, and they can solve problems wisely without relying on their parents.

4. CONCLUSION

The study's results stated that parents differ in their children's interactions. However, unfortunately, not all parents have enough and the same time for children as presented in the data obtained by researchers. Based on the data, it is evident that 53.3% of respondents very often have time with their children. 46.7% of respondents only quite often have time with their child. Various influencing factors, but parents often experience problems dealing with their children; from respondents' data, researchers get complaints about parents' obstacles in handling their child's parenting patterns. According to respondents, active children are sometimes difficult to direct and unruly.

In contrast, less active children, according to respondents, children are silent, lack socialization, and children cannot open up with their parents, only hidden alone. Based on the study results, researchers recommend that parents first give confidence in the child in aspects of the child's life, but the child must still be responsible for his decisions. In addition, parents become good role models by practicing what is said. Teach children the responsibility and value of hard work, teach children to focus on building meaningful relationships, seek happiness in small things and strive for success. They are communicating a lot with the child so that we can understand what the child needs. Without facilities, the child will think about what things they can do as often as possible, invite discussion and talk to the child. Later, they will grow up and can solve problems sensibly without relying on the elderly.

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THE NARRATIVE OF DEATH IN TIDUR TANPA MIMPI POEM ANTOLOGY BY RACHMAT DJOKO PRADOPO

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Abstract: Poetry is a form of literary work that prioritizes the power of diction to convey its meaning. Poetry is short but meaningful. This study aims to reveal the narrative of death in the poetry *Sebelum Mimpi* and *Sampai Jumpa* in the anthology of *Tidur Tanpa Mimpi* by Rachmat Djoko Pradopo. This research includes qualitative research. The theory used is the theory of semiotics or the science of signs because the language in poetry is a sign system. The research concludes that the poems *Sebelum Mimpi* and *Sampai Jumpa* by Rachmat Djoko Pradopo can be known by examining the language used in the two poems, especially in the context of the relationship between the signified and the signifier. The narrative of death found in poems by Rachmat Djoko Pradopo that death is an event that must happen and is scary for humans because basically, humans will never be prepared to welcome death even if they can avoid it. Ironically, although humans are never ready but when death comes to humans, they are powerless to avoid, delay, and moreover resist it. Death puts an end to all the falsehoods made by humans in the life of the world.

Keywords: Death, Fear, God, Man, Poetry, and World,

1. Introduction

Poetry as a form of literary work can be used as a vehicle to convey the hustle and bustle of human life, both what has happened and will be faced. The problem can be in the most essential category, such as death. In addition, poetry can act as a reminder for humans, especially their essence and themselves as creatures of the Creator.

Death is something that cannot be separated from the existence of humans in their lives. No wonder death is one of the favorite themes of Indonesian poets. mention big names such as Chairil Anwar, Goenawan Mohamad, W.S Rendra, Sapardi Djoko Damono, Subagio Sastrowardoyo, Abdul Hadi WM, Acep Zamzam Noor, and Rachmat Djoko Pradopo almost can be found the theme of death in some of the poems he produces.

Death is a sign of the end of one's life journey. The presence of death is also very confrontational with human life. This is interesting, because every poet has a different response in interpreting death. Boris Pasternak revealed that all philosophy is an extraordinary effort to overcome the problem of death and destiny and is a theme that almost always appears in literary works, especially poetry.

The repeated processing of the theme of death in poetry in the context of Indonesian literature does not bore the reader. This is because the poets process the theme with characteristics and based on their respective experiences. Reading the discourse of death contained in a collection of poems feels different from listening to the discourse of death delivered through a speech or lecture. Poetry does it subtly and does not seem dogmatic which causes humans to become objects. According to Riffaterre (1978:2), the character of poetry as an indirect expression of poetry is caused by three things, namely displacing of meaning, distorting of meaning, and creating of meaning. Therefore, research on the theme of death in poetry is important to do.

This study chose the object in the form of an anthology of poetry *Tidur Tanpa Mimpi* by Rachmat Djoko Pradopo. Some of the reasons for choosing the object, among others, in the collection of poems, the relationship between humans and death is an important issue, Rachmat Djoko Pradopo uses simple but meaningful language in narrating death in his poetry, and the issue of death is packaged using distinctive symbols. The main problem of this research is the narrative of death in the collection of poetry *Tidur Tanpa Mimpi* by Rachmat Djoko Pradopo.

The researcher uses semiotic theory to find out the narrative of death intended in the anthology of poetry *Tidur Tanpa Mimpi* by Rachmat Djoko Pradopo. Poetry is a literary work composed of various elements and means that cause this literary work to become poetic so that the meaning is not like understanding ordinary language (Pradopo, 2010: 10).

Based on this, semiotics is the right theory to study poetry. Semiotics can be understood as the study of signs and meanings of sign systems, the science of signs and how meaning is constructed in media 'texts'. Or in other words the study of how the signs of any type of work in society communicate meaning (Zoest, Fiske (2007: 282). One of the semiotic theories proposed by Charles Sanders Peirce, semiotics is based on logic, because logic studies how people reason, while reasoning according to Peirce is done through signs (Kaelan, 2017: 160). With semiotics, primarily by tracing the relationship between the signifier and the signified, the meaning of an object, including poetry, can be obtained.

2. Material and Methods

This research is library research by applying the qualitative method. The writing technique is descriptive qualitative, which describes the discussion based on the subject in the form of icons, indexes, and symbols in Rachmat Djoko Pradopo's literary works of poetry. Ratna (2008: 47) states that qualitative methods pay attention to scientific data in relation to the context of their existence. The scientific data referred to are literary works of poetry.

The data for this research are some of Rahmat Djoko Pradopo's poems listed in the collection of *Tidur Tanpa Mimpi* published by Curva Pustaka Yogyakarta entitled *Sebelum Mimpi* and *Sampai Jumpa*. The data in the form of words, lines, and discourse in the poem in question. The elements studied in this research are the signifier elements that define the meaning, which is obtained through the reading of these poems.

3. Results and Discussion

Language, especially the choice of words/diction, is an important element in poetry. Poetry will be understood well if the giver of meaning can interpret the choice of words/diction in poetry well too. The use of words in poetry always has a certain meaning. This is as stated by Parrine (in Aminuddin, 2010:134) poetry can be defined as a kind of language that says more and more intensively than what is said by daily language. The language used in the poem seems short but meaningful because the language has a soul in carrying out the meaning of poetry.

To find out the narrative of death in Rachmat Djoko Pradopo's poem are *Sebelum Mimpi* and *Sampai Jumpa* in anthology of *Tidur Tanpa Mimpi*, it can be done by observing and interpreting the linguistic signs in the poem. The language in Rachmat Djoko Pradopo's poems *Sebelum Mimpi* and *Sampai Jumpa* basically builds the overall meaning of the poem.

First, the poem *Sebelum Mimpi*. Poetry *Sebelum Mimpi* consists of fourteen lines which are dominated by heavy and vibrating sounds (language units) such as /k/, /d/, /g/, /m/, and /r/. These sounds are able to give the impression that death brings nuance to the reader in a rigid and frightening atmosphere. In addition, reading about death in the poem can make a sense of worry in the reader's psyche.

Death in the poem *Sebelum Mimpi* is narrated as an event that will surely come to humans. Death comes suddenly regardless of age. Humans, young or old, can meet death. This is in line with Islamic teachings that all humans will taste death. When death comes, no human being can stop it or hasten it. It is as quoted below.

*Padahal, sebentar lagi matahari tenggelam
Dalam usiaku dalam usiamu
Tapi apa yang sudah kita dapat
Kecuali
Kebosanan bahkan kehampaan*

...

When talking about death, humans will think about the provisions that have been prepared while in the world. Even they are filled with worries if the provision of practice in the world is not enough to reach the happiness of living the life after death. This can be seen in the phrase "*Tapi apa yang sudah kita dapat ...*". The arrangement of these words indicates that there is confusion in humans. Basically, humans are not ready and no one is ready to face death.

In the next line there is the phrase "*Kecuali Kebosanan bahkan kehampaan*". This expression is a sign that humans live life in the world only by doing activities in uncertainty. They didn't even think that a terrifying death would come for him. They do things that are pointless without direction. This is revealed in a series of words in the line "*kejengkelan-kejengkelan sia-sia*", "*hanya menghabiskan tenaga menghabiskan usia*". There is an irony in this array. Humans as intelligent beings and created with a noble position but are not able to make good use of the life that God has given them.

*tapi memang
Hanya ini yang kita bisa
Sebelum akhirnya matahari tenggelam
Dan kita menjemput mimpi abadi*

In the last four lines of the poem, it is revealed that when death comes to humans, humans can only surrender and surrender even though the provisions they have are not enough. Humans are only creatures who are powerless against the power of God. Death can also be understood as the entrance to eternal life in the form of life in the afterlife. Nature where humans are responsible for all their deeds in the world.

Second, the poem *Sampai Jumpa*. Like the poem *Sebelum Mimpi*, the poem *Sampai Jumpa* also narrates death. If *Sampai Jumpa* the death is narrated as a sudden event and tends to bring people to the nuances of anxiety, in *Sampai Jumpa* the death is objectively understanding the death that comes. Death comes accompanied by signs inherent in humans. Humans who are close to death can already do self-introspection. It is as quoted below.

*Kini aku sudah (tua) uzur
Onderdil-onderdil badan aus
keropos, semangat (mengendur) sekarat
nggembos meski tak tahu kapan
datangnya tangan maut merenggut
tapi, pasti tak usah dinanti
akan datang sendiri*

The first stanza of the poem *Sampai Jumpa* describes the human condition which is soon to be overtaken by death. Humans who soon meet death are generally already in old age, although old is not an absolute measure of the arrival of death. In addition, the human body is no longer able to function normally and is frail, as revealed by "*Onderdil-onderdil badan aus keropos, semangat (mengendur) sekarat*". When the organs are no longer normal because they are worn out, the passion for life begins to disappear. It was then that humans realized that their existence in the world would no longer be long. Death will surely come to take him away.

Death in the poem *Sampai Jumpa* is narrated as an event that is present because of the susceptibility of the body to the existence of the spirit. When the body is worn out, old, slack, and dying, it is no longer able to become a vessel for the spirit so that the spirit dissipates from the body. In other words, the material thing is impermanent. On the other hand, life will remain eternal. It's just that when it passes through death, life will occupy a different place from that in

the realm of life. The soul/spirit remains united with the body in this world even though it is in a version according to the afterlife. The spirit along with the restored body will be held accountable for the deeds performed in the world. Both will be reunited in the afterlife by God. It is as revealed in the second stanza of the poem *Until the Time*.

*Sesudah raga mati
Nyawa akan kemana pergi?
Ah, tak ke mana-mana
Karena nyawa telah dibuilt in
Dengan wadagnya
Jadi, nanti dikubur
Atau bersama dikremasi*

In the last /third stanza of the poem *Until Meet*, it is emphasized that when life is only waiting for death. When death comes then all worldly things have ended. At first, humans seemed to be able to do whatever they wanted. But death has rendered all helpless and nothing else can be done. As the expression in the line "*Sungguhnya apa yang dinanti. Tak ada lagi, tak, tak.*"

4. Conclusion

Basically, the narrative of death in Rachmat Djoko Pradopo's poems *Sebelum Mimpi* and *Sampai Jumpa* can be known by examining the language used in the two poems, especially in the context of the relationship between the signified and the signifier. The narrative of death found in both poems by Rachmat Djoko Pradopo that death is an event that must happen and is scary for humans because basically, humans will never be prepared to welcome death even if they can avoid it. Ironically, although humans are never ready but when death comes to humans, they are powerless to avoid, delay, and moreover resist it. Death puts an end to all the falsehoods made by humans in the life of the world.

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AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN CONSTRUCTING CAUSE AND EFFECT ESSAY BY USING WPS OFFICE MEDIA AT THE THIRD GRADE STUDENTS OF SMKN NGADIROJO

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Abstract: Grammatical error analysis is important because it uncovers the types of errors and their causes. Utilization of new digital media as a medium for writing. This research aims to analyze students' grammatical errors in constructing cause and effect essays, to find out the most dominant errors that occurred, and to know how students respond to the use of WPS Office media in constructing cause and effect essays in the third grade students of SMKN Ngadirojo. This research used a descriptive qualitative research design. The research instruments were writing tests, questionnaires, interviews, observation, and documentation. To analyze errors, the errors were collected, identified, and classified according to the Surface Strategy Taxonomy by Dulay. Researchers also distributed questionnaires, conducted interviews, and observations to analyze how students respond to the use of WPS Office media in constructing cause and effect essays. The result of the research showed that there are 197 total errors divided by 80 omission errors (41%), 13 addition errors (6.5%), 93 misformation errors (47%), and 11 misordering errors (5.5%). The most dominant error was misformation errors with 93 errors (47%). The results also showed very positive student responses toward the use of WPS Office media as a new technology for them in constructing cause and effect essays. Where students who initially never used this media to write, in the end, they become motivated, and will develop their writing.

Keywords: Grammatical, Error, Essay, WPS Office.

INTRODUCTION

In this era of globalization, English plays a role as a communication tool in a universal society which helps to communicate with people from other countries. This is undeniable because English is an international language. As an international language, English has been studied all over the world as a second or foreign language. Indonesia as a non-English speaking country, makes English a mandatory subject in schools to produce students who are able and proficient in English. The reason for this policy is to prepare them to be able to adapt and live in a global society and can provide great opportunities in obtaining various information that will add insight.

Therefore, to prepare themselves, the scope of learning English as a compulsory subject at the Senior High School and Vocational High School levels includes four aspects of English language competence, including listening, speaking, reading, and writing. As stated by Morrow in Demirbas (2013: 108), there are four skills in English, namely listening, speaking, reading, and writing skills.

In this modern life, writing skills are needed. According to Silaban (2017), basically writing is not only in the form of generating thoughts or feelings, but also expressing ideas, knowledge, and life experiences of a person in written form. So writing is a whole series of activities of a person in conveying ideas through the written form to the reader to be understood.

One of which is writing in the form of an essay. According to Davies (2017: 3) states an essay is a prose essay that discusses a problem from the author's perspective. There are various kinds of writing in the form of essays in English, one of which is the cause and effect essay. The cause and effect essay is an essay consisting of several paragraphs containing the author's analysis of the causes and effects of an event.

In writing cause and effect essays, it is not uncommon for students to still experience some difficulties. From several factors, these difficulties can cause errors, especially errors in grammar. Grammar is the most important aspect of writing. This reflects the meaning, genre, and results of the discourse of an article (Wahyuningsih, 2015). Faisal and Suwandita (2013) state that grammar contains the rules that make up a language. In terms of understanding grammar, it still makes most students make errors. There are still many students who make grammatical errors in writing English essays and have difficulty in applying tenses, structure, syntax, semantics, lexical meaning, and phonology into sentences. Dulay in Fara (2020) states that errors are deviations from the grammar of native speakers of adults. However, grammatical errors in learning English are normal because of the structural differences between their mother tongue and the foreign language they are fluent in.

In addition to the reasons above, the use of media in terms of writing can also affect students' learning motivation. Currently, there are many digital media that can be used for learning. This is so that learning to write does not seem monotonous and does not only use books or sheets of paper in general. The use of media in writing, one of which is Media Writer, Presentation and Spreadsheets Office or abbreviated as WPS Office is an office software package that can run on Microsoft Windows, Linux, Ios, and Android OS operating systems launched by Kingsoft, software from China developed based in Zhuhai. In WPS Office there are three components, including: WPS Writer, WPS Presentation and WPS Spreadsheet (Harianja, 2019). The use of the WPS Office application in learning to write was chosen based on several factors, namely, introducing new technology that had never previously used this media to learn English, as the use of new technology to learn English, especially in writing essays because previously it only used paper, WPS Office applications are easily accessed via android, the WPS Office application contains interesting features that can be used as learning media, especially in learning to write, the process of using the WPS Office application is not difficult for beginners, by using this application, writing activities do not seem monotonous and become more interesting.

Looking at the previous problems, it was also experienced by students of SMKN Ngadirojo. There are several problems, such as is that there are grammatical errors made by students in making essays. On average, students still have difficulty using grammar rules and making wrong sentences over and over again. The next problem is that there is no use of digital media in learning at SMKN Ngadirojo, especially in writing. Based on these problems, research on the analysis of grammatical errors is important because it uncovers the types of errors and their causes. In this case, it used digital media as a medium for writing essays.

Based on the reasons above, the researcher wants to conduct research on the analysis of grammatical errors made by students in writing essays, especially cause and effect essays. The researcher argues that there are still grammatical errors made by students which must be revealed in the types of errors and their causes in order to learn from the grammatical errors they made and to produce cause and effect essays with good and correct grammatical structures. In addition, in this study the researchers also used digital media, namely WPS Office as a new media for writing cause and effect essays. Indeed, there has been researched on the analysis of grammatical errors in previous studies, but in this study using WPS Office media as a new technology for writing which in the end besides want to reveal the types of grammatical errors made by students, researchers also wanted to know student responses toward the using WPS Office media especially in writing cause and effect essays. This is a fundamental difference from previous research. The title of this research is: "An Analysis of Students' Grammatical Errors in Constructing Cause and Effect Essays by Using WPS Office Media at the Third Grade Students of SMKN Ngadirojo".

METHODOLOGY

This study used a descriptive qualitative research method. This research is focused on analyzing grammatical errors made by students in writing cause and effect essays. To find out the types of errors made by students and the most dominant errors that occurred. In addition, this study is also to find out how students respond to the use of digital media used for writing, namely WPS Office. The main data source of this research from the results of students' writing tests, while secondary data is taken from questionnaires, interviews, and observations. Researchers took data from class XII Accounting II students of SMKN Ngadirojo, totaling 25 students. The instruments in this research were writing test sheets, questionnaire sheets, interview sheets, observation guidelines, and mobile phones. To analyze grammatical errors, the researcher used Dulay's theory, namely Surface Strategy Taxonomy which is divided into four types of errors, namely addition, omission, misformation, and misordering. Steps for analyzing student grammatical errors are a collection of samples of learner language, identification and classification of errors, and explanation and evaluation of errors. To analyze student responses toward using WPS Office media in constructing cause and effect essays is used questionnaires, interviews, and observations.

RESULT AND DISCUSSION

Table 1. Frequency of Types Students' Grammatical Errors

Number	Type of Error				Total
	Omission	Addition	Misformation	Misordering	
1	3	1	5		9
2	1	2		2	5
3	1		4	1	6
4	1		2	1	4
5	4	1	1		6
6	2			1	3
7	2		8	1	11
8	1		3	1	5
9	15	2	8	1	26
10			1		1
11	2				2
12	2		1	1	4
13	1		1		2
14	4	1	2	1	8
15	12	2	8		22
16	10		1		11
17			2		2
18	1	1	4		6
19			3		3
20	1		6		7
21			3		3
22	3	2	7	1	13
23			1		1

Number	Type of Error				Total
	Omission	Addition	Misformation	Misordering	
24	13	1	18		32
25	1		4		5
Frequency	80	13	93	11	197
Percentage	41%	6,5%	47%	5,5%	100%

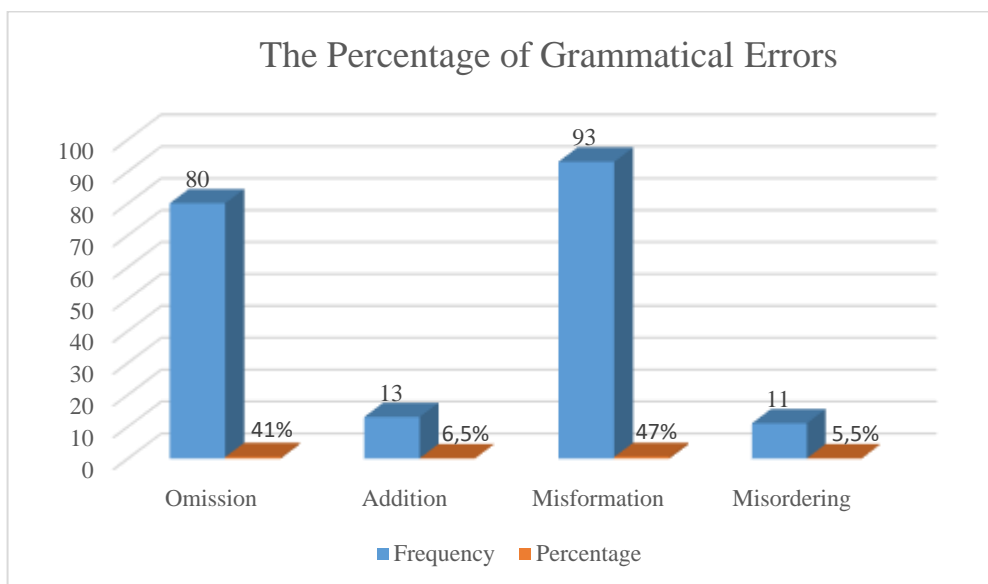


Figure 1. The Percentage of Grammatical Errors

Based on table 1 and figure 1 above, of the 25 students who became the object of research, the researchers found the types of errors made by each student. Based on Dulay's theory, namely Surface Strategy Taxonomy, grammatical errors are divided into four types, namely; omission, addition, misformation, and misordering. Types of grammatical errors found based on table 1 and figure 1 above with omission errors with a frequency of 80 errors, addition errors with a frequency of 13 errors, misformation errors with a frequency of 93 errors, and misordering errors with a frequency of 11 errors.

Table 2. Result of Students' Response Toward Using of WPS Office Media in Constructing Cause and Effect Essay

Number	Indicator	Percentage	Category
1.	Have used WPS Office media.	88%	Very Positive
2.	WPS Office media as an alternative to writing.	88%	Very Positive
3.	Technology utilization for students.	100%	Very Positive
4.	Learn by using WPS Office media.	100%	Very Positive
AVERAGE			94%

Based on table 2 above, it shows the results of student responses used to know how student' responses toward the using of WPS Office media in constructing cause and effect essays.

1. Students' grammatical errors in constructing cause and effect essay

There are several types of grammatical errors made by students in constructing cause and effect essays based on Dulay's theory, namely the Surface Strategy Taxonomy which is divided into 4 types of errors as follows:

a. Omission

The first type of grammatical error was an omission. The omission is a type of grammatical error characterized by the absence of items that should appear in well-formed speech. The researcher found 80 errors in the type of omission in the construction of students' cause and effect essays with a percentage of 41%, such as in the words below:

Data 1
Bullying is now recognized as a widespread and usually neglected problem in <u>school</u> worldwide because it implicates severe consequences for children who initiate the bullying and those who bully victimize.

The underlined word "school" was categorized as an omission type error because of the omission of the -s phoneme in the word "school". This was because if after a plural countable noun, the phoneme -s must be added after that which functions as a plural marker. So, the correct sentence was illustrated in the following sentence, "Bullying was recognized as a widespread problem and it was usually ignored in *schools* around the world."

b. Addition

The second type of grammatical error was an addition. The addition is a grammatical error characterized by adding an item that should not be in a sentence. The researcher found 13 errors in the type of addition in the construction of students' cause and effect essays with a percentage of 6.5%, such as in the words below:

Data 4
Malnutrition that occurs between the fetus and toddler period <u>will to</u> cause physical growth disturbances

The underlined word "will to" was categorized as an addition error because the word "to" was added after the word "will". The word "to" was generally not needed after the modal verb "will". So, the correct sentence was illustrated as follows, "Malnutrition that occurs between the fetus and toddler period *will* cause physical growth disturbances."

c. Misformation

The third type of grammatical error was misformation. Misformation errors were errors characterized by the use of the wrong form of morpheme or structure. The researcher found 93 errors in the type of misformation in construction of students' cause and effect essays with a percentage of 47%, such as in the words below:

Data 7
So, the parents do young marriage to protect <u>his</u> son from the sinful.

The underlined word "his" was categorized as an error with the type of misformation due to the incorrect use of the pronoun "his" as the pronoun of the word "parents". The pronoun that should be used is "their". So, the correct sentence was illustrated as follows, "So, the parents do young marriage to protect *their* son from the sinful."

d. Misordering

The fourth type of grammatical error was misordering. Misordering errors are errors characterized by the wrong placement of a morpheme or group of morphemes in an utterance. The researcher found 11 errors in the type of misordering in construction of students' cause and effect essays with a percentage of 5.5%, such as in the words below:

Data 11

From the explanation above, we that know our lack of awareness causes the accumulation of plastic waste.

The underlined word “that know” was categorized as a grammatical error with the type of misordering because of the wrong word order in a sentence. This wording should not be the word "that" followed by the word "know" but the word "know" followed by the word "that". So, the correct sentence was illustrated as follows, "From the explanation above, we *know that* our lack of awareness causes the accumulation of plastic waste."

Based on the explanation above, in this study showed that the most dominant type of grammatical error that occurs in class XII students of SMKN Ngadirojo in constructing cause and effect essays was the type of misformation error with a frequency of 47%. Based on observation, the highest error results were caused because the differences in the mother tongue system and the language being studied. The teacher factor also affects, such as the lack of teacher explanations at SMKN Ngadirojo in learning English grammar causes students not to understand the correct English grammar system. In addition, environmental factors also influence, such as the lack of response from the surrounding community regarding the importance of English and also the absence of English courses.

2. Students' response toward the use of WPS Office media in constructing cause and effect essays

The results of student responses are used to find out student responses toward the use of WPS Office media in constructing cause and effect essay. The results obtained from the student response questionnaire supported by the results of interviews and observations showed a very positive response with the following general description; the indicator has used WPS Office media where students who previously knew this media, but had never used this media to learn English, especially to write essays, but only to open documents. On the WPS Office media indicator as an alternative to writing, it can be concluded that after using WPS Office media students are more motivated to write on this media than on paper because it is more flexible and in the future will use WPS Office media to write if they don't bring paper. On the indicator of the use of technology for students, students assume that by using WPS Office media, they learn to take advantage of existing technological advances and want to develop their writing through this media. On learning indicators using WPS Office media, students assume that by using WPS Office media they feel more enthusiastic in writing and will develop their writing skills in compiling causal essays, they also consider the features available on WPS Office media to help and simplify especially in compiling essays about cause and effect. Based on the description above, it can be concluded that overall students gave a very positive response toward the use of WPS Office media as a new technology for them in constructing cause and effect essays.

CONCLUSIONS

Based on the description of the data above, in this study, it can be concluded that there are still many grammatical errors made by students in compiling causal essays. From a total of 197 errors which were divided into four types of errors, namely omission, addition, misformation, and misordering. The most dominant errors that occur are misformation errors with a total of 93 errors with a percentage of 47%. In second place is the omission error of 80 errors with a percentage of 41%. The third position is addition errors with a total of 13 errors with a percentage of 6.5%, and the last position is a misordering error of 11 errors with a percentage of 5.5%. The results also showed very positive students' responses toward the use of WPS Office media as a new technology for them in constructing cause and effect essays. Where students who initially never used this media to write, in the end, they become motivated and will develop their writing.

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THE PARTICIPATION OF STKIP PGRI PACITAN COLLEGE STUDENTS IN PROGRAM KREATIVITAS MAHASISWA 2022

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Abstract: This paper aims to know the student's perception of PKM proposal, the obstacles faced by students in writing the proposal, and the students' expectations for campus related to PKM proposal competition. This research used a descriptive quantitative research design. The data were gathered by using Google Forms for 29 students. The data were collected in February 2022. After collecting the data, the data were analyzed by implementing these procedures: calculating the data, showing the finding on charts, and making descriptions. The result shows that students get the information related to proposal PKM from campus social media (55%), lecturers (31%) and other social media (14%). After getting information, 76% of students were inspired to make a PKM proposal, and the rest did nothing. The low student participation in writing PKM proposals was caused by four main factors: limitations in group management, difficulties in obtaining sufficient data, problems in determining new ideas, and student limitations regarding the technical aspects of PKM proposals. Students hope that the campus will have students compete for a longer period than the national PKM proposal deadline, conduct coaching clinics, boost the information, and make mentoring classes step by step.

Keywords: PKM Proposal, Students Low Participation, Students Participation in PKM.

1. INTRODUCTION

College students are closely related to academic activities, namely research and publications. Research is oriented toward developing science and technology to produce outputs in the form of products or services. Law no. 20 of 2003 concerning the National Education System Article 20 states that universities must conduct research and community service in addition to education. Furthermore, the Directorate of Student Affairs, the Director General of Belmawa, Kemenristekdikti (2017), states that university graduates must have academic knowledge, thinking, management, and communication skills. Lack of one of these skills causes a decrease in the quality of graduates (Putri et al., 2018). In this regard, it is reflected that research will impact economic progress and the nation's competitiveness (Desi, 2014).

The Indonesian government has offered various programs to accommodate the interests and talents of students, especially in the field of research. PKM or Student Creativity Program is a form of implementation of the Tri Dharma of Higher Education launched by the Directorate General of Higher Education under the management of

Belmawa. The Student Creativity Program (PKM) was developed to lead students to reach the level of creativity and innovation enlightenment based on mastery of science and technology and high faith.

Preparing to become intellectual leaders, independent and wise entrepreneurs, students are allowed to implement abilities, skills, attitudes, and responsibilities, build teamwork and develop independence through creative activities in the scientific field they are engaged in (Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, 2022).

PKM is a space for students to show their creativity in various types of fields, including PKM in the Field of Research, PKM in the Field of Entrepreneurship, PKM in the Field of Community Service, PKM in the Application of Science and Technology, PKM in the Field of Creative Creation, PKM on Constructive Futuristic Ideas, PKM on Written Ideas, and PKM on Scientific Articles. Based on the many types of PKM fields, college students are allowed to work according to their interests and talents. So, later it can improve the quality of students when they become part of the community.

Based on his track record at the STKIP PGRI Pacitan campus, he regularly delegates teams every year to participate in this prestigious event. In early 2013, three PKM proposals for STKIP PGRI Pacitan students successfully passed to get funding from DIKTI (LPPMOFFICIAL2021, 2013). In 2017, the Marwanto team of STKIP PGRI Pacitan students successfully participated in PIMNAS through PKM-K with the title SECRET (Sensasi Jenang Cita Rasa Tape Telo) as a Form of Utilization of Pacitan Local Agricultural Products to Become Highly Competitive Processed Products. Furthermore, in 2021 STKIP PGRI Pacitan students, namely the Yupita Tri Rejeki team, passed the Scientific Articles PKM funding grant. Based on these data, it is concluded that the quantity of PKM STKIP PGRI Pacitan proposals that give to the PIMNAS stage has decreased.

Furthermore, this research is directed to study further students' perceptions of the PKM proposal, the obstacles faced by STKIP PGRI Pacitan students in writing proposals, and students' expectations of the campus related to the PKM proposal competition. Based on the results obtained, the researchers hope this can be a reference for the academic community of STKIP PGRI Pacitan in improving and increasing college students' interest in participating in the national-level PKM proposal competition.

2. RESEARCH METHOD

This research used a descriptive quantitative research design. First, the data were gathered by using Google Form for 29 students of STKIP PGRI Pacitan as sample of the population. The data were collected in February 2022. After collecting the data, the data were analyzed by implementing these procedures: calculating the data, showing the finding on charts, and making descriptions.

3. FINDING AND DISCUSSION

A. Students Perception and Understanding of Students Creativity Program

The students perception and understanding are classified into 3 points, namely:

1. Students Creativity Program Publication

Many media are used for publications about student creativity programs. The Ministry of Education and Ristekdikti had previously informed students about this PKM, but not all students can access the information properly. Based on the questionnaire, many students received PKM information through STKIP PGRI Pacitan social media, both Instagram and Facebook. This is because they follow social media so that information reaches students. Besides, the campus internal publication team actively informs the program. Despite the university's internal social media, students also get information from lecturers. The role of lecturers is very important for the publication of student activities because they have close access to students. In addition to providing information, the lecturer will also guide students in making PKM proposals. Students obtained information from public social media, both from the ministry and from other campuses. PKM is a

very high national competition, so many campuses are competing to participate. This causes the flow of information about PKM very much.

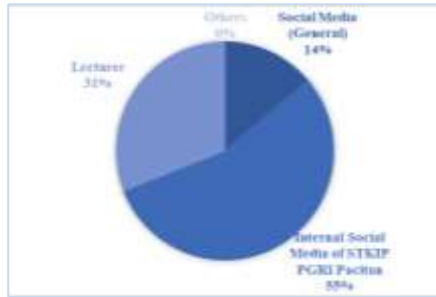


Figure 1. Students Creativity Program Publication

2. Students Perception of PKM

After getting the information, 76% of students get the inspiration to write the proposal. Most of them want to know more about the PKM competition. In addition, they will follow up by finding groups and creating teams. But unfortunately, as many as 24% of students were not moved to make a PKM proposal even though they received a fairly good flow of information.

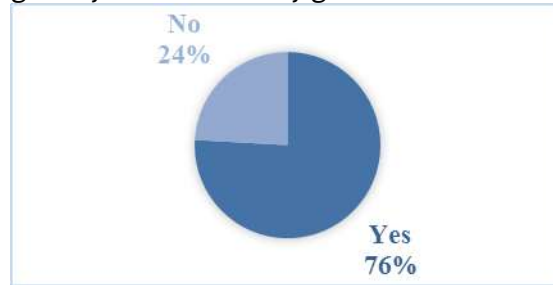


Figure 2. Students Perception of PKM

3. Students Participation in Internal PKM Competition

83% of students who received information about PKM participated in making PKM proposals organized by the campus BEM. The rest, 17%, of students did not follow the internal PKM proposal. This is unfortunate because the internal campus competition is an exercise for students to make PKM proposals before competing nationally. They will get a coaching clinic and feedback from reviewers about their proposals.

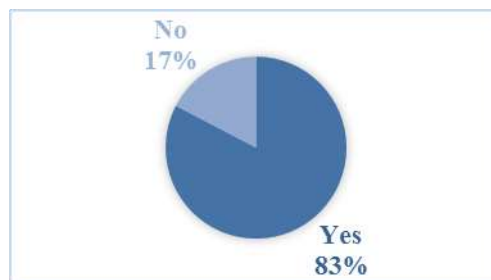


Figure 3. Students Participation in Internal PKM Competition

B. Students Obstacles in Writing Students' Creativity Program Proposal

After implementing the questionnaire for the respondents, there are four potential obstacles found, they are:

1. The limitation in Group Management

Students' difficulty managing the PKM proposal team is an obstacle to completing the PKM proposal on time. This obstacle is not only related to communication between members, which is sometimes difficult to compromise because members must come from different levels or different study programs but also limited time for team members to have good discussions. This is experienced by respondent number 2, who stated that he had difficulty communicating and uniting members' thoughts. Even to the point of miscommunication between members. As a result, the proposal was not completed on time and as expected. Team solidity is also a must for preparing PKM proposals. Respondent number 8 experienced a team that was not solid, so it only burdened one member and was too relaxed at the beginning. As a result, they are very depressed when the deadline is approaching and use the overnight speed system.

2. The Obstacle in Gathering Idea

Difficulties in finding ideas were experienced by almost all students who took part in the PKM proposal. This is due to many things, including the limitation of the field of knowledge controlled by students because the majority come from the education and teacher fields, so they do not have a variety of diverse ideas. The second factor is the low reading literacy of students, so they are not updated on world developments. The second factor is the low sensitivity of students to social problems, which causes students to have no ideas to be appointed as PKM proposals. Sometimes students forget that many problems around the environment can be raised as PKM proposals. This is also the lack of collaboration and student relations with parties outside the campus. In addition to ideas, the novelty of statements is sometimes an obstacle. Many students put forward ideas but were discontinued because, along the way, the idea was not new and had often been appointed as a PKM proposal. Finally, student creativity in processing thoughts is also an obstacle.

3. The Limitations in Finding the Data

Another problem factor that arises is related to the difficulty in finding data. Students do not get enough data to prepare them for making a PKM proposal. For example, when students are going to make a research-based scientific article proposal, they don't get enough data. Likewise, when students make proposals for community service, they do not have sufficient data to become partners. In addition to human data, students do not have good skills to find supporting data, such as journals and qualified literature.

4. The Limitation of Technical Requirements

Technical problems are also an obstacle for students in making PKM proposals. Technical barriers include writing and students' ability to translate the guide. This is as experienced by respondent number 23, who stated that they did not understand how to make a good proposal and were confused about giving the contents of each point. Respondent number 29 also said he had difficulty preparing the proposal due to a lack of experience and implementation of ideas into works.

C. Students Expectation of PKM

1. Making PKM Competition

Students hope the campus will make a PKM proposal competition for internal students before the national PKM proposal deadline. The competition is also expected to provide useful prizes for students to equip them to compete at the national level. This can be used to purchase media for proposal creation and product trials for entrepreneurial proposals. In addition to incentives, the competition will give students a presentation experience to defend their proposals. In addition,

feedback from the assessment team is highly expected by students to refine the proposal before it is taken to the national level.

2. Coaching Clinic

Students highly expect the coaching clinic from campus. Furthermore, the campus must form a PKM assessment team so that students get directions from their supervisors and the campus assessment team. In addition to practical matters such as coaching clinics, socialization activities at the beginning of the series of preparations for the preparation of PKM proposals are also very important. Socialization is not only centered on making a technical proposal based on the guidelines but also discusses how to find interesting and new ideas. In addition, students are also provided with strengthening relationships and networks in finding PKM partners.

3. Boosting the Information

Students hope that the campus will promote more massive PKM proposal competitions to students. The information is related to the timing of the proposal and tips for passing the PKM proposal, tricks in writing the PKM proposal, building PKM partners, time management and group management, etc. Information boosting can be done through social media, easily accessible by students or on other information boards.

4. Implementing Step-by-step Mentoring

The implementation of mentoring is carried out to monitor student progress in writing PKM proposals. The campus not only conducts socialization and free clinics for students but also provides space for mentoring stages. This mentoring activity is focused on technical matters of writing PKM proposals and non-technical issues such as exploring ideas, etc. With this mentoring class, the progress of student PKM writing will be easily tracked and monitored. Students who are not fast enough in the process will be immediately noticed by the supervisory lecturer team and the institutional PKM team so that no student stops in the middle of the process.

CONCLUSION

Campus social media is the media that provides the most information to students about the PKM competition, apart from lecturers and general social media. However, this does not necessarily encourage them to make research proposals. It was proven that only 79.5% of students were inspired to make a PKM proposal. This is caused by four main factors: limitations in group management, difficulties in obtaining sufficient data, problems in determining new ideas, and student limitations regarding the technical aspects of PKM proposals. Students hope that the campus will have students compete for a longer period than the national PKM proposal deadline, conduct coaching clinics, boost the information, and make mentoring classes step by step.

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THE CORRELATION BETWEEN LIMB LENGTH, STRENGTH ABDOMINAL MUSCLES, AND ARM MUSCLE STRENGTH ACCORDING TO THE SMESH RESULTS OF MEN VOLLYBALL TEAM MEN OF SANGGRAHAN VILLAGE

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Abstract: This study aimed to determine the correlation between leg length, abdominal muscle strength, and arm muscle strength according to the results of the men volleyball team of Sanggrahan Village.

This research used descriptive –quantitative researc, the form design used correlational method, and the data collecting techniques usied tests and measurements. The population in this study were 20 volleyball players. This research instrument used (1) leg length, (2) abdominal muscle strength, (3) arm muscle strength, and (4) smash results. The data analysis technique in this study used the Normality Test, Linearity Test, and Correlation Test.

The result showed that there was a positive correlation between leg length, abdominal strength, and arm muscle strength on the smesh results of the men volleyball team of the Sanggrahan Village. It was reinforced by the calculation results of the overall correlation of the independent variables. The results were in an R of 0.748 with a calculated F value of 6.767 > F table of 3.239, the effective contribution of all variables was 55.925%, while 51.282% of students came from other variables.

Keywords: abdominal muscles, arm muscles, Correlation, leg length, smash, volleyball.

PRELIMINARY

Indonesia is a country with the most people as fans and volleyball players in the world. The rapid development of volleyball has occurred on a national, regional and regional scale. Many volleyball teams are formed by certain parties to participate in various matches. Through the match can be formed mentally tough, physically strong and a high fighting spirit. This is as a result of the proliferation of competitions held not only at the national and regional levels, but also at the rural level.

The demands as a volleyball player include height, arm muscle strength, abdominal muscle strength, arm length, leg length, all of which have an important role in doing the smash. This physical condition is thought to have contributed to the results and quality of the volleyball players' goals. One of the basic techniques in volleyball apart from the over pass, the down pass, the block, the serve is the smash. Smes is a blow to kill the opponent's defense, but from a tactical point of view, it is an attack to gain value.

Smesh technique requires several components, including height, arm muscle strength, abdominal muscle strength, arm length, and leg length. A volleyball player who has a tall body tends to have a wide angle to direct the ball and over the net in a smash. Someone who has strong arm muscles and abdominal muscles will hit fast and hard so that the smash will be deadly. The length of the arm will provide support for a player to reach the ball that is above his head when making a maximum upper smash. The strength of the abdominal muscles is very supportive to do bending when doing smash so it will be easy to get points. Because arm muscle strength, abdominal muscle strength

and arm length are components that support the success of the Smes, therefore the researcher intends to raise the phenomenon of the correlation between leg length, abdominal muscle strength, and arm muscle strength on the results of the volleyball team of the Sanggrahan men's team.

Volleyball game is basically a sport played by two teams on each field separated by a net. The basic principle of volleyball game is to bounce the ball in the air so as not to let the ball touch the floor, the ball is played in as many as three touches in its own field and trying to get the ball from the touch to be crossed to the opponent's field through the net as difficult as possible (Marta Dinata, 2004: 8).

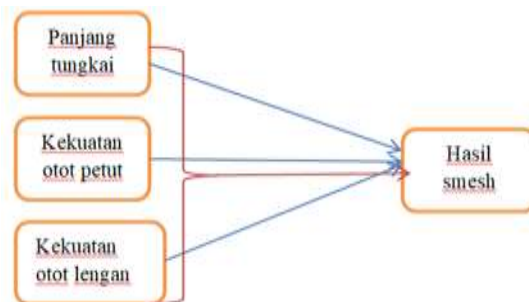
length itself is the distance between the sole of the *trocheater major* found in the upper femur to the sole of the foot in an upright position and attitude (James Tangkudung, 2006: 92). Thus the leg length in question is the distance from the groin to the base of a person's feet.

Muscle is one of the supports for someone who wants to achieve maximum performance. To achieve maximum performance, a person must have several important factors that can support the achievement of maximum performance. Muscle strength is an important element in the human body because muscle strength is a very important component to improve overall physical condition. With more muscle strength, the human body can perform its activities properly without experiencing significant fatigue. According to Djoko Pekik Irianto (2004: 4) Muscle strength is the ability of the muscles to fight the load in one effort. Strong muscles will make daily muscle work efficiently such as lifting, carrying and others and will shape the body for the better.

Muscle strength is the ability of muscles to use maximum power to lift weights (Len Kravitz, 2001: 6). The strength of the arm muscles in the smash is needed to control the hardness of the blow or the proximity of the smash, so that the ball can be directed to the desired field. (Abidin Akros, 2001: 75) states that mash is a way of hitting the ball using the hands from above the head, as an attempt to turn off the ball in the opponent's game.

RESEARCH METHODS

This research uses -quantitative descriptive form design using the method correlational and data collection techniques using tests and measurements . The following is an overview of the research design that will be used in this research:



Information:

Leg length X1, Abdominal muscle strength X2, Arm muscle strength X3, Smesh result Y

The population in this study were all male volleyball athletes in the Sanggrahan village as many as 20 people. This research instrument uses a leg length measurement test, an abdominal muscle strength test, an arm muscle strength test, and a test of the results of the sms on the target box that has been provided. While the data analysis techniques in this study used the Normality Test, Linearity Test, and Correlation Test.

RESULTS AND DISCUSSION

Prerequisite test is done before testing the hypothesis. The results of the prerequisite tests in the form of normality tests and linearity tests can be seen below.

1. Normality test

The purpose of the normality test is to find out whether the data obtained from each analyzed variable actually follows a normal distribution pattern or not. The variable normality test was carried out using the kai squared formula (χ^2), which is a way to test the normality of the variables by comparing the observed frequency distribution with the expected distribution. The rule used to determine whether a distribution is normal or not is if $\chi^2_{\text{observations}} < \chi^2_{\text{tables}}$, the distribution is declared normal and if $\chi^2_{\text{observations}} > \chi^2_{\text{tables}}$ the distribution is said to be abnormal. The summary of normality test results can be seen in the table below.

Summary Table of Normality Test Results

Variable	Kai Squared (χ^2)			Information
	observation	db	table	
Leg Length	2,640	9	16,919	Normal
Abdominal muscle strength	2,797	7	14,419	Normal
Arm muscle strength	13,087	9	16,919	Normal
Smesh results	12,615	9	16,919	Normal

From the table above, it can be seen that the value of $\chi^2_{\text{observations}}$ of the four variables is greater than the χ^2_{tables} . So, the data above can be concluded to be normally distributed.

2. Linearity Test

The linearity test of the relationship was carried out through the F statistical test. The relationship between the variable leg length (x_1), the variable abdominal muscle strength (x_2), and the variable arm muscle strength (x_3) with the smesh result variable (y) was declared linear if the value of F table $>$ F count with db = m; Nm-1 at the 5% significance level. The results of the linearity test can be seen in the table below.

Summary Table of Relationship Linearity Test Results

Functional Relationship	F			Conclusion
	count	db	table	
leg length (x_1) with smesh result (y)	2.032	1:17	4,451	Linear
abdominal muscle strength (x_2) with smesh results (y)	0.042	1:17	4,451	Linear
arm muscle strength (x_3) with smesh results (y)	0.038	1:17	4,451	Linear

From the table above, it can be seen that the calculated F value of the three independent variables with the dependent variable is smaller than the F table. So it can be concluded that the results of the above calculations are linear.

prerequisite test conducted then the next step is to do a correlation test. The results of the correlation test can be seen in the table below:

Table of Correlation Test Results

Variable	X1	X2	X3	Y	R table
X1	1,000	0.071	0.111	0.462	0.426
X2	0.071	1,000	0.321	0.473	0.426
X3	0.111	0.321	1,000	0.557	0.426
Y	0.462	0.473	0.557	1,000	0.426

Based on the intercorrelation table above, it can be concluded that:

- a. The price of the variable coefficient of limb length (X_1) with a smesh result (Y) of $0.462 > 0.426$. It can be concluded that there is a significant relationship between height and the results of the smesh
- b. The value of the coefficient of abdominal muscle strength variable (X_2) with the result of a smesh (Y) of $0.473 > 0.426$. It can be concluded that there is a significant relationship between abdominal muscle strength and the results of the smash .
- c. The value of the variable coefficient of arm muscle strength (X_3) with a smesh (Y) result of $0.557 > 0.426$. It can be concluded that there is a significant relationship between arm muscle strength and the results of smesh

After knowing the correlation coefficient for each of the variables above, then a summary of the general regression analysis of the three predictors is presented as follows:

F Test Results Table

Source of Variation	JK	db	RK	F	R	P
Regression	778,785	3	259.595	6,767	0.748	0.002
Residue	613,765	16	38,360			
Total	1,392,550	19				

Multiple regression analysis obtained a correlation coefficient (R_{123}) of 0.748. To test whether the R value is significant or not, a regression line analysis of variance is performed, so that the F value is 6.767. The F value is then consulted with the F table with db = $m:Nm-1$ at a significance level of 5% of 3.239. Thus the value of F count $>$ F table, so it can be concluded between leg length, abdominal muscle strength, and arm muscle strength variables with volleyball smash results.

The magnitude of the contribution of each independent variable to the dependent variable is described as follows:

Table of Effective Contribution and Relative Contribution

Variable	Correlation r_{xy}	Correlation $r_{par\ xy}$	Donation Weight	
			Relative SR%	Effective SE%
X_1	0.462	0.507	38,100	21.307
X_2	0.473	0.407	15,627	8,739
X_3	0.557	0.506	46,274	25.879
Total			100,000	55,925

Based on the table above, it appears that the three independent variables contributed 55.925. In detail, the contribution of the variable leg length contributed 21.307% to the volleyball score, abdominal muscle strength contributed 8.739, and arm muscle strength contributed 25.879%.

1. First Hypothesis Test

The first hypothesis reads "There is a relationship between the length of the limbs on the results of the volleyball score". The result of calculating the correlation between the two variables is $0.462 > 0.426$ (r table). So the hypothesis that says there is a relationship between leg length and volleyball score is accepted.

2. Second Hypothesis Test

The second hypothesis reads "There is a relationship between the strength of the abdominal muscles and the results of the volleyball score". The result of calculating the correlation between the two variables is $0.473 > 0.426$ (r table). So the hypothesis which says there is a relationship between abdominal muscle strength and the results of a volleyball smash is accepted.

3. Third Hypothesis Test

The third hypothesis reads "There is a relationship between arm muscle strength and the volleyball score". The result of calculating the correlation between the two variables is $0.557 > 0.426$ (r table). So the hypothesis that says there is a relationship between arm muscle strength and volleyball score results is accepted.

4. Fourth Hypothesis Test

The fourth hypothesis reads "There is a relationship between leg length, abdominal muscle strength, and arm muscle strength to the volleyball score". The result of calculating the overall correlation of the independent variables produces an R of 0.748 with an F count of 6.767 > F table of 3.239. The effective contribution of all variables is 55.925%, while 51.282% of students come from other variables. So the hypothesis that there is a relationship between leg length, abdominal muscle strength, and arm muscle strength on the volleyball score is accepted.

CONCLUSION

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

1. There is a significant relationship between leg length and the results of the volleyball team for the men's team at Sanggrahan Village.
2. There is a significant relationship between abdominal muscle strength and the results of the volleyball team of the male sanggrahan village team.
3. There is a significant relationship between arm muscle strength and the results of the volleyball team of the men's team at sanggrahan village.
4. There is a significant relationship between leg length, abdominal muscle strength, and arm muscle strength on the results of the volleyball team of the male sanggrahan team.

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STRENGTHENING INDONESIAN CHARACTER THROUGH HISTORY LEARNING

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Abstract: Strengthening the nation's character is faced with various very complex problems. The development of a very dynamic society as a result of the flow of globalization and the rapid advancement of information and communication technology has become a challenge in people's lives. The era of globalization and the increasingly open relations between nations greatly affect aspects of people's lives, one of which is the economic aspect, so it has an impact on the occurrence of social inequality in society.

On the social and cultural aspects, globalization affects the order of values of social solidarity in society with the emergence of individualistic, materialistic, and hedonistic characteristics, which have implications for the cultural order of Indonesian society. The fading sense of togetherness, mutual cooperation, the weakening of tolerance between religious communities, and the erosion of a sense of solidarity with others, have an impact on reducing the sense of patriotism and nationalism as Indonesian citizens. One of the efforts to counteract the reality of life is to strengthen Indonesian character education by improving, strengthening, and perfecting the content of character education learning materials in education units, so that the future of the Indonesian nation can be saved.

One of the efforts to strengthen Indonesian character education is carried out through history learning. The Indonesian character must be the main focus in building the nation's character. With the right approach and strategy, it is hoped that there will be a process of transformation and internalization of noble Indonesian values such as religious values, human values, values of unity and integrity, human values, and justice values. Through history learning, it is hoped that it can foster an attitude of nationalism, patriotism, democracy, wisdom, and role models.

Keywords: Character Strengthening, Indonesians, History Learning

1. INTRODUCTION

The flow of the times has become a necessity that must be faced by all countries, including Indonesia. In this modern era, the power of capital is a weapon to expand influence, network, and dominate the global market. The flow of globalization colors all aspects of human life in Indonesia. Exploitation in the name of human welfare can only be controlled by a small part of society, so what happens is the emergence of social inequality.

In principle, the globalization process has an intentional or reflective purpose, and some have an impersonal purpose. The intentional process of globalization can be seen, for example, in trading and marketing activities, while the impersonal process of globalization can be seen, for example, in the movement of religious fundamentalism and market tendencies, which are rather difficult to explain.

Globalization can be interpreted as an interconnected process that is global in nature between individuals, corporate groups, nations, and countries. The process of globalization is triggered and spurred by rapid advances in technology termed the “Tripel T Revolution, namely the development of technological advances in the telecommunications/information, transportation, and trade/trade liberalization sectors. These three things are the triggering and driving force of globalization today (Zainul Ittihad Amin, 1999: 4.3). In addition, the dominance of political and economic forces, as well as shifts in socio-cultural values also influence each other.

On the other hand, the world is becoming more and more open and borderless. Free trade also has consequences for the increasing intensity of global cooperation and/or competition. Thus, qualified and highly competent human resources are needed. Global life opens challenges as well as opens opportunities for the development of high-quality Indonesian human resources and can compete in the global realm. Improving the quality and quality of education in Indonesia must continue to be carried out, without leaving the Indonesian character behind.

2. INDONESIAN NATIONAL POLITICAL IDENTITY

As a citizen of a nation, you must have a political identity that is implanted, one of which is through the education sector. In the Indonesian context, planting the concept of political identity is an effort to raise awareness of political identity and an effort to instill a sense of nationalism (Grendi Hendrastomo, 2007: 90). The direction of national and national politics in the midst of incessant cultural globalization is determined by the commitment of every political power in this country to the ethics of the nation and humanity itself (Abdul Munir Mulkan, 2004: 15). Ethics and humanity must be used as a guide in thinking and acting, so as to bring the common good.

To answer the challenges and opportunities of global life above, a new paradigm is needed in the context of education. The education sector is also a determining factor for the success of a country's development. Recognizing the importance of self-belief, the Indonesian government felt the need to develop identity education. In its implementation, identity education can be provided through history learning. On the other hand, national culture is a key factor in the development of a nation. National culture is a national identity that must be extracted from the cultural treasures of the nation (Saifur Rochmat, 2005: 225). The multiculturalism that exists in Indonesia must be used as a valuable asset in countering the life of monoculturalism as a consequence of the wave of globalization.

The implementation of education in Indonesia should at least be aimed at forming a democratic Indonesian society. Therefore, the democratic climate in Indonesia must be maintained and implemented properly. To limit the movement of destructive radicals in Indonesian society, the way that is open is to establish a healthy democratic system, where justice for the wider community is truly felt as something that is alive. Democracy that only stops as a discourse, but not in reality, will provide opportunities for dissatisfied groups in society to spread the virus of hatred against the prevailing order of power (Ahmad Safii Maarif, 2006:10). At least, the reality that is happening in Indonesia, this unproductive behavior often occurs, and becomes its own threat and challenge to be ended and eliminated.

In the context of Indonesia, it is necessary to formulate a national democracy that emphasizes that the democratization process is a process to renew and a process to optimize the individual capabilities of citizens and strengthen identity as a nation, a process to mature the culture and character of an independent and sovereign nation. This national identity is the elaboration of *Bhinneka Tunggal Ika*, a national culture that can solve problems for certain groups, both ethnic and religious. With national democracy, democracy emphasizes more on devotion to progress (Zamroni, 2006:18). The innovation and creativity of citizens must be put forward so that Indonesia will become more advanced and prosperous.

3. EFFORTS to IMPROVE THE QUALITY of EDUCATION in INDONESIA

In the life of a democratic society, an education system is needed that can foster democratic individuals and societies. In reality, education in Indonesia is currently faced with a number of fundamental problems, namely those related to philosophical orientation and policy directions. The goal of national education is actually very ideal because it reaches all dimensions of humanity, but in reality, on the ground, it is not in line with expectations. The implementation of education is more inclined to create mechanistic than humanistic types of people. Various government policies are also often not in favor of the progress of education.

There are also many gaps in the quality of education between educational institutions, in this case related to the condition of human resources, namely students and educators, the availability of facilities and infrastructure, the educational environment, and others. However, in order for the education system to be able to play a role in exploring, developing, maintaining, and guarding the positive character of the nation, there needs to be a large systematic and directed design. On this side, an educator is required to play an active and creative role in creating an interesting and fun learning climate, while maintaining a balance between process and results. At least, there needs to be an awareness of how urgent the agenda is to make a breakthrough in order to shape and foster the character of students as the nation's next generation. A number of education experts have tried to formulate concepts about character education, and some have even gone so far as to practice it.

Accelerated globalization with the extraordinary growth of mass media is considered to eliminate the geographical boundaries of a country. As a result, nationalism lost its original form and changed to universalism or globalism. To respond to this, education must be directed to develop behaviors that respond to internal and global challenges. Efforts are needed to create a mature concept and framework of the Indonesian education paradigm, both in planning and implementation. Revision of Indonesian education policies in the face of globalization and neoliberalism must be able to balance global demands and ideological demands. The demands of global education are directed to have a vision, mission, and quality of education that is ready to be absorbed by the global market. On the other hand, ideological demands are the wishes and ideals of the Indonesian people based on moral and religious values (Supardi, 2005: 179).

Education must be able to develop creativity, taste, and intention, so as to be able to deliver students to a condition that is ready to go directly into people's lives. Education must be able to characterize Indonesian society so that every Indonesian person feels proud to be an Indonesian citizen. Indonesian character must always be strengthened in the educational process, so that students can recognize and understand positive characters as part of Indonesian citizens.

The concept of educating should not only be interpreted as an activity that is pedagogical in nature, for example explaining the subject matter, assessing mastery of the material that has been learned by students, motivating students to study hard, and encouraging and strengthening the good behavior. Educating is to provide opportunities and create conducive situations and conditions, so that students can develop as independent subjects. Educating is an effort to make students willing and able to learn on their own to develop their talents, personalities and other potentials optimally.

4. STRENGTHENING INDONESIAN CHARACTER THROUGH HISTORY LEARNING

Education is a long and continuous process. Future-oriented education needs to be emphasized on the ability and critical awareness of contemporary realities. Critical awareness encourages the subject of education in this case students and educators to think about and create the future. Thus, the subject of education also creates a sense of responsibility towards the reality of life.

In the educational process, at least it can be viewed from two sides, namely the empirical side and the normative side. Empirically, education is directed at scientific goals. Scientific

education is expected to provide training in thinking and reconstructing, as well as drawing conclusions from various events that occurred and what they learned. The empirical side emphasizes the context of truth based on scientific accountability.

In the context of normative education, it is related to value education, the human side, and the character of the nation. Education seeks to teach morality, namely understanding what is good and positive and must be done, and what is not good or negative and must be abandoned. The synergy between the two sides needs to be strengthened so that the educational process can be more complex to reach all the joints of human life.

Character education as part of the elements of educational material is very important to be taught. Character education is intended as an effort to instill good, positive, and constructive values from one generation to the next. The synergy of these values must be maintained and passed on to the next generation. In this context, character education is expected to be able to take lessons and lessons in the process of everyday life. Character education also has an important function and role in shaping the nation's personality, human quality, and Indonesian society in general.

The target of achieving character education needs to be adjusted to changing conditions of the times. Each period of time will give birth to a situation and condition that requires serious thought to live it. The challenges of the realities of life must be answered with a good attitude, speech, and behavior. Character education is also an effective means to build awareness to contribute to building the nation and state with a variety of individual activities, without forgetting their nature as social beings.

Character education can be taught to students, which concerns the dimensions of human life. All social wisdom in society allows it to be used as an alternative reference, guideline, and role model for the growth of attitudes and behavior in dealing with the problems of today's life. Character education is also a vehicle for the inheritance of the values of the nation's life. Therefore, it is necessary to emphasize efforts to provide awareness to students of the importance of life values.

Character education must also be able to encourage students to think critically, as well as analytically in utilizing knowledge concerning norms and morality. Character education must also be able to develop intellectual abilities and skills to understand the process of change and sustainability in everyday life. In addition, character education also aims as a means to instill awareness and a sense of individual responsibility in people's lives. Thus, character education will have a broader meaning.

In terms of strengthening the Indonesian character, one way can be done is through history learning. As an effort to process the transfer of knowledge and transfer of value, history learning is a means to reconstruct knowledge and values that are useful for everyday life. History learning is a process of activities that encourage and stimulate students to reconstruct and gain historical knowledge. Furthermore, there is a process of internalizing values related to aspects of social and national life, as well as living up to human values, thereby bringing changes in behavior as a process of developing the personality or character of students (Sardiman, 2017: 4).

History learning plays an important role as a vehicle for developing democratic attitudes and a sense of responsibility, so as to form citizens who have attitudes and behaviors that are in line with the values of Pancasila. In addition, history learning also has a very important role in developing a harmonious, peaceful, and tolerant mindset, attitude and behavior without leaving diversity.

In building a civilization in Indonesia, especially building the nation's character, it is undeniable that history learning must be given at every level of education, whether elementary, middle, or college. History learning is also a vehicle for fostering a sense of responsibility, while remaining committed to maintaining the unity and integrity of the nation. In addition, history learning is also an effort to develop a civilized democratic climate, namely freedom, equality of rights and obligations, and an attitude of tolerance.

As an effort to strengthen Indonesian character through history learning, the quality of national collective behavior is reflected in awareness, understanding, creativity, taste, and initiative based on the basic consensus values of the Indonesian state, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, Sesanti Bhinneka Tunggal Ika, and commitment to the Republic of Indonesia. The development of Indonesian character is a collective-systemic effort to realize the nation's life in accordance with the ideology and state constitution. The estuary of all of this is to strive to form a nation that is strong, competitive, noble, moral, virtuous, tolerant, mutual cooperation, patriotic and nationalist spirited, dynamically developing, science and technology-oriented, all of which are inspired by faith and piety to God Almighty based on Pancasila.

5. CONCLUSION

The era of globalization has had a very significant influence on the direction of development of a nation and state. The order of life continues to develop according to the periodization of time, so it needs to be anticipated properly. In an effort to respond to the era of globalization, it is necessary to prepare the next generation of the nation that is sensitive to the currents of changing times. In addition, it is also necessary to strengthen the character in accordance with the personality and culture of the Indonesian nation.

Character education has colored the learning process in the world of education. The content of character education materials allows students to learn about the norms or rules of life in society, thus fostering good attitudes and behavior. Through character education, students can learn to be responsible for themselves and their surroundings.

Character education is also a vehicle for growing personal attitudes in relation to social life. Students are expected to have sensitivity and social sense towards each other. In this case, character education is a means to better provide understanding and guidance in life in society. In addition, through character education, the next generation of the nation will be able to live the values of love for the nation and country, so that the next generation of the nation can internalize it in everyday life.

One of the efforts to strengthen Indonesian character is through history learning. In this context, history learning is an effort and at the same time a process of building the independence of students through historical messages that can be used as life lessons. In addition, history learning also aims to understand various aspects and problems of people's and nation's lives to become more critical, empathetic, tolerant, and appreciative of diversity by fostering the spirit of nationalism, so as to become a person who has a strong and dignified identity. History learning provides an understanding of the wisdom and wisdom of life so that it will create a good life and prioritize strengthening characters with an Indonesian spirit.

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REMOTE LEARNING FOR EARLY CHILDHOOD IN RURAL AREAS

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Abstract: This research aims to know the parent's readiness for remote learning, the parent's obstacles, the children's limitations of remote learning and parent's expectation. The data were collected by implementing questionnaires to 13 mothers of Kindergarten students in Sudimoro and Ngadirojo as the samples. From 13 respondents consisted of mothers aged 20-25 years (3 respondents), 26-30 years (4 respondents), 31-35 years (1 respondent), 36-40 years (3 respondents), 41 years and over (2 respondents). The results showed that there were four parents' readiness for remote learning: ready for remote learning (2 respondents), ensuring learning is not constrained by the network (2 respondents), prepared to share time (2 respondents), and just following government regulations (1 respondent). On the other hand, there were five obstacles faced by parents in remote learning: limited internet network (8 respondents), the price of internet bandwidth expensive (6 respondents), several respondents, and there were three respondents who experienced two obstacles at once, namely lack of internet signals and high internet bandwidth prices, then one respondent experienced three problems at once, namely limited internet signal, high internet bandwidth prices and unable to operate gadget, keep children in the mood for learning (1 respondent), children are more focused on playing device than studying (1 respondent). Then, there was six children's limitation of remote learning: children can't interact with classmates (2 respondents), have difficulty understanding the material (3 respondents), are not focused on the material (2 respondents), children are bored and lazy to study (3 respondents), inadequate facilities and infrastructure (2 respondents), possible eye disease (1 respondent). However, there were three parents' expectations: can be changed into face-to-face learning because remote learning is less effective (7 respondents), can follow the lesson well (5 respondents), children can understand learning technology in the new normal era (1 respondent).

Keywords: *remote learning, early childhood, parents*

1. INTRODUCTION

Based on the data from The Central Statistics of Bureau (BPS), the number of early childhood children in Indonesia will reach 30.83 million in 2021. This figure equals 11.35% of Indonesia's population (Mahdi, 2021). This will continue to change over time. Children aged 1-6 years old begin to experience rapid development and growth, developing cognitive, language, motor-motor, and socio-emotional abilities (Ariyanti, 2016). Currently, the existence of education for early childhood has become an important thing and has even become an international concern. In the 2000 world education forum meeting in Dakar, Senegal, six agreements were produced as a framework for action on education for all (The Dakar Framework for Action for All), one of which stated that expand and improve the overall care and education of early childhood, especially for children who are vulnerable and disadvantaged (Nining Sriningsih, 2012)

Early childhood education can optimize children's basic abilities in receiving the initial education process before continuing with the next level of education. In Article 28 of Law Number 20 of 2003 concerning the National Education System, early childhood education has been placed on a par with other education. Even at the peak of the commemoration of National Children's Day on July 23, 2003, the President of the Republic of Indonesia has announced the implementation of early childhood education throughout Indonesia for the best interests of Indonesian children (Srihartini & Lestari, 2021). Education can guide humans to achieve and give birth to a better generation in line with the growth and development of the times. Humans need to be educated and trained as early as possible to achieve this goal. Every human being must go through phases in life, from children and teenagers to grow up (Nining Sriningsih, 2012).

On March 2, 2019, Covid-19 began to enter Indonesia. Common symptoms include fever, cough, and shortness of breath. Other symptoms may include muscle aches, diarrhoea, sore throat, loss of smell, and abdominal pain. While most cases result in mild symptoms, some progress to viral pneumonia and multi-organ failure. As of April 5, 2020, more than 1.2 million cases have been reported in more than two hundred countries and territories, resulting in more than 64,700 deaths. Because of this virus, people's activities in various countries have been disrupted, making people in the world have to stay at home to break the chain of the coronavirus, so it doesn't spread further (Matdio.Siahaan, 2019) This does not only affect the economic sector but also in the education sector, where the government establishes an E-learning or remote learning program for all without exception for early childhood education.

The change in learning requires adaptation or adjustment from all parties, including parents, in this case the mother is more at home than the father. This is because mothers will accompany their sons and daughters in learning during online learning (Nurbaiti Widyasari, 2020). The role of parents during online learning is not limited to just being a parent to their children, but now acting as an educator and mentors in online-based learning is mostly brought about by the availability of parents to become educators at home (Ni Kadek Rista Ariswari, 2021) Not all parents are ready to do homework as well as become substitute teachers during school from home (Wiwin Yulianingsih, 2020). In addition, the behavior of children is different (moody) because of this pandemic situation, parents have to be patient with them because the child's mood changes easily, therefore parents are required to maintain the child's mood and must continue to provide learning motivation to children so that children do not get bored easily during in remote learning.

In remote learning, of course, must have adequate facilities and infrastructure. One of them has technology support devices, such as gadgets. Many in Indonesia where the people have a worrying economic condition. Not everyone has a gadget and a lack of understanding regarding the use of technology (Utami, 2020) In addition to having technology support devices and being able to master it well, learning activities must also be supported by a stable internet network. Not all regions in Indonesia have the strength of a stable internet network. It is unavoidable that conditions in remote villages where the population of school age is dense become completely confused, because information technology infrastructure facilities are limited and inadequate (Nurhasanah, 2020).

Based on the description that has been presented, this article was created to expand the literature on remote learning, especially for early childhood. Remote learning is interesting to study, because remote learning is a new challenge for both children and parents. In remote learning effectiveness is needed, it can include understanding the material, children's activity and children's interest in the learning process. The success of a learning process is measured and related to the effectiveness of the learning method applied. Therefore, this article focuses on knowing the effectiveness of remote learning for early childhood.

2. RESEARCH METHOD

This research uses a qualitative research design. Qualitative research methods are used to obtain detailed information and objective data based on responses from respondents. Responses from respondents can provide an overview of remote learning carried out during the pandemic for early childhood. The data were obtained by implementing questionnaires to 13 mothers of Kindergarten students in Sudimoro and Ngadirojo as the samples. From 13 respondents consisted of mothers aged 20-25 years (3 respondents), 26-30 years (4 respondents), 31-35 years (1 respondent), 36-40 years (3 respondents), 41 years and over (2 respondents). Choosing mothers as the sample because most fathers go to work during the pandemic while mothers help their children to study in remote learning. In addition, the child also has a close relationship with the mother. After the data is collected, the data is analyzed by reading the respondents' responses of the questionnaire, choose the important data, display the data, making the conclusions.

3. FINDING AND DISCUSSION

D. Readiness of parents in facing remote learning

1. Ready for remote learning

Changes in the learning process from conventional or face-to-face learning to remote learning. It experiences many differences that must be experienced by students and parents. There needs to be an adjustment in dealing with these differences. Remote learning provides new challenges for students and of course for parents too, especially for early childhood where parents are the teachers at home. From the research, it was found that 2 parents were ready to face remote learning. Be ready to face any impact that may occur during remote learning.

2. Ensuring learning is not constrained by the network

There are 2 parents who ensure that learning is not constrained by the network. The use of online media in learning certainly cannot be separated from the internet network. If the internet network is not stable, it will certainly cause problems. Accessing materials and sending assignments certainly requires an internet connection. Therefore, parents ensure that learning is not constrained by the network so that children can learn comfortably. In remote learning the role of an internet connection is very important.

3. Ready to share time

Dividing time to accompany children is often done by parents, but in conventional learning children will study at school accompanied by a teacher every day. It is different from remote learning where every day the parents act as teachers. Thus, parents must divide their time to work or take care of the household and guide their children in the learning process. Especially in early childhood where parents need assistance in operating the cellphone and understanding the material. The teacher only sends the material then the parents will explain to the child about the material. In the study, there were 2 parents who were ready to share their time to accompany their children in remote learning.

4. Just follow government's regulation

The COVID-19 pandemic has forced the government to issue several regulations, one of which relates to the implementation of remote learning. There is 1 parent who is ready or not ready to just follow government regulations. Changes in the learning process are undeniable even though there is no proper preparation. Both parents and students must also be able to accept these regulations, so that parents are not ready to be a teacher in the learning process. The readiness of parents is solely due to following government regulations. This may also not be followed by careful preparation from parents.

E. Obstacles faced by parents in remote learning

5. Limited internet network

The internet network has a very big role in remote learning. The internet network is a means of connecting in the provision of learning materials. If the internet network is not stable, it will

certainly be difficult to access the material provided by the teacher. In each region, of course, has a different internet connection. Students who live in areas where internet access is available can take remote learning as expected. It is different with students who live in areas where the internet network is not yet good, remote learning will be constrained (Desi Nurhikmahyanti, 2020).

6. The price of internet bandwidth is expensive

Using the internet must be supported by the quota entered in our cellphone. Especially in remote learning where everything is done online. This means that the internet quota must continue to be filled for smooth learning. Especially for those who do not have WiFi facilities, of course, it will cost a lot to buy internet quota. Internet quota is also not cheap, if remote learning runs long enough, of course the costs incurred for internet quota are also not small. Spending on expensive internet quota is one of the obstacles parents face in remote learning.

7. The parents and students cannot operate gadget

In this modern era, the use of information technology is increasingly sophisticated. Technology is developing so rapidly, even the world feels like it's in your hands. It is said so because with technology we can know everything. One of the information technology that is often used is the cellphone. Talking about technology, remote learning of course also requires facilities or means to support the learning process and gadget are a device that can connect students and teachers. All learning activities are carried out through gadget, such as sending learning materials and then in sending assignments, students use gadget. In this study, parents were still found who could not operate gadget, so this became an obstacle that allowed for obstacles in the learning process.

8. Keeps children in the mood for learning

The child's mood can be influenced by several factors, including family factors, environmental factors and factors from the child himself. In early childhood, the mood will often change, sometimes children are enthusiastic about going to school, sometimes they are lazy. This is an obstacle for parents in remote learning. Parents must be able to overcome the child's mood so that they want to follow the lesson. How to deal with children's moods can be done by learning while being entertained or showing something they like so that children do not feel bored. In addition, it can also provide enthusiasm and motivation to stay active in learning with exciting learning methods.

9. Children are more focused on playing gadget than studying

In remote learning, of course, you will often use gadget as a learning support facility. During the learning process, children often focus more on playing on their gadget than on learning. Moreover, early childhood will be easily attracted to things that have colorful elements then added to the movement will increase their curiosity about the content, such as videos or games. When children are too happy and comfortable playing gadget, they will be lazy to learn because they are already interested in the content in these videos/games. They no longer concentrate on learning. During the learning process, children will be interested in other things that are in the gadget.

F. Disturbances felt by children during remote learning

1. Children can't interact with classmates

Interaction in remote learning is only done through social media. Staring at each other's gadget screens without any direct interaction. This makes the child unable to interact with classmates. Where usually children can learn and play together, while remote learning can no longer be done. The interaction of children with their friends can foster enthusiasm in learning. Trigger children to be active by doing activities with their friends.

2. Difficulty understanding the material

When in remote learning, the material from the teacher is given via cellphone. The teacher will send the material then the students will learn more with the guidance of their parents.

Parents will explain the material to their children, but parents who do not understand the material will have difficulty explaining it to their children. Then it will also make it difficult for children to understand the material. Moreover, during remote learning, there are no teachers who can usually be asked directly by children when they have difficulty understanding the material. Parents learn and teach their children at the same time.

3. Not focused on the material

When learning takes place, children often do not focus on the material. Sometimes they are engrossed in playing when their parents explain the material from the teacher. Their concentration is divided with other things. If that happens parents should try to get them to concentrate again on learning. Make them comfortable and interested in learning. Using fun teaching methods or can also be associated with games, so they can focus on learning.

4. Children are bored and lazy to study

Studying alone at home sometimes makes children bored. Especially for children who often study with their friends at school. They will feel lonely when studying alone, so learning seems boring. In addition, children also feel lazy to learn. Parents have to persuade them to do the assignments given by the teacher. Sometimes even when children are persuaded, they will be lazy to do it. Boredom and frustration can danger their immunity during a pandemic outbreak (Apriyanti, 2020).

5. Inadequate facilities and infrastructure

Inadequate facilities and infrastructure are also a problem for children during remote learning. Inadequate facilities will affect the learning process. In fact, this allows for obstacles to arise. When problems arise, of course the learning process cannot run well. Moreover, early childhood moods often change, when problems arise they will feel uncomfortable to follow the lesson. Facilities and infrastructure will support and assist in the learning process.

6. Possible eye disease

In remote learning, of course, often use gadgets, even every day. When the material is given by the teacher, students will see it through the gadget. Every day children will stare at gadgets for quite a long time. Radiation emitted from gadgets will have an effect on children. One of the effects is eye disease. This is a disturbance felt by children in remote learning.

G. Parent's expectations in remote learning

Can be changed into face-to-face learning because remote learning is less effective

In this study, there were 7 parents who hoped that remote learning would be replaced with face-to-face learning because it was deemed less effective. There are still parents who have problems with remote learning. In addition to parents, children also experience disorders that can hinder the learning process. This makes parents expect the learning process to be done face-to-face. Early childhood is a child at an age where he needs an example and likes to interact with his friends. The existence of remote learning limits the interaction of children with their friends.

Can follow the lesson well

Even though they don't do face-to-face learning, parents hope that their children can follow the lesson well. Children can understand the material as they learn face to face. The existence of remote learning is not expected to dampen their enthusiasm for learning. Can learn actively even though there is no teacher as in face-to-face schools. Parents must also play a maximum role in guiding and teaching children during learning. Especially in early childhood who must be given direction so as to make them more familiar with the material from the teacher.

Children can understand learning technology in the new normal era

Technological developments happen so fast. Technology is very useful in our life. With remote learning, parents hope that their children can understand learning technology in the new normal era. Children can prepare themselves for modern education which can happen later. Education in the modern era cannot be separated from the use of technology and creative learning media. Learning does not only rely on books but also utilizes technology to support

learning. The strategies used to widen the parents' creativity was using surroundings as learning media, including things, tools, activities, and settings (Apriyanti, 2021).

CONCLUSION

Early childhood education is important in improving children's ability to receive the educational process before continuing to higher education levels. With education can guide children to give birth to a good generation and in line with the growth and development of the times. To be able to achieve these goals, humans need to be educated and trained from an early age. Due to the COVID-19 pandemic, the learning system has changed to remote learning. Remote learning is a new challenge for both children and parents. In remote learning effectiveness is needed, it can include understanding the material, children's activity and children's interest in the learning process. In dealing with remote learning, every parent has different readiness. They have their own way to guide children in following learning. Besides that, both parents and children also experience problems during remote learning. However, parents consider that remote learning is less effective, but with remote learning parents hope that children can continue to follow learning well and increase knowledge about technology in learning.

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THE ANALYSIS OF SCHOOLS AND MATHEMATICS TEACHERS' READINESS TO FACE THE "MERDEKA" CURRICULUM IMPLEMENTATION

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Abstract: This study aimed to describe the readiness of some junior high schools and the readiness of their mathematics teachers in Pacitan to face the implementation of the "Merdeka" curriculum in 2022/2023 school year. This research was a qualitative descriptive research by a case study research design. Data collection techniques in this study used interviews, observation, and documentation. Validity data was obtained by triangulation and source triangulation methods. The result of this research was only 38 out of 72 public and private junior high schools in Pacitan would implement the "Merdeka" curriculum in their schools. Through in-house training, teachers had been provided with the principles of implementing the "Merdeka" curriculum from A to Z or from planning to the learning assessments. The teachers also should understand the principles of the "Pancasila", and the students' profile to strengthen the project. In addition, in-house training, the subject teachers were as a forum of a learning community. They also had to play a role in approving the teachers' readiness in preparing the implementation of the "Merdeka" curriculum in their respective schools.

Keywords: *mathematics teacher, "Merdeka" curriculum implementation, readiness, schools.*

INTRODUCTION

At the beginning of 2020, the whole world, including Indonesia, experienced a disaster with the presence of the COVID-19 Pandemic. This has exacerbated the learning crisis that had previously occurred in Indonesia. During the 2 years of the COVID-19 pandemic, there has been a significant increase in learning loss in terms of the achievement of students' literacy and numeracy competencies. Research shows that before the COVID-19 Pandemic, learning progress for 1st year (grade 1 elementary school) was 129 points for literacy and 78 points for numeracy. Meanwhile, during the COVID-19 pandemic, learning progress during grade 1 was significantly reduced. For literacy, student learning loss is equivalent to 6 months of study. As for numeracy, the loss of student learning is equivalent to 5 months of study.

At the end of August when the COVID-19 Pandemic was in progress, the Government issued a policy in order to mitigate learning loss due to the COVID-19 Pandemic by giving schools the option to use a simplified curriculum (emergency curriculum) in order to focus on strengthening character and basic competencies (Satiti & Falikhatun, 2022). In addition, the government also provides literacy and numeracy modules to help teachers implement the curriculum. There is also a module for parents that can be used at home. This policy is stated in the Decree of the Minister of Education and Culture No. 719/P/2020 which essentially gives education units the flexibility to implement the 2013 curriculum in full, using an emergency curriculum which is a simplification of the 2013 curriculum developed by the government, or education units simplifying the 2013 curriculum independently.

Giving freedom to educational units to implement the curriculum, be it the K-13 Curriculum, the Emergency Curriculum; Self-simplified curriculum; and the Merdeka Curriculum

(Kemdikbudristek, 2021a), giving more flexibility to educational units in determining which curriculum is more appropriate to the conditions and situations of each school. Giving curriculum choices can also give the government time to provide socialization and training to teachers, principals, and school supervisors. Because with a holistic understanding of why the curriculum can always be refined to suit conditions and situations, it will also affect the success of its achievement. Simplification and refinement of the curriculum is certainly needed as a result of learning loss and learning gaps due to the pandemic, the teaching system that will change due to the implementation of online learning, and adjustments to the current situation and needs. The use of a more flexible curriculum by refining and adapting to the latest conditions and needs has proven to be effective in boosting student learning outcomes (Kemendikbudristek, 2021b).

Based on the learning survey during the pandemic period of primary and secondary education conducted by BSKAP in July 2021, there were 59,2% of education units that continued to use the full 2013 curriculum, 31,5% of education units used the emergency curriculum, and 8,9% of educational units education simplifies the 2013 curriculum independently, and there are about 0.4% of education units using other curricula. Based on the implementation of the curriculum during the COVID-19 pandemic, it was found that students who used the emergency curriculum had better learning outcomes than students who used the full 2013 curriculum, regardless of their socio-economic background.

The failure of an education, one of which is influenced by a curriculum that is not able to meet the demands of the times. Therefore, the curriculum must always be evaluated and then adjusted to the development of science, technological progress, and market demands (Siregar et al., 2021; Achmad et al., 2022). Including learning loss due to Covid-19, the curriculum must also be refined to be able to adapt to system conditions and post-pandemic learning methods. Therefore, to answer some of the challenges above, we need a curriculum that: (1) Simple, easy to understand and implement; (2) Focus on the competence and character of all students; (3) Flexible; (4) Harmonious; (5) Working together; and (6) Paying attention to the results of the study and feedback.

The OECD (2020) conducted a study of the process of curriculum redesign in several countries and synthesized the principles of curriculum design that were considered effective and encouraged a systematic and accountable process. The OECD divides these principles into four groups according to the scope in which these principles need to be applied: (1) related to curriculum design or achievement standards in each discipline, there are three principles that need to be considered, namely: focus, consistency, and coherence; (2) in designing a curriculum that applies to all disciplines, the principles that need to be met are the ability to transfer competence, interdisciplinary, and elective; (3) in designing curriculum policies at a more macro level, the principles held are authenticity, flexibility, and harmony; and (4) related to the work process of curriculum design, the principles that need to be adhered to are engagement, student empowerment or independence, and teacher empowerment or independence.

These principles are one of the references in determining the principles used throughout the design of the Merdeka Curriculum. However, the main basis for designing the Merdeka Curriculum is the independent learning philosophy which also underlies other educational policies, as stated in the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Permendikbud No. 22 of 2020). The Permendikbud indicates that Merdeka Learning encourages paradigm shifts, including paradigms related to curriculum and learning. The intended paradigm shift includes strengthening the independence of teachers as controllers in the learning process, releasing the control of standards that are too binding and demanding a homogeneous learning process in all educational units in Indonesia, and strengthening student agency, namely the rights and abilities of students to determine learning process through setting learning goals, reflecting on their abilities, and taking steps proactively and responsibly for their success.

One of the main principles in designing the Merdeka Curriculum is a policy that provides flexibility to educational units, educators, and students. In various countries, the principle of curriculum flexibility and efforts to simplify and reduce content density are carried out by

separating the curriculum framework from the operational curriculum (OECD, 2020; UNESCO, 2017). The curriculum framework set by the Government is also kept to a minimum and is more guiding than strict regulation (OECD, 2020). On that basis, the curriculum structure and learning principles set by the Government are regulated in a very general and abstract manner so that educational units have a lot of flexibility to develop them according to the context and learning needs of students.

The Central Government stipulates: (1) student profiles of Pancasila, (2) learning outcomes, (3) curriculum structure, and (4) principles of learning and assessment as a curriculum that is expected to be implemented in education units and in the classroom. The student profile of Pancasila as a synthesis of the goals of national education, the vision of education and the development of Indonesian human resources as contained in the Preamble to the 1945 Constitution, Pancasila, and the views of the founding fathers of the nation. While the other three components are derivatives of a larger policy, namely the National Education Goals which have been stipulated in Law Number 20 of 2003 and translated as Pancasila student profiles, and are also derivatives of the National Education Standards, in particular the Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards.

This framework becomes a reference in the design of the Merdeka Curriculum, including to strengthen the alignment between the basic curriculum framework and the operational curriculum developed in the education unit. Teaching tools are the link between the two, as referred to as a curriculum that has the potential to be implemented in educational units. Included in the teaching tools are student textbooks and teacher manuals, examples of teaching modules, examples of syllabus that explain the flow of learning objectives, examples of project guides for strengthening the Pancasila student profile, examples of operational curricula, examples of classroom assessments for educational purposes, diagnostics of student readiness, and even examples of the mechanism for regulating subject selection for grades XI and XII.

METHODS

This research is a qualitative descriptive study. Qualitative methods are included in the artistic method where the research process is less patterned and is included in the interpretive method where the data results are related to the interpretation of data collection in the field (Sugiyono, 2020). The process of collecting data naturally with a view to understanding events and described in the form of words or sentences. The search for data in qualitative research does not go through statistical means or measurements with other quantitative methods (Anggito et al, 2018).

The research was carried out in April – July 2022. In this study, the researcher was directly involved, the researcher as an interviewer, participatory observation and to obtain document data. Data were collected by conducting observations, interviews and documentation both online and offline with face to face. To analyze the data with data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

School Readiness in the Merdeka Curriculum Implementation

Until February 2022, the Merdeka curriculum has been implemented in a limited to 2.499 educational units participating in the Program Sekolah Penggerak and 901 SMK Program Keunggulan (Solehudin et al, 2022). Among them, 75% are public schools and the rest are private. This limited implementation is carried out in various schools of varying quality. Judging from the school category, 6% of schools are stage I (poor), 50,77% are schools in stage II (fair), 25.1% are moderate stages (good) and the remaining 13,1% are in stage IV or (excellent). From its territorial status, the Merdeka curriculum is implemented in 111 regencies/cities. The 111 regencies/cities are spread out from underdeveloped, non-lagging areas, as well as special areas (the districts with the most underdeveloped villages according to Permendes PDTT No. 18 of 2019). Judging from the

distribution, 96.1% are non-lagging areas and 3.9% are underdeveloped areas. The implementation of this limited curriculum will be gradually expanded from year to year.

The application of the Merdeka Curriculum is limited to three things. First, as part of the process of improving the curriculum so that it has the most optimal impact in reducing the risk of learning loss and improving the quality of education in Indonesia in the future. Second, to produce good practices for teachers and principals who are experienced in adopting the curriculum which can then be transmitted to other schools. Third, a limited and gradual curriculum adaptation approach is also intended to provide space for regions to prepare human resources during the adoption phase to provide curriculum reinforcement that will be used in the future.

In 2022, the Program Sekolah Penggerak will be resumed and Pacitan Regency will become one of the program's targets. Of the 33 schools that registered, there were 12 schools that passed the selection stage 1 and were able to continue the selection process. Furthermore, in the second stage of selection there were only 4 schools that successfully passed and are in the process of waiting for a decision letter to determine the school implementing the Program Sekolah Penggerak. Thus the 4 schools will implement an Merdeka curriculum.

In addition to the Program Sekolah Penggerak pathway, the government also provides the widest opportunity for educational units to participate in the independent implementation of the Merdeka curriculum in the 2022/2023 school year. In order to restore learning, education units may choose to apply the 2013 Curriculum with intact Core Competencies and Basic Competencies (KI-KD); implement the 2013 Curriculum with simplified Core Competencies and Basic Competencies (KI-KD) or commonly referred to as the Emergency Curriculum; or apply the Merdeka Curriculum.

For educational units that choose to use the Merdeka Curriculum, there are 3 (three) choices of categories for implementing the Merdeka Curriculum (Rosmana et al., 2022). The first one is the Merdeka Belajar category, namely the education unit applies several parts and principles of the Merdeka Curriculum, while still using the 2013 Curriculum or the simplified 2013 Curriculum/Emergency Curriculum. The second one is Merdeka Berubah category, namely educational units starting from the 2022/2023 school year will implement the Merdeka Curriculum, using the teaching tools provided in the Independent Teaching Platform according to the level of the education unit, namely teaching tools for PAUD level, class I, class IV, class VII, or class X. The third categories is Mandiri Berbagi, namely the education unit implementing the Merdeka Curriculum by developing their own various teaching tools at the Early Childhood Education Unit of PAUD, class I, class IV, class VII, or class X starting in the 2022/2023 school year.

The number of educational units both throughout Indonesia and only in Pacitan Regency which implement the Merdeka curriculum based on the decision of the head of BSKAP No. 44/H/KR/2022 can be seen in the following table.

Table 1. Distribution of education units implementing the Merdeka curriculum

Category	Total	Pacitan Regency
Mandiri Belajar	49.403	39
Mandiri Berubah	89.962	573
Mandiri Berbagi	3.333	17

The following is the distribution of education units implementing the implementation of the independent curriculum in terms of the type of level and status of the education unit.

Table 2. Distribution of implementing education units in Pacitan Regency

	Category	Public	Private
Mandiri Belajar	Playgroup & Kindergarten	-	23
	Elementary School	6	1
	Junior High School	2	1
	Community Learning Center	-	6
Mandiri Berubah	Playgroup & Kindergarten	3	121
	Elementary School	363	10
	Junior High School	34	1
	Senior High School	20	19
Mandiri Berbagi	Learning Community Center	-	2
	Playgroup & Kindergarten	1	14
	Junior High School	-	1
	Senior High School	-	1

Mathematics Teacher Readiness in the Merdeka Curriculum Implementation

Merdeka Curriculum seeks to provide educational services that favor students (Faiz et al., 2022). For this reason, in every activity the curriculum seeks to provide space for teachers to reflect through various things so that the curriculum is in accordance with the needs of students. Reflection activities must occur at every stage from planning to assessment.

At the preparatory stage, learning in the independent curriculum begins with plans made by the education unit before conducting learning. In the independent curriculum, learning planning is outlined in four important aspects. The first is to collect data on the characteristics of the education unit that will be used in the preparation of subsequent modules. Second, the Education Unit Operational Curriculum (Kurikulum Operasional Satuan Pendidikan / KOSP). Third, the preparation of teaching modules. Fourth, the preparation of the Pancasila Student Profile Strengthening Project module.

From the results of observations and interviews with several schools participating in the implementation of the independent curriculum, the principal got an overview of the independent curriculum through mentoring carried out by the Pacitan District Education Office, both by the Junior High School Development Division and by the respective school supervisors. In addition, school principals also gained insight into the independent curriculum from the Pacitan Junior High School Principal Work Consultation (Musyawarah Kerja Kepala Sekolah / MKKS), which had previously conducted a copy study of schools in other districts that had implemented an independent curriculum through the first batch of Program Sekolah Penggerak.

With this insight, the education unit began to develop KOSP by applying the principles of deliberative democracy involving all elements, starting from parents, teachers, school committees and the education office (supervisors). The involvement of all these elements allows schools to develop learning plans not only based on perceptions or expectations that may arise from the principal or some teachers but also allows learning that accommodates all groups in the education unit.

The preparation for the implementation of the Merdeka Curriculum can also be seen from the way the teacher prepares the teaching modules. From the observations made, the teacher arranges the teaching module in stages starting from the first chapter that is studied. Most teachers carry out the adaptation process by adopting modules from the Ministry of Education, Culture, Research, and Technology provided from the Platform Merdeka Mengajar and Platform Guru Berbagi and then adapting them to the local context. In addition to this, the teacher's also preparing lessons resulted from discussions forum for mathematics subject teachers (Musyawah Guru Mata Pelajaran / MGMP) and inspirational experience in the preparation of learning implementation plans (Rencana Pelaksanaan Pembelajaran / RPP) in the previous curriculum. The teaching module also pays attention to the results of the assessment of student characteristics with the hope that the learning that will be carried out can successfully achieve the expected learning objectives.

Most schools have also begun to prepare for the implementation of the Pancasila Student Profile Strengthening Project. However, just like the preparation of teaching and learning modules, the majority of teachers adopted project modules that had been developed by the Ministry of Education, Culture, Research, and Technology, especially from the Platform Merdeka Mengajar.

Support System for Successful Merdeka Curriculum Implementation

The OECD (2020) developed an ecological system model to understand the parties that also influence the successful implementation of curriculum changes and the interaction between stakeholders at various levels. This model is adapted from Bronfenbrenner's theory of the influence of the interrelated social environment on individual development.



Figure 1 Ecological Systems Approach For Curriculum Implementation (OECD, 2020).

Figure 1 shows the layers of the system that have a direct or indirect influence on the success of curriculum implementation to achieve its main goal, namely the development of character and competence of students optimally. In the picture, students become the center of curriculum policy because actually all educational policies lead to the success of students. This learner-centered principle is used both in curriculum design design and implementation.

In the second layer, the things that are most directly related to student learning are interactions between students, educators, and subject matter. The interaction between teachers and students and between students in the classroom is also a factor that influences changes in

learning approaches when the new curriculum is implemented. For example, in a classroom setting where teachers place themselves as sources of knowledge and students are consumers of that knowledge, learning that encourages critical and creative reasoning will be difficult to build.

The next layer of influence is the collective aspects in the education unit. The readiness of schools to innovate is determined by effective leadership where principals and their staff build a learning culture among teachers and various strategies are used to transform learning in the classroom (Suriyansyah & Aslamiah, 2015). Leadership that strengthens learning among teachers will create a sense of security to try to innovate and implement new curricula (OECD, 2019).

An open work culture, mutual trust, and strong collaboration between educators are also important in curriculum implementation. This culture is usually also shown by the strong collaboration between teachers and their ability to work as a team which is also a driving factor for curriculum implementation (Cheung & Wong, 2012; OECD, 2019). What also has a positive impact on the implementation of educational innovation in educational units is the openness and trust between educators and parents.

Experts agree that teachers are the center of curriculum change implementation, just as students are the center of the learning process (Kneen et al., 2021). Studies consistently recommend adapting implementation strategies from the center to complexities at the local level. In such situations and the complexity of the situation varies from school to school, uniform implementation (one-size-fits-all) is not an ideal strategy.

The readiness of various educational units requires different implementation processes. Allowing education units and educators to interpret policies without government facilitation is not an effective strategy to improve the quality of learning outcomes. Therefore, the government should not let go and feel that it is enough to provide top-down socialization and training and with little frequency.

It has been said that the implementation of the curriculum and the process of policy meaning is essentially a learning process. However, this time it was not the students who were studying, but the education unit, educators, and also the local government. And just as students are the center of the learning process in the classroom, teachers also need to be at the center of curriculum implementation (Drake & Sherin, 2006). The principle of learning in accordance with the stage of student achievement (teaching at the right level) also needs to be applied in the implementation process in accordance with the readiness of the education unit and teachers (implementation at the right level). Curriculum implementation strategies that take into account the needs of teachers to learn and interpret them will not only help students learn better, but also help teachers learn in depth curriculum policies so that they can implement them better and sustainably (Drake & Sherin, 2006).

CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that: 1) there are 3 junior high schools that follow the implementation of the Merdeka curriculum for the Merdeka Belajar category and 35 junior high schools that follow the Merdeka Berubah category, 2) mathematics teachers prepare themselves through inhouse training which discusses learning planning, learning implementation, and learning assessment, 3) teachers adopt the teaching modules that have been prepared by the Ministry of Education, Culture, Research, and Technology both for learning teaching modules and for the Pancasila Student Profile Strengthening Project module and adapted to the local context of the education unit.

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FACTORS AFFECTING STUDENTS' SPEAKING FLUENCY

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Abstract: This study aimed to investigate the possible factors influencing the speaking fluency of the students in the English Education Study Program of STKIP PGRI Pacitan. This study also aimed to give some recommended suggestions for both students and lecturers in conducting a speaking class. The descriptive quantitative method was implemented in this research. The subjects of this study were students of the English Education Study Program of STKIP PGRI Pacitan, semester 7, 2021/2022 academic year. The data were gathered through an e-questionnaire and depth analysis of students' speaking recording tasks. In the step of data analysis, this study conducted an inductive analysis covering organizing the data by noticing students' speaking performance and arranging the description of questionnaires responses. The results for the research question displayed the students' five problems in speaking fluency, namely hesitation to speak, inappropriate pauses, nothing to say, limited expressions, and difficulty in replying to partners, which ranged from the biggest to the smallest one. More importantly, based on the results of data analysis, the factors leading to these problems were also revealed. The performance factor was recognized as the key one to most of the participants, followed by a lack of speaking practices. The group of affective factors, especially the fear of making mistakes, had certain effects on several students in their English speaking, followed by confidence. Then, a few numbers of them were affected by error correction factors that had certain effects on students' English speaking fluency.

Keywords: *speaking fluency, factors affecting, students of English Education Study Program, STKIP PGRI Pacitan.*

1. INTRODUCTION

Language skills include listening, speaking, reading, and writing skills. Therefore, it can be understood that language learning focuses more on language performance than just having knowledge of the language, namely in the form of performance using language in certain contexts in accordance with the communicative function of language (Abidin et al, 2015).

In learning a second or foreign language, speaking is the most important aspect. This success can be measured through students' skills in conducting conversations and interacting verbally in the language (Nunan, 2000). Speaking is the act of using language orally. Humans, as social beings, always use language in communicating with each other in social life. So it can be concluded that speaking is part of language skills, therefore students are required and trained to have good speaking skills.

It is true in making good communication one must not only speak accurately but also fluently, in order to deliver the core of the meaning intended by the speaker. The accuracy of speaking can be used as the starting point, which can lead one to speak fluently. However, it must be noted down that the demand for fluency in speaking itself is a major problem for learners of foreign

languages. In other words, speaking fluently and confidently in a variety of situations is an important goal of any language learning.

However, for foreign language learners, fluency comes as a new problem to overcome. Currently, the students live at a time where the ability to speak English fluently has become necessary. Fluency in speaking is known as the natural ability to speak spontaneously, quickly, and comprehensibly with few numbers of errors that may distract the listener from the speaker's message, while accuracy is focusing on the elements of phonology, grammar, and discourse in spoken output.

These problems are also faced by undergraduate students when they have to conduct English-speaking activities. Some of them still experience difficulties especially related to their fluency. They still need a lot of assistance to be able to speak well. Thus, this research aims to describe students' fluency in speaking English and find out to what extent the factors affect the students' English speaking fluency so that the lecturer could develop suitable learning materials as well as the appropriate teaching methods for developing students' English speaking fluency in the classroom.

2. LITERATURE REVIEW

2.1. English Speaking Skills

Language is a tool for communicating, including activities to express ideas, and to know other people's ideas as well. Communication occurs, where there is speech. Without speech, we cannot communicate with each other. Therefore, speaking skill is very important for any language learner. People use language in a variety of situations, such as at work. People should speak correctly and effectively in order to communicate well with one another. Speaking inappropriately results in misunderstandings and problems in communication.

There are several aspects that must be considered in carrying out good and effective oral communication. All of these aspects are important elements that support success in achieving communication goals. Based on expert explanations about speaking skills, researchers can describe the components of speaking in each theory as Hormailis (2003) states that there are four aspects below that have a major influence on speaking skills, namely, vocabulary, grammar, pronunciation, and smoothness.

For foreign English learners, speaking is part of the language skills that must be mastered. Therefore, students are required and trained to have good speaking skills. However, increasing the confidence to speak to students as foreign language learners is quite difficult, so it takes time and certain strategies in teaching and guiding students. Lecturers need to create an atmosphere that allows students to practice directly using spoken language. Lecturers must also actively involve students in various activities such as telling, describing, informing, explaining, reviewing, designing, and a number of other oral activities.

2.2. Speaking Fluency

Speaking is the activity of reproducing words orally. This means that there is a process of exchanging ideas between the speaker and the listener. Therefore, it is important to have another component in speaking skills, namely fluency. Fluency is the skill to use language spontaneously and confidently and without pauses and doubts. Fluency plays a crucial role in achieving the purpose of communication in conversation (G. Shahini and F. Shahamirian, 2017).

Students learning a language are considered to be successful if they can communicate effectively by using the language they learn. Hadfiels (1996) said that speaking is a kind of bridge for learners between the classroom and the world outside. This means that practicing speaking fluency both in the classroom and outside of the classroom to get the real context, situation, and sensation in communicating the language being learned may build the quality of speaking. Having good speaking fluency makes someone's English performance much better and sounds smoother, more natural, and more impressive to listeners. It also provides more effective communication

due to the absence of speech disturbances. In line with what Koponen said in Luoma (2004) that fluency is about the flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses and even the absence of disturbing signals of hesitation. Furthermore, Stockdale (2009) stated that fluency occurs when someone speaks a foreign language as a native speaker with the fewest pauses of silence, full pauses, self-correction, false starts, and hesitations. Thus, fluency becomes inevitably crucial to be developed while the students learn English speaking skills and fluency put more attention to meaningful communication development as noted in the fluency-oriented approach (Kumar, 2013)

2.3. Problems of Speaking Fluency

Generally, the problem dealing with fluency was faced when the learners speak to others, the students tried to make the hearers understand what they want to say. The students tended to hesitate and be fragmentary while speaking because they have problems retrieving the lexical items, encoding the grammatical form of their message, and correcting their own output. This condition makes the students speak hesitantly and fragmented, which means that the frequency of pause filler such as “well”, “mm”, “ee” and also the production of disfluency such as repetition, repair, restarts, and also prolongation will last during their talk activities.

Regarding speaking fluency meant obtaining the naturalness and the smoothness of the speech like the native speaker, but there are still many students who lack fluency in speaking. The fact is that while speaking, the student’s speech is always filled with many long pauses, a lot of repetitions, errors, hesitations, and also nervousness. In terms of disfluency, Shipley and McAfee (2004) categorize two kinds of disfluency that can be the indicator to decide fluency levels; they are disfluency disorder and normal disfluency. Disfluency disorder is a kind of disfluency category that is mainly related to the weakness or problem of the speaker’s physical condition related to speech production. The second category of disfluency is normal or typical disfluency. It is a kind of disfluency that is not related to somebody’s physical condition. As the matter of fact, it is related to somebody’s weakness in the mastery of a foreign language. The example of this is the disfluency found in English as a foreign language learner who does not have any physical problem related to speech production.

The habit of using their mother tongue when they could not find appropriate English words is the other term that affected students’ speaking fluency. This phenomenon is defined as pause fillers that usually occurred when they tried to express complex ideas but they have limited vocabulary. The other term that affected speaking fluency is the high frequency of silent pauses produced by students. The more silent pause produced means as the more fragmented and hesitant the speech was delivered.

2.4. Factors Affecting Speaking Fluency

Several researches reveal some factors affecting the problems of fluency in speaking. Shahini (2017) stated in their article that there were nine factors affecting English speaking fluency, namely linguistic factors, psycholinguistics factors, age, sociolinguistic factors, bilingualism, individual differences or personality, developmental factors, the frequency of the input, and exposure.

Wang (2014) stated that various kinds of factors influencing speaking fluency are cognitive factors, linguistic factors, and affective factors.

a. Cognitive factors

The speaking process includes conceptualization, formulation, and articulation (Levelt, 2007). Conceptualization is concerned with the kinds of information selected to express meaning. Formulation refers to the ability of the speaker to choose the use of proper words with appropriate grammatical. Formulation deals with the speaker’s ability to select proper words of grammatical structures. Articulation was speech articulatory organs articulated by the speaker. These three processes occur simultaneously, and because of that sometimes students make mistakes in face-to-face communication. Therefore, students speaking skills can be replaced by

“hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes, 2002).” Briefly, fluency and accuracy of students’ English speaking can be influenced. But the human mind can not focus on these three processes at once because they do not have enough capacity processors (Skehan & Foster, 1999).

b. Linguistic factors

A learner’s oral proficiency has to use appropriate language forms (Saunders & O’Brien, 2006). Some components of linguistic factors including pronunciation, grammar, and vocabulary are very important to consider by students. They also have to focus on the situation of conversation time. As supported by Harmer, (2002) speaking not only need the knowledge of how to produce the form of language but also when, why, and what way to result in the words.

c. Affective factors

Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. “Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

d. Automation

A good environment might support students to speak actively, correctly and fluently. Nguyen (2015) pointed out that “fluency also derives from automation. If students are exposed to an English environment such as teachers speaking English all the time, English tapes, English books and newspapers for them to use, they can pick up the language naturally and unconsciously”. Moreover, he stated that if teachers regularly put students under increased time pressure, students can definitely automatize to acquire fluency in their speaking. Derwing (2017) cited Schmidt's viewpoint, “oral fluency, interpreted here is as an automatic procedural skill on the part of the speaker”.

3. METHOD

The qualitative approach was used in this research. This research was carried out on students in the seventh semester of the English Education Study Program STKIP PGRI Pacitan. In order to achieve the research purposes, this research was conducted in three steps involving collecting the data and data analysis, discussion, and conclusion. The data were gathered through an e-questionnaire from the students, recordings of students speaking tasks, and document analysis of students' speaking learning results. Google Forms were used as the platform for the e-questionnaire. The questions in the e-questionnaire were about some problems with students speaking fluency, the possible factors affecting students’ speaking fluency, the performance condition of students’ speaking class, their speaking environment, as well as their attitude toward learning speaking. In analyzing data, the researcher conducted an inductive analysis covering organizing the data by noticing the samples of students’ speaking and arranging the description of observation, and questionnaires data.

4. FINDING AND DISCUSSION

The results of the research are summarized as follows:

From the perspectives of the students, the result showed some problems in speaking fluency activities the students were facing.

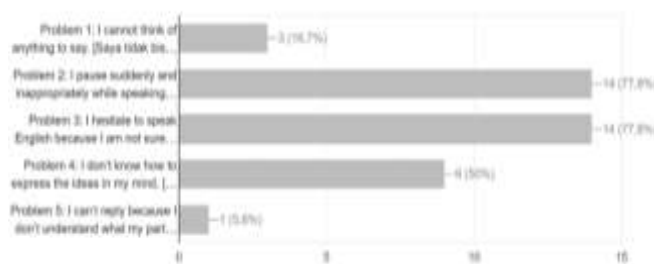


Figure 1. Students' problems in speaking fluency

It can be seen from Figure 1 that most of the students (77,8%) felt hesitant to speak English in their English classes and they pause suddenly and inappropriately while speaking English. They hesitated to speak English because they were not sure whether they used English appropriately or not. 50% of students stated that they could not express the ideas in their minds in English speaking lessons. Meanwhile, just a little under a half (16,7%) revealed that they could not think of anything to say, and only a small number of the students (5.6%) could not reply because they do not understand what their partners are saying in the conversation.

However, the results shown in Figure 1 lead the researcher to find the causes of the students' problems in speaking English. It is illustrated in figure 2.

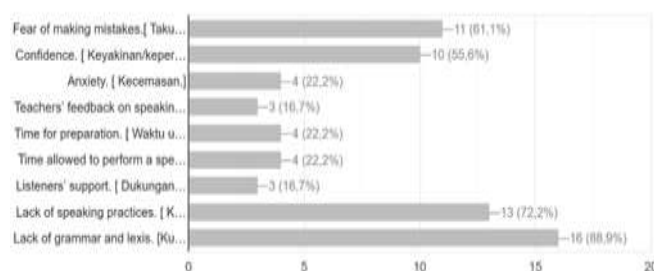


Figure 2 Factors affecting students' English speaking

Performance

Dealing with the causes of their problems in speaking fluency, the result showed that more than half of students (61,1%) were still afraid of making mistakes, and 55,6% of them faced the problem of confidence, which resulted in their hesitation and inappropriate pauses when they speak in class. Nevertheless, the biggest percentage of the factors that affected the students' speaking fluency is a linguistic factor, especially lack of grammar and lexis (88,9%), followed by their lack of speaking practice (72,2%). Meanwhile, under half of the students (22,2%) revealed that anxiety, time for preparation, and time allowed to perform a speaking task are the next factors affecting their speaking fluency, and only a small number of students (16,7%) stated that teachers' feedback on speaking activity and listeners' support as the other factors affecting their speaking fluency performance.

The result showed that based on students' perception, linguistic factors namely lack of grammar and lexis as the key factor influencing students' performance in speaking fluency, it seems that students thought that to be good at speaking they should be good at grammar and vocabulary mastery. Baker and Westrup (2003) also support the results shown in Figure 2 and state that it is very difficult for learners to speak something fluently in English when they have few ideas about what to say, which vocabulary to apply, or how to use grammar accurately. Thinking too much and worrying about grammar and lexis in the speaking process can be a barrier to their fluency. This is related to the results shown in figure 1 that students felt hesitant to speak English in their English classes and they pause suddenly and inappropriately while speaking English.

The high percentage of the factor lack of speaking practice can be easily inferred to be the cause leading to the speaking problem the students suffered, namely they might pause inappropriately in their speaking sequences or chunks of language, Figure 1. It was also supported by the following diagram which showed that the students rarely join any English club or group outside the classroom.



Figure 3 Students' frequency in joining English club

Schmidt (1992) pointed out that if the speed process was repeated automatically by English learners daily, their fluency in speaking would achieve. Nguyen (2015) also stated that “fluency derives from automation”. Zhang et al. (2004) claimed in their study that chances to speak English and the speaking environment were presented as the prominent factors influencing Chinese students’ oral fluency. Therefore, if the students do not practice speaking English regularly, they definitely cannot speak fluently. The fact that students were currently in a limited English speaking environment outside the classroom might explain the students’ difficulties in willingness to express their ideas in English without hesitation or inappropriate pauses

The affective factors, especially “fear of making mistakes”, was found out as the main cause of making the students hesitate to produce language orally. In line with the finding, Yurong and Nan (2008) confirmed that affective factors determined the production of oral English in their study about the effects of affective factors on students’ English oral fluency. In addition, Wu and Lin (2014) agreed that too much anxiety led to a low willingness to communicate. In the long run it would have bad effects on learners’ achievement in a second language classroom.

The other factor that affected the students’ fluency in speaking is the feedback on the students’ errors during speaking class.

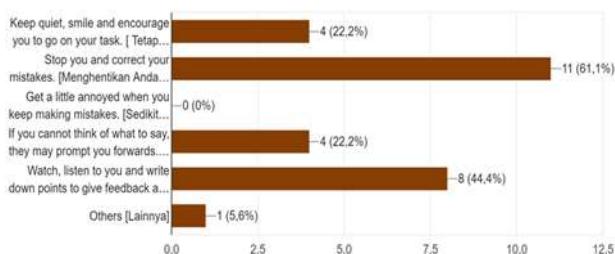


Figure 4 Lecturer's feedback on students' errors in speaking

Figure 4 showed that the lecturer stop directly and correct students’ mistakes. On the other hand, sometimes, saved their noted comments and delivered them after the students’ performance. It explained that this strategy of correcting mistakes could help to maintain students’ speaking without disturbing their performance or even making them lose face.

5. CONCLUSION AND RECOMMENDATIONS

Fluency in speaking English is an important goal for any English language learner. Accordingly, understanding the problems related to fluency and the factors causing these problems would contribute to assisting learners to reach this goal. The results for the research question displayed the students’ five problems in oral fluency, namely hesitation to speak, inappropriate pauses, nothing to say, limited expressions, and difficulty in replying to partners, which ranged from the biggest to the smallest one. More importantly, based on the results of data analysis, the factors leading to these

problems were also revealed. The performance factors were recognized as the key ones by most of the participants. Then, it was followed by automation and the group of affective factors, especially the fear of making mistakes, a few numbers of them were affected by error correction factors that had certain effects on students' English speaking fluency.

Some recommendations could be made for both the lecturers and the students. For lecturers, they should first help their students overcome inhibition and hesitation by providing helpful and positive feedback when the students make mistakes so that the students are not fearful of making mistakes and the flow of the students' speaking is not destroyed. Secondly, it is necessary to create an English speaking environment in which the students have a habit of using English mostly inside and outside class.

For the students, practice speaking English as much as possible and actively participate in speaking activities in class regularly to overcome the fear of making mistakes as well as to increase their confidence in speaking. Students should also join speaking clubs to get more opportunities in speaking English to boost their speaking fluency.

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WORD CHOICE FOR COVER STORY TITLE OF KORAN TEMPO

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Abstract: The existence of news headlines and articles in the mass media, both print and online is vital. Because, of an interesting title, it will arouse the interest of readers to continue reading the content of the news or article. This study aimed to obtain a description of the choice of words used in the cover story of the November 2021 edition of Koran Tempo. The method used in this study was qualitative which is descriptive. Data and research data sources in the form of words and phrases selected from the titles of the cover story of the November 2021 edition of Koran Tempo. Based on the results of the analysis, it was concluded that based on the meaning, the words and phrases used in the cover story of Koran Tempo, there were words or phrases have denotation and connotation meaning, while, based on lexical, there is the use of synonyms, the choice of title words in the form of active verbs, and has connotative and figurative meanings.

Keywords: word choice, title, cover story

INTRODUCTION

The title of the writing is the first attraction for the reader. The reader will continue to read the content of the writing or not be affected by the title. A good title describes the content of the writing. Writing in mass media known as journalistic writing or journalistic work pays great attention to the existence of titles, especially on the front page (cover) of both print and online mass media.

Journalistic writings use the language of journalism. The characteristic of the language of mass media is straightforward, concise, simple, and easy to understand. Journalistic language Sugono (2009) incorporates journalistic language into a variety of languages based on the subject matter being discussed. Saragih (2005) states that the variety of journalistic languages is different from the variety of other languages. The characteristics of the text of the journalistic variety, in particular, the language in newspapers are different from other languages. Journalistic texts have the most dominant features, namely projection, the objectivity of language (especially in the news, except in editorials), contractions, and metaphors. Meanwhile, Poerwadarminta (in Waridah, 2018) revealed that the variety of journalistic language must be based on the grammatical norms consisting of correct sentence structures and appropriate word selection, even the journalistic language is included in the standard language barrel.

The specificity of journalistic language is seen in all types of mass media, both printed, electronic, and online media. Romeltea (2018) mentions the characteristics of printed media, including printed journalism through a long process that includes reporting, writing, editing, layout, and printing; involves layout, graphic design, and cover; news is disseminated and takes effect within a day; there are often misprints or typos so that there is a rectification for the next issue; has a headline that is prominently displayed on the cover; presenting news or information in the form of text (writing) and images (photos); the number of news stories is limited to columns and pages; and using strict journalistic language due to space limitations, as well as knowing deadlines, because they have to print immediately.

Similar to printed media, in online media, the script is written concisely and to the point. An

online news script should ideally be 400 words and a maximum of 800 words for opinion and feature articles. Titles and leads should be made as attractive as possible so that they are eye-catching because readers generally only read titles. Romli (2018)

The limited space and time of readers in accessing news and articles online, force journalists, illustrators, and editors of mass media to package the appearance of print newspapers and online media as attractive as possible. So that the choice of words, as well as the accompanying illustrations, must be able to captivate the reader.

Koran Tempo is one of the mass media moving from printed to digital lines, it also pays attention to the appearance of the frontpage. The front page of Koran Tempo, which is named the cover story, always displays unique illustrations and titles that often attract the attention of the masses, and bring up pros and cons. Tempo's senior illustrator, Paramita (Tempo, 2021) said the pros and cons are reasonable and necessary for a democratic country like Indonesia as long as the criticism is delivered without breaking the law. The illustrations shown in tempo reports are multi-interpretive and the illustrators do not conclude in one frame. The illustration function in the cover image is a spoiler to accompany the text, provoke the reader and help the reader understand the image, not to sum up everything displayed. Thus, the reader is given the freedom to interpret what is displayed.

Another interesting thing about Koran Tempo that deserves to be researched is the awards it has achieved, namely the Best National Daily Newspaper category for the cover, and the Best Newspaper Editorial category in terms of content at The 12 Indonesian Print Media Awards 2021 organized by the Pers Union of Companies.

Research related to the news titles or articles in mass media and cover stories of Koran Tempo has been carried out by several researchers. One of the studies related to the selection or use of words in news headlines was carried out by Dewi (2015) with the title of the article Language Style on Online Media: Interesting Titles Do Not Have to Be Non-Standard. This study analyzed the frequency of use of non-truth words in the news headlines of online media Detik.com and Kompas.com. The results of the analysis state that the use of the word standard does not reduce the reader's interest in reading the news.

Research by Rahmawati and Didah (2018) with the title Lexical and Grammatical Meanings in the News Titles of City Postal Newspapers (Semantic Studies) shows that the lexical and grammatical meanings of the news titles of Pos Kota newspapers are quite appropriate because there are several words whose meanings cause misinterpretation. The total data analyzed was 44 news headlines, 10 lexical meanings, and 34 grammatical meanings. The lexical meanings found belongs to the class of verbs, nominates, and adjectives. Grammatical meanings found include the meaning of affixation, duplication, composition, conversion, and acronyms. There is 18 distorted news headline meaning data, so it needs improvement, and other news titles are correct in meaning and writing, but they need explanation. Several words do not have a meaning in the KBBI, so it is necessary to include these words and their meanings as the main reference for finding meaning.

Meanwhile, research related to diction or word choice in mass media was carried out by Winiharti and Silva (2011). Research to examine the diction used in reporting the meeting of the Committee of the House of Representatives of the Republic of Indonesia in investigating the Bank Century case, especially in the headlines of Kompas, Koran Tempo, and Media Indonesia. The study of this choice of words shows that the form and style of writing applied by the three print media in the headline of the news regarding the meeting of the Committee of the House of Representatives of the Republic of Indonesia for the case of Bank Century are different. Kompas is very careful in word selection and tends to maintain the image of the government, Koran Tempo tries to be objective in its reporting but remains selective in choosing words, and Media Indonesia gives the impression of contradicting the government's decision regarding the Bank Century case.

Research on the cover story of Koran Tempo was conducted by Farahdiba (2021) with the title Semiotic Analysis of Cover Story of Koran Tempo Edition 15 October 2020: The Way Forward. The research aims to reveal the meaning and message that appears in the depiction of the cover story

of the October 15, 2020 edition of The Tempo Newspaper using a semiotic analysis of Pierce's model. The results of the analysis show that the government seems to be trying to turn a blind eye and ear to the actions of rejection by the public towards the ratification of the Job Creation Law.

Articles in previous studies discussed the use of standard and non-standard words in news titles, language styles, lexical and grammatical meanings, writing styles in news, and meanings in the illustrations of Koran Tempo cover stories. Meanwhile, this study discusses the choice of words in the cover story title related to the content of the November 2021 edition of the Koran Tempo article.

LITERATURE REVIEW

Choice Word

Word choice or diction is the ability to correctly distinguish the nuances of meaning from the idea to be conveyed, and the ability to find an appropriate form (suitable) to the situation and taste value possessed by the community (Keraf, 2008). While Rahadi (2009) expresses diction or word choice in language practice questions the ability of a word, phrase, or group of words to cause the right ideas in the imagination of the reader or listener (Rahardi, 2009).

Keraf (2008) sorts diction into points, (1) based on denotative meaning and connotative meaning. Connotative meaning is a type of word that has a non-actual meaning. (2) based on linguistic and nonlinguistic contexts. A linguistic context is a relationship between one language element and another language element. The linguistic context includes the context of the relationship between the word and the word in the phrase in a sentence or discourse, and also the relationship between the sentences in the discourse. The nonlinguistic context includes two things, namely the relationship between words and goods or things, and the relationship between language and society or also called the social context. This social context has a very important role in the use of words or language. The use of words such as land crocodiles is used to adapt to the social context at hand. (3) on a lexical basis there are a) synonyms, which are words that have the same meaning. b) antonyms, are two words whose meanings are opposite. c) homonymous, is a word that has the same pronunciation and spelling but has a different meaning. d) homophone, is a word that has different meanings and spellings with the same pronunciation. e) homograph, is a meaning that has different meanings and pronunciations but the spelling is the same. f) polysemy, is a word that has many meanings. g) hypernyms, are words that represent many other words. The word hypernym can be a common word from the mention of other words. h) hyponyms, are words that are represented in meaning by hypernymous words.

2.2. News Title

A news headline is a phrase consisting of two words, title, and news. The title in the KBBI is mentioned as the name used for the book or chapter in the book which implies in short the content or intent of the book or chapter, and the title is the head of the essay. Meanwhile, news etymologically comes from the Sanskrit translation of 'vritta' which means an event or what is happening.

Romli (2018) defines news as an event report that is published or broadcast in the mass media in the form of facts or ideas, consists of elements of 5W + 1H, and contains news values or journalistic values. While Charnley (Budyatna, 2014) defines news as the timely report of facts or opinions that hold interest or importance, or both, for a considerable number of people. Meanwhile, Bleyer (Assegaff, 1983) describes the news as something that journalists choose to be published in newspapers because it can attract interest or have meaning for newspaper readers.

Tempo Institute (2019) an attractive title on an online site is a title that meets the elements: (1) Interesting, attractive without damaging the accuracy of the title. One example is using trending words or solicitation words. (2) Be brief, because a long title will give a long-winded impression, and the ideal word count for a title on an online site is eight. (3) Straightforward, the title should be made to the point. (4) Easy to guess, according to its function, the title is made to help the reader guess the content of the writing. (5) Summarizing the content, a good title is a title that can

indirectly summarize the content of the writing.

The writing of the title in a news story should use language that is easy to understand, clear, and unambiguous. According to Sumadiria (2004), a good news headline must meet the requirements, including (1) provocative, (2) concise, (3) relevant, (4) functional, (5) formal, (6) representative, and (7) using standard language. Sumadiria also revealed the headline of the news is the identity of the news. Without a title, no matter how great the news is, it is meaningless. Since without a news headline it is unknown and incapable of giving a message, the title is the first attraction trigger for the reader to read.

Based on the above definition, it can be concluded that the headline of the news is an interesting, short, concise, and straightforward essay head that implies the content of the news being written. An interesting headline will arouse the interest of readers to read the content of the news. In this regard, the title should use the words or phrases chosen first.

RESEARCH METHOD

This research method is a descriptive qualitative method. Djajasudarma (2006) stated that qualitative methods are procedures that produce descriptive data both oral and written that develop in society. In this study, the data was presented as it is factually based on the titles of the cover story of the November 2021 edition of Koran Tempo.

The source of this research data is the titles of the cover story of the November 2021 edition of Koran Tempo, while the data source is in the form of words in the news title that implies the content of the cover story writing. Data collection uses the heeding method with note-taking techniques as the basic technique. Mahsun (2014) stated that it is called the heeding method because the data is obtained by heeding the use of language. Heeding to the use of language both spoken and written. (1) read and mark the words and phrases in the cover story title, (2) classify the types of words used in the titles, and (3) explain the findings in the classification of words and phrases used. Bongdan and Biklen (Moleong, 2014) state that data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching and finding patterns, finding what is important and what is learned, and deciding what can be told to others. The stages carried out in the analysis are (1) recording the title of the November 2021 issue of the cover story, (2) reading and marking the words and phrases in the cover story title, and (3) classifying the types of words used in the titles, and (4) explaining the findings in the classification of words and phrases used.

RESULT AND DISCUSS

Word Choice Based on Lexical Structure

Lexical structures are various semantic relations found in the word. The relationship among these words can take the form of synonymy, polysemy, homonymy, hyponymy, and antonymy (Keraf, 2008). The lexical structure contained in the choice of the title of the Cover Story of Koran Tempo is synonymous. Synonyms are words that have the same meaning. This is seen in the data in the following table.

Table 4.1 Lexical Structure of Synonyms

Edition	Title
1/11/2021	<i>Ambisi Halau Emisi</i>
2/11/2021	<i>Sengkarut Persoalan Kereta Ringan</i>
3/11/2021	<i>Rawan Kecelakaan Di Lintasan Kereta Layang</i>
6/11/2021	<i>Botak di Hulu Petaka di Batu</i>
8/11/2021	<i>Akrobat Kereta Cepat</i>
14/11/2021	<i>Tren Mantenana Minimalis</i>
20/11/2021	<i>Salah Alamat Bantuan Sosial</i>
22/11/2021	<i>Di Bawah Ancaman Predator Kampus</i>

Edition	Title
23/11/2021	Melawan Pemangsa Seks

The choice of the word *ambisi* means a great desire to achieve something. The choice of the word *ambisi* in the title of the cover story of *Ambisi Halau Emisi* was chosen because the article it was discussed the hope for the government to make ambitious policies to overcome the surge in carbon emissions. Ambition describes a great desire. On the data, *Sengkarut Persoalan Kereta Ringan*, the word *sengkarut* which has an erratic equivalent has many intricacies – its intricacies are chosen to describe the complexity of the problem. *Kereta Ringan* and *Kereta Layang* as translations of Light Rail Transit (LRT) were chosen because of the translation from English which means light elevated train.

The choice word *botak*, or is equivalent to bald which means to have no hair, and is used for humans, was chosen to describe a bare forest. Instead, the selection of the words *predator* and *predator* used for animals, in the context of this title is used for humans. Depictions of humans behaving like animals and giving rise to a frightening impression. The word *akrobat* in the title data above was chosen to replace the word dexterity. The word *mantenan* is an uptake from Java. Keraf (2008) mentions that one of the causes of the use of synonyms is absorption from other languages. Although there is already an equivalent in Indonesian, the author uses *mantenan* which is synonymous with marriage.

Some of the factors that cause synonymy are emotive (taste value) and evaluative meanings. The cognitive meaning used has the same meaning as other words but has a different emotive meaning. So journalists choose words that have an emotive meaning to describe the content of the news/article written so that readers are interested in reading it.

The choice of words based on the meaning contained in the titles of the November 2021 issue of cover stories recorded the use of words that mean connotations. Keraf (2008) limiting connotations or connotative meanings is a type of meaning in which stimulus and response contain emotional values. The connotative meaning occurs in part because the speaker wants to cause feelings of agreement and disapproval, pleasure and displeasure, to the listener, and on the other hand, the chosen word shows that the speaker harbors the same feelings. Regarding the data in this study, the speaker is the author/journalist of Koran Tempo who conveys his ideas to readers. The connotative meaning in the title of the cover story is contained in the following data.

Tabel 4.2 Word Choice By Meaning

Edition	Title
10/11/2021	Kemahalan Lalu <i>Banting Harga</i>
11/11/2021	<i>Mati Angin</i>
19/11/2021	<i>Salin Rupa</i> Sang Mentor
25/11/2021	<i>Jungkat – jungkit</i> Prediksi Ekonomi Jokowi
30/11/2021	<i>Menangkis</i> Serangan Omicron

The phrase *banting harga* in the title above has the meaning of falling the price as low as possible. The word *banting*, which means to be thrown as hard as possible, contains an emotional meaning. This is related to the price of the polymerase chain reaction (PCR) test which was previously IDR 2,500,000.00 to IDR 300,000.00. The use of the phrase *Salin Rupa* above describes the change of the Mentors of the Islamic Network which became an Islamic political movement.

Mati angin in describing Garuda Indonesia's position was used in the cover story on November 11. The *mati angin* has the figurative meaning of helplessness. This is to the content of the article about the helplessness of Garuda Indonesia due to debt. *Jungkat – jungkit* is a verb that has the meaning of going up and down. This choice of words describes the prediction of an increase in economic growth in 2022. Growth is predicted to rise in line with the reopening of

business activities, but this must be faced with the challenges of normalizing monetary and fiscal policies in developed countries.

In the title data *menangkis*, attacks have the meaning of restraining, facing, and resisting. The choice of the word *parry* has an emotional or cognitive meaning rather than holding back or confronting. Because *parrying* can resist deftly.

CONCLUSIONS

The choice of words for the cover story titles of the November 2021 edition of *Koran Tempo* is by the criteria for writing news titles in online media, including short, concise, to the point and provocative. Based on the identification of the choice of words used in these titles, it can be concluded that the selected word falls into the category of synonymous lexical structures and means connotative and figurative.

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ENTREPRENEURSHIP IN THE ERA OF PANDEMIC IN STUDENTS' PERSPECTIVE

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Abstract: This study aimed to identify the perspectives of students in entrepreneurship and the experiences they face in the Covid-19 pandemic era. This type of research used qualitative method with a phenomenological approach. The procedures for collecting data were through observation and interview methods. Data analysis used the Miles and Huberman model included data collection, data reduction, data presentation, and the drawing conclusions. The results of the study showed that: 1) Students had courage to become entrepreneurs because of their desire to seek new experiences in finding income that could be used to ease the burden on their families and to help creating jobs. 2) Students had independence, creativity and innovation, and they were able to adapt and to be entrepreneurial in the midst of the Covid-19 pandemic situation. 3) The ability to adapt and have the right strategies and innovations in dealing with existing challenges could help winning the competition to launch their business.

Keywords: Covid-19 Pandemic, Entrepreneurship, Students

INTRODUCTION

The World Health Organization has designated the corona virus as a global pandemic in early March 2020. The determination of this global pandemic is a sign that the spread of covid-19 is dynamic and evenly distributed throughout the world. This pandemic not only threatens the health sector but also has an impact on the global economy. Indonesia is one of the countries affected by the Covid-19 virus pandemic which has had a huge impact on the business sector, ranging from sluggish market conditions, declining productivity and turnover to weakening people's purchasing power. To reduce the spread of Covid-19, the government issued regulation number 21 of 2020 concerning Large-Scale Social Restrictions which limits the movement of people and goods and requires people to stay at home if there is no urgent need. This condition makes all activities become hampered, especially those related to work to make ends meet. This large-scale social restriction has a significant impact on many parties. Business actors ranging from the micro, small and medium enterprises level to large scale also revealed a decline in income. This situation has become one of the real threats and challenges for the business world which has hampered the pace of the economic system. Not a few companies that went out of business. As a result, various companies decided to lay off their employees and some even terminated their employment.

The world of education has also changed, all teaching and learning activities, class discussions are conducted online or online. Activities that can usually be done when outside the home have changed and require them to be active or have activities at home. Conditions that require the entire community including students to spend time at home can be used for entrepreneurship to earn income. Students are one of the drivers to continue to increase entrepreneurial activities in Indonesia, therefore it is very important to instill an entrepreneurial spirit in them. Students are the young generation who can bring change from time to time. The government through the Ministry of Cooperatives and small and medium enterprises is aggressively carrying out youth entrepreneurship development programs in an effort to increase the ratio of national entrepreneurs. Not only increasing the number of entrepreneurs in terms of quantity, but also in

terms of quality and productivity by prioritizing strengthening and developing entrepreneurship among the younger generation and students who are Indonesia's current demographic potential. The government's efforts to instill an entrepreneurial spirit and spirit for students continue to be encouraged and improved, of course with various methods and strategies that make students interested in entrepreneurship.

Entrepreneurship is a person's ability to create something new and different from the existing one with the aim of achieving prosperity through the creation of opportunities (Nanda et al., 2021). According to Ileana Hamburg (2014) that the entrepreneurial spirit is one solution to various cases that arise in society, such as poverty and social inequality. In addition, the cultivation of an entrepreneurial spirit in students is useful for creating a generation with an entrepreneurial mentality. Jose and Pryor (2012) stated that increasing the entrepreneurial spirit is an alternative solution to reduce social problems such as unemployment because entrepreneurship helps create jobs for others. The role of students as the young generation is very large to build the nation, the way of thinking of the younger generation and students who can make changes and can become pioneers not only explore existing trends, but can produce something new in society. Various businesses have sprung up with various variations and innovative ideas, this is also inseparable from the role of the younger generation and students to develop these businesses, they have the courage to seek challenges and dare to take risks. The younger generation has great potential in entrepreneurship because they have the ability to obtain information publicly or use social media and can create jobs (Christian, 2017). However, being an entrepreneur is not an easy activity, because it is not only a matter of the availability of capital, technology, markets and creativity to become an entrepreneur, but the mental and entrepreneurial behavior must be firmly embedded in oneself in order to become a strong entrepreneur. This agrees with Zhao, Y. (2018) which states that entrepreneurship is not an easy thing and can be created in a short time, but must be instilled early, so that if students have graduated from college they have the courage to start entrepreneurship. To help develop businesses in the pandemic era, the government collaborates with mobile-based platforms to provide support to new entrepreneurs who are starting their businesses to connect the entire entrepreneurial ecosystem so that they can access all information related to these activities online. The existence of the available platform is expected to be used by all levels of society, especially the younger generation and students in starting a business and managing their business activities through social media. The government through the Ministry of Manpower has also created a New Self Employment Entrepreneurial Program which facilitates the younger generation who have an interest in entrepreneurship by providing technology to encourage the creativity of every young generation in order to support the creative industry. The government hopes that the existence of these programs will help the younger generation and students to become entrepreneurs who are expected to be able to make changes that are useful for the community.

Research on entrepreneurship in the perspective of the younger generation conducted by Risamasu & Gebze (2020) shows that the younger generation has a negative perspective on entrepreneurship, they do not want to enter the world of entrepreneurship because of the many obstacles that must be faced both in terms of capital, experience, and expertise. . They are not active in entrepreneurship but are only passive spectators of all economic activities. The same thing was also found by Vilathuvahna & Nugroho (2015) that the main obstacles students were not interested in becoming entrepreneurs were because they did not have experience, did not have capital, and did not dare to take risks. Based on this, research is needed to identify student perspectives in entrepreneurship and the experiences they face in the Covid-19 pandemic era.

LITERATURE REVIEW

Entrepreneurship

Entrepreneurship is an active production factor that can mobilize and utilize natural resources, capital and technology, so as to create wealth and prosperity through the creation of jobs, income and products needed by the community (Wirasmita, 2010). Being an entrepreneur is strongly influenced by motivation because in running a business one has to take risky choices in the sense of being brave to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions. Entrepreneurship is a profession that continues to develop over time, this is marked by the increasing awareness of the younger generation and students to work as entrepreneurs. This has a very positive impact and helps ease the government's program in reducing the number of unemployed.

According to Rusdiana (2014) the benefits obtained through entrepreneurship are: 1) Having the freedom to actualize one's potential. Many entrepreneurs are successful in managing their businesses because they turn their skills/hobbies into their jobs. 2) Have the opportunity to play a role in the community. With entrepreneurship, we have the opportunity to play a role in society by creating products that people need. 3) Can be a separate motivation to start entrepreneurship. The success and failure of a person in a career is very dependent on the motivation to run his career.

Entrepreneurial Motivation

Motivation is an encouragement both internally and externally from someone to be able to do something. The opinion of Bangun (2012) about motivation is a condition in which a person is driven to carry out his duties. According to Yuyun (2010) there are several factors that encourage the emergence of a person's willingness to become an entrepreneur: 1). Economic/financial factors, namely to earn a living, to become rich, to seek additional income, and as a guarantee of financial stability. 2). Social factors, namely to gain prestige/status, to be famous and respected, to be an example for the villagers, and to be able to meet many people. 3). Service factors, namely to give jobs to the community, to improve the community, to help the community's economy, for the future of children and families, to get husband/wife loyalty, and to make parents happy. 4). Self-need factors, namely to be as desired (eg superiors), avoid dependence on others, to be more productive, and to use personal abilities.

Covid-19 Pandemic

Starting from the city of Wuhan, precisely in China, this new type of virus has spread to various parts of the world, causing the emergence of coronavirus disease 2019 or also known as Covid-19. In dealing with the pandemic, the government implemented a large-scale social restriction policy in several areas. The policy ultimately limits the socio-economic activities of the community such as transportation, shopping centers, recreation and entertainment areas to be closed. The government's goal is to implement this policy in order to prevent the spread of the Covid-19 virus. Many parties have felt the impact of this pandemic, such as reduced working hours, reduced community income, layoffs, and so on.

RESEARCH METHODS

This study uses a qualitative method using a phenomenological approach. Phenomenological research is always focused on exploring, understanding, and interpreting the meaning of phenomena, events and their relationship to people in certain situations (Nursapia Harahap, 2020). The research conducted on STKIP PGRI Pacitan students in the odd semester of the 2021/2022 academic year was intended to find out the perception/understanding and experience of entrepreneurship from the student's point of view in the Covid-19 pandemic era.

The data collection procedure in this study was through observation and interview methods. Observations or observations made by researchers on the subject in this case students who received entrepreneurship courses. Furthermore, interviews (interviews) are not structured on the subject which aims to strengthen the accuracy of the data obtained through observation and

provide information on the observation data that is getting clearer. The student criteria needed to obtain information are those who already have a business, namely 7 people as informants to represent the researcher's questions. Data acquisition was analyzed using the Miles and Huberman model including data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Meaning of Entrepreneurship for Students

To find out the opinion of the informants about the meaning of entrepreneurship that they have received so far, it was revealed through the interview question "what is the meaning of entrepreneurship?". They answered it in various ways.

Informant 1: "Entrepreneurship is an activity that produces a product in the form of goods or services, where this product is a community need".

Informant 2: "that is carrying out business activities with the aim of making profits".

Informant 3: "In my opinion, activities that create business opportunities, both for myself and for others".

Informant 4: "Entrepreneurship is running a job with one's own business or with the help of others with the aim of creating new jobs".

Informant 5: "is an example of activities carried out to meet the needs of life by doing business that sees the opportunities and needs of the community".

Informant 6: "In my opinion, entrepreneurship is an effort or activity to create a new business whether it is in the form of goods or services to generate an income".

Informant 7: "a person who does a business, either services or goods to make ends meet and also provides jobs for other people".

From the opinions of these informants, it can be concluded that entrepreneurship is a An activity that aims to seek profit by producing goods or services to meet the needs of life and provide employment for others. This is in accordance with the meaning of entrepreneurship, which is a creativity to produce something that is beneficial and creates jobs whose results are useful in meeting the needs of others (Soegoto, 2009). The meaning obtained from this is that in order to start a new business, one must first understand the meaning of entrepreneurship so as not to take the wrong step in carrying out entrepreneurship activities. Increasing understanding of entrepreneurship can increase one's courage and impetus to realize a new business, especially in the pandemic era, many people have lost their jobs. By opening a business, it will increase employment opportunities for them and can help meet their daily needs.

The Importance of Entrepreneurship for Students

The number of entrepreneurs can help sustain economic conditions. One of the drivers to increase entrepreneurial activities is students, because they have the enthusiasm to try new things. This is related to the question during the interview about "how important is entrepreneurship for students?" Their opinion is as follows:

Informant 1: "it is quite important, because apart from being an additional income, it is also a form of community service".

Informant 2: "it is important, students need to prepare themselves for the future, entrepreneurship as capital".

Informant 3: "I think entrepreneurship is very important, so that students are independent and not dependent on job vacancies when they graduate because the current job opportunities are very limited".

Informant 4: "very important, because with entrepreneurship we can generate our own income and can meet the needs of life".

Informant 5: "It is very important, I think entrepreneurship is something that everyone can do. Therefore, students must also have entrepreneurial skills to practice their abilities.

Informant 6: "I think it is very important for students, because in the current era, students, apart from the education they receive, must also be able to compete in creating new and innovative businesses".

Informant 7: "very important, because with entrepreneurship a student will be more independent and can also train mentally".

From this information, it can be concluded about the importance of entrepreneurship for students because in the world of creative industries like today, entrepreneurship activities provide more opportunities and promise. Entrepreneurship is increasingly felt as the backbone of the economy, because it can encourage change, innovation and progress of a nation. If students and the younger generation are able to realize their business ideas, they will be able to increase the growth in the number of entrepreneurs so that they can help the country's economic growth. With entrepreneurship they will get their own income that can be used to meet their needs, create new jobs if the business they make develops and advances, and can improve the skills of the students themselves. In this case, it means that the young generation who have independence, creativity and innovation play a very important role in economic recovery because they are able to adapt in the midst of a pandemic situation.

Activities Conducted Related to Entrepreneurship

To foster the entrepreneurial spirit, students must be encouraged, facilitated and mobilized to become strong young entrepreneurs. They also need to be equipped with knowledge, insight, and real experience so that they can become individuals who are able to drive change for people's lives. To find out the activities that they have done / participated in related to entrepreneurship, they answered as follows:

Informant 1: "I have participated in entrepreneurship seminars".

Informant 2: "I have participated in entrepreneurship seminars, soap making training, and became a member of a village-owned enterprise".

Informant 3: "activities in the community, namely making crafts to be exhibited and sold to the public".

Informant 4: "participate in student activity program competitions on campus, has also participated in equality entrepreneurial activities"

Informant 5: "I often attend training for micro, small and medium enterprises".

From the opinions of these informants, it can be concluded that the activities that have been carried out either on campus or in the environment are very supportive of students for entrepreneurship. This is in line with research that the provision of entrepreneurship courses and training has a positive effect on students' creative entrepreneurial interests (Widnyana, I. W. 2018).

Reasons for Dare to Entrepreneur

To carry out an entrepreneurial activity requires a strong mentality and courage because there are many risks that will be faced, especially if you do not have experience in this field. The importance of courage is related to the interview question "What is the reason you dare to be an entrepreneur?"

Informant 1: "I am brave because of the opportunities, requests, and lots of support from the people around me, but sometimes there is also fear because I still can't manage my time well".

Informant 2: "Because of my encouragement and motivation I set up this business, because I have stopped working and because it is to fulfill my own needs"

Informant 3: "I dare to be an entrepreneur because nowadays the job opportunities are running low.

Informant 4: "to get additional income".

Informant 5: "brave because of the demands of economic conditions and conditions".

Informant6: "I dare to run it at this age because it is to increase income and can generate more than enough profit".

Informant 7: "because the opportunities are very wide and many people are successful from entrepreneurship activities".

From the opinion of the informants above, it can be concluded that the courage to enter the business world must be instilled from an early age to learn how to be an entrepreneur. This is in accordance with his opinion, Risky (2011), entrepreneur is a person who has the courage to take risks to open a business in various opportunities and has the courage to take risks which means being independent and daring to start a business, without being overwhelmed with anxiety and fear even in uncertain conditions. The meaning obtained is that some students have the courage to become entrepreneurs because of their desire to seek new experiences and help create jobs.

Entrepreneurial Motivation in the Pandemic Era

Motivation is one of the forces that is the driving force for someone to carry out activities. Meeting their needs is one of the impetus for them to start entrepreneurship. Those who are motivated in general will be more likely to survive when there is business competition. There are various reasons that encourage and motivate students to dare to be entrepreneurs. Interviews related to motivation are contained in the question "What is your motivation or encouragement for entrepreneurship in the pandemic era?"

Informant 1, stated that the motivating reason for entrepreneurship is to help the family economy. Informant 2, said the reason was because of demands to earn income. Informant 3, reasoned that he had his own income and could use it to meet his needs. Informant 4, stated that the reason for the motivation for entrepreneurship is to fill spare time during online learning and because many workers are laid off from their jobs. Informant 5, said that his motivation for entrepreneurship is to help the family's economic condition.

From the various opinions of informants, one of the motivations that encourage entrepreneurship is from an economic perspective, they argue that entrepreneurship will help increase income to meet the increasing needs of life. They think that entrepreneurship will add experience in finding income that can be used to help ease the burden on the family.

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Entrepreneurial Opportunities in the Pandemic Era

The entrepreneurial process includes all activities to pursue and take advantage of opportunities. According to Ciputra (2009) an entrepreneur must be creative, innovative, able to capture or create opportunities and dare to take measured risks. Entrepreneurship opportunities are related to the question "What are the opportunities for entrepreneurship in the pandemic era?"

Informant 1: "The opportunity is very good, because the needs of people during the pandemic are very diverse and this can create a very wide opportunity".

Informant 2: "business opportunities in the pandemic era are online-based businesses".

Informant 3: "it is quite promising for private tutoring business because of the rise of online learning".

Informant 4: "must be good at innovating so that it has its own charm".

Informant 5: "online businesses have many great opportunities, while offline businesses face many obstacles".

From the statement, it is known that they have the opportunity to make new innovations to adjust to the atmosphere during the pandemic era. The ongoing pandemic is the reason for the rise

of the online shopping system, due to government policies that prohibit people from traveling to minimize the spread of the Covid-19 virus. The school learning system that is still online and also the limitations of parents to guide their children in learning also gives rise to private tutoring business opportunities. So it means that entrepreneurship opportunities will arise if they are able to read the situation and conditions that are in accordance with the business to be carried out. The hope is that students and the younger generation are more sensitive and can read every condition as an opportunity needed to start a business.

Entrepreneurial Challenges in the Pandemic Era

In starting a business, you must pay attention to various important aspects so that the business can run smoothly. In small and large businesses, a number of challenges cannot be separated from covering business people during business development and growth, especially during the Covid-19 pandemic, there are definitely more challenges they will face. Regarding the challenges faced in entrepreneurship, it was revealed through the interview question "What are the challenges of entrepreneurship in the pandemic era?"

Most of the informants thought that there were many challenges to be faced with entrepreneurship during the pandemic.

Informant 1: "business challenges during the pandemic are limited mobility".

Informant 2: "difficult to do distribution because of limited mobility".

Informant 3: "the movement is limited, so we have to find a way so that we can run our business smoothly without being constrained by restrictions on movement".

Informant 4: the challenge is to quickly capture consumer desires, to innovate a lot, to promote products frequently".

Informant 5: "It must take a lot of innovation and creativity and also keep the spirit in running a business even in a pandemic".

Informant 6: "the challenges are many business competitors, it takes a lot of creativity and innovation".

Informant 7 : "it is difficult to sell to markets because many public places are closed due to the pandemic".

The Covid-19 pandemic has made many people, including entrepreneurs, face challenges and threats. Based on the statements of the informants, the most common challenge faced was the limited mobility of the community. Entrepreneurs who previously easily met and transacted with consumers were also affected by the government regulations regarding social restrictions. Lack of creativity and innovation is also a challenge that is often faced by new entrepreneurs. If the product being marketed does not have a unique or special feature that distinguishes it from other people's products, it will be difficult to win the competition. Moreover, the number of people who start businesses to meet their daily needs because the number of layoffs makes business competition even tighter. In this case, it means that being able to adapt and having the right strategies and innovations in dealing with existing challenges can help entrepreneurs win the competition and launch their business.

CONCLUSIONS AND RECOMMENDATIONS

The results of this study conclude several things as follows:

1. Students have the courage to become entrepreneurs because of their desire to seek new experiences in finding income that can be used to ease the burden on their families and help create jobs.
2. The desire for entrepreneurship will arise if you are able to be more sensitive in reading situations and conditions as an opportunity needed to start a business.

3. Students who have independence, creativity and innovation play a role in economic recovery because they are able to adapt and become entrepreneurs in the midst of the Covid-19 pandemic situation.
4. The ability to adapt and have the right strategies and innovations in dealing with existing challenges can help entrepreneurs win the competition to launch their business.

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THE ROLES OF PARENTS IN ONLINE LEARNING ELEMENTARY SCHOOL

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Abstract: This study aims to identify the role of parents in online learning for elementary school students as a result of the COVID-19 pandemic. Learning that was carried out in elementary schools during the Pandemic used online learning through active parental guidance at home and the teacher as a deliverer of innovative online subject matter, so online learning at home students felt happy, had the flexibility of learning time, could study anytime and anywhere with direction from the teacher and direct guidance from parents. The role of parents is very important in online learning. This research is a qualitative descriptive research. Data collection techniques used are methods, interviews, and documentation. The research instruments used were observation guidelines, and interviews. The analysis technique used were data reduction, data presentation, and drawing conclusions. The data validity used credibility tests, triangulation of techniques and sources, and verification

Keywords: *The role of parents, online learning*

1. INTRODUCTION

Technology which is a basic human need is supported by the rapid development of science. Mobile is one of the results of technological developments. Mobile phone technology was originally just a wireless communication tool, then developed into a sophisticated tool. The sophistication of mobile phone technology is not only a means of communication, but humans can take photos, record videos, play games, listen to music, and access the web in seconds.

The implementation of learning is carried out by teachers and educators by utilizing technology to address distance learning problems by providing material and lesson assignments online or online (in a network). However, this does not always go well, there are many obstacles that come, such as inadequate quotas and signals, and some students do not have good supporting cellphones (Gusti, 2020: 4). This resulted in learning materials that were not conveyed properly to students, so that many students did not understand and felt not well guided in understanding the subject matter from school.

Parents are people who are responsible for their children, from birth until they grow into adults. Parents have the obligation to meet the basic needs of children, the basic needs of children themselves include; physical-biomedical needs (*asuh*), emotional or affectionate needs (*asih*), and the need for mental stimulation for the learning process in children (*asah*) (Habibi, 2018: 5). The role of parents is very important in the education of children, because the first and foremost education received by children starts from the family environment and parents are the main key to education in the family itself.

The role of parents in paying attention to children has a great psychological influence on learning activities. The attention given by parents to children is expected to make children more active and enthusiastic in learning. At this time the role of parents in educating children is very necessary, especially with the Covid-19 outbreak. Teachers and parents should use learning strategies that are not boring for students and attract students' interest in distance learning. The learning strategy itself is the preparation of plans or patterns in the teaching and learning process so that it can achieve the expected goals, namely by supporting the formation of basic

competencies in students who are better in terms of knowledge, skills, and attitudes. Teachers and parents are tasked with creating fun learning strategies and making students interested in learning. Based on this background, researchers will obtain an overview of the role of teachers and parents with the title "The Role of Parents in Online Learning in Elementary Schools".

2. LITERATURE REVIEW

2.1. The Role of Parents in Online Lear

Prior to online learning, parents played a role in shaping children's character while at home. Parents play a role in guiding basic attitudes and skills, such as moral education to obey certain rules and some good habits (Nurlaeni & Juniarti, 2017). Parents are the proponents of the success of children's education during online learning, especially for first graders who are still in the transition period from early school age to elementary school age children (Lilawati, 2020). In other words, parents have an important role when online learning takes place. The role of parents is a function or part of the main task held by parents who are carried out to educate their children.

The efforts of parents in guiding children towards character building are adjusted to how parents provide good and right examples. In the increasingly rapid development of the era, parents are required to be able to keep up with technological developments by being able to operate cellphones and some of their application features (Chalim & Anwas, 2018). Lower grade students are still in a transitional period and still need parental assistance to participate in online learning. In addition, low-grade students are also less able to operate applications without parental assistance such as WhatsApp, google classroom, zoom, etc. According to Zein (2016), the role of parents is influenced by several factors, these factors include: (1) the form of the family, (2) social status (education level, occupation, and income), (3) the stage of family development starting from marriage to preparation stage to become parents, (4) role model factors.

Based on some of these statements, it can be seen that the restriction of students to study at school means that the role of parents to accompany students to study at home must be more optimal. Parents are not only required to be able to operate several applications found on their cellphones but parents are also asked to accompany students while they are studying

3. RESEARCH METHODS

The research method used is a qualitative research method. Sugiyono (2015:65) states that qualitative research is of the opinion that there is not only one absolute truth. Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects holistically, by means of descriptions in the form of words and language Moleong in Sugiyono (2015: 70). The approach in this research is a case study or case study. This research is about the study of the subject, namely research that is concerned with a specific or distinctive phase of the whole personality. The case study researcher tries to examine as much data as possible about the subject studied by Mulyana (2010: 201). The research data was obtained by using research instruments in the form of interview guidelines, and documentation

4. RESULTS AND DISCUSSION

The researcher categorizes the indicators of the role of parents in online learning including 4 aspects, namely: motivating children to excel in learning, overcoming difficulties in understanding the material presented by the teacher, recognizing children's learning styles, and controlling when using gadgets. The following are the results of the research discussion based on indicators. The Role of Parents in the Implementation of Online Learning

Motivating children to excel in learning Parents are teachers as well as companions when children do online learning with parental support, a child will be more enthusiastic in implementing online learning. Motivation is positive things or support given by someone to make students more active in carrying out activities. Currently, parents must more often motivate their children so that children are more enthusiastic. In this study, parents motivate children in the form of praise. Apart from being a motivating member, parents also provide

facilities to support online learning. These facilities include a laptop, wifi, internet quota, and several supporting books.

Overcoming difficulties in understanding the material presented by the teacher Online learning is a technology-based learning. Learning cannot run smoothly if it is not supported by parents. The contribution of parents to online learning is very much needed, especially for first graders. Thus, it is possible for parents to overcome problems that hinder their children's learning. One of the problems that arise in online learning is that students get bored easily with online learning, this is because the focus limit for low-grade students is quite low. Students get bored easily and tend not to focus on learning. Parents as much as possible divert the focus of students in order to follow the learning. The method used by parents is to repeat the material presented by the teacher after the learning is complete. This is done so that students understand the material presented by the teacher.

Recognizing and developing children's learning styles, every child has their own uniqueness in learning activities. Children's learning style is the way a child receives the material presented by the teacher. In the research that the researchers conducted on first graders, they had a kinesthetic learning style. This means that children prefer direct physical involvement when learning, as well as exploring new places and concepts. Children learn through movement, emotion, and touch. This happens because low-grade students are still in the transition period from the pre-operational phase to the concrete operational phase. Gadget controller. Every child needs supervision on the use of gadgets in their daily life. Limiting use can use applications downloaded on the Play Store, namely App Block. This app can limit app usage with time.

5. CONCLUSION

Based on the research and the results of data analysis that has been reviewed by the researcher, it can be concluded that there are four roles of parents in online learning. While the role of parents in online learning includes motivating children to excel in learning, overcoming problems that hinder children's learning, recognizing and developing children's learning styles, and controlling the use of gadgets. Based on the data from observations made by researchers, it can be concluded that the role of teachers and parents in the implementation of online learning has been carried out in accordance with the indicators that have been determined by the researcher.

6. SUGGESTION.

After looking at the existing conditions, and based on the results of the research conducted, the researchers provide suggestions as input, namely, parents must supervise children when using gadgets. Elementary school students are not allowed to have gadgets and be brought to school, and limit children to playing games so that children do not spend time on activities that have a negative effect on children.

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CODE OF ETHICS PROFESSIONAL COUNSELOR (CASE-BASED PRACTICAL STUDIES)

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Abstract: The term school counselor has been ratified by the government through UU No. 27/2008. The term counselor is a substitute for the previous designation, namely the supervising teacher. There is nothing different from changing the name of the sufferer. School counselors have unique duties and expectations compared to other subject teachers. Especially it can be seen from his duty to provide services based on the needs of students in each educational unit. The term school counselor is still in contrast to the actual situation. According to UU No. 27/2008, it is stated that to get a counselor's degree, one must have an undergraduate education standard in Guidance and Counseling and attend Counselor Professional Education. This status also prevents school counselors who currently hold professional degrees from getting their rights, especially the right to professional allowances. However, the allowances obtained due to professional recognition as teachers are generally not as counselors. As a counselor in carrying out his duties there are limits that have been regulated in the professional code of ethics. This code of ethics is the basis for the work of a counselor in an educational institution. The consequences of violating the code of ethics, the authors see, have not been seriously implemented by the authorities. As a simple illustration, the author presents several cases related to the professional code of ethics and the solutions that can be offered to prevent and overcome them.

Keywords: Code of ethics, professional counselor

1. CODE OF ETHICS PROFESSION COUNSELO

1.1. Definition

Ethics is a system of moral principles, the ethics of a culture. The rules of action adopted regarding the behavior of a particular human class, group, or culture.

ABKIN (2005) Professional Guidance and Counseling Ethics are behavioral norms that serve as a reference for counselors in carrying out their duties or responsibilities in providing guidance and counseling services to counselees. The rules of behavior in question are:

- a. Everyone has the right to receive respect as a human being; and obtain counseling services regardless of ethnicity, religion, or culture.
- b. Every person/individual has the right to develop and direct themselves.
- c. Everyone has the right to choose and is responsible for the decisions he makes.
- d. Each counselor helps the development of each counselee, through professional guidance and counseling services.
- e. The counselor-counselor relationship is a helpful relationship based on a code of ethics (professional ethics).

Code of Ethics is a set of standards, regulations, guidelines, and values that govern directing actions or actions in a company, profession, or organization for workers or their members, and interactions between workers or members and the community.

The Indonesian Guidance and Counseling Code of Ethics is the moral foundation and professional code of conduct that is upheld, practiced and secured by every member of the Indonesian Guidance and Counseling profession. The Indonesian Guidance and Counseling Code of Ethics must be complied with and practiced by administrators and members of national, provincial, and district/city level organizations. ABKIN (2005) by laws, Chapter II, Article 2. The weakness is that not all guidance and counseling teachers or school counselors register as ABKIN members so that the organization is not able to control the whole thing.

1.2. Purpose of Code of Ethics Profession Counselor

- a. To uphold the dignity of the profession.
- b. To protect and maintain the welfare of the members.
- c. To increase the dedication of members of the profession.
- d. To improve the quality of the profession.
- e. To improve the quality of professional organizations.
- f. Increasing service above personal gain.
- g. Have a strong and closely interwoven professional organization. Define your own standards.

1.3. Function of Code of Ethics Profession Counselor

- a. Provide guidance for each member of the profession regarding the principles of professionalism outlined.
- b. As a means of social control for the community over the profession concerned.
- c. Prevent interference from parties outside the professional organization regarding ethical relationships in professional membership.

1.4. Foundation of Code of Ethics Profession Counselor

- a. Pancasila and the 1945 Constitution.
- b. Law Number 20 of 2003 concerning the National Education System.
- c. Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (article 28 paragraphs 1, 2 and 3 concerning standards of educators and education personnel).
- d. Regulation of the Minister of National Education of the Republic of Indonesia Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competence.
- e. Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers.

2. VIOLATION OF CODE OF ETHICS PROFESSION COUNSELOR

The counselor must consciously examine his behavior and actions that he adheres to the code of ethics. Counselors must always remember that any violation of the code of ethics will harm themselves, counselees, institutions and other related parties. ABKIN (2005) Violation of the code of ethics will receive sanctions whose mechanism is the responsibility of the ABKIN Code of Ethics Advisory Council as stipulated in the ABKIN Bylaws, Chapter X, Article 26 paragraphs 1 and 2 as follows:

- a. At the national and provincial level organizations, a Advisory Council on the Indonesian Guidance and Counseling Code of Ethics is formed.
- b. The Advisory Council on the Indonesian Guidance and Counseling Code of Ethics as referred to in paragraph (1) has the following main functions:
- c. Uphold the appreciation and experience of the Indonesian Guidance and Counseling Code of Ethics.
- d. Giving consideration to the General Manager or Regional Management of ABKIN or any act of violating the Guidance and Counseling Code of Ethics by Members after conducting a thorough and responsible investigation.

- e. Act as a witness in court in cases related to the guidance and counseling profession.

2.1 Form of Violation in Code of Ethics Profession Counselor

2.1.1 To Counselee

- a. Disseminate/disclose the counselee's secret to people who are not related to the counselee's interests.
- b. Commit immoral acts (sexual harassment, blasphemy, racism).
- c. Perform acts of violence (physical and psychological) against the counselee.
- d. Errors in professional practice (procedures, techniques, evaluations, and follow-up).

2.1.2 To Professional Organization (ABKIN)

- a. Not following the policies and rules set by professional organizations.
- b. Defame the profession (using professional organizations for personal and or group interests).

2.1.3 To Colleagues and Other Related Professions

- a. Take actions that cause conflict (insulting, refusing to cooperate, arrogance).
- b. Make referrals to parties who do not have expertise in accordance with the counselee's problem.

2.2 Violation Sanction

ABKIN (2005) Counselors must comply with the Guidance and Counseling professional code of ethics. If there is a violation of the code of ethics of the Guidance and Counseling Profession, the following sanctions are given to him:

- a. Give verbal and written warnings.
- b. Give a stern warning in writing.
- c. Revocation of ABKIN membership.
- d. Revocation of license.
- e. If it is related to legal/criminal issues, it will be submitted to the competent authorities.

2.3 Mechanism of Application of Sanctions

ABKIN (2005) In the event of a violation as stated above, the mechanism for implementing the sanctions carried out is as follows:

- a. Obtaining complaints and information from the counselee and or the public.
- b. Complaints are submitted to the code of ethics board at the regional level.
- c. If the violation is still relatively minor, the resolution is carried out by the code of ethics council at the regional level.
- d. Calling the counselor concerned to verify the data submitted by the counselee and or the community.
- e. If based on the results of the verification carried out by the regional code of ethics board, it is proven true, then sanctions are applied according to the problem.

3. CASES OF VIOLATION IN CODE OF ETHICS PROFFESION COUNSELOR

The code of office ethics is a pattern of provisions/rules/procedures that serve as guidelines in carrying out the duties and activities of a profession (Mappiare, 2008; García López, Aramburuzabala, Cerrillo, 2016: Kuhn, Gordon, Webber, 2006). To become a professional counselor, it is not enough just to have knowledge, skills, and personality, but must understand and apply the counseling code of ethics (KEK) (Wilis, 2007). A code of ethics is needed so that counselors can maintain quality standards and their professional status within clear boundaries with other professions, so that the possibility of deviations from duties can be avoided by those who are not directly involved in the field (ABKIN, 2005).

We have heard of violations of the professional code of ethics in Indonesia and have become public secrets. Starting from labeling students who make mistakes by giving negative words such as "you are stupid.....", "you are lazy.....", "ah you are.....", even counselors also do persecution and promotion. For more details, below are some cases of violations of the code of ethics, including the following:

- a. According to observations data in 2020, the guidance and counseling (BK) teacher of Vicational High School in Kediri city was reported to the Police for allegedly molesting his student, Rekeyasa (17 years old) and still in class X. Engineering was sent to the Police for further investigation. report the teacher about his actions that are out of bounds. The student's parents expressed their anger because the BK teacher slapped the cheek, hit and banged their child's head against the wall. The victim experienced dizziness and was taken to the hospital.
- b. According to 2020 observations, the guidance and counseling (BK) teacher, let's call him Mr. X in a high school in Pacitan. He uses counseling as a commercial platform. At first, the BK teacher was a member of the legislature of one of the parties. After the counseling was over, the teacher gave a pamphlet/brochure in the form of a picture of a legislative candidate and asked the counselee to choose a legislative candidate in the pamphlet/brochure.
- c. According to the results of observations, the authors found a Student Worksheet (LKS) for guidance and counseling services. This is very unfortunate because those who compose the LKS are MGBK and are most likely also used for commercial purposes which aim to increase the income of the compilers.

4. SUPPORTING THEORETICAL STUDIES

4.1 Case 1

Nasution (1983), the interaction between teachers and students in schools is an educational process and a socialization process. In the interaction there are types of teachers such as authoritarian teachers and friendly teachers. Authoritarian teachers will be seen as teachers who are feared, less liked or even respected and admired because they have good qualities (Steen, O'Keefe, Griffin, & Routzahn, 2012). On the other hand, a friendly teacher will be close to his students, there will be no awkwardness in discussing personal problems, or the teacher will be seen as a teacher who does not have authority.

Harmony between teacher and student relationships can be created if there is an attitude of respect. Teachers who are integrative will help in developing students' personalities into people who can stand alone, can choose themselves with full responsibility (Zhoue, Eisenberg, Losova, Fabes, Reiser, Guthrie, Murphy, Cumberland, Sherpard, 2003).

This is very different from what a teacher does who is not able to create integration with students. Instead, students become victims of violence, especially since the perpetrators are Counselor. Counselor should create close relationships in order to increase the acceptance and existence of Counselor in schools (Marmarosh & Kivlighan, 2012).

Seeing from the first case, it is also clear that the student's need for comfort was not achieved (Swickert & Owen, 2010). Maslow (1987) that there are five (5) hierarchies of needs such as:

- a. Basic (physiological) needs.
- b. The need for comfort.
- c. The need to be loved and cherished.
- d. The need to be appreciated.
- e. The need for self-actualization.

However, the actions taken by the counselor were not able to provide one of the needs that students expected. So, students do not get good and optimal service because the counselor's actions have gone too far which are against the code of ethics.

4.2 Case 2

Everyone who has attended school and is therefore in contact with teachers has a certain picture of the teacher's personality (Nasution: 1983). The teacher's personality is formed by the influence of the code of conduct as expected by society and the nature of his work. The teacher must carry out his role according to his position in various social situations. Behavior that does not fit the role will be criticized and must be avoided (Steen, O'Keefe, Griffin, & Routzahn, 2012). On the other hand, appropriate behavior will be established and norms of behavior will be internalized and become an aspect of his personality (Lowenstein, 2005).

This is very different from what is done by a teacher who uses counseling services as a promotional medium, namely distributing pamphlets/brochures. This action is very unfortunate because the counselor should serve the counselee in accordance with the context of his task.

Looking at the second case, according to the author's assumption, the condition is related to the theory of social exchange which states that human nature consists of:

- a. Humans seek rewards and avoid punishment. The assumption is that people's behavior is motivated by an internal drive mechanism. When people feel this urge, they are motivated to reduce it and the process of implementing it is an enjoyable one.
- b. Humans are rational creatures. The assumption is that within the limits of the information available to him, humans will calculate the sacrifices and rewards of a certain situation and this will guide their behavior. Thus, rationalizing involves a contrived effort to make a choice appear rational after the facts emerge.
- c. The standards by which humans evaluate sacrifices and rewards vary over time and from person to person. This assumption that the standards by which people evaluate sacrifices and rewards vary over time and from person to person suggests that this theory must take diversity into account. There is no one standard that can be applied to everyone to determine what sacrifices and rewards are (Mundzir, 2013).

4.3 Case 3

The role of the teacher greatly influences his behavior. Because of this, the demands and expectations of the community from teachers have many similarities, so the personality traits of teachers also show many similarities (Curry & DeVoss, 2009). In this case, Counselor have a view to teachers in the field of study about the difference in the job gap between them. Counselor prefer to join MGBK and make Student Worksheets (LKS) for guidance and counseling because they prefer to be practical when delivering services in class.

Mosco (2011) looking at the fourth case, it is studied from the economic theory of "Karl Max" with five (5) stages, namely:

- a. Socialist (primitive communal).
- b. Slavery.
- c. Feudal.
- d. Capitalist.
- e. Socialist (modern communal).

From the five theories above, what fits the case is capitalist society because capitalist society is eager to seek productivity outside of its work (Leus, Tishby, Shefler, Wiseman, 2017). Increased productivity is done because people want to get opportunities in the form of profits from the division of labor (Ikiz, 2009). For example, Counselor who follow the MGBK organization and participate in making LKS solely because they want to improve welfare, namely to increase income. The actions taken by the MGBK team in compiling LKS, the hypothesis is that they want additional productivity to be calculated from a financial perspective. While the government has guaranteed the welfare of teachers based on PP no. 41 of 2009 regarding teacher and lecturer professional allowances.

5. COUNSELOR PERFORMANCE EXPECTATIONS BASED ON CODE OF ETHICS PROFFESION

COUNSELOR

The counselor's performance expectations to address the above cases need improvement from various aspects, including the following:

- a. Case 1, counselors need to participate in organizational forums such as the Guidance and Counseling Teacher Consultation (MGBK). It is hoped that by participating in the activities carried out by MGBK, they are able to improve the quality of the counselor's competence, especially his personal and social competence. In fact, the MGBK does not discuss the problems of the counselor's performance at school, but carries out other activities such as reunions, social gathering, etc.
- b. Case 2, it is necessary to supervise guidance and counseling (BK) so that it is necessary to have an important role from BK supervisors in each education office to control the performance of counselors.
- c. Case 3, counselors need to follow a testing certification program for 40 days non-stop from a credible LPTK such as the State University of Malang to get a license or certificate as a professional tester. It is hoped that the school counselor will carry out a needs assessment to find out the school's service needs. As for what we know, the assessments that need to be carried out in schools are environmental and individual assessments. Through these two assessments, counselors can create service materials according to the needs of the school. LPTKs should also carry out monitoring and evaluation (monev) of institutions above school counselors, namely MGBK and BK supervisors.

6. CONCLUSIONS

From the topic of this paper, the writer can conclude that:

- a. There are four cases discussed in this paper related to the counselor's professional code of ethics. As for these cases, such as cases of violence, promotion of legislative candidates with the mode of counseling services, and carrying out commercialization of LKS.
- b. Related theoretical studies in the above case, such as Maslow's theory of needs, social exchange theory, Karl Max's economic theory and related codes of ethics.
- c. Expectations that should be carried out by counselors in carrying out the context of their duties. However, it is undeniable that such violations occurred in the above cases. This budgeting can be prevented and overcome by collaborating with related institutions, for example MGBK, ABKIN, DIKTI, KEMENDIKBUD and the counselors themselves.

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DETERMINE THE NUMBER OF STOPPING RULES AND MINIMUM ITEMS IN THE COMPUTERIZED ADAPTIVE TEST

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Abstract: This research aims to determine the number of stopping rules and the minimum items required by CAT. To achieve this goal, simulation using CAT based on MLE is carried out. Data of 10000 respondents with 173 items were raised using the R program. The calibration of such data results in 152 fit items with the difficulty being at intervals (-3, 3.21). The θ estimation in CAT was determined using the MLE Algorithm. The CAT simulation was set with 15 multiple choice items. Cat simulation results show a stopping rule can occur in each test number except for numbers 1, 3, and 5. Furthermore, the minimum item required for CAT based on MLE is 122 (80.26%) items from 152 items. The selected items consist of 27.05% (33 items) easy, 51.64% (63 items) medium, and 21.31% (26 items) Difficult.

Keywords: Stopping Rule, Minimum Item, CAT, R Program

1. INTRODUCTION

Along with the development of computer technology and artificial intelligence. The computerized Adaptive Test (CAT) is one of the alternative media for measuring the cognitive, affective, and psychomotor domains. CAT-based tests have several advantages, The first. CAT has proven to be able to present items according to the ability of the test taker (Haley et al., 2011). Secondly, the time required can be shorter (Khoshshima et al., 2017). Third, CAT has a good side of efficiency, accuracy, and practical value (Fadzil, 2018). Fourth, shorten the time required for scoring (Samsudin et al., 2019), fifth. Can reduce cheating during the test (Wulandari et al., 2020a).

CAT works based on student ability (θ) estimation. The θ is used as the basis for selecting the next item. In addition, the θ is also used to determine the test taker score. CAT works according to the abilities of the test takers, so each test taker is very likely to get different items. The uniqueness of CAT is that under certain conditions the test will stop by itself. The CAT will stop the test when the stopping rule is working.

The number of items that the CAT uses for the dichotomous test depends on the following things. The first. The maximum number of items that must be done by the test taker. For example, in a multiple-choice test consisting of 10 items, the number of possible answers that can occur is 2^{10} or 1024 possibilities. Furthermore, from these possibilities, the minimum number of items can be determined. Secondly, item bank. The collection of test items in different item banks will result in different minimums items on the same CAT. Third, the item selection process is initiated by the CAT algorithm. At the beginning of the test, all test takers or test takers can work on the same item or different items, depending on the algorithm used in the CAT.

CAT consists of five components (Eggen, 2012; Retnawati, 2014). The first is the Item bank. This component consists of a collection of items that have gone through a Calibration. The second is, starting rule. The initial conditions on the CAT are defined in this step. This starting rule will greatly affect the minimal number of items on CAT. Third, the θ estimation algorithm, in this section contains algorithms to estimate the θ . The θ value is used to select the difficulty level for the next item. Thus, the selected items have been adjusted based on the test takers' from the previous

questions. fourth, Scoring. Scoring can be done by MLE that is optimized using the Newton-Raphson formula (Retnawati, 2014). Fifth. Stopping rule. The test stops if certain conditions have been met. The test will stop based on the stopping rule that occurs in CAT.

Indirectly, the Stopping rule indicates that the number of items worked on by the test taker is enough to promote his ability to the material being tested. The minimum number of items on the stopping rule must be determined, especially the stopping rule that occurs in low numbers. For example. CAT stops at number 3, whether the three questions can already logically explain the ability of the test taker. This information can be used to set up the algorithm for item selection on the few initial numbers of the CAT.

Based on the information above, this study aims to determine 1) the number of stopping rules that may occur in CAT, and 2) determine the number of minimum items required by CAT. The R program is used to determine the number of stopping rules and minimum items in CAT.

2. METHOD

This research is a simulation study. The steps in this study are, 1) generating research data. 2) Build CAT, and 3) determine the stopping rule and minimum items in CAT. The steps are outlined as follows.

2.1 Data

The data used in this study is generated under certain conditions. The Data is generated by using the R program with the MIRT package (Chalmers, 2012). It was conditioned with 173 items and 10000 respondents. This data has been adapted to the 2 PL model.

2.2 CAT

CAT consists of five components (Eggen, 2012; Retnawati, 2014; Ridwan et al., 2020). The five components are discussed in detail as follows.

2.2.1 Calibration of item banks

The item bank contains a complete set of items with item and abilities parameters. The parameters of the test item are obtained from the process of calibration of 10000 generated data above. The calibration results obtained 152 fit items and obtained a level of difficulty from -3 to 3.2 and discriminant between 0 to 1.23.

2.2.2 starting rules

The test begins with a moderate level of difficulty for all participants. The first difficulty level used is 0.0 (Retnawati, 2014) or close to 0.0. in this simulation, the first difficulty level is the parameter of the 58th item in the item bank.

2.2.3 Item selection rule

The Items are selected based on the selected difficulty level. The difficulty level of the item is selected based on the estimated value of the θ . In this study, the MLE Algorithm was used to estimate the θ .

2.2.4 Scoring

The MLE approach with numerical analysis of the Newton-Raphson method (Retnawati, 2014) can be done to carry out the scoring. The formula with this scoring can be seen in the following formula (1). This section is not done in this CAT simulation study.

$$\theta_{n+1} = \theta_n + \frac{\sum_{i=1}^n S_i(\theta_n)}{\sum_{i=1}^n I_i(\theta_n)} \quad (1)$$

2.2.5 Stopping rule

The stopping rule in this study is carried out $\Delta\theta = \theta_{i+1} - \theta_i = 0$ if (Ridwan et al., 2020) or the test taker has done 15 items.

2.3 MLE algorithm.

Estimation of the test taker's ability parameters can be performed using the maximum Likelihood model within formula (2) Bellow. (Hambleton et al., 1991; Retnawati, 2014).

$$L(u_1, u_2, \dots, u_n | \theta) = \prod_{j=1}^n P_j(\theta)^{u_j} \cdot Q_j(\theta)^{1-u_j} \quad (2)$$

With

$$P_j(\theta) = \frac{e^{(\theta-b_j)}}{1+e^{(\theta-b_j)}} \text{ and } Q_j(\theta) = 1 - P_j(\theta)$$

$P_j(\theta)$: The test taker probability with their ability to answer correctly on the j^{th} item.

$Q_j(\theta)$: The test taker probability with their ability to answer wrongly on the j^{th} item.

this method can estimate the test taker's ability by choosing the maximum θ probability. The θ value that results from the maximum probability will become the next θ estimation. The θ value is then used as a basis for determining the difficulty of the next item in CAT. The theta used to build the MLE model is at intervals (-3, 3.21). The character of this theta is in the form of an arithmetic sequence with initial value = -3, difference = 0.129, and maximum theta = 3.21.

2.4 Stopping rule and minimum item on CAT.

The maximum number of items that must be done by test takers in this study is 15 test items. The number of stopping rules and the minimum item is carried out with the following steps.

- a. Determine the number of response patterns that can occur for 15 test items.
- b. determine the number of stopping rules in CAT.
- c. Determine the minimum number of items in CAT.

Each calculation for determining many stopping rules and minimum items in CAT is carried out with the help of the R program.

3. Results and discussion

Multiple choice tests were used in this simulation and the number of items that the test takers had to do was 15. Many possible response patterns were $2^{15} = 32768$. The CAT simulation was carried out 32768 times. The device used in calculations has the specification of 11th Gen Intel(R) Core (TM) i3-1115G4 Processor @ 3.00GHz 3.00 GHz 8 GB ram. The time required to perform the simulation is 10 minutes.

The simulation results can be seen in tables 1, 2, and 3. This section discusses the illustration of CAT work, stopping rules, and minimum items in CAT MLE.

3.1 The CAT Illustration

The simulation results of 32768 response patterns can be seen in Tables 1 and 2. Table 1 is the simulation result of the 17055th response pattern. The stopping rule process does not occur in this case, because the CAT stops after the test taker has completed the maximum number of items given (there is no delta value equal to zero).

The process that occurs in CAT for the response pattern 17055 can be described. First, the test taker obtains an item with the number 58 and the test taker gives a response of 1 (correctly). Formula (2) processed discriminant and difficulty, obtained θ estimate 3,321. furthermore, the CAT selects items with a difficulty level close to $\theta=3.321$ and obtained item number 152 with a difficulty level of 3.182. secondly, the test taker responds to the second item with 0 (false). Discriminants and difficulties processed by formula (2) obtained the value of $\theta=2.57$. based on this θ value, the third item is obtained, and get 147th item for the next item, and so on.

Table 2 describes the performance of CAT with a stopping rule. The test stops at the fourth item. The stop test is marked by Delta value = 0. So the response pattern (0 1 0 0 1 1 1 0 1 0 0 0 1 1 0) is not used entirely.

Table 1. Illustration of CAT results for response pattern to 17055

No.	level	Number choose	discriminant	Difficulty	Responses	Θ	Delta
1	Medium	58	0.7670	0.0141	1	3.321	3.321
2	Hard	152	0.0580	3.1822	0	2.547	-0.774
3	Hard	147	0.5985	2.5309	0	1.128	-1.419
4	Medium	108	0.3062	1.1215	0	0.612	-0.516
5	Medium	83	0.4006	0.6301	0	0.096	-0.516
6	Medium	59	0.7072	0.1004	1	0.741	0.645
7	Medium	88	0.5611	0.7420	0	0.354	-0.387
8	Medium	70	0.7756	0.3463	1	0.741	0.387
9	Medium	87	0.3390	0.7282	0	0.612	-0.129
10	Medium	82	0.4430	0.5888	0	0.354	-0.258
11	Medium	71	0.5471	0.3681	1	0.612	0.258
12	Medium	84	0.9229	0.6472	1	0.870	0.258
13	Medium	93	0.5974	0.8641	1	1.128	0.258
14	Medium	107	0.4666	1.1052	1	1.257	0.129
15	Medium	114	0.5913	1.2646	0	0.999	-0.258

Table 2. Illustration of CAT results for 10055th response pattern

No.	level	Number choose	discriminant	Difficulty	Responses	Θ	Delta
1	Medium	58	0.7670	0.0141	0	-3.000	-3.000
2	Easy	1	0.1903	-2.9503	1	-1.710	1.290
3	Easy	8	0.3870	-1.7021	0	-3.000	-1.290
4	Easy	2	0.6903	-2.5278	0	-3.000	0.000

3.2 Stopping Rules and Items

Table 3 shows impressive results. the stopping rule in the second item has the most probability of occurring. The response pattern that produces this stopping rule is a response pattern that has the first and second items the same. There are only three items used in the response pattern, namely items 58, 1, and 152. Item 1 in the item bank is the easiest item and item 152 is the most difficult. Furthermore, none of the tests stopped at the third and fifth numbers. In the CAT with 15 multiple choice items, the test automatically stops after the 15th item is completed.

The BI column illustrates that there are several similar items in each response pattern. and the minimum items in the CAT can be determined by the intersection operation of the BI column above and 122 test items are obtained. so that, 30 items in the item bank are not used altogether. The items that are not used at all are 39, 45, 46, 51, 52, 53, 54, 62, 63, 67, 68, 69, 74, 75, 85, 91, 92, 101, 102, 103, 104, 110, 111, 115, 116, 117, 133, 134, 135, and 138.

4. Discussion

The results of the above analysis explain the weakness of CAT based on MLE. The test stops at the second item when the first and second responses are the same. This result is the following (Haryanto, 2013; Suhardi, 2020). As many as 50% (16384) of the 32768 response patterns resulted in the CAT stopping the test. Only two multiple choice items can measure the ability of test takers. What is your opinion? This can be overcome by adding up the difficulty level of the previous item by 0.5 if the first response is correct and vice versa if the first response is wrong (Suhardi, 2020).

This rule is used after the participant has completed the first item only, after that the next number is the MLE algorithm used.

Table 3. Illustration of CAT results for the 1005th response pattern

SR	P	BI
2 nd Item	16384	58, 1, 152
4 th Item	6144	58, 1, 8, 2, 152, 147, 151
6 th Item	1024	58, 1, 8, 2, 9, 3
7 th Item	512	58, 152, 147, 108, 126, 148, 146
8 th Item	768	58, 8, 27, 15, 4, 2, 3, 30, 42, 64, 152, 147, 108, 126, 93, 114, 125, 148, 149, 151
9 th Item	1088	58, 1, 8, 2, 9, 24, 13, 7, 14, 20, 27, 15, 4, 5, 3, 30, 42, 28, 36, 26, 19, 43, 70, 93, 76, 64, 152, 147, 108, 83, 107, 129, 141, 146, 126, 148, 149, 143, 151
10 th Item	704	58, 1, 8, 2, 9, 24, 13, 7, 4, 3, 14, 12, 20, 23, 19, 27, 15, 5, 30, 26, 28, 29, 42, 36, 43, 25, 70, 49, 48, 64, 57, 71, 93, 119, 131, 146, 152, 147, 108, 126, 114, 99, 88, 98, 148, 149, 151, 150
11 th Item	864	58, 1, 8, 2, 9, 24, 13, 7, 4, 5, 3, 33, 26, 23, 25, 22, 49, 42, 32, 43, 27, 15, 6, 20, 14, 28, 19, 36, 30, 29, 70, 48, 44, 93, 76, 64, 59, 152, 147, 108, 83, 57, 60, 88, 107, 122, 114, 123, 129, 82, 84, 65, 141, 137, 149, 146, 151, 143, 126, 94, 113, 125, 99, 119, 98, 148, 131, 142
12 th Item	608	58, 1, 8, 2, 9, 24, 13, 7, 4, 5, 6, 3, 33, 26, 23, 20, 15, 19, 25, 49, 42, 32, 43, 36, 57, 30, 48, 27, 10, 14, 16, 28, 29, 59, 76, 64, 44, 12, 70, 37, 71, 83, 93, 65, 119, 94, 114, 120, 108, 152, 147, 56, 60, 82, 88, 107, 122, 129, 137, 148, 99, 84, 131, 143, 128, 141, 146, 123, 126, 77, 87, 98, 113, 149, 125
13 th Item	796	58, 1, 8, 2, 9, 24, 13, 7, 4, 5, 6, 10, 12, 14, 15, 11, 16, 20, 23, 19, 25, 22, 26, 27, 28, 30, 33, 32, 36, 49, 42, 31, 59, 48, 43, 60, 64, 70, 57, 56, 71, 88, 76, 3, 29, 44, 65, 61, 21, 37, 47, 72, 93, 94, 83, 82, 87, 114, 99, 95, 108, 98, 122, 119, 113, 120, 126, 118, 131, 132, 125, 152, 147, 89, 107, 106, 123, 84, 81, 137, 143, 142, 129, 128, 141, 146, 148, 149, 151, 140, 77
14 th Item	694	58, 1, 8, 2, 9, 24, 13, 7, 4, 5, 6, 10, 11, 12, 14, 15, 20, 23, 19, 25, 27, 26, 28, 30, 33, 42, 36, 16, 22, 32, 49, 29, 31, 57, 43, 64, 44, 37, 59, 48, 60, 61, 70, 83, 76, 56, 71, 72, 88, 99, 108, 98, 3, 17, 21, 65, 47, 41, 82, 87, 93, 66, 94, 77, 78, 114, 95, 122, 126, 119, 125, 137, 146, 120, 113, 118, 131, 129, 141, 123, 132, 143, 152, 147, 84, 107, 106, 89, 105, 128, 124, 81, 148, 142, 149, 151, 127, 136, 96
15 th Item	701	58, 1, 8, 2, 9, 24, 13, 7, 4, 5, 3, 6, 10, 11, 12, 14, 15, 16, 20, 23, 26, 27, 19, 25, 28, 30, 22, 33, 36, 42, 32, 57, 43, 64, 21, 49, 31, 29, 34, 59, 48, 37, 44, 60, 61, 65, 56, 70, 71, 76, 72, 88, 99, 93, 108, 98, 119, 17, 83, 41, 114, 122, 129, 123, 40, 38, 47, 50, 66, 55, 82, 87, 77, 94, 95, 84, 96, 107, 113, 126, 120, 125, 131, 141, 137,

118, 143, 147, 142, 152, 81, 89, 90, 86, 106, 105, 148, 128, 146, 132, 127, 145,
151, 140, 136, 139, 78, 79, 97, 112, 100, 149

None of 2481 SR 58, 1, 8, 2, 9, 24, 13, 7, 4, 5, 3, 6, 10, 11, 12, 14, 15, 16, 17, 18, 20, 23, 19, 26, 25,
27, 28, 21, 22, 30, 33, 42, 29, 36, 32, 57, 43, 59, 31, 64, 37, 70, 49, 34, 35, 44,
41, 38, 48, 47, 60, 61, 65, 56, 83, 76, 71, 77, 88, 82, 87, 99, 93, 108, 84, 94,
107, 114, 122, 55, 72, 89, 98, 119, 129, 126, 137, 78, 40, 66, 62, 113, 120, 146,
50, 54, 73, 81, 131, 79, 95, 96, 97, 106, 112, 125, 136, 118, 121, 123, 132, 128, 143,
141, 142, 147, 149, 148, 151, 152, 90, 86, 105, 109, 124, 127, 100, 80, 115, 130,
140, 139, 145, 144, 135, 138, 101

SR: Stopping Rule Work at i-item in the test

P: The Number of Possibility of stopping rule

BI: The item number from the bank used item

The stopping rule simplifies the number of possible response patterns. The existence of this stopping rule also proves that CAT can shorten the time needed to carry out the test. This finding is following the results of research from (Khoshsima et al., 2017). The many possible response patterns allow students to work on different items for each test taker. this condition can minimize the occurrence of cooperation between test takers in doing the test (Wulandari et al., 2020a).

the minimum number of items required by CAT for all response patterns is 122 (80.3%), this result is different from (Fauzie et al., 2021) which shows that the selected items are 141 (70.5%) from 200 items. In Fauzie the parameters are determined using the CTT model, while in this study the parameters are determined using IRT 2PL. Furthermore, the percentages of difficulty levels were easy, medium, and difficult items from 122 selected items were 27.05% (33 items), 51.64% (63 items), and 21.31% (26 items). This result is almost close to the proportion of difficulty parameters in the item bank, namely 3-4-3 (30% easy, 40% moderate, and 30% difficult) or 3-5-2 (30% easy, 50% moderate, and 20% difficult) stated by Sudjana (Fauzie et al., 2021).

5. Conclusion

The Stopping Rule illustrates that the response pattern can be simplified. An appropriate and logical stopping rule makes it easy to determine the number of items that must be done by test takers. The test taker's ability is measured according to his ability and does not have to work on the maximum number of items that must be done. furthermore, the stopping rule determines the minimum number of items used in the CAT.

In future studies, the refinement of this research can be done by 1) using more than one theta set that is used to build the MLE model. 2) accessing the number of different response patterns for each stopping rule. 3) compare with other CAT-based algorithms.

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WORLDVIEW AND LANGUAGE TEACHING CHALLENGES

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Abstract: Over the past century, there had been a dramatic increase in humans' multidimensional challenges: massive and fast technological development. Consequently, it caused a paradigm shift and the most fundamental problem the so-called loss of *adab* which then triggers intellectual diabolism. This shifting was indicated by the terms of this era such as post-modern, post-truth, conceptual era, disruption era, and digital 4.0 era (Byrne, 1995; Simmsons, 2005; Asian et.al, 2020; Jamwal et.al). Of course, these various terms came from the changing reality as a result of the societal paradigm-shifting. Now, the researchers' academic problem was that these changes were not putting things in their place. This chaos also occurred in education as the main sector of civilization building. The technology and science hegemony that particularly developed in the West had resulted in 'losing' instead of 'gaining' a meaningful life. This phenomenon was what Syed Muhammad Naquib al-Attas calls the 'loss of *adab*' which triggered intellectual diabolism. What happened was that the development of science ran without revealed knowledge (value-neutral). Subject was studied and developed for humans themselves who were very pragmatic. As a result, this search would always dwell and repeat on an object that had never been completed (recurring circle) or was called a search for the search. Thus, the seeker of knowledge did not know the true essence of what to look for in an intellectual adventure. Therefore, it was considered that the qualitative method would usefully supplement and extend the research purpose. The findings revealed that the most fundamental challenges for today's educators were loss of *adab* and intellectual diabolism; meanwhile, the solutions were to meet *din* and science;

Keywords: Human, Intellectual Diabolism, Language Teaching, Loss of *Adab*, Science

INTRODUCTION

Today, human living is faced with multi-dimensional challenges, including the covid pandemic, massive and very fast technological developments to have caused a paradigm-shifting, the loss of *adab*, and intellectual diabolism.

As a result, several terms have emerged to characterize this era; including post-modern, post-truth, concept era, disruption era, and digital era 4.0 (Byrne, 1995; Simmsons, 2005; Asian et.al, 2020; Jamwal et.al). Of course, these available terms are not merely a figment, because their effects immediately descend into various lines of modern social life. The academic problem of the research is that technological developments raise multi-dimensional issues which will then be discussed sequentially below.

The current dominant issue is the Covid 19 (Corona Virus Disease) pandemic. All countries around the world are trying to survive amid this epidemic. As reported by the WHO (World Health Organization) that this virus-specifically in Indonesia, data on August 4, 2021-had resulted in the deaths of 100,636 people (WHO, 2021). This epidemic is not the only one that causes the death of a large population but also it has diverted several population attention in Indonesia and caused turbulence in all areas of life especially Education and the economy.

First, Covid is increasingly triggering the world's population to flock to virtual and digital interactions. So that the life digitization, which was previously there, is increasingly skyrocketing and accelerated.

In fact, this digital existence has completely eroded companies that do not adapt to these developments. Preceding successful and giant in market reach became bankrupt because of not following the latest industry trends (digitalization) and e-commerce. These include: 1) the 132-year-old American Sears retail network, which has finally sunk into debt worth 134 million US dollars; 2) Toys R Us a toy retail company with more than 700 outlets in America and the UK; 3) Nokia, which was once very prestigious and ruled the world of mobile phones; 4) Disc Terra—a company that sells CDs, VCDs, and DVDs from Indonesia—which does not expand into digital media; 5) Payless, a discount shoe retailer that closed 2,500 stores in North America in 2019; 5) The same thing happened with the closure of John F, Kennedy University—as stated on the website John F. Kennedy University operations are closed as of January 1, 2021, which was later administratively relocated to the National University System (Kompas, 2018; Asia Quest, 2020 ; JFKU, 2021) and many other similar cases.

Furthermore, the second issue is that the pandemic and technology have drained the focus of human resource thinking towards maximizing technology, especially in the economy and the educational world. There is nothing wrong with any of these endeavors. The lame thing is that all these efforts are still not in harmony with the human need to be more civilized. This issue is called the loss of *adab* in science (*ilm*) epistemology: perception, belief, and justification, what we can know through the perception or other sources of knowledge, memory stores about what we learned in the past, awareness of the essence of life, reflection on how to get abstract knowledge substance, and the original source testimony of knowledge by other people (Audi, 2003).

Thus, the researcher believes that the loss of *adab* is the fundamental problem that causes intellectual diabolism. A solution must be found to be utilized by stakeholders. If we ignore it, it can become a lost generation in Indonesia. Thus, this paper will explore the following issues: 1) what are the fundamental challenges for educators today, especially language teachers?; 2) what is the solution?

Research Methodology

2.2. Research Design

As a non-numeric type of research, It is a kind of qualitative paradigm type literature study which critically analyzes current issues. Further, this research employs a multidisciplinary approach to reveal the essential patterns in the object.

2.3. Data Source

The main data is from the seminal concept of Syed Muhammad Naquib al-Attas and Risalah Nur written by Badiuzzaman Said Nursi. Both were influential scholars and reformers of Islamic thought. While secondary sources are relevant texts and publications.

2.4. Data Collection Technique

Data collection techniques in this research used several stages (Kaelan, 2010); namely: reading on a symbolic level; (2) reading at the semantic level; (3) recording synoptically followed by précis recording.

2.5. Data Analysis Technique

After data collection, the analytical techniques used in this research are (1) data reduction; (2) data classification; (3) data display; (4). Furthermore, to understand the essence of in depth-comparability, this research uses comparative methodical elements with the following stages: (1) each concept description; (2) display of each concept; (3) search for each concept characteristic; (4) and critical evaluation (Kaelan, 2010).

Findings and Discussions

3.2. Language Teaching Challenge in This Age

In summary, based on the existing analysis, today educator challenge is in the worldview—a vision of reality and truth, in the form of an architectonic unit of thought, which acts as a non-

observable principle for all human behavior, including scientific and technological activities (Smart, n.d; Zarkasyi, 2020)—area: loss of adab and intellectual diabolism.

3.3. Loss of Adab

Adab means the acknowledgment of the order and degree of each entity. If this is harmony, then all life should also be in harmony.

Syed Muhammad Naquib al-Attas, *ta'rif adab* is the recognition and interpretation of the nature that science and events have been arranged in an orderly manner according to their respective degrees and dignity. Adab is also related to a person's true position concerning that reality and is based on the power and potential of his body, mind, and spirit (Wan Daud in Ismail and Abdulloh (Eds), 2012).

In addition, as explained by Syed Muhammad Naquib al-Attas that the loss of *adab* essentially occurs when humans do not put something in its place.

As to internal causes of the dilemma in which we find ourselves, the basic problem can—it seems to me—be reduced to a single evident crisis which I would simply call *the loss of adab*. I am here referring to the loss of discipline—the discipline of body, mind, and soul; the discipline that assures the recognition and acknowledgment of one's proper place concerning one's self, society, and community; the recognition and acknowledgment of one's proper place in relation to one's physical, intelligence, and spiritual capacities and potentials; the recognition and acknowledgment of the fact that knowledge and being are ordered hierarchically (al-Attas, 1993: 105).

What can be learned from the academic problem of Syed Naquib al-Attas is that technological hegemony has also eroded civilization fences. Someone is free to comment on any issue and anywhere. In fact, irresponsible statements are made in virtual communities (netizens) by everyone without limits. Regrettably, the statement was not part of his authority. Statements containing these key concepts should be made by people who hold authority in their fields. For example, ordinary people who review viruses, education, religion, etc. In fact, their life milestones have never been mobilized to study them systematically, strictly, and responsibly.

Thus, the impact of the loss of *adab* in science and technology actually makes humans experience chaos which stems from epistemological confusion. Most virtual world consumers are not critical and do not have good criteria to distinguish real knowledge or not, science or not science, facts from reality or not. This phenomenon is what Jean Baudrillard calls hyperreality—the inability of a conscious entity (human) to distinguish between reality and simulated reality, especially in the world of high-tech society. In addition, this uncivilization also occurs in other lifelines: the result of human interactions that do not put things in their place, including their relationships with other entities in this world.

This chaos is certainly not limited to the outlined problems above. However, this chaos occurs among human relationships and entities in this world, including human and human, flora and fauna, nature and so on. Even man's relationship with God is worrisome.

Henceforth, this is the fundamental problem and should get priority for policymakers in various institutions, especially in universities.

3.4. Intellectual Diabolism

In his writing, Arif (2018: 24-27) explained that *diabolos* is a demon in ancient Greek. If it is attached to-ism, it will become diabolism which means 'intellectual *keblinger*': misguided intellectual. Devil's fault is that he disobeys (*aba*, QS 2:34, 15:31, 20:116); considers himself great (*istakbara*, QS 2:34, 38:73, 38:75); and against the command of God (*fasaqa 'an amri rabbihi*, QS 18: 50).

Diabolos is the devil in ancient Greek, according to A. Jeffery in his book on foreign vocabulary in the Koran. Devil is also called *Syetan* (*syaytan*), possibly from the Hebrew *שָׂטָן* (*syatan*), which means adversary or enemy. The term diabolism means devil thoughts, dispositions, and behaviors or devotion to him. As we know, he was cursed and expelled for refusing God's command to prostrate to Adam. Is Satan an atheist? Not; are devils agnostic? Not. Satan does not deny the existence of God. Satan does not doubt His existence or His oneness. The devil is not ignorant of

God. He knows and believes 100%. Then why was he cursed and called an infidel? This is where the problem lies.

He continued that knowledge that was not accompanied by submissive obedience (acknowledgment) would be mere 'conjecture' and of no value in the sight of God.

The knowledge that is not accompanied by obedience and submission, willingness to be humble, obey and carry out orders (God), in the construct of Islamic epistemology is called *zhann* or suspicion. Its validity is only slightly higher than doubt and approx (*wahm*). Knowledge built on such a theory does not reach the degree of *yaqin* (Arif, 2018).

That is, human true knowledge must be followed with submission and obedience to Allah SWT. In addition, the owner of knowledge will always be humble and willing to carry out God's commands. As mentioned by Syed Naquib al-Attas, knowledge and recognition should be followed by acknowledgment and submission.

From the disputable knowledge, like food: it is used in the body and also excreted as waste; the same case is with human civilization: some we absorb and some we throw away (Arif, 2018). Seyyed Hossein Nasr, the author of *Science and Civilization in Islam*: "No science has ever been integrated into any civilization without some of it also being rejected. It's like the body. If we only ate and the body did not reject anything we would die in a few days. Some of the food has to be absorbed, some of the food has to be rejected."

3.5. Intellectual Diabolism Cases

Some of these cases are published in Zarkasyi's writings which critically examine the problems of confused intellectual thinking (Zarkasyi, 2012; Zarkasyi, 2019): a) the problem of truth relativism: "All is relative is the slogan of the postmodern generation in the West, said Michael Fackerell, an American missionary. It is like a word without God and a word without a prophet. Resembling a law without a ruler. Precisely is an ideological doctrine, but without a party;

Furthermore, b) knowledge is possible, but metaphysics is impossible because it does not rely on the five senses. Kant called metaphysics a transcendental illusion and metaphysical assertions have no epistemological value;

In addition, c) Auguste Comte (sociologist): "belief in religion is a form of backwardness in society";

Equally problematic, d) Hegel (m. 1831), with a dialectical philosophy argues that knowledge is an ongoing process. It implies that knowledge is a process that does not have an established authority to guide humans to reach the ultimate goal.

3.6. Solution for Current Language Teaching

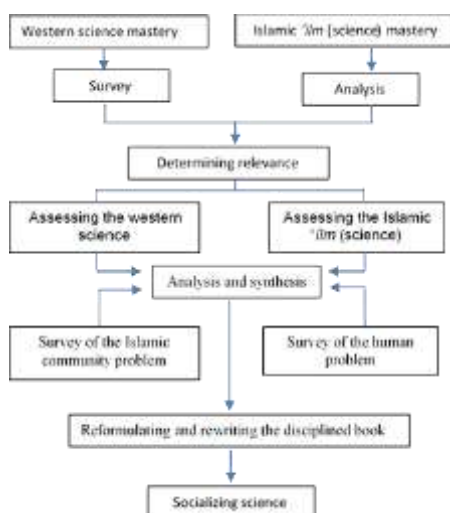


Figure 1 al-Faruqi Approach for Islam and Science

Al-Faruqi's approach is very important (Kuswanjono, 2010). Knowledge (whatever its type) should increasingly make people who seek knowledge recognize and acknowledge (subject to) their God.

Below are examples of a teacher who introduces God to the students:

“A well-equipped pharmacy with life-giving potions and cures in every jar weighed out in precise and wondrous measures doubtless shows an extremely skilful, practised, and wise pharmacist. In the same way, to the extent that it is bigger and more perfect and better stocked than the pharmacy in the market-place, the pharmacy of the globe of the earth with its living potions and medicaments in the jars which are the four hundred thousand species of plants and animals shows and makes known to eyes that are blind even – by means of the measure or scale of the science of medicine that you study – the All-Wise One of Glory, Who is the Pharmacist of the mighty pharmacy of the earth (Ustadz Nursi, 2019: 33-34).

Therefore, the method used by teachers is based on their respective abilities. If this is not possible, educators can consult with scientists who have authority in the Islamic field (multidisciplinary approach).

3. Conclusion

In conformity with the research analysis: theoretically and empirically based on the facts, the research is concluded as follows:

4.2. The fundamental challenges for today's teachers are in the following areas: worldview issues: loss of *adab* and intellectual diabolism;

4.3. Meanwhile, the solutions for teachers are: bringing together Islam and science; critical of a certain worldview with the method of appropriation: taking the good and discarding the bad.

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ORAL HISTORY IN PACITAN AND THE STUDY OF SUBJECTIVENESS

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Abstract: Oral history has a very important role because it can be used as a method for extracting an important historical event. Sometimes an important historical event that involves historical actors from ordinary people is often overlooked. It is in this oral history that the role of historical actors from ordinary people can be explored. In addition, oral history is also carried out to overcome the problem of limited historical sources or written documents. The limitations of this written document are caused by many factors, including because we often encounter a written source that is important for history, many of which do not get treatment so that it just disappears without a clear trace. Therefore, to explore historical events whose written sources are difficult to find, historians have difficulty. To overcome all these problems, one of the right solutions is through oral history by conducting interviews with historical actors. This study includes oral history to reveal important events in Pacitan. The outputs of this research are expected to (1) become scientific articles published in journals with ISSN, (2) publish research results through national seminars attended by various lecturers and students at universities, and (3) become a reference for the preparation of course material Oral History and Oral Tradition, (4) Become a reference book on oral history. This research is a history that focuses on historical events in Pacitan. Based on the results of the research, shows that there are many major historical events in Pacitan which are not supported by written sources. By using this oral history strategy, it can help reveal historical events in Pacitan, although there is still subjectivity, it can be controlled and minimized.

Keywords: *Oral History, Subjectivity*

A. Introduction

Oral history has been known to humans for a long time because oral is one of the main communication tools used as a means of inheriting knowledge from generation to generation. Along with the times and oral technology, this can be replaced by writing that describes or tells historical events chronologically. However, there are still many ancient historical events that have not been written down due to various aspects, perhaps not many people are familiar with writing, there are no direct historical actors or witnesses, and so on.

In the study of history, it may be revealed that written sources are said to be more authentic, objective, accurate, and reliable than oral sources. This paradigm eventually emerges as the perception that there is an excessive acknowledgment of written sources and ignores oral sources. This nation's ancestral heritage or heritage does not yet have a written source. Without realizing it, the historian's job is to collect, select, and interpret, written sources into a reconstruction of the past.

Oral history can be used as a single medium or as a documentary, this implies that oral history is no less important if studied and used carefully. The reality in the field today is that many historical events are not covered in written sources or documents. Documents are only witnessing of important events according to the interests of the documentary maker and their era and barely preserve important and unique events experienced by a person or group, (Kuntowijoyo, 2003:26).

Historical relics in the archipelago are included in some remote areas, where they still have local national values for which no written or documented source can be found. Pacitan Regency is

one example. The Pacitan Regency area has a cultural heritage that has local historical stories and even artifacts that can still be found today. The reserve is often the subject of conversation for the older generation and is limited to oral stories. In addition, there are also many historical events in Pacitan which are revealed only based on oral stories from generation to generation. Of course, this is a special study to be able to test the credibility of historical events.

B. Research Method

a. Types of research

The research method used in the preparation of this article is a historical research method, by reconstructing the past through a process of critical testing and analysis of records and relics, (Louis Gottschalk, 1983: 18 dan 32). In general, historical research has four steps; heuristics (collection of sources), criticism (verification of sources), interpretation/synthesis, and stages of presentation or historiography, (Saefur Rochmat, 2009: 147-151)

1. Source collection stage (heuristics)

Heuristics comes from the Greek word heuristic which means to find. The ability to find and collect the necessary sources in writing history is known as the heuristic stage. This data collection activity includes activities to find and collect historical sources including written, printed, and other sources relevant to the problem under study. One of the principles in this stage of collecting sources is that historians must look for primary sources. Primary sources in historical research are sources about events experienced or witnessed by eyewitnesses, (Dudung Abdurahman, 2007: 65). These sources can be in the form of documents such as meeting notes, lists of organizational members, archives of government or organizational reports, and no less important are the results of interviews with historical actors or people who have direct relationships with historical actors.

2. Source criticism.

Source criticism is the stage of assessment or testing of source materials obtained from the point of view of their truth value. This stage of criticism can be divided into two types, namely external criticism, and internal criticism, (I.G. Widja, 1988: 21-21). In this study, external criticism is carried out to determine the authenticity of historical sources that have been obtained, while internal criticism is used to examine the credibility of sources. In carrying out external criticism, the author looks for evidence of truth from sources that have been obtained, such as identifying the writing and paper documents to find out the age of the document, researching the material or material for making the document, and identifying the time of writing the document. Meanwhile, how to do internal criticism, the writer analyzes the elements in the document as a whole. Sources that were criticized were documents, books, and Pesantren records.

3. Interpretation Stage

After going through the source criticism stage, reliable, valid, and credible sources are obtained. These various sources are not meaningful if they have not been interpreted which includes analysis and synthesis, (Kuntowijoyo, 1999: 100-102). Sources that have been declared to have passed the external and internal criticism are then interpreted. Interpretation is to determine the meaning and interconnectedness of the facts obtained. In this stage, the meaning and relationship between facts that are causal or interrelated and chronological are determined.

4. Historiography

Historiography is broadly said to be a presentation in the form of a historical presentation. This stage is a reconstruction of past events in the form of historical stories that are poured into writing, (Sartono Kartodirdjo, 1982:60-61). In this study the author will present in the form of historical stories arranged chronologically, meaning according to the time sequence of events. In this writing stage, certain abilities are needed to maintain the quality standards of the story such as serialization, chronology, causality, and imagination.

Writing historical research results can provide a clear picture of the research process from beginning to end. Thus, it can be known whether the research was carried out following the procedure or not, and it can be seen the extent of the validity of the sources obtained. In addition,

at this stage, it can be known whether the work of the historian concerned is interesting because the writing process requires the ability to process and compose interesting sentences, but it does not eliminate the quality of the written historical story. In this study, the author presents historical stories written chronologically from clear and easy-to-understand themes or topics.

C. About Oral History

Oral history has a very important role because it can be used as a method for extracting an important historical event. Sometimes an important historical event that involves historical actors from ordinary people is often overlooked. It is in this oral history that the role of historical actors from ordinary people can be explored. In addition, oral history is also carried out to overcome the problem of limited historical sources or written documents. The limitations of this written document are caused by many factors, including because we often encounter a written source that is important for history, many of which do not get treatment so that it just disappears without a clear trace. Therefore, to explore historical events whose written sources are difficult to find, historians have difficulty. To overcome all these problems, one of the right solutions is through oral history by conducting interviews with historical actors.

One thing that needs to be understood and this is an important thing that historical researchers must know, is this oral history has a characteristic that sometimes it does not describe the real facts or its objectivity is less accurate.

Interviews with historical actors are indeed very important in revealing a study of historical events that are difficult or even impossible to find written historical sources because they are historical actors who are the only historical sources. It is true what Freud said that a historical actor or someone too close to all forms of historical events or events in the past cannot be lost from his mind, even still exists in his present times. They are historical actors or just historical witnesses who know firsthand important historical events or it can be said that he lived in an era where historical events occurred, of course in his soul he still remembers well about the conditions in his past, even sometimes they make it a lesson to do. , act in the present so that current events are better than the events they experienced in the past.

D. The Importance of Oral History in Writing Past Historical Events

This study also describes the methods of oral history research conducted by Indonesian historians. Indonesian historians tend to use methods to maintain a cold objectification, meaning that when these historians conduct interviews, they always focus on empathy for the interviewee. In addition, there is a statement that oral history research in Indonesia is said to only be a data collection activity or a recording of testimonies that can be used by social scientists, lawyers, human rights investigators, or journalists. A historian must be critical and clever in combining all the information from the oral interview which is then interpreted so that his historical writing is objective and based on scientific studies. Because the writing of history is the final step in the historical research method, and one of the important things in the writing of history is the attitude of the historian himself and his position in the history research subject. Therefore, it is very precise what LaCapra said that a historian is recommended to carry out sensitive processing of historical sources that have been obtained and relate them to one another.

The interview method is indeed very prone to subjectivity, and denial and even the truth of the facts cannot be fully accounted for many things from this interview many things cannot be proven, and this cannot be avoided anymore. However, one thing that needs to be underlined is that oral history cannot be simply ruled out, because it is a challenge for historians to be critical and clever in integrating and interpreting historical facts which are later expected to produce objective historical writings.

All historical writing, not only oral history, must be faced with the challenge of putting forward claims about the truth of historical evidence from different perspectives and stories. In addition, an important role in conducting interviews with historical actors is to obtain information about the biographies or biographies of the people we interviewed. This curriculum vitae interview is also

very important, especially in collective research, besides that the interviewees will also provide information on their involvement in this historical event.

In oral history several things need to be known, first, we have to reveal the profile of the person we are interviewing, this does have a specific purpose, including understanding the history of the person being interviewed and then getting information that becomes a general case that can be achieved. to get to the goal of the historical researcher, and the second is sharp analytical to present arguments about the events that are the material of his study so that at the level of historical writing there is no element of subjectivity in history.

Interviews that produce oral sources also have various strengths and weaknesses of their own, although subjectivity is unavoidable and it is something that has an important role also concerning the processing of historical sources by historians. With subjectivity, new information can also be found that can support the sources that have been obtained by historical researchers to carry out the historiography stage. Subjectivity is not something that should be put aside, but subjectivity is something that must be investigated and is a close part of scientific activity, and is not a factor that historical researchers should avoid. A historian's awareness of the strengths and weaknesses of the various sources that we use is an activity of subjective selection which is certainly very helpful for historians to read these narratives selectively.

E. Development of Oral History in Pacitan

Pacitan is one of the areas that have very good natural resource potential to be studied. Included in the field of history, Pacitan stores millions of historical events, both from the prehistoric era and the era that is included in the category of national history. Cultural history is also very supportive of research and study. This implies that this Pacitan culture deserves to be studied to preserve and exist local culture in the era of modernization. This is the homework of cultural historians in Pacitan who must immediately get special treatment for the advancement of science, especially the Humanities.

It is our concern, especially for historians in Pacitan, to always develop local cultural studies. But in reality, there is still a very little local culture in Pacitan that gets special attention to be studied. Various reasons arise, one of which is the limited available resources. Historians will have difficulty researching because the available sources are only sources verbal only. Even though in essence, history is included in the category of historical sources including oral, written, and heritage sources. This is the obstacle faced so that there is still a lack of enthusiasm for historians to research the local history of Pacitan.

Oral sources can be used to study a historical event, but scientifically speaking, oral sources also contain a high degree of subjectivity. Concerning oral history sources, it is divided into two types. First, Oral History, which is the excavation of historical sources by presenting contemporaneous historical actors, or witnesses to provide information related to the facts of historical events that occurred. For the former, it still has a fairly good credibility strength, because the information extracted is historical actors or witnesses, people who witnessed firsthand the historical events that occurred. The second is the Illisan Tradition, namely the excavation of historical sources that come from people who are not contemporaneous historical actors or witnesses, but who only get information from previous generations. In the second point, the risk of subjectivity is quite high.

When exploring the history and culture of Pacitan, requires foresight and high source criticism. Due to the limited sources of written history or documents. Historians can only write history from oral sources and stories from previous generations. Whether it is recognized or not, this oral history has a high degree of subjectivity. People who enjoy certain historical events of course provide good information and hide all kinds of weaknesses. On the other hand, people who don't like certain historical events usually only provide information about their weaknesses to the exclusion of the good sides.

Local cultures in Pacitan are indeed a very high-value wealth. This is proven by the way the culture is growing rapidly. It's just that this needs a perpetuation to be written into a chronological historical story. With various limited sources, it is hoped that historians will be able to write well, chronologically, and of course, be able to animate the community to be prouder of the local culture. Historians, of course, even with limited available sources, have been able to combine them so that they become good facts which can then enter the historiography stage and produce quality historical writings.

F. Conclusion

To explore historical potential, a strong source is needed. Historical sources should be collected as much as possible and criticized and verified properly to produce quality historical writings. It's just that sometimes the historian has difficulty in the process of collecting sources due to the limitations of existing historical sources. One of them is taking steps to use oral history sources. Be it from perpetrators, witnesses, or people who only get information from other people about these historical events.

This is what makes the element of subjectivity appear. To minimize this subjectivity, historians need skills to process the facts. Oral history can be used as a historical source, it just requires a deep understanding and adequate skills to reveal real historical events following actual events.

To explore historical events that lack sources, including local history in Pacitan, of course, it must also be done in various ways or methods. Because of the legacy, the history is also very meaningful for the surrounding community, and of course, there is also an element of approach with the community to explore information and historical sources. The community has a very high oral culture or tradition. They are still very thick with oral stories or fairy tales passed down from generation to generation. This story or fairy tale is not just a story but contains a high philosophical meaning that can influence people's lives spiritually.

So it can be said that this oral history has a very important role in uncovering an event, especially those with very minimal historical sources. This is an alternative for historians to study local culture or history in areas that academically require special attention to develop and preserve their existence. When historians will examine a historical event, they look for evidence or historical sources to the fullest, be it written sources, relics (fossils, artifacts, etc.), and even other alternatives that are often taken by way of interviews. Thus, it is a good effort that can make a positive contribution to the world of science, especially the humanities.

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THE ROLE OF PARENTS IN CHILDREN'S LEARNING DIFFICULTIES

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Abstract: The correct parenting pattern is very influential for the success of children's learning. The research objective is to know the parenting style of children with learning difficulties and the response to parenting style. This is descriptive qualitative. The research sample is children in grade 3-4 elementary school with learning difficulties. The Data collection techniques through observation and interviews. The observation stage was carried out from April 16, June 2022, to May 30, 2022, to observe the condition and behaviour of the subject in this research, namely subject one and subject two, while carrying out learning. The issues taken were students from private tutoring institutions owned by researchers, and information was obtained from the school that these two children had difficulties in learning. The interview stage was carried out from June 12, 2022, until June 18, 2022, by interviewing the two subjects' parents and the teacher in charge of learning in the child's class. The research results show that an inappropriate parenting pattern can trigger children's learning difficulties. For this reason, democratic parenting that prioritizes openness between children and parents can be used as a recommendation for parenting children with learning difficulties. Parents can apply it to children by looking at specific conditions and limitations of each child.

Keywords: *learning difficulties, children, parenting patterns.*

1. INTRODUCTION

In the process and learning activities, of course, there are still various problems, one of which is the learning difficulties experienced by children (Rusdiana, 2011). Based on IDEA (Individuals with Disabilities Education Act) data cited in (Cortiella, 2014), in 2011, 5% of students identified as having specific learning difficulties from the total school student population in the United States or about 2.4 million students.

In Indonesia, based on the results of research presented by (Abdurrahman, 2005), in 24 elementary schools in four provinces conducted by the National Education Research and Development Agency in 1997 found that 13.9% of students at risk of learning difficulties, about 47.4% have average intelligence up to above average, (Cahyadi, 2015). However, while the latest data from (Ferdana, 2008), quoted in (Abdurrahman, 2012), the results of research conducted at Surabaya Elementary School showed that from 510 fourth grade students to class VI, there were 19.8% were identified as having learning difficulties in the form of learning difficulties in reading (dyslexia), writing (dysgraphia), or numeracy (dyscalculia), (Bintoro, 2016).

Every child has the potential to have difficulties in learning, and it is just that there are difficulties that are mild and do not require special handling from others because they can be overcome by themselves. However, there are also those with severe learning difficulties that need exceptional help and handling learning (Dermawan, 2013). Children who have learning difficulties sometimes affect learning outcomes and achievements in school. This follows the opinion of (Novembli, 2015), stating that children with learning difficulties have symptoms characterized by low learning achievements and outcomes and are below the established grades.

Children with learning difficulties are caused by several factors, such as a lack of early detection of children's characteristics in school, that cause many children to go untreated. Children experience problems in school, are reluctant to come to school, and lead to some disorders such as stress (Akhil, 2017). So, to deal with children with learning in school, methods and approaches are needed that follow the characteristics and needs of each child (Novembli, 2015). To know and cope with children who experience discomfort and difficulties in learning in school.

In addition, family factors are also very influential. Family factors consist of the presence of parents, the house's atmosphere and the family's economic state. In this case, parents are a significant factor in influencing the progress of children's learning. For children whose educational needs are not considered by parents, there is a possibility that knowledge does not get good results. For example, they will get lousy learning scores or not reach the minimum compliance criteria set by the school. In addition, it is also said that, in general, children who come from upper-middle families get more direction and guidance from their parents. On the other hand, children with low economic backgrounds lack sufficient guidance and advice from their parents because parents focus more on how to meet their daily needs. At the same time, the family is responsible for providing funds for their needs (Hidayatullah, 2016).

The role of parents is significant in determining their children's educational success. Parent roles and responsibilities, among others, can be realized by guiding the continuity of children to learn at home through the programs taught by children in learning schools. However, parents are currently not fully recognized by parents how vital the role of parents is in children's education, especially the education of children with learning difficulties (Darmono, 2015). Problems that occur so far give their child's educational responsibility to school teachers only, and with a low economic background also resulted in parents working to meet their daily needs to forget their obligation to do shorts, briefings, and learning assistance for their children. In learning, Parents also use natural settings or surroundings as learning sources (Apriyanti, 2021).

Attention to children with specific learning difficulties is also relatively uneven in society because there are various perceptions that people believe in learning difficulties. Parents and educators still have less knowledge of the alarming learning disability. This is supported by the results of Emily Hall Tremaine Foundation's study in 2010 (Cortiella, 2014) that 7 out of 10 parents, teachers, and members of the general public associate learning difficulties with "mental retardation" and autism, nearly 4 out of 10 wrongly conclude learning difficulties with sensory impairments equal to blindness and deafness, 5 out of 10 teachers consider students who have learning difficulties to be lazy, While while while while educators think that lacks parental cooperation in helping children learn, 8 out of 10 educators feel confident in teaching children learning difficulties even though teachers lack understanding about specific learning difficulties.

Based on this, the relationship between parenting and learning difficulties experienced by children is exciting and essential to research. The purpose of this study is to analyze the importance of the role of parents and good parenting in accompanying, guiding, and briefing the learning process for children with learning difficulties. In addition, this research is expected to be useful for teachers, parents, and the community to optimize child learning coaching to give birth to the next generation of qualified nations. Many have conducted similar studies, such as Ririn Ariyani and Puji Yanti Fauziah, which also analyzed parenting patterns to deal with the learning difficulties of students with dyslexia. In addition, research from Tri Nur Fadhilah, Diana Endah Handayani, and Rofian, also investigated how parenting styles affect students' learning motivation. As for what distinguishes my research from previous similar studies, the research focuses on parenting patterns of parents whose children have experienced learning difficulties, such as the inability to write, read, and count.

2. METHOD

This is descriptive qualitative research. The data sources of this research are children in grades 3-4 of elementary school who have learning difficulties, the parents of the child, and the teacher who supervises the child's learning. The Data collection techniques through observation and interviews. The observation stage was carried out from April 16, June 2022, to May 30, 2022, to observe the condition and behaviour of the subject in this research, namely subject one and subject two, while carrying out learning. The subjects taken were students from private tutoring institutions owned by researchers, and information was obtained from the school that these two children had difficulties in learning. The interview stage was carried out from June 12, 2022, until June 18, 2022, by interviewing the two subjects' parents and the teacher in charge of learning in the child's class. After being collected, the data were analyzed using the Miles and Huberman data analysis step, including data condensation, data display, and concluding.

3. FINDINGS AND DISCUSSION

This study examines the relationship between parenting styles and learning difficulties experienced by children. This study aimed to analyze the form of parenting following the child's condition to deal with learning difficulties experienced. The following describes the structure of parenting given by parents to their children:

3.1 Parenting pattern on subject 1

Based on the observations made by researchers, subject 1's parents are educated people, both their father and mother. Mothers of subject one do not work, so they have a lot of time to provide control and interact with children. According to the opinion of subject 1's parents, the wrong parenting pattern is too limiting the various activities carried out by the child, restraining the child, giving strict rules and not seeing the child's condition, not having trust in the child, the child must always obey his parents. With the knowledge of parents from subject one regarding wrong parenting patterns, subject 1's parents are very concerned with children's education by adjusting parenting patterns to the child's condition.

Subject 1's parenting pattern prioritizes interaction and provides time for children to express opinions. Subject 1's parents usually always ask what children do at school, check children's notebooks to see how children study at school, always accompany children when looking, make agreements when studying, and always listen to children's stories. Based on this, it can be said that the parenting pattern applied by subject 1's parents is democratic parenting.

3.2 Parenting on subject 2

Different from the parenting pattern of subject 1. Subject 2's parents are busy working outside the city, both father and mother. Therefore, the child is raised by the grandmother with an authoritarian parenting pattern. It is called authoritative parenting because children are constrained by various rules and demands of the very strict grandmother. For example, children do not have the freedom to play with friends and do multiple things. This follows the opinion expressed by (Baumrind, 1971). A simple characteristic that can be seen from this parenting pattern is the absence of free behaviour encouragement in children; it limits children.

This is not surprising, especially for the grandmother, who is elderly, so she has high demands on subject 2—normal children his age in class. Unfortunately, the grandmother's lack of attention and acceptance made subject two feel less listened to, so he was more silent at home but became uncontrollable at school.

3.3 Comparison of parenting patterns of the two subjects.

The parenting style applied by each parent to their child is certainly different. The results of the research on parenting patterns for the two subjects are described in the table as follows:

Table 1 Parenting typology subject one and subject 2
Subject clarification

Things to pay attention to	Subject 1	Subject 2
Parental control	Children have control and guidance from parents that are adapted to the child's conditions	There is firm control and limits on the various activities that children do.
Claims and feedback	Listen to the child's opinion and understand the child's condition so that demands are not prioritized	There are great demands on the child.
Rule	Control is carried out but still pays attention to the condition and will of the child	There are strict rules that the grandmother does to the child
Freedom of expression	Children are given trust and allowed to have an opinion.	Children are always required to obey and follow the rules of their grandmother.

Based on the process of observation and interviews that have been carried out, it was found that the condition of subject 1 lived with his parents. Subject 1 got reasonable control from his parents. Subject 1's state at school was controlled, not active, but not completely quiet when invited to interact and respond. Learning difficulties experienced by subject 1 are difficulties in reading, writing (the child is fluent in writing only his nickname), distinguishing several letters such as n and m, b and d, q and p, and difficulty in counting.

Subject 2 lives with his grandmother because both of his parents go to work out of town. Subject 2's condition at school was challenging to control, he became a naughty person, and it was tough to follow the lesson. The learning difficulties experienced by subject 2 are almost the same as subject 1. He has a problem with writing and even writing his name, difficulty in reading, difficulty in counting, difficulty in accepting learning, cannot focus on education, and difficulty remembering learning material.

The parenting pattern applied by each parent is also different. Subject 1's parents used democratic parenting. Parents in subject one are educated people and have understanding and references regarding wrong parenting patterns. In providing care, both parents consider the ability, willingness, condition of subject one and course, their condition as parents. Mothers of subject one do not work, so they have more time to interact with their children, exercise control over their children's learning and make arrangements for study times.

An elderly grandmother by accepting an authoritarian parenting pattern. The unfavourable economic condition made both of subject 2's parents work outside the city. Subject 2 is always required to obey the rules of the grandmother. Subject 2 does not have the freedom to do various things. The grandmother is obsessed with subject two, who has learning difficulties, so she demands subject two always obey her grandmother so that she can be on par with her friends.

Based on this, the parenting applied by each parent to the child dramatically influences the child's development, especially in learning (Rimm, 2003). Therefore, appropriate and easy-to-understand ways are needed for children. The following are several factors that influence parenting patterns (Barend, 2002), (Lestari, 2012), (Prasetyawati, 2017): parenting background. In this case, parents get parenting patterns from what they have received from their parents; different levels of parental education, economic status and parental occupation.

Parents with low socioeconomic levels tend to control authoritarian attitudes more. However, parents with a high socioeconomic status tend to be more democratic. Middle- and high-income parents often think of education as something parents and teachers should encourage. In contrast, low-income parents are more likely to view education as a teacher's (Mulyono, 2019), (John, 2017).

Therefore, proper parenting is essential to do. Parents can apply all types of parenting, be it authoritarian parenting, democratic parenting, or permissive parenting. However, you have to adjust the conditions or circumstances of each child because there is no parenting pattern that one of them is better than the other, including the three types of parenting. These parenting styles will be beneficial if parents can place them, especially for children with learning difficulties experienced. The mothers, first, must be happy to raise their children happy too. Then, start being a teacher by focusing on their children's needs based on the material given by school is necessary. Besides, the mothers must be helped by fathers to make home learning enjoyable (Apriyanti, 2020).

4. CONCLUSION

Parenting applied by parents can indirectly affect the development of children. For this reason, democratic or authoritative parenting with openness and communication between parents and children can be used as one of the recommendations for parenting patterns for children with learning difficulties. Furthermore, parents can apply it to their children by looking at specific conditions and limitations for each child.

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AN ERROR ANALYSIS ON GRAMMATICAL ASPECTS OF STUDENTS' TEYL PROJECT ON COMPOSING ENGLISH SHORT STORIES FOR KIDS

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Abstract: The objective of this research is to find out the types of the students' TEYL project grammatical errors in composing English short stories for kids. A qualitative descriptive method has been applied in this research design. The researchers took the correspondence on in 16, came from third-level PBI students. For collecting data used the documentation of students' English short stories for kids. The Surface Strategy Taxonomy from Dulay was used by the researchers to analyze the short stories for kids. As the result, the percentage of Omission shows 40%, Addition is 15%, Misformation is 43%, and Misordering is 6%. It indicated that most students need more treatment and remedial teaching from the lecturer towards their errors in composing English short stories for kids right away and it implies that the students still need more practice to develop their writing skills.

Keywords: error, analysis, grammatical, writing

INTRODUCTION

Officially, English has been learned by Indonesian students as the international language since they were basic until the upper level of their education, where the students need to have more knowledge of language macro skills. It is a reason why is English a universal language. Harmer in Cholipah (2014:1) stated that language skills are regarded as receptive skills in reading and listening, while language skills are regarded to be productive skills in speaking and writing. Additionally, the students must have a piece of good knowledge of vocabulary and also in grammar.

Grammar defines as a process of clarifying the speaker's meaning when lacking contextual information happened. People who have good grammar absolutely can understand the meaning and clear information of the material. To support the speaker, and understand the meaning of phrases or sentences in a language, the existence of grammar is a very significant tool to develop the order of language. Purpura (2004:6) stated that grammatical structure and grammatical meaning in a language are the principles of arrangement which able to be used to make all well-formed sentences.

Grammar in English is perceived as more difficult and harder to learn rather than grammar or structure in Indonesian. In teaching and learning English, some students still make mistakes in grammar. It is seen in their product of writing. Sometimes, the students still put on Indonesian grammar in their English writing projects. Some previous research proved that a hard problem faced by students in learning English is the grammatical aspect. Most students often experience confusion in the use of rules or formulas in grammar.

An error refers to incorrect action. In some cases of error usage, it has the same meaning as a mistake. The errors are usually made by the students who have not mastered yet or do not fully understand yet the language system in constructing sentences or paragraphs. If the language system in constructing a sentence or paragraph can be understood yet by the students, certainly they will face some problems or errors in their learning. Moreover, as a linguistics expert, Dulay

had mentioned the EA (Error Analysis) which can be characterized as an effort to explain the students' error that cannot be explained or predictable through CA (Contrastive Analysis) or behaviorist theory, and also support and move the applied linguistics field to further steps with the current climate of theoretical opinion (Dulay: 1982). Based on the explanation mentioned before means that EA (Error Analysis) successfully has a significant role in giving contributions in using linguistics rather than CA (Contrastive Analysis).

Dulay (1982) stated the linguistics categories of error, are Errors Types Based on Linguistics Category and Errors Based on Surface Strategy Taxonomy. One of the error types proposed by Dulay, the Errors Based on Surface Strategy Taxonomy is then categorized into four classifications: The Omission error, the Addition error, the Misformation error, and the Misorder error. The Omission error is defined as the missing items which must exist in the sentence. Meanwhile, the contrary of omission error is Addition error. The Addition means the existence of an item that in well-formed sentences, it must not appear. The Misformation itself can be explained as the application of the incorrect form of grammar or structure in the sentence or paragraph. The last, Misordering is interpreted as the existence of a morpheme that comes from across an utterance where its placement is incorrect.

Based on the initial research, the researchers found that one of the big problems or difficulties faced by students in the English Education Study Program is grammar. It is proved by the students' unstructured interview results in the TEYL subject. When the researchers asked the students to construct a piece of writing project, then most of them still faced confusion in using grammar. They still had some mistakes in choosing the verb, had incorrect in applying grammatical patterns, and repeatedly they had made the wrong sentence. Based on the investigation done by the researcher, a reason why students often made some errors repeatedly is that they had not to review anymore their writing project and do not have the initiation to make some corrections. Formally, the step of revising and editing or making some corrections for their errors in the English writing process is a part of the whole process of learning a foreign language.

TEYL stands for Teaching English to Young Learners. One of the subjects in the English Education Study Program of STKIP PGRI Pacitan teaches the third-level students about how to teach children, including how to prepare teaching media and materials for kids. In TEYL subject in the academic year of 2021/2022, students have a project task in composing English short stories for kids. Although the story for children is made simply, it must follow the correct grammar. Some direct sentences should also be shown. Students are also required to make stories that are interesting and easily understood by children. Those become a reason why the researchers initiated to have an investigation in analyzing students' grammatical aspects in their TEYL project of composing English short stories for kids. Besides, the researchers also need to contribute by giving some feedback on their writing, to the students have better at writing TEYL projects.

From the explanation above, it can be assumed that it is important to analyze students' grammatical errors in their TEYL project on composing English short stories for kids. In this research, the researcher will conduct the study in the Teaching English for Young Learners (TEYL) class of STKIP PGRI Pacitan in the academic year of 2021/2022.

METHOD

A qualitative descriptive method has been applied in this research design. By using this method, the researchers hope that it can exactly describe a problem or phenomenon investigated by the researchers. In other words, it can be said that this research objective is to analyze the students' grammatical aspect of their TEYL project on composing English short stories for kids through one of the linguistics categories of error that is surface strategy taxonomy by Dulay. For collecting data, the researchers used the documentation of students' English short stories for kids. After doing the steps of investigating whether the students made some errors or they used correctly grammatical. Then, those errors were identified by the

researchers adopted from Dulay's surface strategy taxonomy as further research steps to collect and conclude the result.

Conducted in the academic year of 2021-2022, the subject of the research is the students from the fifth semester, taking a group of TEYL (Teaching English to Young Learners) classes. As the instrument of the research, the researchers used students' TEYL project in composing English short stories for kids to investigate their grammatical errors. Previously, some materials related to how to make good short stories for kids had been learned by them in the last meeting. Besides, the researchers also offered two topics that can be chosen by students. This means that using this way can reduce students' writing problems and order the students were not confused in creating English short stories for kids. The further procedures done by the researchers were determining the data, administering the data, identifying the data, and reporting the findings of the research.

FINDINGS AND DISCUSSION

The research of analyzing grammatical aspects is conducted from November to December 2021 in TEYL class. The focus of the research is on analyzing students' grammatical aspects in their project of composing English short stories for kids. Descriptively, the data of the research were analyzed by using one of Dulay's linguistics categories of error which is the surface strategy taxonomy. The changing in the sentence surface structures is analyzed through surface strategy taxonomy, which is Omission error, Addition error, Misformation, and Misordering. The errors happened when the students did omit, add, misform, or as well disorder the sentence components. Nevertheless, only some representative data can be described in this part. In other words, the researchers cannot display and presented the whole data in detail in this section.

By doing an investigation and conducting some research evaluation, the researchers obtained 104 errors yielded from all of those data. The researchers categorized the errors into four classifications. As follow that is displayed in the table, the summary of students' error types and percentages were analyzed through one of Dulay's linguistics categories of error, which is Surface Strategy Taxonomy.

Table 1 The Types of Students' Error in Their TEYL Project on Composing Short Stories for Kids

No	Error Types	Frequency	
		N	%
1	Omission	40	39
2	Addition	15	14
3	Misformation	43	41
4	Misordering	6	6
The Frequency of the Total Number		104	100

As displayed in the table above, it can be shown that the percentage of students' errors in the Omission of their TEYL project on composing short stories for the kids is 40 errors or 38.46 %, and the Addition error made by fifth-semester students is 15 errors or 14.42 %. While the Misformation errors are 43 or 41.34 %, and the Misordering are 6 or 5.76 of the total number of students' errors. The percentage of the error also can be realized from this figure.

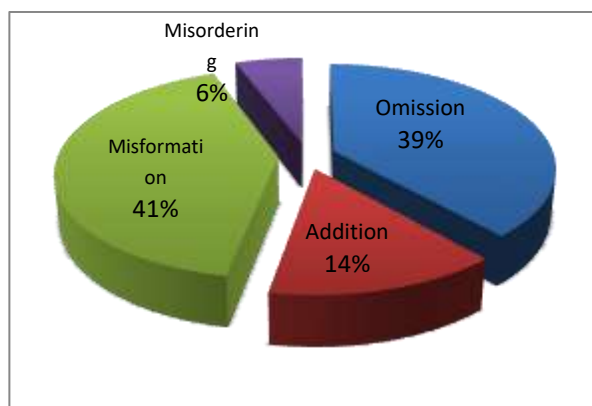


Figure 1. The Error Types in Students' TEYL Project on Composing Short Stories for Kid

According to the result of the analysis data through surface strategy taxonomy as one of Dulay's linguistics categories of error, the sum of the students' Omission errors was ten error types produced from their TEYL project on composing short stories for kids. It had been found that the highest error frequency which consisted of 18 errors happened in auxiliary: is, am, are. Then five errors in short plural: -s. Next, there were four errors in each type of applying the Main Verb: have/has; Preposition: in, on, at; and Long Plural: -e. Furthermore, which contained an error for each type, the omission also happened in the use of Head Noun and Progressive Pronoun: -ing. Moreover, there were two students' omission errors that happened in the use of Regular Past Tense: -d; Auxiliary: do/does; the use of Third Person Singular; and the Infinitive Marker: to.

The second type of grammatical error in surface strategy taxonomy is Addition. It is the contrary of omission error in surface strategy taxonomy. It was characterized by the existence of an item that in well-formed sentences, it must not appear. Based on the research result, there were four omission error types had been found in the students' TEYL project on composing English short stories for kids. The process results of analyzing data showed that the highest frequency of errors consisted of five numbers of errors. It occurred in their use of Prepositions. Next, in their use of Present, the students' made errors consisted of two. Moreover, the Addition error which consisted of two errors for each type occurred in using a Direct Object. Furthermore, also two Addition errors occurred in the use of Third Person Singular.

The Misformation in surface strategy taxonomy becomes the third type of grammatical error. Misformation error refers to an error indicated by the usage of the structure wrong form. Based on this research, the researchers established some Misformation errors in students' TEYL project on composing English short stories for kids. From the analysis result, it had been found that there were five total numbers of Misformation errors occurred in the data source, which is from students' product in writing English short stories for kids. The highest Misformation error type, containing 12 errors, occurred in the usage of Auxiliary: do/does, is, and am. Next, there were ten total numbers of Misformation errors that occurred in the use of Third Person Singular. Moreover, it consisted of five Misformation errors which also occurred in the use of Regular Past and Possessive Pronouns. In addition, the researchers also found three Misformation errors that occurred in the use of Prepositions and Subject Pronoun.

Misordering in the surface strategy taxonomy is considered the last type of grammatical error. The researchers found some Misordering errors in students' TEYL project on composing short stories for kids. It had been found that the type Misordering errors in the data source from English short stories for kids contained three errors. Besides, the researchers also found that four errors occurred in TEYL students' writing projects on the use of Adverbs. Moreover, error in the use of Auxiliary in a simple question, the researchers found there was one item only. Furthermore, also one error had found by the researchers from the embedded question, which is in the use of Auxiliary.

According to the findings above, the research team members found that the students made an error in their project on composing English short stories for kids, such as Omission errors,

Addition errors, Misformation errors, and Misordering errors. These types of errors are constructed on the Surface strategy Taxonomy. The research result analysis showed that the students made errors typing in each error type, such as Omission was 40 errors or 39 %, an Addition was 14 errors or 15 %, Misformation was 43 errors or 41 %, and Misordering was 6 errors or 6 %. By using the Dulay theory, the results of the research defined that the Misformation error made by all the students was the maximum on the use of Auxiliary: *to be*.

Related to the findings of previous studies, the results of this research were systematically different from earlier research about error analysis on grammatical aspects. Based on the research of Purwanti (2013) who researched Junior High School, she found that Misformation and Omission error was the highest student error type in her finding. Moreover, research by Puspitasari (2013) who researched the university showed that focused on the linguistic category in Dulay's theory, she found that the occurrence of syntactical error was the highest error.

Meanwhile, based on the research result done by the researchers, there were 43 numbers of errors in Misformation error types. So, in this research, it becomes the highest error. In nutshell, not all of the students had a good mastery of grammatical aspects, they still had not known yet the ways to construct the right structure form of the sentence. According to the research, the research team members thought that the third-level students from TEYL class still need some writing treatment and remedial teaching from the lecturer towards their errors in composing English short stories for kids right away and it implies that the students still need more practice to develop their writing skills. Through this research, the researchers hope that it gives more understanding about the error analysis on grammatical aspects, especially addressed to the readers or the next researchers. As a suggestion to further researchers, it would be better for the next researchers to be able to provide examples and explanations of research results of analyzing errors in grammatical aspects by using other theories or subjects.

CONCLUSION

Some earlier research evidence that English grammatical patterns become challenging, in other words, it can be said that grammar is a problem faced by all students in learning a foreign language, as well as English. So, if the students do not know the language system, many errors would have occurred in their English learning experience. As what had been described by Dulay (1982) in his surface strategy taxonomy, he categorized the grammatical error into four classifications. These are Omission errors, Addition errors, Misformation errors, and Misorder errors.

According to the findings of this study, researchers found that there were 104 total frequencies of students' errors in their TEYL project on composing short stories for kids. The percentage of Omission errors in the students' TEYL project on composing short stories for the kids is 40 errors or 38.46 %, and the Addition error made by fifth-semester students is 15 errors or 14.42 %. While the Misformation errors are 43 or 41.34 %, and the Misordering is 6 or 5.76 of the total number of students' errors.

In nutshell, the findings in this research proved that the Misformation error type is the highest error by the total number of errors 43. Depending on the research result, the researchers thought that the TEYL students from the third level still need some writing treatment and remedial teaching from the lecturer towards their errors in composing English short stories for kids right away and it implies that the students still need more practice to develop their writing skills.

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THE IMPORTANCE OF FINANCIAL LITERACY FOR YOUNG GENERATION FINANCIAL MANAGEMENT

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Abstract: Indonesia is one of the countries that will receive a demographic bonus in 2030. Based on data compiled by the 2021 SLNKI, it shows that the composition of the millennial generation reaches 69.38 million people and Generation Z it reaches 74.9 million people. Literacy is one of the factors that can determine a person's success in the future. One of the literacy skills that must be possessed is financial literacy. These aspects can help a person to achieve financial goals in life which include, setting daily costs, allocation of savings, and allocation of investments. Strong knowledge of finance can prevent the younger generation from various financial problems and fraud under the guise of investment. This research was conducted using the SLR method, this method is a method that identifies, assesses, and interprets the findings on a research topic to answer research questions that have been determined previously. In line with previous international research, this study concludes that financial literacy has a significant impact on financial management.

Keywords: *Financial literacy, Financial management, Young generation*

1. INTRODUCTION

The 2019 National Survey of Financial Literacy and Inclusion (SNLIK) provides an overview of financial literacy in Indonesia at 38.03%. This value is still relatively low, generally indicating that people in Indonesia do not understand the characteristics of financial services and products. Whereas financial literacy is knowledge, skills, and beliefs that influence attitudes and behavior to improve the quality of decision-making and financial management to achieve prosperity. Financial literacy has an important role in preparing provisions for the community in managing their finances.

The importance of financial literacy is also illustrated by the results of research related to the Financial Fitness Index (2021) which shows that the Indonesian people's financial health index score is still relatively low, only 37.72 out of a maximum score of 100. The score is calculated based on four areas, namely basic finance, financial security (financial safety), financial growth (financial growth), and financial freedom (financial freedom). Of the four areas, the basic finance of the Indonesian people shows the highest score and is in the fairly good category. However, when viewed from the area of financial safety, it is still very low with indicators including the ability to meet the financial needs of the family, save regularly, have funds to survive if you lose your job; have the funds to deal with the crisis, and can pay for medical expenses without disrupting financial plans, and ensure that the family's finances are taken care of in the event of death. The lowest score is shown in the area of financial freedom with indicators of passive income regularly and financial growth with indicators of investment and retirement planning.

Studies show that several sources of financial education such as parents, peers, media, and schools have a significant impact in terms of their role in the financial socialization process by influencing financial attitudes, literacy, behavior, and satisfaction (Jorgensen and Savla (2010)), Sohn et al., (2012), Xiao and Porto (2017)). Based on this, it can be seen that the closest people play an important role in increasing financial literacy.

Currently, literature studies focus more on aspects of financial literacy from the point of view of learning through socialization in the family. Financial socialization refers to “the process of acquiring and developing values, attitudes, standards, norms, knowledge, and behaviors that contribute to financial viability and individual well-being” (Danes, 1994, p. 128). Based on this background, this study investigates the importance of financial literacy in the financial management of the younger generation. Specifically, financial literacy in this study is financial literacy given by parents to children. This research was conducted by collecting previous research and then analyzing it using a systematic literature review (SLR).

2. LITERATURE OVERVIEW

a. Financial Literacy

Remund (2010) reviewed more than a hundred research studies since 2000 and came up with a conceptual definition: “Financial literacy is a measure of the extent to which a person understands key financial concepts and has the ability and confidence to manage personal finances through appropriate short-term decisions. -make and sound, long-term financial planning, while taking into account life events and changing economic conditions”.

Financial literacy includes the ability to distinguish financial choices, discuss money and financial problems without inconvenience, plan for the future, and respond competently to life events that affect daily financial decisions, including events in the economy in general Yushita (2017).

Literacy is an important thing that must be possessed to achieve its goals. Thus, this research will use the definition according to (Chen & Volpe, 1998) because it emphasizes the ability to understand the basic concepts of economics and finance, to how to apply them appropriately. The level of financial literacy from an individual or family point of view can have an impact on the ability to have long-term savings.

Knowledge and understanding of personal finance are needed by individuals to make the right decisions in finance, so it is necessary for everyone to optimally use the right financial instruments and products. Lack of knowledge about financial literacy is a serious problem and a big challenge for people in Indonesia.

b. Financial Management

Personal financial management is the art and science of managing finances from individual units (Gitman 2002). Financial management has systematic steps that are not easy to implement directly. So knowledge about personal financial management is needed as a first step in making financial management. This planning is important because a concept starts in the mind to determine steps and actions.

As defined by Yohnson (2004) that financial management is the process of planning short-term and long-term financial goals. Another opinion is conveyed by Giltman (2002) that personal financial management is the art and science of managing the financial resources of individual units. Therefore, it can be concluded that financial management includes two things, namely knowledge about finance and the art of managing finances.

Howell (1993) in Zahroh (2014) states that financial management is one of the most basic competencies needed by modern society because consumer choices from day to day will affect one's financial security and standard of living. Problems in personal financial management are often underestimated. , so people tend to learn about personal finance through a process of trial and error.

3. METHODOLOGY

This study comprehensively presents the existing literature on the discussion of Young Generation Financial Management. The qualitative method was chosen to answer the research objectives using a Systematic Literature Review (SLR) which was chosen to contribute to knowledge related to the field of financial management, especially for the younger generation. SLR

is a process that allows the collection of relevant evidence on a particular topic that fits pre-determined eligibility criteria and has answers to formulated research questions (Mengist et al., 2020). This research is important because it wants to examine in depth and strengthen the theory and description of problems regarding financial management in the younger generation.

Each article is analyzed to find gaps and analyzed to gain topic-specific knowledge, trends, and observed gaps, and to reach conclusions that are appropriate for policymakers and the scientific community. The identification of the articles being discussed by the researchers set the criteria. First, use online databases from the journal Elsevier, Emerald Insight, and Google Scholar by filtering relevant and up-to-date. The search process begins by entering keywords on the Elsevier journal portal, Emerald Insight, and Google Scholar.

4. RESULT

Previous studies have shown that parental financial teaching has a positive impact on children's financial knowledge (Tang and Peter, 2015). In a study focused on young adults in the US, Tang and Peter (2015) found that parents' financial experience (for example, investing in stocks or bonds) had a positive effect on the acquisition of financial knowledge. Akben-Selcuk and Altiook-Yilmaz (2014) found that the financial teaching of parents on the topic of saving, spending, and using credit has a direct impact on the financial literacy of Turkish students. Putri et al., (2020) studied a sample of Indonesian students and found that parental financial socialization, including parents' experiences and communication with their children regarding financial issues, increased their children's financial literacy.

According to the theory of family financial socialization, young adults, consciously or unconsciously, acquire and develop values, standards, knowledge, attitudes, and behaviors that contribute to their financial well-being through the socialization process (Danes, 1994), and family interaction plays a very important role in this process (Gudmunson & Danes, 2011). In particular, the parent-child relationship is one of the most important factors in shaping financial socialization outcomes (Flouri, 2004). Over the past decade, many studies have revealed that the interactions of parents with their children, including the use of explicit teaching methods, such as direct teaching and discussion, play an important role in improving children's financial behavior (Allen et al., 2007). , Norvilitis and MacLean, 2010).

Using data collected from 4,473 secondary school students, Deenanath et al. (2019) found that parental socialization has a substantial positive effect on financial knowledge. Based on a nationally representative sample from the 2015 National Financial Capability Study (NFCS), the findings of Jin and Chen (2020) also show that family financial socialization has a positive relationship with financial knowledge. Financial literacy training influences students' choices. Students who receive financial literacy training are more accustomed to making choices that can be described as investing in the future and delaying gratification (Carlin 2014). Meanwhile, post-interview results show that students' environment and social interactions also play an important role in improving their financial literacy (Sapir et al., 2020).

Serido and Deenanath (2016) found that after acquiring important financial knowledge and skills from their parents, young adults develop confidence in their ability to practice these financial skills independently, which in turn leads to financial independence. Servon and Kaestner (2008), showed that a higher score of financial knowledge has an impact on higher standards of financial behavior; in addition, people with positive attitudes are more likely to behave in more consistent ways. However, the evidence found by Hayhoe et al. (2005) concluded that the level of financial literacy of students has a precedent on financial behavior, financial knowledge, and financial attitudes, with a higher impact on attitude. In a study conducted It was concluded that the level of financial literacy of students has a precedent for financial behavior, financial knowledge, and financial attitudes, with a higher impact than Potrich et al 2016 attitudes.

5. CONCLUSION

The young generation is a phase of the human transition from childhood to adulthood. In this phase, there is a transfer of knowledge from parents to their children as provisions in living life. Every parent expects their child to have financial independence and prosperity. Through financial literacy given by parents to children, they form knowledge about financial management. An understanding of financial management helps a person in carrying out planned activities. Financial literacy is the ability (skill) of a person in making effective decisions related to his finances. Financial literacy helps individuals avoid financial problems, especially those that occur due to financial mismanagement. Financial literacy in the form of understanding all aspects of personal finance is not intended to make it difficult or to restrict people from enjoying life, but rather with financial literacy, individuals or families can enjoy life by utilizing their financial resources appropriately to achieve their personal financial goals.

The importance of financial literacy for individuals is not just a science or theory but is expected to make individuals wiser and smarter in managing their assets so that they can provide useful feedback in supporting individual finances both in the short and long term.

AUTHORS CONTRIBUTION

Contributed to the design and implementation of the research, the analysis of the results, and the writing of the manuscript.

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THE EFFECTS OF VERBAL ABUSE ON CHILDREN'S LEARNING PROCESSES

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Abstract: This study aimed to determine the children's experiences with verbal abuse, the effects of verbal abuse on the children's learning processes, and the supporting factors in the children's learning activities. This was qualitative descriptive research. This research was conducted in Sudimoro. The data collection was carried out by applying a paper of questionnaire to 20 children as the population sample. The respondents of this study were high school students, and junior high school students. Data collection was carried out from 04 of June 2022 until 30 of June 2022. In addition, the data was also taken by interviews with some respondents using a random sampling technique through a direct conversation. The result showed that 75 % of children had the experience of verbal abuse. The effects of verbal abuse which were experienced by the children included: (1) the experienced children to be fear for doing something. (2) the children always felt to be wrong. (3) the children did not focus on their learning activities. The supporting factors for children's learning activities were supported by their family and their friends (50%), the changing situation in the learning processes (30%), appropriate methods in the learning process to learning processes (20%).

Keywords: *children, learning process, student, verbal abuse*

INTRODUCTION

The COVID-19 pandemic has changed the way people life in Indonesia, such as work and learning. Activities that are usually carried out face to face are slowly turning into network based activities, this causes the community to need to adapt to the changes that occur. Likewise with learning, the distance learning system implemented during the pandemic cannot run effectively. Based on data from to UNICEF, 66 percent of students are not comfortable studying at home. This discomfort can be caused by unstable network connections, lack of guidance from teachers and parental behavior towards children.

Parents often do things that make children lazy and reluctant to develop. One of them is often scolding children or saying harsh words to children. This is often done by parents. This is usually called verbal abuse. Verbal abuse is verbal behavior that is considered rude such as threatening children, threatening children to leave the house, cursing children, calling children by names (eg stupid, useless, ugly) (Chang et al, 2008).

Verbal abuse can occur every day in the family. A place that should be a shelter for children but instead makes children uncomfortable. The majority of parents do verbal abuse because parents want their children to obey them. This is the reason parents do verbal abuse, besides the history of parents who used to be victims of verbal abuse tend to do the same parenting pattern to their children. Stress, not working and lack of parental knowledge about children's education as well as lack of religious

knowledge also play a role in causing parents to verbally abuse their children (Soetjningsih, 2002)

Verbal abuse has a huge impact on children. Verbal abuse usually does not have a physical impact on children, but it can damage children in the next few years. Verbal abuse by parents causes wounds in the lives and feelings of children more than rape (Soetjningsih, 2002). In addition, verbal abuse may have a relatively permanent effect because those who are hurt or who are victims are people who have emotional weaknesses, which tend to be fragile and sensitive (Wahyu Raharjo, 2017).

Verbal abuse will affect the behavior of victims both at home and in society. The first is to change the child's behavior from cheerful to gloomy. The second child feels guilty for what he did. The third child lost his confidence and motivation. Finally, children can become depressed because of the pressure that the child receive. The effects caused by verbal abuse can affect the learning process. One of them is loss of motivation. One of the motivational theories, namely McClland's theory of achievement, focuses on one need, namely the need for achievement. In essence, the child have the ability to excel above the abilities of others and have the desire to do work that excels or is better than the work of others. In the learning process, motivation is one of the factors that influence learning outcomes. Students who have learning motivation, also have perseverance in dealing with assignments, are tenacious in facing difficulties (not quickly discouraged), prefer to work independently and are happy to find and solve problems (Sardiman, 2005).

The general purpose of this paper is to determine the impact of verbal abuse on the learning process, while the specific purpose of this paper is to find out the children's experiences with verbal abuse, impact of verbal abuse on children learning process and supporting factor in for children's in learning activity. This research is important to understanding and give information to parents about how influential verbal abuse to children learning process.

METHOD

This study used a qualitative descriptive research design because the researcher described the existing situation more transparently and in depth. This research was conducted in Sudimoro. Data collection was carried out by applying a paper of questionnaire to 20 children as a population sample. The respondents of this study were high school students and junior high school students. Data collection was carried out from 04 June 2022 until 30 June 2022. In addition to paper questionnaires, data were also taken from interviews with respondents using a random sample technique through direct conversation. Once collected, the data were analyzed by the following procedure: counting and reading the responses of respondents in the questionnaire that had been filled in by the respondents, contacting respondents to obtain more detailed information, analyzing answers from respondents, listing the results into diagrams, discussing, and make a conclusions.

FINDING AND DISCUSSION

1.1. Children's knowledge about verbal abuse

From the results of the study, children's knowledge about verbal abuse described in the following figure:

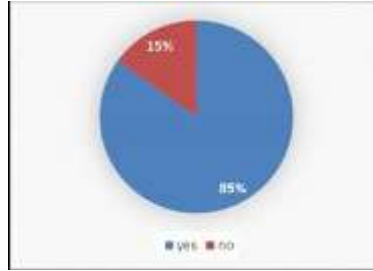


Figure 1 children's knowledge about verbal abuse

Figure 1 explained that majority of students' knew the means of verbal abuse (85%) or 17 respondents from the 20 total respondents. 17 respondents said that they knew what verbal abuse was. The remaining 15% or 3 respondents said that they did not know what verbal abuse was. From the results of the questionnaire, it was known that most of the respondents had knowledge of verbal abuse. Respondents with the initials A D A revealed that in everyday life students need to know what is meant by verbal abuse. It was so necessary, so that students could find out and analyze their own actions whether they were verbal abuse or not. In addition, the knowledge about verbal abuse could help students to limit their actions, so as not to become perpetrators of verbal abuse.

Respondent with the initials K also stated the same thing that knowing verbal abuse is important in addition to knowing what is good to do and what is not good to do, this is used to limit actions so as not to become perpetrators of verbal abuse. From the two respondents it was very clear that knowledge of verbal abuse was important to limit the actions taken by students so they did not become perpetrators of verbal abuse.

1.2. Children's Experience of verbal abuse

Children's experiences of verbal abuse were certainly very influenced. It had effects on children's behavior. The following were the results of a survey conducted by researchers:

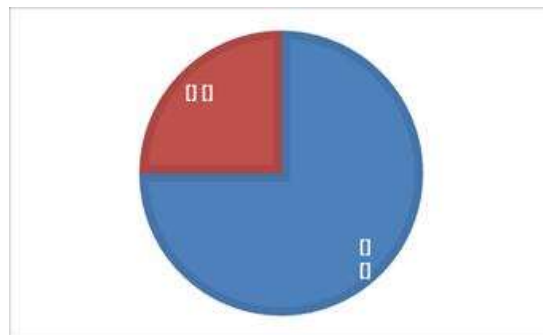


Figure 2 children's experience of verbal abuse

Figure 2 explained that majority of children had experienced verbal abuse. There were 20 total respondents, 75% or 15 respondents had experienced verbal abuse. The remaining 25% or 5 respondents did not have an experience of verbal abuse. From the result of the questionnaire, it was known that majority of students were experienced verbal abuse. Respondent with initial P revealed that verbal abuse experienced by the respondent. It occurred at school and at home but more often experienced by the respondent at home.

1.3. The Effects of verbal abuse on children

Verbal abuses that were experienced by children had effects to children. The following are the result of a survey conducted by researchers :



Figure 3 impact of verbal abuse in children

Figure 3 showed that students as respondents in this study had some different answers regarding to the effects of verbal abuse, 35% or 7 respondents stated that verbal abuse made the student to be afraid to do something. 25% or 5 respondents stated that verbal abuse made student to be not focus in the learning processes, 25% or 5 students stated that verbal abuse had no effects to students, and 15% or 3 respondents stated that verbal abuse made students always to be feel wrong. From the result of the questionnaire majority of respondents stated that verbal abuse made students to be afraid to do something.

1.4. Children's learning process

Verbal abuse that experience on children had effects in children especially in learning process. The following were the result of a survey conducted by the researchers

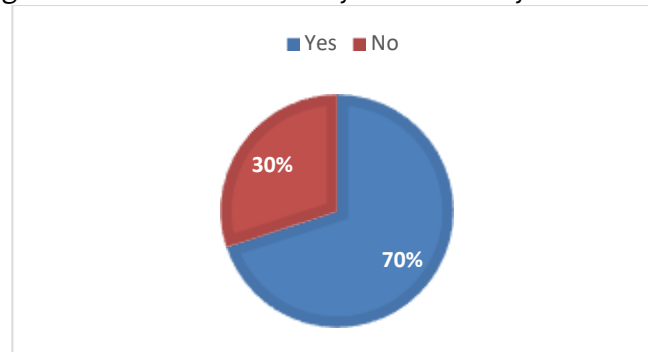


Figure 4 children's learning process

Figure 4 explained that majority of students had problem focusing in learning processes. From the 20 total respondents, 70% or 14 respondents had problem focusing on learning processes. The remaining 30% or 6 respondents had no problem focusing on the learning processes. Related to the result of the questionnaire, it was known that majority of students had some problem focusing on the learning processes. A respondent with initial AS revealed that the difficulties in learning activities were occurred because of the parents who did not provide some supporting materials and di not support the children well.

1.5. Motivation were needed in learning processes

The obstacles which were experienced by children's in their learning activities of course could be minimized by supporting or motivating them. The following were the results of a survey conducted by researchers:

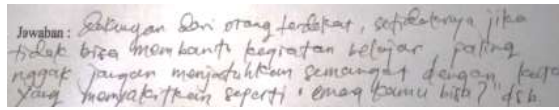


Figure 5 the respondents' responses on paper

Figure 5 explained the supporting things in the children's learning processes. 10 respondent stated that students needed some support or motivation from their parents and friends. Four respondents stated that the changing situation in learning processes could make problems for the children's learning processes. Six respondents stated that students needed appropriate methods in their learning processes.

CONCLUSION

Verbal abuse was violence that often occurred to children. The results of the research through based on the questionnaire and the supported data of interviews. Based on a survey conducted by researchers, 75% of children had experienced verbal abuse. the effects of verbal abuse experienced by children included: (1) children had experience of fear for doing something. (2) the children always felt to be wrong. (3) children did not focus on learning activities. And, the supporting factors for children's learning activities were supported from the closest people around the children, such as their family and friends (50%), the changing situation in learning process was for about (30%), and the appropriate methods of learning processes was about (20%).

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PROGRAMMING LECTURE MECHANISM WITH REPLIT COLLABORATIVE BROWSER BASE IDE AT STKIP PGRI PACITAN

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Abstract: The learning process at STKIP PGRI Pacitan follows the new normal protocol applying online and offline systems with various modifications. This study explores the implementation of programming lectures using cloud computing technology, a Replit collaborative browser base IDE. This qualitative descriptive research was carried out in May - June 2022, with students as the subject of the mathematics education and informatics education study program STKIP PGRI Pacitan. This study shows that the implemented learning model facilitates the knowledge transfer process where there is no need to delay practicum activities. Another effect is the ease of preparing a virtual computer laboratory for student practicum purposes without reducing the essence of semi-two-way interaction in lectures.

Keywords: Cloud Computing, Platform as a service, Practicum.

BACKGROUND

Cloud technology has become an appropriate solution for the educational process now, what's more in new normal conditions in this time. In conservative definition, cloud computing means more computers working together to solve problems (Susanti & Putri, 2020; 57). Another definition of cloud computing is a group of technology utilization based on the internet ('Abidah et al. I., 2020; 77).

Nowadays, the internet connection infrastructure in Indonesia is experiencing rapid development (Iksan, Dec 15th 2022). This is an excellent opportunity to be used in education, especially in teaching and learning. Furthermore, the affordable price of internet data packages encourages every consumer to use data. As a result, the learning process becomes easy; of course, there will be many variations. This will increase the knowledge of students and lecturers (Elyana & Khosmas, 2015).

As part of learning activities, the internet is expected to make students active in the teaching and learning process. The result is meaningful learning. Meaningful learning is obtained from continuous practice with a continuously improved level. Practical work in the computer laboratory or class that cannot be completed can be continued in any place with current conditions. Internet of things, cloud computing, and advanced network infrastructure remove the barriers that were always found ten years ago.

The collaborative browser-based IDE can be found at Replit.com, designed by Replit, Inc. The services provide users with a hosted environment to practice coding and to build and deploy software and web servers available through his services (Replit, Jun 6th, 2022). This service can be used as a virtual computer laboratory for programming courses at STKIP PGRI Pacitan and can also be used as a means of student cloud computing projects.

The learning process at STKIP PGRI Pacitan follows the new normal protocol applying online and offline systems with various modifications. Lectures are held alternately online and offline on other weeks. Some are a month different from the online schedule and offline. Lectures that run abnormally because offline and online scheduling are an obstacle during theoretical and practical programming lectures, when offline lectures are disrupted, causing projects not to be completed. Online lectures require computer labs to continue unfinished projects during offline lectures. The use of a virtual computer laboratory is expected to be an alternative solution to the problems faced so that the implementation of theoretical and practical programming lectures can continue uninterrupted.

Therefore, to explore the implementation of programming lectures using cloud computing technology, a Replit collaborative browser base IDE was selected to create realistic lectures that require lecturers and students to continue to study in two directions.

METHODS

This qualitative descriptive research was carried out in May - June 2022, with students as the subject of the mathematics education and informatics education study program STKIP PGRI Pacitan. This explains the programming course using IDE-based collaborative browser replication and its implementation, as well as the benefits of IDE-based collaborative browser replication. The qualitative descriptive research method is a method that aims to describe an object of research through samples or data that have been collected and make conclusions that apply in general (Sugiyono, 2008).

This method is applied to describe and analyze various data sources and information obtained so that the discussion of problems and data analysis will be easy to understand. Data collection techniques using literature study. The term literature study is very familiar with the term literature study, a technique of collecting data by examining related sources such as books, literature, notes, and reports related to the problem to be studied. The method of collecting literature study data was chosen to obtain the basics and opinions in writing, which was carried out by studying various kinds of literature related to the problem to be studied; the literature study also affected the credibility of the research results (Nazir, 1988).

RESULT

Cloud Computing

Cloud computing provides unlimited resources, namely application package services, data management operating systems, IoT, etc. (Indu et al. I, 2018; 575). Although this definition includes the whole process involving the use of the internet network infrastructure as its main component, the hardware used can cover all platforms available today.

Cloud computing is divided into three parts (Setiawan, 2022; 34), namely (1) the characteristics of cloud computing, (2) the cloud computing service model, and (3) the cloud computing implementation model. The characteristics of cloud computing consist of on-demand self-service, broad network access, resource pooling, rapid elasticity, and measured service. The cloud computing service model consists of software as a service (saas), platform as a service (paas), and infrastructure as a service (iaas). Meanwhile, the cloud computing implementation model consists of public cloud, private cloud, hybrid cloud, and community cloud.

Cloud computing selected is a platform as a service (PaaS) that will be used to train students' programming algorithm skills. Replit Collaborative Browser-Based IDE provides the services needed. Apart from being a virtual computer laboratory, it can also be used as a personal computer for each student.

Account Configuration

The setting required is the availability of a primary email account as a service administrator, in this case using an email service from Google Inc. An email account with one user is created for all students so that later it can be used as a virtual computer laboratory, it is used to open service of Replit collaborative browser-based IDE. The following are the steps for setting up:

a) Registration form

Visit Replit.com, and you will be directed to the main registration page and continue registering using a Google account.



Figure 1: Form registration for Replit service

b) Registration confirm

Select Google account in the browser



Figure 2: Selecting a google account

c) Dashboard Replit collaborative browser-based IDE Redirect to home page



Figure 3: Dashboard

Implementation

To get a virtual computer laboratory, lecturers and administrators need to agree on the division of classes with students. Classes are divided according to the division of semesters taught by each lecturer in mathematics education and informatics education in the separate folder on the cloud computing service.



Figure 4: Dividing room

At this point, the basic implementation process is completed so that classes are formed and divided according to the courses. Then, students are invited to enter the virtual computer laboratory room with a Google account belonging to the lecturer and asked to create a folder with each student's name as a personal computer.



Figure 5: Personal computer on cloud computing Programming lectures are designed side by side between theory and practice. Students open the cloud through computers in natural laboratories during offline lecture schedules. At the same time, offline, they use their own devices such as smartphones and personal computers from their separate places using the internet network. So that lectures are not interrupted because their project files are inaccessible



Figure 6: List student's project files

DISCUSSION

Students will have no trouble accessing files as long as there is a device and internet connection so that projects that are stopped due to online time running out can be resumed without waiting for the following online schedule. Semi-two-way lectures are the solution to these problems. Students can still discuss the difficulties encountered during practice without directly meeting the lecturer (Zhafira et al. I, 2020; 42).



Figure 7: Students accessing project files

The students expect face-to-face learning to be carried out, and under these conditions, it can be done in a limited way without reducing the meaning of knowledge transfer (Liu & Ilyas, 2020; 37). The Replit collaborative browser base IDE mechanisms combined with face-to-face semi-two-way eliminates this limitation. The students can understand the algorithm procedure observed from the existing project files and directly see the results of their work from the lecturer. If there are those who have not continued, they are given the motivation to complete the project immediately. student understanding increases, and they gain experience using cloud computing technology

The choice of platform as a service is still limited, so lecturers should continue to add insight into the development of cloud computing to obtain options for lecture models. Not only for courses that require a practicum, but in all lecture activities, the lecturer can look for new models of lectures using cloud computing.

Platform as a service from the cloud becomes a new opportunity for institutions, in this case, STKIP PGRI Pacitan, for cost efficiency in the procurement of computer laboratory rooms. By upgrading computer equipment found an easy solution. Students and laboratory staff are not preoccupied with whether the device is suitable for adding a new application or software as one of the conditions for holding a practicum. It is enough to register an account with the service in question. This process cuts operational costs and time for both students and institutions.

CONCLUSION

In conclusion, this study shows that the mechanism of the learning model facilitates the knowledge transfer process where there is no need to delay practicum activities a lot. Another effect is the ease of preparing a virtual computer laboratory for student practicum purposes without reducing the essence of semi-two-way interaction in lectures. Future opportunities for the platform as a service can be explored again for lecture purposes other than practicum, such as cooperation in completing joint projects.

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IMPLEMENTATION OF THE CHARACTER OF CARING FOR THE ENVIRONMENT THROUGH GO GREEN COMMUNITY ACTIVITIES FOR STUDENTS PGSD STKIP PGRI PACITAN

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Abstract: *To make the environment clean, it is necessary to change the attitudes and behaviors of the community to be able to play an active role in handling the environment. Community participation is a huge potential to help overcome environmental problems. Many experts say that human behavior is currently the main cause of environmental problems. The government is trying to overcome this problem in every field, one of which is in the field of education, namely by implementing character education that cares for the environment in schools and campuses. The purpose of this study is to find out the application of the character of caring for the environment Go Green and find out how much the character changes in caring for the environment of students in accordance with the character indicators of caring for the environment.*

This research uses a qualitative type of research. This is in accordance with the purpose of the study, which is to describe how the implementation of the character of caring for the environment through the Go Green community activities for PGSD STKIP PGRI Pacitan students. The use of this strategy is expected to be able to find out a direct picture of the data in the field. According to Prof. Dr. Lexi J. Moleong, M.A. (2017: 6) qualitative research is research that aims to understand the phenomena experienced by the subject, such as behavior, perception, motivation, action, and others, through the depiction of language and through special natural contexts and language descriptions by utilizing various natural methods.

The results of this study are 1) The application of the environmental care character of the Go Green community in students can be seen in (1) environmental care, (2) reduction in plastic use, (3) waste management according to its type, (4) reduction of carbon emissions, and (5) energy savings, 2) From the results of filling out the questionnaire, 35% of the character of caring for the environment of the Go Green community in students is in the excellent category and 65% is in a good category.

Keywords: *Go Green, Care for the environment, Students*

INTRODUCTION

Looking at the current environmental conditions, the concept of green schools and green campuses is very important to be implemented more broadly. Various natural disasters that occur such as landslides and floods are mostly caused by human actions that damage the environmental ecosystem. So it is necessary to make awareness of humans to be more friendly to the environment. The Go Green concept can foster an attitude of caring for the environment through a process of learning and habituation. In students, the lecture process leads to efforts to form student behavior that cares about the environment.

The campus is one part of the education sector. All elements of the campus also participate in the program including students. The lack of an environmentally caring attitude in students is one

of the problems that arise that can be seen in everyday life. *The Go Green campus* is a concept that invites all campus residents to form a lifestyle to be more concerned and preserve the environment. The preparation of the *Go Green* program is carried out holistically by linking all programs on campus and considering supporting and inhibiting factors. The internal potential of the campus such as land availability, water resources, energy, landscapes, traditions of the surrounding community, and ecosystems are objects of development in the *Go Green* campus concept.

2. LITERATURE REVIEW

2.1. *Go Green* Concept

Various natural phenomena that tend to experience deviations (anomalies) recently such as chaotic climate, prolonged extreme heat, high rainfall intensity outside the normal, floods, storms, and tornadoes are widely associated with the issue of global warming. The tendency of the amount of greenhouse gas levels such as CO₂ in the atmosphere to be above the threshold and positively correlated with human activities resulting from various activities including households, institutions, offices, hospitals, schools, campuses, industries, and transportation.

Anticipation of this problem is to give birth to environmental movements in an effort to combat global warming, both in the form of environmental programs initiated by the government, environmental movements by environmental NGOs, environmental education in schools, campuses, and Islamic boarding schools as well as campaigns and counseling. So that it is hoped that the awareness and concern of campus residents themselves will be created in maintaining environmental sustainability. The campus as a gathering place for intellectuals and the birthplace of young intellectuals of the nation's next generation is expected to be a model or example for other institutions in good environmental management. The *Green Campus* program is the extent to which campus residents can utilize existing resources in the campus environment effectively and efficiently, for example in the use of paper, writing stationery, the use of electricity, water, land, and waste management.

The efficiency of land use in the campus environment also needs attention. Ideally, there should be a balance between the building area and green open space. At least 30% of campus land should be used as green open space (RTH). So far, there is a tendency that many lands in the campus environment that have not been optimally utilized even tend to be abandoned or left as *sleeping land* or *lost space*. What if the existing land is used for a variety of crops, including productive plants such as fruits, which will provide double benefits. On the one hand, plants can recycle CO₂ gases in the air, as well as produce fresh air (oxygen) which provides comfort for the surrounding environment which means it will reduce global warming, on the other hand, fruit plants can provide economic added value for campus residents or the community. In addition, the presence of vegetation or plants can provide its own value to the campus environment.

2.2. Environmental Care Attitude

Implementing the *Go Green* community program will create campus residents who care and have environmental culture, as well as support and realize human resources that have the nation's character towards environmental development in achieving sustainable development. The problem that often occurs, namely when disposing of waste, students do not separate organic and inorganic waste, even though the campus has prepared trash cans according to the type of waste. This problem shows that the student's response to the attitude of caring for the environment has not been well formed. Seeing the attitude of students who are less concerned about the environment at school, the school must try to improve the attitude of caring for the environment through the implementation of the *Go Green* program.

2.3. Environmentally Caring Character

The character of caring for the environment according to the Ministry of National Education (2010: 11) is an attitude and action that always seeks to prevent damage to the surrounding natural environment and develop efforts to repair the damage to nature that has occurred.

The attitude structure consists of three components that support each other, namely the cognitive component (trust), the affective component (feeling), and the conative component (tendency to act). If one of the three attitude components is manipulated, it will affect the other component, causing a mechanism of attitude change (Azwar, 2003: 28).

METHOD

This research uses a qualitative type of research. This is in accordance with the purpose of the study, which is to describe how the implementation of the character of caring for the environment through the *Go Green* community activities for PGSD STKIP PGRI Pacitan students. The use of this strategy is expected to be able to find out a direct picture of the data in the field. According to Prof. Dr. Lexi J. Moleong, M.A. (2014: 6) qualitative research is research that aims to understand the phenomena experienced by the subject, such as behavior, perception, motivation, action and others, through the depiction of language and through special natural contexts and language descriptions by utilizing various natural methods.

According to another view put forward by Arikunto (2013:20), qualitative research is data expressed in the state or physical form. To conduct quality research, the data collected must be complete, namely secondary data and primary data. Primary data is the main data in the form of words spoken, gestures or behaviors carried out by reliable objects (information providers), while secondary data is in the form of graphic documents such as tables, notes, SMS, photos, movies, recording data obtained in videos and other objects that can enrich the main data. The reason for choosing to use a qualitative approach is because the problem that is limited does not want to use numbers and research data in the form of description data. In addition, through qualitative methods researchers can directly communicate with sources so that researchers become more accurate.

RESULTS OF RESEARCH AND DISCUSSION

Research Results

The indicators of achieving an attitude toward environmental care in the good category include (1) environmental care, students' views on keeping the environment clean and tidy (2) reducing plastic use, students' views on how to reduce plastic waste (3) waste management according to its type, students' views on the importance of sorting waste and disposing of waste by type in the right place (4) reducing carbon emissions, learners' views on efforts to reduce activities that can increase greenhouse gases (5) energy savings, learners' views on efforts to maintain the availability of clean water and efficient use of electricity to prevent increasing global warming. Furthermore, in an effort to repair the damage to nature that has occurred including (1) tree planting, students' views on the importance of planting trees to reduce carbon emissions (2) the use of used goods, and students' views on the importance of processing used goods and plastic waste into useful items in order to reduce the accumulation of waste in the surrounding environment.

Analysis of the observation sheet which is assessed from the attitude of caring for the environment in the form of a checklist method. The observation sheet is used to find out an overview of environmental care attitudes. The stages of the analysis are as follows: sum the indicators of the observed aspects and calculate the percentage of aspects of environmental care attitudes. Formula Percentage = (observation result score/total score) x 100%.

Category

Percentage (%)	Category
81 - 100	Excellent
61 - 80	Good
41 - 60	Enough
21 - 40	Less
0 - 20	Very Lacking

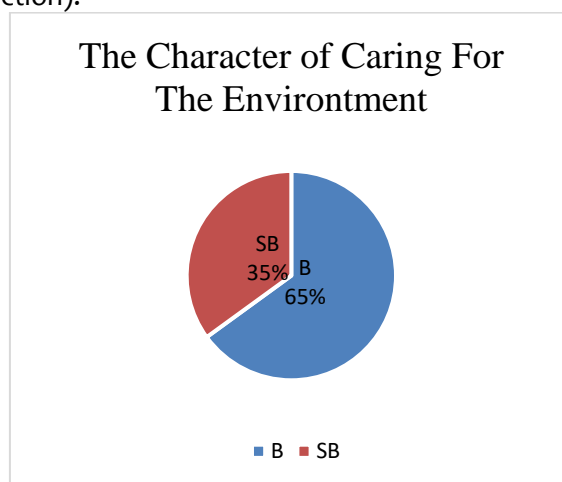
From the results of filling out the questionnaire, 35% of the characters who care for the environment of the Go Green community students are in the very good category and 65% are in a good category.

1.1. Discussion

1.1.1. Application of Environmental Care Character

Based on the results of research, students and lecturers play an active role in environmental care activities on campus. The family and community environment affects the development of environmental care attitudes in students. The existence of an activity forum that concentrates on environmental care activities is very helpful in fostering this attitude. Based on this research, it can be seen that caring for the environment is the basis of building another character.

The values contained in environmental care activities include religious values. Where students must love everything that God created. This activity is included in terms of self-development activities. This is in line with Lickona's opinion which emphasizes the importance of 3 components of character education, namely *moral knowing* (moral knowledge), *moral feeling* (moral feeling), and *moral action* (moral action).



From the results of filling out the questionnaire, 35% of the characters who care for the environment of the Go Green community students are in the very good category and 65% are in a good category.

The implementation of the environmental care program makes a good contribution to realizing students who care and care about environmental conditions. This explanation needs further study of the application in social life. A caring attitude towards the environment is very important for every human being to have. According to Zuchdi (2011: 169), states that "caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment and develop efforts to repair the damage to nature that has already occurred". Caring for the environment is one way to cultivate a sense of love for the environment.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded as follows:

- 1) The application of the environmental care character of the Go Green community in students can be seen in (1) environmental care, (2) reducing plastic use, (3) waste management according to its type, (4) reducing carbon emissions, and (5) saving energy,
- 2) From the results of filling out the questionnaire, 35% of the character cares for the environment of the Go Green community in students in the very good category and 65% are in a good category.

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PROVING THE CONSTRUCTAL VALIDITY OF MENTAL HEALTH SCALE MODIFICATIONS

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Abstract: The covid 19 pandemic has hurt students' mental health. So, it requires a mental health scale that can quantify the latent variables to measure. This study aims to prove the constructive validity of the modified mental health scale. The scales used were modified from mental Health scales consisting of PHQ-9, GAD-7, and WEMWBS scales. Of the respondents who were willing to fill in this scale were 73 students. Proof of the validity of this scale is carried out by CFA analysis. A single-order CFA analysis was used to prove the construct validity of the variables of anxiety with 6 items, depression with 5 items, and well-being with 7 items. CFA analysis of order two is used to see the relationship of the three latent variables on the CFA of one order. The Fit model criteria for CFA used p-values from Chi-Square > 0.05, RMSEA < 0.08. and Factor loading > 0.3. The R program with Package Lavaan is used to calculate the CFA analysis. The results of the analysis of anxiety, depression, and well-being scales were obtained values of 0.346, 0.311, and 0.268 respectively. furthermore, the RMSEA was 0.029, 0.048, and 0.063, respectively. Next. The result of CFA order two has a p-value of =0.051 and RMSEA = 0.066. The results of this analysis prove that the modified mental health scale has the validity of a fit construct with empirical data from the measurements.

Keywords: Anxiety, Depression, well-being, Mental Health, Construct Validity, and CFA.

1. INTRODUCTION

The COVID-19 pandemic has resulted in the closure of schools. This closure impacts the educational system and can affect the quality of learning, teacher performance, the development of knowledge, and student skills. The shift from face-to-face learning to online learning is the main solution to keep the learning going. This transition is not an easy thing to do (Munastiwi & Puryono, 2021). The transition leads to increased anxiety (Bloom et al., 2020; Simamora, 2020; Son et al., 2020), and Depression (Prayogi et al., 2020; Sahu, 2020).

The direct impact of the pandemic is to increase anxiety symptoms (Ayyala et al., 2020; Duraku & Hoxha, 2020; Fauziyyah et al., 2021), Depression (Abadi, 2011; Islam et al., 2020; Son et al., 2020), In addition, covid also decreases well-being compared to before covid (Chen & Lucock, 2022). The increasing anxiety, and depression, as well as the decline in well-being, indicate the occurrence of disorders in mental health in an individual.

mental health is a condition in which the individual feels prosperous and comfortable or a condition in which the individual feels calm when acting. a person who can move well indicates that the individual has a good basic logical condition (Jacob & Sanjaya, 2018). Good mental health is characterized by how the individual knows his potential and can develop it (Aziz, 2015). Furthermore, an individual is not prosperous, indicating that there is a disorder in his mental health (Flannery et al., 2017).

Research on Mental health as a result of covid 19 has been conducted at several universities. Kecojevic et al., (2020) in their study of 162 college students experienced high mental health stress, depression, and high anxiety. A survey in Hong Kong on 255 students found the impact of covid-19 increased depression at a high level (Sun et al., 2020). A survey of students across the UK found that 58% had mental health, 14% improved and 28% were the same as before covid (Hewitt, 2020). Furthermore, Son et al., (2020) conducted an interview survey to determine the impact of covid 19 on students and the urgent need to develop interventions and prevention strategies. The results of these studies show the severity of negative covid effects on students 'mental health.

Information updates related to students' mental health need to always be carried out, especially by the college. This awareness will provide the latest information to prevent mental health risks and improve the mental health of students. This awareness stirred researchers to take mental health measurements in our students. The scales the researchers used were modifications of the Generalized Anxiety Disorder-7 (GAD-7), Patient Health Questionnaire-9 (PHQ-9), and The Warwick-Edinburgh Mental Well-being Scale (WEMWBS).

This study aims to prove the validity of the constructs of the mental health scales that researchers have modified. Proof of the validity of the construct is carried out by CFA analysis. The R program is used to lead the CFA. In addition, information related to the reliability of each scale is also displayed.

2. METHOD

This type of research is quantitative research. The data used in the study is primary data. Data were taken from several study programs at STKIP PGRI Pacitan. Many respondents participated, namely 73. The data contains information about students' mental health in the new normal period. The mental health scale used is a modification of the existing scale. The Mental Health Scale consists of scales that measure symptoms of anxiety, depression, and well-being. Furthermore, these three latent variables are described in the following sections.

2.1 Generalized Anxiety Disorder-7 Scale

Generalized anxiety disorder (GAD) is one of the frequent types of mental disorders (Spitzer et al., 2006). He developed a measurement scale to identify GAD and evaluate its reliability and validity. GAD 7 consists of 7 items. The increase in GAD symptoms in a person often occurs in conjunction with the symptoms of Depression (Grover et al., 2020).

2.2 Patient Health Questionnaire-9

The Patient Health Questionnaire (PHQ) is a diagnostic scale for measuring general mental disorders (Grover et al., 2020). PHQ-9 is an international standard scale for measuring depression (Shiratori et al., 2022). PHQ-9 is a depression module consisting of 9 items and was developed first with a response of 0 to 3. This scale has good reliability and validity, suitable for measuring the symptoms of major depression (Grover et al., 2020).

2.3 The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) is an ordinal scale consisting of 14 items. . This scale measures positive symptoms in individuals, this becomes a differentiator with other mental health scales (Stewart-Brown et al., 2009). Items include various aspects of mental well-being (feelings of optimism, cheerfulness, and relaxation). Responses in the form of Likert scales consist of 'No time'; 'Rarely'; 'Some time'; 'Often' and 'All the time. (Stewart-Brown et al., 2009). This scale has good content validity and high reliability of retests (Grover et al., 2020). In this study, modifications were made on all three scales. The construct is obtained in table 1 below.

Latent Variable	Table1. Mental Health Scales Items	
Anxiety	X ₁	I'm not interested in studying
	X ₂	I find it difficult to concentrate when learning takes place
	X ₃	I find it difficult to concentrate when doing work
	X ₄	I easily feel anxious when doing tasks
	X ₅	I find it difficult to relax in learning
	X ₆	I easily feel restless when studying in class
	X ₇	I often feel annoyed during online learning
	x ₈	I often feel unable to control the important things in my life
	X ₉	I often feel nervous when learning online
Depression	X ₁₀	I often feel stressed in dealing with tasks online
	X ₁₁	I often can't cope with the tasks I face
	X ₁₂	I have experienced a lot of positive changes in learning
	X ₁₃	I am sure that with my abilities, I can solve the problems that are being faced and achieve the target I want
	X ₁₄	I feel what I experience is in accordance with what I want
well-being	X ₁₅	I feel better than my friends in terms of mastery of lecture material.
	X ₁₆	I think about every assignment given by the lecturer.
	X ₁₇	I make the best use of time for positive things
	X ₁₈	I can only focus on one task until it is finished, then do other tasks.

The constructed model in table 1 must be empirically proven so that the validity of the construct can be proved. Proof of the validity of this construct was carried out using the analysis of confirmatory factors (CFA) (Retnawati, 2016). The match of the theoretical construct model with empirical data was decided using a p-value value of chi-Square greater than 0.5, RMSEA value < 0.08 minimum factor loading for each item >0. 4 (KILIÇ et al., 2020; Retnawati, 2016). A one-order CFA is performed to prove the validity of each latent variable, and a two-order CFA is used to prove the overall validity of the construct in the mental Health variable model. CFA calculations were performed using the R program with Lavaan packages (Rosseel, 2012).

3. RESULT

Proving the validity of the construct is carried out by proving whether the constructed model in the other that has been constructed is fit with the empirical data obtained. Proof of validity by CFA is carried out by determining a CONSTRUCT MODEL that is FIT for each latent variable. In this process, the removal of items is very likely to occur. Item deletion can be done by deleting items that have the smallest loading factor of each proven latent variable. For more details, the results of the CFA analysis using the R program are explained as follows.

3.1 Proving anxiety construct validity an

Table 2. The first CFA Results for anxiety construct with 6 items

Test statistics	21.013
Degrees of freedom	9
P-value (Chi-square)	0.013
RMSEA	0.136

Table 2 shows the P-value = 0.013 < 0.05 and RMSEA = 0.136 > 0.08, this result shows the BHWA Model Not FIT. Before the fit model, the factor loading value of each item shows > 0.4, after the removal of 2 items, namely items X₁ and X₃, the FIT model is obtained as in table 3.

Table 3. The second CFA Results for anxiety with 4 items

Test statistics	2.123
Degrees of freedom	2
P-value (Chi-square)	0.346
RMSEA	0.029

Table 3 explains that the FIT model of anxiety construct has been achieved. This result is evidenced by the value of p-value = 0.346 > 0.05 and RMSEA = 0.029 < 0.08. Furthermore, the loading factor of each observation variable or item can be seen in figure 1. The Fit model for anxiety constructs suggests that the validity of anxiety constructs is evident.

Figure 1 describes the factor loading value of each item from the anxiety construct. Items 2, 4, 5, and 6 respectively have loading factors of 0.51, 0.87, 0.87, and 0.61. Errors from each input successively have values of 0.74, 0.24, 0.24, and 0.63.

3.2 Proving the validity of the Depression construct

Table 4. CFA Results for Depression construct with 5 items

Test statistics	6.080
Degrees of freedom	5
P-value (Chi-square)	0,299
RMSEA	0.055

Table 4 describes the results of the CFA analysis for the Depression construct. The p-value value = 0.299 > 0.05 and RMSEA = 0.055 < 0.08. this value is obtained before deleting the 9th item (X₉) with a loading factor of 0.129 even though the model is FIT.

Table 5. CFA Results for Depression construct with 4 items

Test statistics	2,334
Degrees of freedom	2
P-value (Chi-square)	0.311

RMSEA	0.048
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Table 5 describes the results of the CFA analysis for the Depression construct. The value $=0.311 > 0.05$ and $RMSEA=0.048 < 0.08$. this value is obtained after removing the 9th item (X_9) with a loading factor of 0.129 even though the model is FIT.

In figure 2, you can see that the 7th, 8th, 10th, and 11th items respectively have factor loading values of 0.43, 0.89, 0.4, and 0.55. The Errors of each item are 0.82, 0.21, 0.84, and 0.70 respectively. The highest factor loading value belongs to item 8 (X_8), so the latent variable Depression is more pronounced by item 8, than other observation variables (items). The CFA results in table 5 and figure 2 prove the validity of the control of the latent variable Depression is met.

3.3 Proving the validity of the anxiety construct

Table 6. CFA Results for Well Being constructed with 7 items

Test statistics	19.783
Degrees of freedom	14
P-value (Chi-square)	0.137
RMSEA	0.076

In table 6, the value of $p\text{-value} = 0.137 > 0.05$ and $RMSEA = 0.076 < 0.08$. these results show that the model is fit, but two items have a loading factor below 0.3. these items are the 15th and 18th items, respectively having loading factors of 0.25 and 0.09. Both items should be removed, according to the criteria from the final section on the discussion of methods. After removal, the results are obtained as in table 7.

Table 7. CFA Results for 5-item Well Being construct

Test statistics	6.417
Degrees of freedom	5
P-value (Chi-square)	0.268
RMSEA	0.063

Table 7 explains that the values of $p\text{-value} = 0.268 > 0.05$ and $RMSEA=0.063 < 0.08$. these results prove the construct validity of the Well Being variable.

In figure 3, it can be seen that the loading factor values for items 12, 13, 14, 16 and 17 respectively are 0.63, 0.76, 0.4, 0.43, and 0.42. The errors of each item are said to have values of 0.06, 0.4, 0.84, 0.82, and 0.82. This result shows that the 13th item made the largest contribution when compared to other items.

3.4 Proving the validity of the Mental-Health construct

The results in table 8 show the value of $p\text{-value} = 0.051 > 0.05$ and $RMSEA = 0.066 < 0.08$. This result proves the FIT model. These results explain the mental-health construct as a single unit of the latent variables of anxiety, depression, and well-being proven to fit with empirical data derived from data collection.

Table 8. CFA Results for the Mental-Health

Test statistics	81.266
Degrees of freedom	62

P-value (Chi-square)	0.051
RMS	0.066

Figure 4 shows the loading factor of each latent variable with a mental-health latent variable. The value of the negative loading factor in this latent variable is maintained to see the relationship of the well-being variable with other latent variables.

3.5 Proving the reliability of the scale

To prove the reliability of the scale can be done using the Coefficient Alpha Cronbach (Retnawati, 2014). In table 9, the level of reliability is determined by using opinions from Hair (Hair et al., 2018). Reliability scores of the anxiety, Depression, Well-Being, and Mental-Health variables were 0.81, 0.65, 0.64, and 0.74, respectively.

Table 9. Coefficient of reliability

Latent variables	Reliability Coefficient (Cronbach alpha)	Reliability level
Anxiety	0.81	Very Good
Depression	0.65	Moderate
Well-Being	0.65	Moderate
Mental-Health	0.74	Good

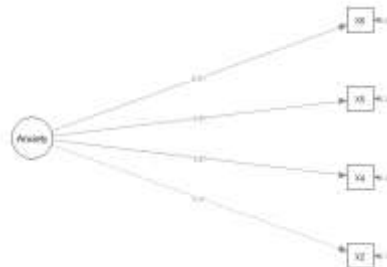


Figure1. FIT model for Anxiety construct

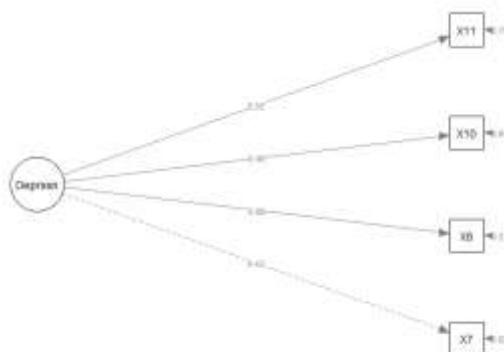


Figure2. FIT Model for Depression Construct

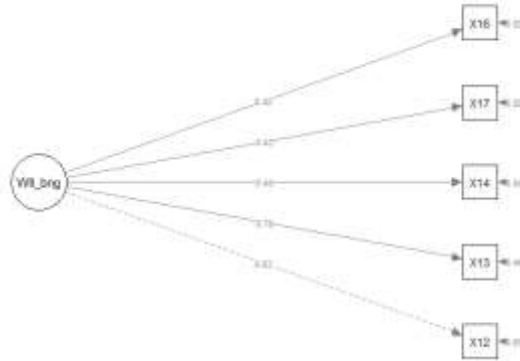


Figure 3. FIT model for well-Being Construct

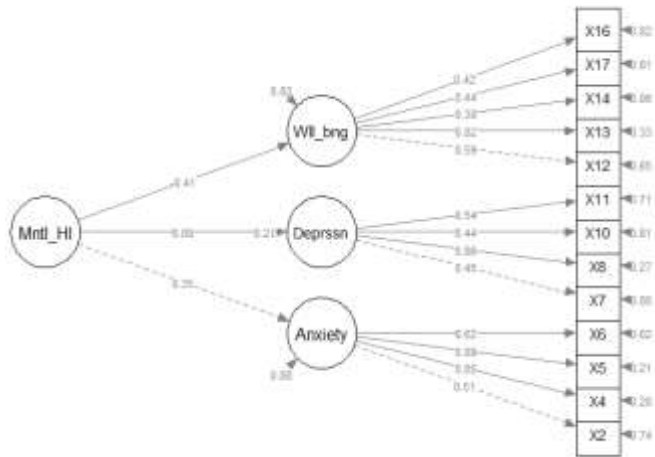


Figure 4. FIT Model for Mental Health Construct

4. DISCUSSION

The results of the CFA analysis of one order in each latent variable construct model above explain that the modified item can measure the latent variable that must be measured. These results prove the constructive validity of the scales of anxiety, depression, and well-being.

The value of the loading factor indicates the extent to which the item can explain its effect on the measured latent variable. For example, the square of the factor loading item to 2 = $(0.51)^2 = 0.2601$, this result shows that about 26.01% of the latent variable of anxiety can be described by item 2 and about 74% (error value) is described by another variable. Interpretation in that way applies to all of the above items.

Factor loading can also be used to access certain symptoms in the form of negative or positive information. This information can be used by teachers to act to prevent and address certain conditions that may occur. For example, the scale of anxiety and depression is a scale that measures the negative symptoms that occur. the highest factor loading value provides information that is a priority that must be addressed by the teacher. conversely, well-being scales measure positive symptoms. Low factor scores are a priority for teachers to overcome. First, on the scale of worry. Items 4 and 5 have the largest loading factor values at the worry. These results show that students find it easy to feel anxious and difficult to relax. This information can be used by teachers to be able to immediately overcome the anxiety and difficulty of relaxing that occurs in students. Second, on the Scale item Depression. Item 8 (figure 2) has a loading factor = 0.89 which is the largest loading factor compared to other factors. These results show the inability of students to take advantage of the opportunity to participate in important events they experience. This information helps teachers take Actions that can reduce the feelings experienced by students or information related to item 8 is a top priority to overcome by the teacher. third, on the well-being scale item. The 13th item (in figure 3) has a loading factor of 0.78 and is the largest of the other items on the well-being variable. This information explains that students still have confidence in their abilities or high self-efficacy, even though they are experiencing anxiety and depression. This information leads the teacher to increase the value of other items on the wellbeing variable.

Figure 8 shows the results of the CFA second order. The results of the analysis prove the validity of the construct of the mental health variable. The loading factor of well-being is marked negative and two other variables are positive. These results explain that there is a mental health disorder in students. Well-being should have a positive relationship with latent mental health and negative variables with other variables. one who has low well-being indicates a mental disorder in themselves (Flannery et al., 2017; Manita et al., 2019). In addition, these results show that well-being variables have a negative relationship with latent variables of worry and depression. Based on the value of the loading factor, the main concern is the depression variable. This variable is a top priority for teachers to top.

Based on the results of proving reliability in table 9. The modified scales have consistency at moderate levels for Depression and Well-Being scales, are great for anxiety scales and are great for mental health.

5. CONCLUSION

Based on the results of the analysis and discussion above. It can be concluded that the modification scale of mental health has the validity of the construct fulfilled after some item is issued. This modification scale can be made to take mental health measurements. The weakness in this study is the number of samples that are not many so that subsequent studies to prove the consistency of measurements can be done with bigger samples.

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ANALYSIS OF THE NEED FOR LEARNING EQUIPMENT PROJECT BASED LEARNING MODEL 2D ANIMATION COURSES IN THE NEW NORMAL TIME OF THE COVID 19 PANDEMIC

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Abstract: During the COVID-19 pandemic, varied and innovative learning is needed so that students can learn independently and not feel bored. Understanding of knowledge and skills is the goal of each learning achievement (CP) in certain subjects as well as 2D Animation Courses. There are several learning models that can be applied both online and offline to support students' understanding, one of which is by implementing the Project Based Learning (PjBL) learning model.

This study aims to determine the need for PjBL model learning tools in 2D Animation courses during the New Normal covid 19 period. Design and implement PjBL models in 2D Animation Courses for Informatics Education students at STKIP PGRI Pacitan. The research method uses a qualitative descriptive method with data collection techniques in the form of observation, literature study, and questionnaire.

The results of this study are the need for learning tools for 2D Animation courses in the new normal period of Informatics Education Study Program STKIP PGRI Pacitan are Syllabus, RPS, Teaching Modules, Work Portfolio Sheets, and Assessment Instruments while learning media include Books/Teaching Modules, Video Tutorials, Computer Laboratory Equipment

The design of the Project Based Learning learning model in 2D animation is in accordance with the stages, namely Determining Fundamental Questions, Designing Project Plans, Preparing Schedules, Monitoring students and project progress, and Testing Results.

Keywords: *Learning Tools, Project Based Learning, 2D Animation*

1. INTRODUCTION

Time of the Covid 19 pandemic that has hit the world is still not over. Various efforts have been made to overcome the spread of the covid 19 virus. As in Indonesia, with the implementation of Community Activity Restrictions (PPKM), it is mandatory to wear masks and wash hands for vaccination activities provided by the government. The World Health Organization (WHO) has said that the COVID-19 pandemic will not end quickly so people are expected to be able to coexist with the virus by living a life following health protocols. This new habit is known as the "New Normal". This new habituation aims to restore the community's activity sector in various fields of life such as Economics, Social, Public Activities, and Education. In the field of Education in the New Normal period, quoted from merdeka.com, the Ministry of Education and Culture of the Republic of Indonesia stated that learning activities can be carried out offline or face-to-face in areas with certain PPKM levels. Learning is carried out in accordance with strict health protocols and parental consent. The offline learning activities are limited to the number of students and the number of learning hours.

During the New Normal Covid-19 pandemic learning is limited to the number of hours of lessons and students certainly need the right models and strategies to achieve competency achievement indicators. One of the learning models that can be selected for skill competency achievement is the Project Based Learning (PjBL) Model. Quoted from (LPPM Lampung, 2020). The Minister of Education and Culture said that the right learning during the COVID-19 pandemic is learning that does collaboration, innovation, and experimentation. The PjBL learning method is a method that can make students active and independent and can apply their knowledge, and train various thinking skills, attitudes, and concrete skills.

The 2D Animation course in the Informatics Education study program, STKIP PGRI Pacitan, is a subject with a lot to learn about practicum content and skill competency achievements. This course provides an understanding of the concept and use of two-dimensional animation using a computer. With a good understanding, students are expected to be able to practice making appropriate animations independently and be able to implement the animation appropriately in Multimedia products. 2D Animation Course in Informatics Education STKIP PGRI Pacitan emphasizes making animation using the Adobe Flash application. Of course, the selection of the right method will determine student understanding in the lecture process.

Learning tools in the Project Based Learning (PjBL) model are a means to support the success of learning that contains planning and describes in detail the competencies that will be achieved by students. The design follows the syntax, student activity guidelines, and tools to measure competency achievement. By using a complete learning tool, the learning process can be carried out in a structured manner and is expected to increase students' understanding,

Research on the use of the Project Based Learning (PjBL) method in practical learning has been carried out in previous studies. In this study, researchers will analyze the need for learning tools with the Project Based Learning (PjBL) model which is applied to 2D Animation Courses during the New Normal pandemic covid 19. Analysis of learning tools in the PjBL model for 2D Animation courses needs to be done because currently the need for appropriate learning tools is not known. to be applied in the 2D Animation course in the Informatics Education study program STKIP PGRI Pacitan. This research will also produce 2D Animation learning tools with PjBL models that are suitable for use so that they can increase the understanding of course material for students, especially in the Informatics Education study program, STKIP PGRI Pacitan.

2. LITERATURE REVIEW

1.1 Learning Media

Understanding Learning Devices based on Masitah's research, 2018, explains that learning tools are a part that must be prepared by teachers or lecturers before carrying out classroom learning. Based on the KBBI (2007: 17), a device is a tool or equipment, while learning is a process or a way to make people learn.

According to Zuhdan, et al (2011: 16) learning devices are tools or equipment to carry out processes that allow educators and students to carry out learning activities. Learning tools become a guide for teachers in carrying out learning both in the classroom, laboratory, or outside the classroom. In Permendikbud No. 65 of 2013 concerning Basic and Secondary Education Process Standards, it is stated that the preparation of learning tools is part of learning planning. Learning planning is designed in the form of a syllabus and lesson plans that refer to content standards. In addition, the learning planning also includes the preparation of learning media and resources, assessment tools, and learning scenarios.

Based on research by Lioni Anka Monalis, 2016 explains that based on the KKNi the learning tools in complete lectures include concept maps, course syllabus, Semester Learning Plans (RPS), Learning Process Plans (RPP), Student Task Designs (RTM), Student Worksheets (LKM), and learning outcomes assessment sheets.

1.2 Effective Learning

Effective learning if teaching activities can achieve the objectives according to the initial planning. Learning is said to be effective when students can absorb the subject matter efficiently (Mulyono, 2012). In every lesson, teachers and educators should have an initial written plan in the form of RPP (Learning Implementation Plan) or the like. That way the teacher has the right and clear goals and treatment when implementing it in classroom learning. Not only planning, the teacher must also monitor whether the learning activities are in accordance with the planned objectives so that students can capture the material well. Moreover, teachers must also make the best use of time so that learning becomes more efficient. In this way, learning can be said to be effective.

1.3 Project Bases Learning (PjBL) Learning Model

The learning model is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials (Trianto, 2012). Project-based learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others (Mahendra, 2013) According to Fathurrohman (2016, p. 119) project-based learning or project-based learning is a learning model that uses projects or activities as a means of learning to achieve attitude, knowledge and skill competencies. Meanwhile, Saefudin (2014, p. 58) argues that project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on his experience in real activities.

1.4 Project-Based Learning Syntax

The basic syntax or guidelines in determining the steps for implementing the PJBL (Project Based Learning) learning model according to Mulyasa (2014, p. 145) are as follows:

- a. Prepare questions or project assignments, This stage is the first step for students to observe more deeply the questions that arise from existing phenomena.
- b. Designing project plans, As a concrete step to answer the existing questions, a project plan can be prepared through experiments.
- c. Develop a schedule as a real step of a project, scheduling is very important so that the project is carried out in accordance with the available time and according to the target.
- d. Monitor project activities and progress, Students evaluate projects that are being worked on.

3. RESEARCH METHODS

This research is descriptive research with a qualitative approach. According to Sugiyono (2016: 9), the qualitative descriptive method is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument of data collection techniques carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group, or an event. In qualitative research, humans are research instruments and the results are written in the form of words or statements that are in accordance with the actual situation.

In this research, the descriptive qualitative method is done by asking some questions to the respondents, analyzing and describing them to become a conclusion.

4. RESULTS AND DISCUSSION

4.1 OPEN QUESTION RESULTS

Analysis of Learning Device Needs The Project-Based Learning Model aims to determine the need for equipment that will be used to help understand the lecture process in 2D Animation courses in the New Normal period of the covid 19 pandemic on the STKIP PGRI Pacitan campus.

With good equipment preparation, it is expected to increase students' understanding of 2D Animation material. Collecting data by asking several open questions to students of the Informatics Education Study Program STKIP PGRI Pacitan semester 3 totaling 21 students.

Table 1. Results of the Open Questionnaire Analysis of the Needs of the Learning Toolkit for the PJBL Model during the New Normal Covid 19.

No.	Question	Answer Results
1.	How are the lecture strategies implemented in the 2D Animation Course?	Based on the results of 21 respondents stated that the 2D Animation lecture strategy implemented at the Informatics Education Study Program, STKIP PGRI Pacitan, used Contextual Learning Strategies, Affective Learning Strategies (SPA), and Problem Based Learning Strategies (SPBM). With the method of Practicum, Questions and Answers and Demonstration.
2.	What learning media are used in the 2D Animation lecture process?	Learning media used during lectures include: 1. Teaching Module 2. Video Tutorials 3. Computer Laboratory Equipment 4. Powerpoint 5. Journals and materials on the internet
3.	What Learning Resources did you use to learn 2D Animation	Learning resources used to learn 2D Animation include: 1. Video Tutorials on youtube 2. Teaching Module 3. Books in the library
4.	What material do you find difficult in 2D Animation Course?	Of the 15 respondents stated that the materials for Writing Scenarios and Storyboards are difficult materials
5.	Have the 2D Animation lectures held during the New Normal period been effective?	A total of 17 respondents stated that lectures with limited online and offline modes during 2D Animation lectures have not been effective
6.	What do you think if the 2D Animation Lecture material uses Project Based Learning (PJBL) learning strategies	All respondents agreed that the 2D Animation lecture material was developed using the Project Based Learning model
7.	What learning media do you need to understand 2D Animation material?	The learning media needed to understand 2D animation material are: 1. Books/Teaching Modules 2. Video Tutorials 3. Computer Laboratory Equipment 4. Sample Project

8	What Learning Tools do you need to understand all 2D Animation course materials?	The tools needed in 2D Animation lectures are Syllabus, RPS, Teaching Modules, Work Portfolio Sheets, Assessment Instruments
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Based on the results of an open questionnaire addressed to students of the Informatics Education Study Program, STKIP PGRI Pacitan semester 3, it was stated that the most important learning tools in supporting the lecture process were the Syllabus, RPS, Teaching Modules, Worksheets, and Assessment Instruments. This is in line with the curriculum used for Informatics Education Study Program students in Semester 3, namely the KKNi Curriculum. The results of the questionnaire also stated that the learning media needed to support understanding in 2D Animation lectures were in the form of Books/Teaching Modules, Video Tutorials, and Practical Tools.

5. PROJECT BASED LEARNING (PJBL) 2D ANIMATION COURSE LEARNING DESIGN RESULTS

This research was carried out for 7 lecture meetings with the method of 1 week online and 1 week offline or face to face. Activities consisting of data collection and implementation of learning models and projects. The expected result of this project task is a report on the implementation of activities and a 2D animation video according to the design made. The phases of 2D Animation learning design using the Project Based Learning model are as follows:

a. Determination of Fundamental Questions (Start With the Essential Question)

Learning begins with essential questions, namely questions that can assign students to carry out an activity. Taking topics that are in line with real-world realities and starting with an in-depth investigation. The teacher tries to make the topics raised relevant to the students.

At this stage, students watch videos about some of the uses of 2D animation in everyday life and observe demonstrations about making 2D animations. Students are also asked to make questions to express their curiosity about 2D Animation.

b. Design a Plan for the Project.

Planning is done collaboratively between teachers and students. Thus, students are expected to feel "own" for the project. Planning contains the rules of the game, the selection of activities that can support answering essential questions, by integrating various possible subjects and knowing the tools and materials that can be accessed to help complete the project.

The educator, in this case, the researcher, assigns students of the Informatics Education Study Program STKIP PGRI Pacitan semester 3 to determine the theme of the 2D Animation Project that will be made. The themes of the animated videos that are made can be in the form of learning animations and entertainment animations.

Learners collect information on how to create 2D Animations from various sources. Furthermore, students associate the information obtained so that they can make project designs collaboratively with educators so that they feel "own" to the project. Participants make rules for completing projects that are carried out in groups, during design activities and learn the materials needed to make 2D Animations.

c. Create a Schedule

Teachers and students collaboratively arrange activity schedules for completing projects. Activities at this stage include: (1) making a timeline for completing projects, (2) making project completion deadlines, (3) bringing students to plan new ways, (4) guiding students when they make ways that are not related to project, and (5) asking students to make an explanation (reason) about choosing a method.

Students prepare a project completion schedule, an example of a 2D Animation course project design is as follows:

Timetable	Activity plan
Project Design	<ul style="list-style-type: none">• Reviewing concepts, ideas and Story Ideas for making Animations• Designing Storyboards and Scripts• Report on theme designs and animated stories
Project Tasks	<ul style="list-style-type: none">• Create modeling and assets• Create 2D animation scans according to Storyboards, scripts and story scripts• Perform editing and rendering• Trial and publication
Project Report	<ul style="list-style-type: none">• Reporting the results of making a 2D Animation project and presenting

d. Monitor students and project progress (Monitor the Students and the Progress of the Project)

The teacher is responsible for monitoring the activities of students while completing the project. Monitoring is done by facilitating students in each process. In other words, the teacher acts as a mentor for student activities. To simplify the monitoring process, a rubric is created that can record all important activities. The activities in the Animation course are as follows:

- a) Students carry out projects to make 2D animations according to the design together with their groups.
- b) Students conduct trials with the help of Teaching Modules and Video Tutorials provided by the teacher
- c) Students record the test results data.
- d) Students process the data from the test results. During project completion, educators monitor important activities of students, asking about problems encountered when creating 2D Animations.
- e) Students make project reports

e. Testing the Results (Assess the Outcome)

Assessment is carried out to assist teachers in measuring the achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that has been achieved by students, and assist teachers in developing the next learning strategy.

- a) Students communicate the results of the 2D Animation project by means of presentations and demonstrations in front of the class.
- b) Lecturers assess reports on making 2D animations, and reports on the results of making according to story scenarios.
- c) Students answer the questions given by the lecturer related to the 2D Animation project
- d) Lecturers provide suggestions for improvement in making 2D Animations

f. Evaluate the Experience

At the end of the learning process, teachers and students reflect on the activities and project results that have been carried out. The reflection process is carried out individually or in groups. At this stage, students are asked to express their feelings and experiences while completing the project. Teachers and students develop discussions to improve performance during the learning

process so that in the end a new inquiry is found to answer the problems posed in the first stage of learning.

- a) Students are asked to share their experiences while completing the project.
- b) At the end of the learning process, lecturers and students reflect on the activities during designing and making 2D animations.
- c) Lecturers and students develop discussions to improve performance during the learning process so that in the end a new inquiry is found to answer the questions posed in the first stage of the lecture.

6. CONCLUSION

The results of this study can be concluded as follows:

- a. The need for learning tools for 2D Animation courses in the new normal period of Informatics Education Study Program STKIP PGRI Pacitan is Syllabus, RPS, Teaching Modules, Work Portfolio Sheets and Assessment Instruments while learning media include Books/Teaching Modules, Video Tutorials, Computer Laboratory Equipment.
- b. The design of the Project Based Learning learning model in 2D animation in accordance with the stages of Determining Fundamental Questions, Designing Project Planning, Preparing Schedules, Monitoring students and project progress, and Testing Results.

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ANALYSIS OF STUDENT LEARNING INDEPENDENCE DURING THE COVID-19 PANDEMIC THROUGH THE IMPLEMENTATION OF BLENDED LEARNING AT STKIP PGRI PACITAN

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Abstract: This study aims to: (1) analyze the extent to which the independence of students in implementing blended learning during the covid-19 pandemic at STKIP PGRI Pacitan; (2) analyze what are the supporting and inhibiting factors for implementing the independence of students in carrying out blended learning during the covid-19 pandemic at STKIP PGRI Pacitan. This research is descriptive qualitative field research using a case study approach or method. This type of case study is included in the category of descriptive analysis. The data collection technique used is through four steps, namely: (1) observation; (2) a questionnaire; (3) in-depth interviews; and (4) documentation. The analytical knife used in this research is a descriptive-qualitative method. The results of this study indicated that the level of learning independence of STKIP PGRI Pacitan students during the Covid-19 pandemic in the PGSD study program semester 1 and the PBSI study program semesters 1-3 are very good level independence. Although, the majority of respondents still want to carry out lectures offline or face-to-face.

Keywords: independent learning, students, and blended learning

PRELIMINARY

One of the crucial issues during the COVID-19 pandemic in the field of education is students' learning independence. Students from elementary school to college levels are tested for their learning independence due to the covid-19 pandemic. Learning independence is a learning activity that is self-driven, self-willed, and accountable independently. A teenager is said to have been able to learn independently if he or she has been able to carry out learning tasks without dependence on other parties. Independence can also be interpreted as the behavior of individuals who can overcome obstacles or problems themselves, can take the initiative, have self-confidence, and can do things independently, without the help of others (Hadi, S., & Farida, 2012). The government has implemented new norms, rules, and habits in education to suppress the spread of this deadly virus. The covid-19 pandemic has changed the lives of most of the world's population in various fields and sectors, including the education sector (Yuanita Rachmawati, 2020).

The phenomenon in the field was found that many students, both school students, and college students were not able to carry out independent learning. This is caused by several factors, including: (1) study habits that are only before exams; (2) the habit of cheating; (3) the habit of skipping school, and; (4) the habit of looking for leaked exam questions (Hadi, S., & Farida, 2012). This condition results in the occurrence of mental disorders in the perpetrator which will continue when he enters the next level. Therefore, learning independence is certainly very much needed in the world of education, wherever and at any level, because it will help someone to learn actively and efficiently (Pratiwi, I. D., & Laksmiwati, 2016). Especially during the COVID-19 pandemic.

Another issue that is no less important is the lack of maximum assistance provided by parents and teachers during learning from home (BDR). The busyness and parents' responsibility

in meeting the needs of their family is the biggest reason. In addition, the lack of parents' understanding of assignments and teaching materials delivered by teachers makes learning less meaningful and inefficient (Alisa Qotrunnada Amalia Amanto, 2021). Based on the problems mentioned above, this research will focus on the students' learning independence of STKIP PGRI Pacitan which is implementing the blended learning model during the COVID-19 pandemic.

METHOD

A study in research requires scientific standards to be justified. In tracking the data, the writer explains and concludes the object of discussion by using a method. This research is descriptive qualitative field research using a case study approach or method. This type of case study is included in the category of descriptive analysis. This means, that research that is carried out focused on a particular object, is observed, scrutinized, and analyzed carefully and thoroughly. The case can be plural or singular, then analyzed sharply to produce accurate and clear conclusions (Adrian Sutedi, 2009).

The data sources in this study consist of primary and secondary. The data sources are 124 students of STKIP PGRI Pacitan in the PGSD and PBSI study programs. Primary data are in the form of questionnaires and interviews about student learning independence, while secondary data are various books, research journals, magazines, and other sources related to education that are relevant to the substance of the discussion. The data collection technique used is through four steps, namely: (1) observation; (2) a questionnaire; (3) in-depth interviews; and (4) documentation. The analytical knife used in this research is a descriptive-qualitative method. The collected or structured data is analyzed, then a conclusion is drawn.

These data were analyzed in depth. Data analysis is a very critical step in research to produce a concrete conclusion from the results of the study (Suryabrata, 1998: 85). The analytical knife used in this research is content analysis. There are three requirements for content analysis, namely: objectivity, systematic, and generalization. The analysis must be based on explicitly formulated rules. To find the systematic requirements, content categorization must use certain criteria. The results of the analysis must present generalizations, meaning that the findings must have a theoretical contribution (Noeng Muhajir, 1998: 48). More than that, the research's state art is as shown in Figure 1 below:

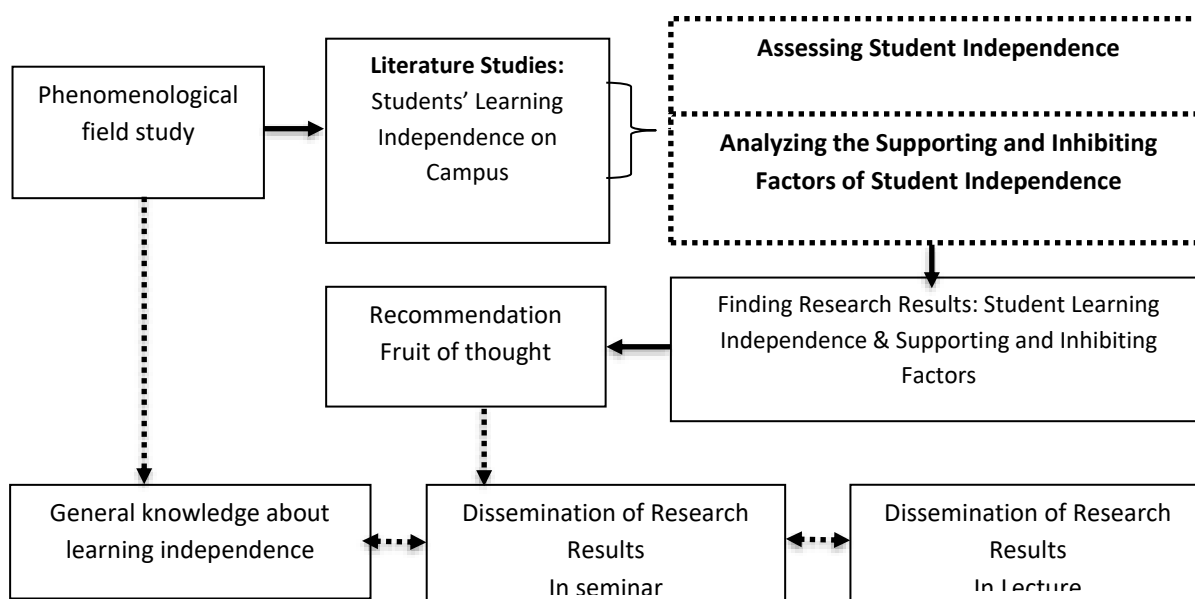


Figure 1 State of The Art Target

The figure above shows the flow and steps of the research that has been carried out.

LITERATURE REVIEW

The Nature of Education and Learning

Education can be understood in terms and meanings that are distinguished in two aspects, namely broadly and narrowly. Broadly, the meaning of education is life. Education is all learning experiences that take place in all environments and throughout life. This understanding implies that education has started since humans were on earth, or even since in the womb (Soediono, 1989). This means that education must take place in every type, form, and level of the environment, starting from the individual environment, family social, and wider community environment, and takes place all the time (Mukodi, 2018).

The narrow or simple definition of education is schooling. Education is teaching held in schools as formal educational institutions. Simple meaning education is defined as a human effort to foster his personality based on the values in social culture. The term education means guidance or assistance given intentionally by adults so that they become adults. Adults are meant to be responsible for themselves, biologically, psychologically, pedagogically, and sociologically. Furthermore, education is defined as an effort carried out by another person or group of people to become an adult or reach a higher level of life or livelihood in a mental sense.

Ki Hajar Dewantara defines education as a guide in life, and the growth of children. Meanwhile, according to Driyarkara, education is the humanization of young people or raising young people to the human level (Baxter et al., 2008). Arifin defines that the educational process contains "direction" towards certain goals. In other words, education does not only grow but develops towards the ultimate goal. Nor is it just an ongoing process, but a process that is progressing towards its target.

According to the Indonesian Dictionary, Education comes from the word "*didik*", this word gets the prefix "*me*" so that it becomes "*mendidik*" or "to educate" which means to maintain and provide training. In maintaining and providing training, it is necessary to have teachings, guidance, and leadership regarding morals and intelligence of the mind. Educational management simply means management that is practiced in the world of education with the specifications and characteristics found in the world of education. Educational management generally contains micro and macro meanings. In a micro sense, education means an educational activity (implementing activities).

In a macro sense, education implies the activities of organizing education and its role models with various other social institutions. Activities included in the category of education management are education planning, namely planning the system and the needs of future education administration (national or macro, regional and regional or micro levels). In addition, curriculum development and educational evaluation systems are in the category of activities.

Learning and Learning Independence

Sardiman (2011:21) states that learning is a change in behavior or appearance with a series of activities that are not only limited to verbalizing. That is, changes in behavior that are carried out with a series of activities are not only limited to verbal but include listening, reading, observing, imitating, and so on. Learning will be better if the subject experiences or does it himself. Purwanto (2008:39) states that learning is a mental/psychic activity that takes place in active interaction with the environment that produces changes in knowledge, skills, and attitudes. This means that learning is an activity carried out by someone in their activities which are marked by the results of the changes that occur in that person.

In contrast to the above understanding, Faturrohman (2010: 6) states that learning is a process of change in the human personality, these changes can be marked in the form of increasing the quality and quantity of behavior, such as increasing knowledge skills, attitudes, habits,

understanding, skills, thinking power, and others. This understanding means that learning is an effort made to increase the knowledge and attitudes, understanding, and skills desired.

In line with the above understanding, Mappa (2011: 3) says that "Learning is a change in behavior experienced by individuals in interacting with their environment". This description means that learning is a change experienced by the individual himself, not through an intermediary. The activity or interaction carried out is a process of learning because after carrying out the activity or interaction it will change the individual who carries out the activity or interaction, whether it changes understanding, skills, and so on. Learning can also influence and change individual behavior towards the environment, both positive and negative.

Thus, it is clear that learning is a process of improving and changing behavior which is characterized by an increase in skills, knowledge, and attitudes. This can be interpreted that the purpose of learning activities is a change in behavior whether it involves knowledge, skills, attitudes, or thinking power. In constructivism learning theory, it is stated that learning is a process of building new knowledge which is actively constructed by students themselves. This means that in constructivist learning theory, students can think by solving problems, looking for ideas, and making decisions.

On the other hand, learning independence according to (Nurwahyuni, 2013) is the ability of students to carry out learning activities alone without depending on others which is done with patience and lead to the achievement of the desired goals of students. Learning independence can also be interpreted as individuals who are willing and able to learn on their initiative, with or without the help of other parties in determining learning goals (Tahar, 2006). Meanwhile, Nurhayati defines learning independence as the ability to learn based on a sense of responsibility, self-confidence, initiative, and self-motivation with or without the help of other relevant people to master certain competencies, both in terms of knowledge, skills, and attitudes that can be used. to solve their learning problems (Nurhayati (2011), 2011).

Blended Learning and Learning Methods

According to Semler (2005) "Blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom training, and on-the-job experience have major drawbacks by themselves. The blended learning approach uses the strengths of each to counter the others' weaknesses." (Semler, 2017). That is, blended learning is the learning ease that combines various modes of delivery, teaching models, and learning styles, introducing various choices of dialogue media between the facilitator and the person being taught. Blended learning is also defined as a combination of face-to-face teaching and online teaching, but more than that as an element of social interaction.

Learning essentially requires methods and strategies to achieve the desired learning objectives. Mainly, it is intended that learning objectives can be effective and efficient. The actual learning method is a series of ways of carrying out activities between educators and students when interacting in the learning process. Professional teachers need to know and learn teaching methods to deliver material and be understood well by students. Teaching methods should be practiced as attractively as possible so that students gain knowledge effectively and efficiently.

The following are some examples of learning methods that can be used, including (1) conventional learning methods or lecture methods; (2) discussion learning methods; (3) the question and answer learning method; (4) demonstration learning method; (5) experimental learning methods; (6) recitation learning method; (7) the field trip learning method. The seven learning methods mentioned above can be used effectively in the learning process in the school world. The most important point that must be understood is that today's learning methods are very complex and diverse, one can easily access and determine which method is appropriate and suitable for use, depending on the situation and conditions in the field.

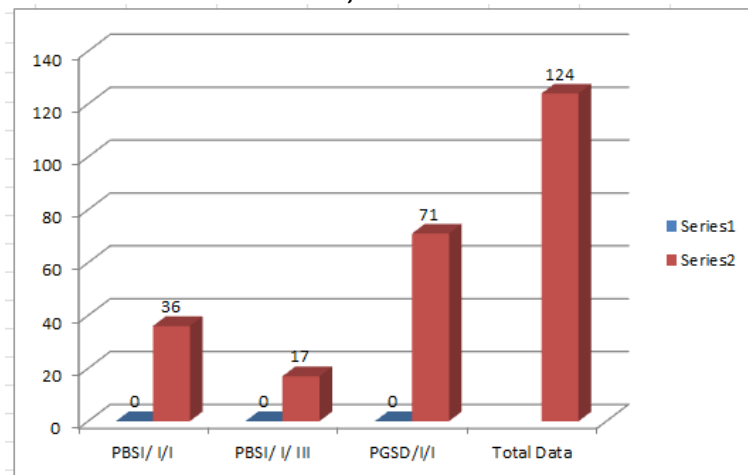
RESULTS AND DISCUSSION

Research Overview

Object of research

This research was conducted at STKIP PGRI Pacitan, targeting first-level students of the Elementary School Teacher Education Study Program class A and B, as well as the Indonesian Language and Literature Education Study Program Grade I and II. The details of the research object are as follows:

Table 1 Object of Research



Questionnaire Data Distribution

Questionnaire data is distributed in two study programs, namely, the Indonesian Language and Literature Education Study Program (PBSI) and the Elementary School Teacher Education Study Program (PGSD). The total data distributed were 124 students, namely 78 PGSD students and 35 PBSI students. The list of questions is as follows: (1) independence from others during online learning; (2) having self-confidence during online learning; (3) having a sense of responsibility during online learning; (4) behaving on their initiative during online learning; (5) doing self-control during online learning.

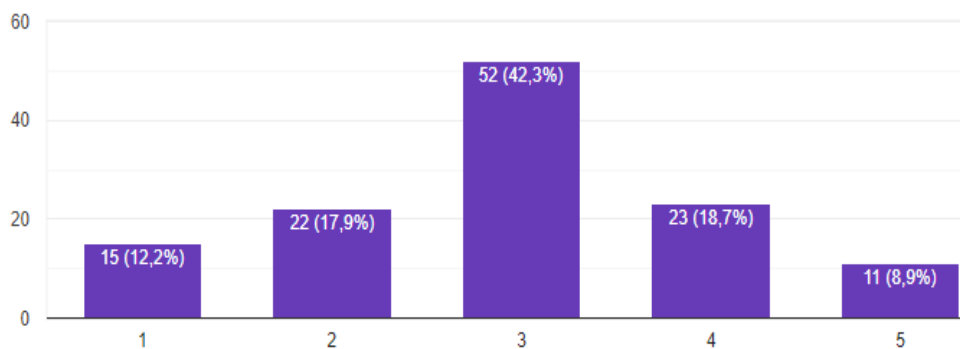


Table 1. Students' Independence

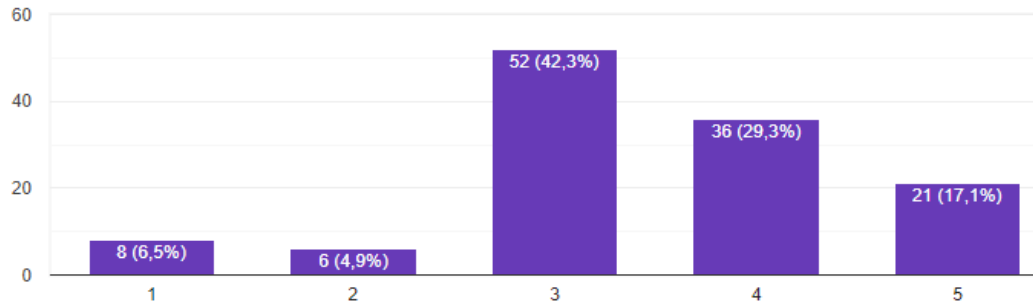


Table 2. Students' Self Confidence

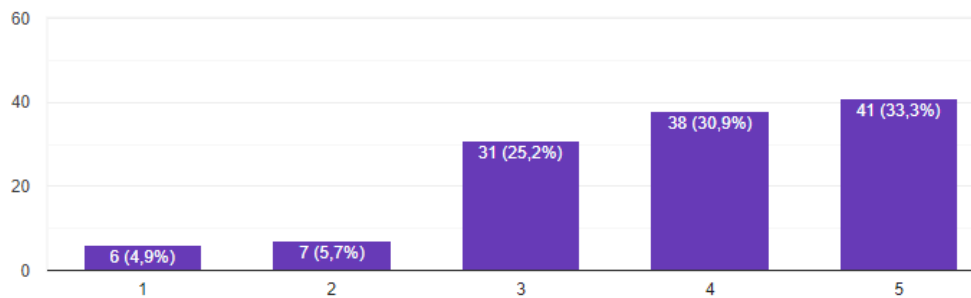


Table 3. Students' Responsibilities

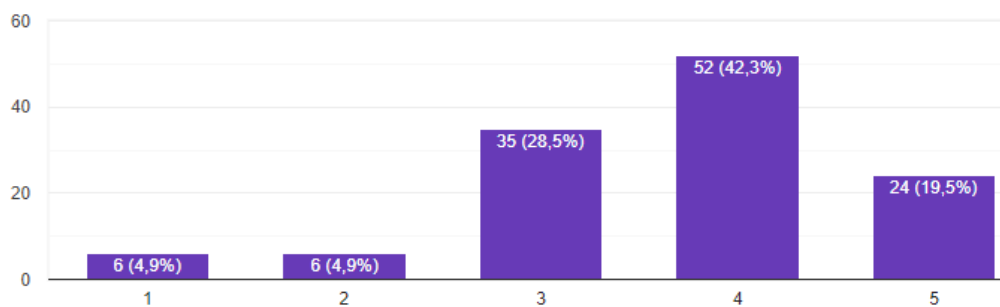


Table 4. Students Initiatives

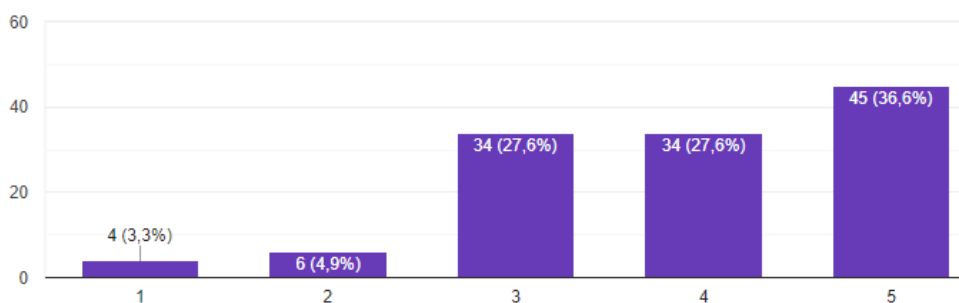


Table 5. Students' Self Control

The five tables above will be discussed in more detail in the following discussion.

Student Learning Independence During the Covid-19 Pandemic

The results of this study indicate that the learning independence of STKIP PGRI Pacitan students in the 1st-semester PGSD study program and 1st and 3rd-semester PBSI study programs are at very good level independence. Indicators of student learning independence are measured

through five things, namely: (1) independence from others during online learning; (2) self-confidence during online learning; (3) having a sense of responsibility during online learning; (4) self-initiated behavior during online learning; (5) the existence of self-control during online learning.

The five indicators mentioned above show very good scores. The details of each indicator are as follows:

First, the indicator of being independent of others during online learning is 89% and the remaining 11% are dependent on other people. **Second**, the indicator of self-confidence during online learning, students have 80.5% and the remaining 9.95% have low confidence. **Third**, the indicator of having a sense of responsibility during online learning is 89.4%, and the remaining 11.96 feel they have no responsibility. **Fourth**, the indicator of behavior based on self-initiative during online learning is 90.3%, and the remaining 9.97% of students are weak in independent learning initiatives. **Fifth**, the indicator of student self-control during online learning is 91.8% and the rest is 9.2%.

Thus, it is clear that the level of learning independence of STKIP PGRI Pacitan students, especially in the PGSD and PBSI study programs during the pandemic is very high. This is despite the various advantages and disadvantages of implementing existing online lectures. If you borrow the terminology of independence from (Nurwahyuni, 2013) which focuses on the independence of students in the learning process, the implementation of online lectures in the two study programs can be said to be successful or in the very high category. The point that must be understood is that good learning independence leads to good learning outcomes. On the other hand, the lack of student independence in learning leads to poor learning outcomes. This is in line with research results (Siska Candra Ningsih and Titis Sunanti, 2021) which state that blended learning as a learning innovation during the covid-19 pandemic has affected learning motivation, initiative, and discipline, responsibility, and willingness to evaluate student learning independently.

For the record, although the level of student learning independence during online lectures is very high, when researchers ask questions and confirm answers to 124 respondents regarding the choice of offline or online lectures in both PGSD and PBSI study programs, the majority of respondents answered straightforwardly, wanting the lecture to be carried out by offline or face to face. Obviously, of the 124 respondents who filled out the questionnaire, 119 students wished to conduct lectures on an offline basis, or 96%, and the remaining only 4 students, or 4% wished to conduct lectures online. The reason for choosing lectures to be conducted offline is more rational, compared to the choices of students who wish to conduct lectures online. The following is a brief excerpt from the researcher's interviews with respondents in the field:

“...my reason is with offline lectures, lectures are better and the understanding is deeper...” (AH/23/12/2021).

“...offline lectures are more effective, so I hope that lectures can be held face-to-face...” (AS/23/12/2021).

“...I wish that the lectures could be conducted offline so that students can learn optimally and easily because online is less effective in delivering material...” (HS/23/12/2021)

“...the reason why I chose to study online was that the lectures were more relaxed and could be done while doing other activities...” (SN/23/12/2021)

“... blended learning is a good choice during a pandemic, we prefer offline lectures, rather than online or blended learning...” (MS/23/12/2021).

The various quotes mentioned above seem to justify that students still have hope to be able to interact again in offline lectures, not online which is abstract. The students (respondents) hope and pray that the COVID-19 pandemic will soon pass and they can carry out various activities normally again.

CONCLUSION

The level of learning independence of STKIP PGRI Pacitan students in the PBSI and PGSD study programs is very good during online lectures. However, offline or face-to-face learning options are still in high demand. It is proven that 96% of respondents prefer offline lectures, and the remaining only 4% prefer online lectures for very weak reasons (argument building).

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THE EFFECT OF ONLINE GAMES AND SOCIAL MEDIA ON LEARNING ACTIVITIES OF STKIP PGRI PACITAN MATHEMATICS STUDENTS

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Abstract: The purposes of this study were to determine: 1) whether there is an influence of online games on the learning activities of STKIP PGRI Pacitan Mathematics Education students, 2) whether there is an influence of social media on the learning activities of STKIP PGRI Pacitan Mathematics Education students and 3) whether there is an influence of both games online and social media simultaneously on the learning activities of students of Mathematics Education STKIP PGRI Pacitan. This study is an *ex-post facto research* with data collection techniques using the questionnaire method and documentation. The instrument used in this research is a questionnaire. The data analysis technique used the SPSS 21 regression program. The research results show: 1) there is no influence of online games on the learning activities of students of Mathematics Education STKIP PGRI Pacitan (t count = $-0.682 < t$ table = 2.060), 2) there is no influence of social media on the learning activities of students of Mathematics Education STKIP PGRI Pacitan (t count = $1.808 < t$ table = 2.060), 3) there is no simultaneous influence of online games and social media towards learning activity students of Mathematics Education STKIP PGRI Pacitan (F count = $1,771 < F$ table = $3,390$).

Keywords: online games, social media, learning activities.

1. INTRODUCTION

Digital Era 4.0 is an era of change and technological development that makes the exchange of information happen very quickly and rapidly. Online games are one of the products in this era that are favored by the public. Not only that, social media is also a technology product that is in great demand by all groups, especially students. It is not without reason that these two technology products are in great demand, but indeed online games and social media are able to provide fun features and facilities and can pamper users. Although online games and social media have a positive side, if they are used too much, there will be a negative impact on playing online games or social media. Among them, are lack of interest of students in learning, changes in social behavior, uncontrolled learning activities that will result in a decrease in learning achievement, and others.

Online games are online/network-based games provided by game manufacturers, in the form of game applications or attached to certain browsers or servers. While social media is online media that supports social interaction. Social media also uses web-based technologies that turn communication into interactive dialogue. Although with the rapid development of social media technology, there must be restrictions so that things that have a negative impact due to social media can be avoided.

Activity is part of the important principle of didactic one because learning itself is an activity, while, without activity, it is impossible for someone to learn. The activity itself is not only physical activity, but also psychological one. Physical activity is an activity related to being active in the body, making things, playing or working, not just sitting, listening, and watching passively. While psychic activity is an activity related to behavior, thoughts, habits, feelings, and knowledge.

Playing online games or accessing social media not only improves physical skills but children's intellectual and fantasy abilities. On the other hand, if you play too much, there will be negative impacts from playing online games or accessing social media, including disrupting the learning process and decreasing learning achievement (Putra, 2017).

The increasing number of online games causes users to become addicted to the game. The game addiction phase is a situation where a player will find it very difficult to get out of the game. Another opinion says that playing games is not completely detrimental as long as players can manage their time and are just entertainment to unwind (Suciati, 2013).

Siprianus Koi, et al (2017) in their research stated that learning activities, for children who do not play online games, are good at 50.0%, sufficient is 31.25% and less is 18.75%, meanwhile, for children who play online games, 0.0% good learning activity, 28.0% sufficient and 78.0% less. And the results of statistical analysis with the t-test showed that there was an influence of online games on learning activities in school-aged children in grades III (three) and IV (fourth) at SDN Merjosari 1 Jl. Joyo Utomo No. 2 Malang.

Many problems arise from the use of social media that is not good in real life, as well as in the field of education. Students become lazy to study, often access things that are not for learning material, whatever is seen on social media is imitated in their social life such as soap operas, Korean dramas and so on. Their interest in taking lessons may also decrease. So all these things can result in their learning achievement decreases.

The reduced learning time experienced by students themselves is the result of using social media too often so that they are curious and never miss investigating the virtual world. What happens is that when they no longer like one subject, they don't want to learn and tend to play on social media to entertain themselves when experiencing anxiety.

The researcher argues that in the learning process, good student activity is needed, because learning activities are activities that must be carried out by a student in the context of learning to achieve goals. Students must prepare themselves both physically and psychologically before carrying out teaching and learning activities so this readiness needs to be considered in the learning process, because if students learn in a state of readiness, the learning outcomes will be better. Without good activities, the learning process will not take place well. The activities of students in the teaching and learning process are not only listening and taking notes. This is in line with what was expressed by Slameto (2010) that without activity, the learning process will not go well. According to Slameto (2010) added that the more activities children do in learning, the better the learning process that occurs in the future.

Based on this description, the research conducted by the researcher is "The Influence of Online Games and Social Media on Learning Activities of Students of Mathematics Education STKIP PGRI Pacitan".

2. RESEARCH METHODS

This research includes ex-post facto research. The approach used in this study is a quantitative approach, that all information or data were in the form of numbers and analyzed using statistics and the results are described.

The data collection technique in this study used a questionnaire method. According to Arikunto (2010), questionnaires are a number of written questions that are used to obtain information from respondents, in the sense of reports about themselves, or things they know. The data collection tool using a questionnaire was in the form of a list of questions prepared by the researcher to be submitted to the respondent, then the answer was filled in by the respondent.

Data analysis is an activity that is carried out after all data from respondents has been collected. After the data was collected, the next step was to process the data about the problems that have been formulated previously. The analysis of the data in this study used the SPSS 21 program.

This study used regression analysis that it is necessary to test the analytical prerequisites in the form of a multicollinearity test, heteroscedasticity test, normality test, and autocorrelation test. Regression analysis is an analysis that aims to determine the effect of one variable on other variables. To determine the effect of two or more independent variables on a dependent variable,

multiple regression analysis was used (Singgih Santosa, 2009). The data analysis technique used in this study was a simple and multiple regression analysis technique.

3. RESULTS AND DISCUSSION

The variables used in this research were online games, social media, and learning activities. To determine the effect of online games and social media on the learning activities of students of Mathematics Education STKIP PGRI Pacitan by using simple and multiple linear regression analysis with the SPSS 21 application . The following is the analysis of the hypothesis test.

a. Simple Linear Regression Test Effect of Playing Online Games on Learning Activities

Table 3.1 online game regression test on learning activities

Model	B value	Value t count	sig value
(constant)	35.35	5,642	,000
Game Online	-,088	-,682	,501

Based on the results of the analysis in table 3.1 between the intensity of playing online games and learning activities of students of Mathematics Education STKIP PGRI Pacitan , the equation is obtained: $Y = 35.352 - 0.088 X_1$. The constant of 35.352 means that if the use of online games is 0 then the learning activity obtained is 35.352. Based on this equation, it is also known that the coefficient of the variable of using online games is 0.008, which means that if the use of online games has increased by 1 point, the learning activity of Mathematics Education STKIP PGRI Pacitan has decreased by 0.088. Based on the T-test that has been carried out, the results obtained from the t-count value in hypothesis I of - 0.682 then seen from the t table with df 25 and the significance level of 0.05 for the two-way test is 2.060. So that $t \text{ count} < t \text{ table}$ is $-0.682 > 2.060$, then for the value of sig. $0,501 > 0.05$ which indicates that the intensity of playing online games has no effect on learning activities. Based on the results of the first hypothesis , it can be concluded that there is no influence between the use of online games on the learning activities of students of Mathematics Education STKIP PGRI Pacitan .

The results of this study are different from the research of Milladina Noer Hanifah, et al (2017), which states that there is a negative effect between playing intensity online games on learning outcomes of PTIK FKIP UNS students' specialization courses. The intensity of playing online games has a negative effect on learning outcomes ($t \text{ count} = -2.138 > t \text{ table} = 1,976$; sig. $- 0.034 < 0.05$).

There is no influence of playing online games towards the learning activities of students of Mathematics Education STKIP PGRI Pacitan because there are still many other factors that might influence. And it became a note for subsequent research that this factor did not have any effect. Several other factors that may affect the intensity of playing online games and learning activities include peers, student activities, environmental conditions, learning motivation, networks and so on.

b. Simple Linear Regression Test The Effect of Social Media on Learning Activities

Table 3.2 social media regression test on learning activities

Model	B value	Value t count	sig value
(constant)	35.35	5,642	,000
Social media	,221	1,808	,083

Based on the results of the analysis in table 3.2 between the intensity of using social media and the learning activities of students of Mathematics Education STKIP PGRI Pacitan obtained the equation: $Y = 35.352 + 0.221 X_2$. The constant of 35.352 means that if the use of social media is 0 then the learning outcomes obtained are 35.352. Based on this equation, it is also known that the

coefficient of the variable use of social media is 0.221, which means that if the use of social media has increased by 1 point, the learning activities of students of Mathematics Education STKIP PGRI Pacitan have increased by 0.221. Based on the T-test that has been carried out, the results obtained from the t-count value in hypothesis I I of 1.808 then seen from the t table with df 25 and the significance level of 0.05 for the two-way test is 2.060. So that $t \text{ count} < t \text{ table}$ is $1.808 < 2.060$, then for a value of $0.083 > 0.05$ which indicates that the intensity of using social media has no effect on learning activities. Based on the results of the second hypothesis, it can be concluded that there is no influence on the use of social media in the learning activities of students of Mathematics Education STKIP PGRI Pacitan.

The results of this study are different from the research conducted by Milladina Noer Hanifah et al (2017) who found a positive influence between social media activities and learning outcomes. This difference can be a research note that the intensity of social media use does not always have an effect on students. Because many other determinants can determine the influence. It could also be due to the development of the age of psychological growth in students who are approaching adulthood, this can be controlled by students. So that in its use students have been able to control themselves well.

c. Hypothesis Test III

Table 3.3 Simultaneous Hypothesis Test Results

	Model	Sum of Squares	f	Mean Square	F	Sig.
1	Regression	42,782		21,391	1.771	191 ^b
2	Residual	301,932	5	2,077		
3	Total	344,74	27			

Based on table 3.3 that testing the independent variables together on the dependent variable with the F test, the results obtained are calculated $F = 1.771 < F \text{ table} = 3.39$ and the significance value is $0.191 > 0.05$. Based on the results of hypothesis III, it can be concluded that there is no joint effect between playing online games and the use of social media on the learning activities of students of Mathematics Education STKIP PGRI Pacitan.

There are several other factors that affect the intensity of individuals in learning. For example motivation, interest in learning readiness or it can be said that internal factors are factors that arise from oneself. The habit of using social media and the intensity of playing online games are factors that come from them because they assume that doing so can relieve boredom, and stress and get entertainment. Based on the research conducted, this does not affect student learning activities. Meanwhile, Milladina Noer Hanifah, et al (2017) argues that external factors are factors that come from outside of students, such as invitations from friends or environmental conditions around them.

4. CONCLUSION

Based on the results of research and discussions that have been carried out to determine the effect of online games and social media on the learning activities of students of Mathematics Education STKIP PGRI Pacitan, it can be concluded as follows: 1) There is no influence of playing online games towards the learning activities of STKIP Mathematics Education students PGRI Pacitan. This is based on the T-test that has been carried out, the results of the t-count value in hypothesis I are -0.682 then seen from the t table with df 25 and the significance level of 0.05 for the two-way test is 2.060. So that $t \text{ count} < t \text{ table}$ is $-0.682 < 2.060$, then for the value of sig. $0,501 > 0.05$ which indicates that the intensity of playing online games has no effect on learning activities. 2) There is no influence of the use of social media on the learning activities of students of Mathematics Education STKIP PGRI Pacitan. This is based on the T-test that has been carried out, the results obtained from the t-value in hypothesis I I of 1.808 then seen from the t-table with

df 25 and the significance level of 0.05 for the two-way test is 2.060. So that $t \text{ count} < t \text{ table}$ is $1.808 < 2.060$, then for the value of $\text{sig. } 0.083 > 0.05$ which indicates that the intensity of using social media has no effect on learning activities. 3) There is no joint influence of both playing online games and the use of social media on the learning activities of STKIP PGRI Pacitan students. This is based on the F test results obtained $F \text{ count} = 1.771 < F \text{ table} = 3.39$ and a significance value of $0.191 > 0.05$, which means that the hypothesis (H_0) in this study is accepted.

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CYBER-SEXUAL HARASSMENT: THE IMPACT ON TEENAGERS' LIFE

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Abstract: This research aims to know the trend of cyber-sexual harassment among teenagers and the impact of cyber-sexual harassment on teenagers' life in Pacitan. This research is descriptive and qualitative. The researcher spread the online questionnaire through Google Forms to collect the data. The researchers collect the data from June 10-July 1, 2022. There are 24 teenagers in Pacitan that are still of school-age as the sample of this research. The researcher used simple random sampling. From the result, the researcher knows that 25% of respondents got sexual comments, 58,3% of respondents got pornography content, 54,2% of respondents got sexual jokes on social media, 20,8% of respondents got sexual enticement from social media, and 12,5% of respondents got sexual threats on social media. Besides, there was the impact of cyber-sexual harassment. First, the respondents have trust issues with other people (2). Second, the respondents have an insecurity or lack self-confidence (8). Third, the respondents are losing study motivation (2). Fourth, the respondents got mental health problems (4). Fifth, the respondents have anxiety (2). Finally, there was preventive action to overcome cyber-sexual harassment. First, filter the friend request on social media. Second, use the features report and block the suspicious account. Third, widening the knowledge of sex education.

Keywords: *Cybercrime, Sexual harassment, Impact on teenagers*

1. INTRODUCTION

Nowadays, sexual harassment is a crucial problem in Indonesia. Winarsunu (2008) states sexual harassment is all kinds of behaviour that have sexual connotations and are performed unilaterally without consent by the victim (Utami, 2016). Based on KemenPPPA (2022), there are 6.851 abuse cases, and sexual abuse takes the highest order of 3.033 points (SIMFONI-PPA, 2022). Sexual abuse occurs not only in real life but also on the internet, especially on social media (Rosyidah & Nurdin, 2018). In 2020, cyber sexual abuse-based case was 510 cases. It is increased from 2019 that is 126 cases (Komnas Perempuan, 2021). Most victims are female. It is 6.323, and 2.277 victims are around 13-17 years old (SIMFONI-PPA, 2022). Therefore, most victims of sexual abuse are children and teenagers.

Teenagers are a community group entering a vital phase related to self-actualization in the digital era (Triastuti et al., 2017). Teenagers' characteristics encourage them to socialize and make friends with other people (Syamsuudin et al., 2015). It is proven by teenagers' activities on social media, such as sharing their daily life or what they feel on their media accounts (Triastuti, Endah, Dimas Adrianto, 2017). Based on We Are Social (2022), the active social media users in Indonesia amount to 191,4 million and are dominated by users aged 13- 24 (Kemp, 2022). It shows that social media has spread to the community, especially among teenagers. However, time over time, with the growth of the internet and social media, do not rule out the possibility that many cyber-crime, specifically sexual abuse or sexual harassment of teenagers (Hayati, 2021).

The lack of teenagers' awareness of social media and their curiosity about teenagers is one of the factors of cyber sexual abuse (Ahmad, 2017). The types of cyber sexual abuse-based are cyber grooming, cyber harassment, hacking, illegal content, infringement of privacy, malicious distribution, online defamation, and online recruitment (SAFE-net, 2019). Sexual harassment on

social media is the same as direct sexual harassment, only different in the place. Besides that, the perpetrator can easily commit their crime on the internet (Hayati, 2021). The primary key to maintaining personal from various cybercrime is to keep protecting the privacy of personal data on the internet, such as number phone, addresses, biometric data, unique identity numbers, and so on (SAFE-net, 2019). When teenagers use the internet, they often do not realize that they are already victims of cybersexual abuse and sexual harassment (Sumunarsih, 2021).

Sadly, many teenagers and their parents are unaware of this issue, and the lack of awareness that sexual predators might be around them is even more concerning. Some might even be unable to define and understand what classifies sexual harassment (Latif, 2018). In cyberspace, it is easy to commit sexual harassment by making adult jokes, post-sexual comments, posting sexual pictures or videos, asking someone for naked pictures, and spreading sexual rumours (Dovi, 2021). Media-based myths about sexuality and sex-role behaviour might confuse and misinform teens. A curious teenager may use the internet to ask a stranger about their sexual problems. Usually, they are more confident to ask other people instead of their family, especially their parents, because they feel uncomfortable discussing with their parents (Latif, 2018).

According to the Indonesian Minister of Woman Empowerment and Children Protection, everyone can be a victim of cyber sexual harassment-based, including women, children, and other susceptible people (Kominfo, 2022). But according to Gina Anindyajati from the Department of Mental Health FKUI-RSCM, one of the risk factors conditions or characteristics related to the possibility of being a victim of sexual harassment is when someone is young or a teenager (Tashandra, 2020). Most victims of sexual harassment have a negative concept. It can be seen they are not self-confident enough, ashamed of themselves, introverted, and gloomy (Wirman et al., 2021). Each victim has different effects or impacts, such as psychological damage (depression, anxiety, fear), social alienation, economic damage, limited mobility, and self-censor harassment (SAFE-net, 2019).

Based on this description, this article was created to expand the literature on the impact and effect of sexual harassment, especially on teenagers' life. Many teenagers do not understand how sexual violence can have a devastating impact on their lives. This research is exciting because it is motivated by the increasing number of cases of cyber-based sexual violence that occurs yearly and how dangerous sexual harassment is for the victim. This research focuses on (1) explaining the trend of cyber-based sexual harassment, especially among teenagers, and (2) the impact of cyber-based sexual harassment on victims' aspects of life.

2. RESEARCH METHOD

This research uses a descriptive qualitative method for the research method. For the data collecting techniques, the researcher uses the questionnaire by giving a series of questions that correlate with the research subject through *Google Forms*. The researcher collected the data from June 10-July 1, 2022. There are 20 main questions in the questionnaire. The researcher is using a random sampling technique. The sample of this research is the teenagers (ages 13-20) living in Pacitan city with social media accounts and have been the victim of sexual harassment on social media (24 teenagers).

3. FINDINGS AND DISCUSSION

After collecting the data from June 10, 2022, until July 1, 2022, the researcher got the primary data from 24 respondents. Twenty respondents were aged 17-20 years old, and four were aged 13-16. The researcher used *Google Forms* to collect the data. The researcher gives a series of questions to respondents, and the research results are presented in the following explanation:

3.1 Definition of Sexual Harassment

3.1.1 Respondents' Comprehension of Sexual Harassment

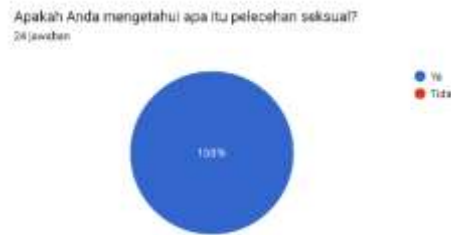


Figure 1. Respondents' understanding of sexual harassment

One of the main focuses of this research is the teenagers' understanding of sexual harassment. Figure 1 shows that 100% of respondents (24) know about sexual harassment. This indicates that teenagers understand the concept of sexual harassment, proven by no data showing that teenagers did not understand sexual harassment. The researcher also gave open-ended questions about the respondents' opinions of sexual harassment, as presented in table 1.

Table 1. The respondents' opinions about sexual harassment

The opinion	Number of respondents
All sexual activity that is directed at someone else	4
Every sexual activity without the consent	5
Every sexuality activity that physically or non-physically	7

As seen in table 1, four respondents said that sexual harassment is all sexual activity directed at someone else. It means all sexual activity that harms victims, including demeaning or insulting the victims, can damage them. The five respondents said that sexual harassment is every sexual activity without consent, which means the victims are not given sexual agreement. Sexual harassment is all kinds of behaviour that have sexual connotations and are performed unilaterally without permission by the victim. It can consider sexual harassment if it only benefits one side, and the victim feels aggrieved or humiliated because sexual harassment is always without agreement from the victim.

Seven respondents said sexual harassment is every sexual activity, physical or non-physically. According to the respondents, physical and sexual harassment includes touching, kissing, peeping, and patting the victim without consent. Non-physical sexual harassment includes psychological harassment, gender sexuality, and verbal harassment, which means sexual harassment can occur without any physical contact between perpetrators and victims.

3.1.2 Respondents' Perceptions of Cyber-Sexual Harassment

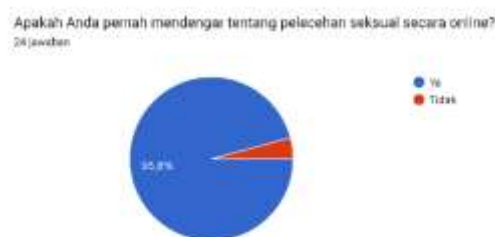


Figure 2. Respondent's understanding of cyber-sexual harassment

With the rise of technology, sexual abuse, including sexual harassment, can occur on social media. Based on figure 2, 95,8% of respondents (23 respondents) have ever heard of online sexual

harassment, and 4,1% of respondents (one respondent) have never heard of online sexual harassment. It means most respondents know or have heard of online sexual harassment. 100% of respondents assume online sexual harassment can occur on social media. It can be seen in Figure 3 below.

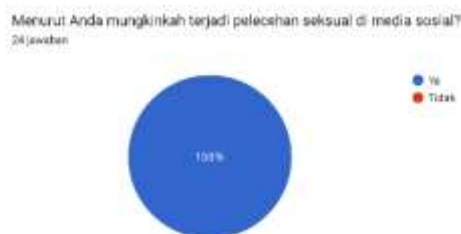


Figure 3. The possibility of cyber-sexual harassment

In this focus, the researcher also gives open-ended questions asking respondents about their perceptions of cyber-sexual harassment. The results are presented in Table 2.

Table 2. The Perception of Cyber-Sexual Harassment (on social media)

The perceptions	The number of respondents
Cyber-sexual harassment is sexual activity oriented toward spreading pornography content (video, photo, comment, message).	5
Social media is the new space for sexual harassment.	4
Cyber-sexual harassment is unethical and brings a negative impact.	6
Cyber-sexual harassment happens because teenagers' awareness of using social media wisely is low.	1
Other response	4
Not answering	4

As seen in Table 3, five respondents assume that cyber-sexual harassment is sexual activity oriented toward spreading or sharing pornography content, that is, nudity photos and videos, pornography comments, and sex messages. Respondents number eight said that he had seen an incident of sexual harassment via video call on WhatsApp. The perpetrator shows his genitals to the victim purposely without consent. Four respondents said that social media is the new media or new space for sexual harassment. According to (Rosyidah & Nurdin, 2018), it is caused by (a) decreased values and norms in interaction in public space. (b) the minimum of understanding using social media. (c) the weakness of individual control and social control in social media use. The cyber-sexual harassment also can occur cause nowadays, many people use social media and spend their time on it. Therefore, cyber-sexual harassment can happen.

Six respondents assume that cyber-sexual harassment is unethical and negatively impacts victims. Sexual harassment is dangerous, and the perpetrator must be punished. Moreover, it is hazardous for a teenager because the impact of cyber-sexual harassment is more harmful to young people with brings many destructive effects on teenagers. One respondent said that cyber-sexual harassment could happen because teenagers' awareness of using social media wisely is low. Sexual harassment is one form of aberrant behaviour. It often occurs because of a lack of knowledge or information, lack of control, and a lack of teenagers' awareness of using social media wisely.

The cyber-sexual harassment that occurs nowadays is a reproducing habit. Four respondents do not give their answer or their opinion about cyber-sexual harassment. There is no apparent reason to indicate why the respondents do not answer the questions. The researcher also offers open-

ended questions to respondents about the example or the kinds of cyber-sexual harassment that occur on social media. The responses of respondents can be seen in table 3.

Table 3. The kinds of cyber-sexual harassment

Response	Number of respondents
Spreading or sending pornography content (photos, videos, audio, etc.)	10
Give sexuality comments, send sexuality chats on social media	9
Forcing someone to send nudity contents	2
Others respons	2
Not answering	1

As can be seen in Table 4, ten respondents said that spreading or sending pornography content is included in cyber-sexual harassment. It usually happens when the perpetrator sends a photo and video of their genital or another sensitive part of their body to victims without consent or an apparent reason for sending it. Usually, they also send the sexuality chat. In addition, nine respondents assume giving sexual comments, and sexual texting (sexting) are included kinds of cyber-sexual harassment, for example, when the victim posts their photo on social media and people leave the sexuality comment on that post, like “Wow, You’re so hot”, “*Besar banget mbak*”, and so on. Sometimes the comment contains sex jokes, but it can negatively impact victims. Sexting is one sexual activity that sends sexual messages, sexual photos, or sexual videos through social media chatrooms. Sexting also includes cyber-sexual harassment if the victims get pressure from the partner.

Two respondents said that forcing someone to send pornography content is included in cyber-sexual harassment. Forcing someone to send pornography especially naked photos and videos, is included in sexual harassment because it makes the victim feels afraid, unsafe, humiliated, and aggrieved. Usually, the perpetrators will romanticize the victims, seducing them until they believe and sending them naked photos. The victims did not realize that the pictures could be a boomerang for them one day. It can be revenge porn. Revenge porn occurs when a person uploads nude or semi-nude photos or videos of someone online, often as revenge after a relationship has ended (Bates, 2017). The impact of non-consensual pornography includes public shame and humiliation, an inability to find new romantic partners, mental health effects such as depression and anxiety, job loss or problems securing new employment, and offline harassment and stalking (Citron & Franks, 2014).

3.2 Cyber-Sexual Harassment of Teenagers

3.2.1 Teenagers’ Possibility of Experiencing Cyber-Sexual Harassment

In this focus, the researcher asks questions about the teenager’s possibility of experiencing cyber-sexual harassment and respondents’ experience with cyber-sexual harassment.

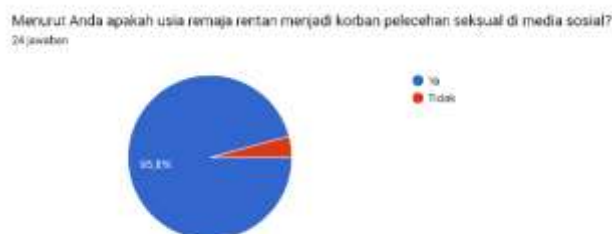


Figure 4. The possibility of experiencing cyber-sexual harassment

According to 95,8% (23) respondents, teenagers are susceptible to being a victim of cyber-sexual harassment. (Triastuti et al., 2017) states teenagers are FOMO or Fear of Missing Out. They

do not want to miss the trends on the internet; thus, they will look for any information or share information through social media. In this stage, teenagers are very susceptible to the risk of online predators, pornography, abuse, cyber-bullying, privacy invasion, doxing, and hacking. The respondents' experience of cyber-sexual harassment will be presented in Figure 5 below.

3.2.2 Cyber-Sexual Harassment Experience on Respondents

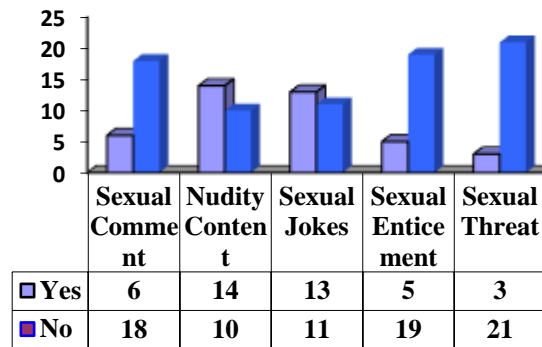


Figure 5. Respondents' experience of cyber-sexual harassment

As can be seen in figure 5 above. Six respondents got sexual comments on their posts on social media. Giving sexual remarks on someone's post on social media is also included in cyber-sexual harassment. In social media, people can be free to write a comment on someone's post, but sometimes the comment contains sexual purposes or contain sexual expressions that direct to sexual harassment (Eviana, 2020). This situation can bring a harmful effect on victims. In other forms, 14 respondents experienced pornography content (photo, video, etc.) from someone else (their partner or stranger). The perpetrator sent nudity content like naked photos, naked videos, and even the link directed to pornography videos website. It is included in sexual harassment because it causes the victims to feel horrified.

Making sexual jokes to other people is also included in sexual harassment. Giving sexual jokes is counted as verbal sexual harassment without us realising it. Making jokes about someone's physic, sexual orientation, gender, or appearance can break someone's self-esteem and make someone feels humiliated. Based on figure 5, 13 respondents ever got sexual jokes on their social media. Examples of sexual jokes are seducing and asking someone about their sexual experiences, making jokes about gender, making jokes about physics and appearance, send jokes or sexual memes through chat (Fadli, 2019).

Figure 5 above shows five respondents who got sexual enticement from their partners through social media. Sexual attraction is unwanted sexual invitations directed to the victims. It is included in verbal sexual harassment. Forcing someone to date, having dinner together, physical touch, and cuddling are sexual harassment. In other forms, three respondents are experiencing the sexual threat on social media. The sexual threat is counted as sexual harassment, especially sexual abuse. Sexual threat not only occurs in real life but also occurs in social media. It is proven by three respondents experiencing sexual threats on social media. Examples of sexual threats are forcing someone to have sex, forcing someone to send a naked photo, forcing someone to sext (sexual texting), and so on.

Therefore, the victims of cyber-sexual harassment are not realized that they are being a victim. According to (Putri, 2021), many teenagers who not recognise that they are victims of sexual harassment. From figure 6 below can be seen that 66,7% (16 respondents) do not realise that they have been the victim of sexual harassment, and 33,3% of respondents (8 respondents) acknowledge that they have been the victim of sexual harassment.



Figure 6. Respondent's awareness of cyber-sexual harassment

3.3 The Impact of Cyber-sexual Harassments on Teenagers' Life.

Sexual harassment indeed brings a lousy impact on the victim. But, likewise, cyber-sexual harassment also harms victims. Although not having a physical effect, it can cause psychological consequences like nervousness, depression, anxiety, insomnia, and even self-harm or suicide. Not only that, but cyber-sexual harassment also negatively impacts victims, like having trust issues with other people, often isolating themselves, and even being afraid to build relationships or build communication with others (Sinulingga, 2021). In this focus, the researcher gives questions about how cyber-sexual harassment brings an impact on the respondents' life.

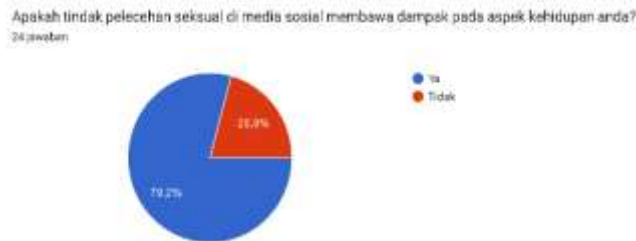


Figure 7. Impact of Cyber-Sexual Harassment

As seen in Figure 7, 79,2% of respondents (19) said that cyber-sexual harassment impacts their life, and 20,8% of respondents (5) assume that cyber-sexual harassment does not impact their life. The researcher also asks questions about what impact affects the respondents' life, and the result will be in Table 5 below.

Table 5. The Impact of Cyber-Sexual Harassment on Respondents' life

The Impact	Number of Respondents
Having trust issues with other people	2
Insecure, lack of self-confident	8
Loss of study motivation	2
Having a mental health problem	4
Having anxiety	2

As can be seen in Table 5, eight respondents are insecure or lack self-confidence. The victim of sexual harassment will feel less confident, and the victim thinks they are worthless anymore. They will more often be overthinking and losing confidence. Two respondents are having trust issues with other people. The victims of sexual harassment often have trust issues, and the victims will think negatively about everything around them and not trust other people easily. They are always sceptical about what others say. It is a crucial problem because it will be challenging to build relationships with others.

Mental health problems are also counted as the impact of cyber-sexual harassment. It is proven by four respondents having mental health problems. The victims of sexual harassment

are at high risk of mental health problems like stress, depression, fear, anxiety, and so on. It can be called PTSD (post-traumatic stress disorder) (Nuramdani, 2022). The other impact of cyber-sexual harassment is the loss of study motivation. Teenagers still of school age will lose concentration on their studies because sexual harassment traumatizes the victim. They will often flashback to the incident.

3.4 The Preventive Action to Overcome Cyber-Sexual Harassment

The findings show that many respondents have experience cyber-sexual harassment, especially on social media. It means that teenagers are still at high risk of cyber-sexual harassment, which negatively impacts teenagers, but this problem is not unpreventable. Some ways to avoid cyber-sexual harassment can be started with an education from parents, using social media wisely, don't trust anyone fully on social media, avoiding *sexting*, and so on. In this focus, the researchers give questions to the respondents about what effort to overcome cyber-sexual harassment.

First, don't accept random friends request on social media. Some teenagers are started building relationships or building a friendship on social media. They can easily choose anyone who will be their friend, but teenagers sometimes lack caution when filtering their friend requests on social media. They don't know many sex predators that anytime can attack them. Teenagers should filter their friend requests on social media wisely.

Second, use the feature report or block suspicious accounts. The other way to avoid cyber-sexual harassment is to report or block the suspicious account. Almost all social media platforms have the feature that the user can report or block an account with terrible risks. The components usually can be found in the setting section. That feature also has some choices; the user can choose why the user reports the account.

Third, widen the knowledge of sex education. For teenager's age, it is essential to give sex education. They can learn it at school, with parents, or self-searching with adult supervision, but some people still assume that sex education is taboo. Teenagers who get sex education when they child will comprehensively make responsible sex decisions and know what they do when facing cyber-sexual harassment.

4. CONCLUSION

The result shows that many teenagers got cyber-sexual harassment on social media, like sexual comments, *sexting*, pornography content, sexual jokes, sexual enticement, and sexual threats. The respondents most realize that they are victims of cyber-sexual harassment. 79,2% of respondents said that cyber-sexual harassment harms their life, including trust issues, insecurity or lack of self-confidence, loss of study motivation, mental health problems, and anxiety. Some preventive actions to overcome cyber-sexual harassment are filtering friend requests on social media, reporting and blocking a suspicious accounts, widen the knowledge of sex education.

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THE ETHNOMATHEMATICS OF BATIK PACE IN GEOMETRY TRANSFORMATION SUBJECT

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Abstract: The objective of the research is to examine the ethnomathematics of *Batik Pace* as the local culture of Pacitan. Kupu Tarung motive of *Batik Pace* is the hand-drawn *batik tulis* with natural dyes. A masterpiece contained the mathematical concept of geometric transformation. The research method used is qualitative by using an ethnographic approach. Data collection techniques used literature studies, documentation, and interviews. The data analysis technique used by Miles & Huberman. The findings of this research are in a piece of Kupu Tarung motive of *Batik Pace* contained the concepts of Reflection, Translation, Rotation, and Dilation.

Keywords: Ethnomathematics, *Batik Pace*, Geometry Transformation

INTRODUCTION

Mathematics is a science that is close to daily life. Although most people do not realize it, the person's activities are related to mathematical concepts. As Arwanto (2017) and Ubayanti (2026) stated that mathematics has been used by people in their daily life. So, it is necessary deeply understood the students in the school that mathematics is not only abstract and theoretical but also contextual in its application (Zayadi, 2017). Contextually, we can relate it to the surrounding environment, for example, introduce the existing culture in our environment. It can be used as a bridge between mathematics and real life based on local culture.

The development of Mathematical concepts in the society which related to local culture, then combined with the development of mathematical concepts in formal education is such a good thing. Besides, the students can understand the material presented, it also provides broad insight to students about local culture. It is because the students come into direct contact.

According to Masamah (2018) viewed from the scientific, mathematics is the human culture result which is the result of activities, making patterns, designing, calculating, and applying to solve problems in real life. So, this research tried to integrate the geometry transformation material with the local culture, that is *Batik Pace*. It is a follow-up to the previous research that raised the basic concepts of geometry in *Batik Pace* (Meifiani, 2021). *Batik Pace* is a typical *Batik* in Pacitan. In this research, the researcher focuses on the Kupu Tarung motive of *Batik Pace*.

KAJIAN LITERATURE

a. Ethnomathematics

Ethnomathematics is defined as one of the sciences in mathematics that examines culture, tribe, religion, ethnicity, and also human activities (Rosa et al., 2016; Rosa & Orey, 2011). Laurens (2016) stated that the effort to introduce mathematics into social life is called an Ethnomathematical model. Meanwhile, D'Ambrosio (2001) explained that learning mathematics by applying culture is represented as ethnomathematics. Thus, ethnomathematics can be used in learning mathematics in schools with a cultural approach, so the mathematics can be understood by students (Irfan, 2016).

b. Geometry Transformation Concept

According to Soedjadi (1999), the concept is an abstract idea used in classifying a set of objects. Meanwhile, Carrol in Trianto (2011) said that the concept is an abstraction of experiences which is defined as a group of events. Where the ability to visualize geometric shapes is a person's spatial intelligence (Dinata, 2019). The types of geometric transformations include: translation (displacement), reflection (mirror), rotation (rotation) and dilation (magnification) Albab, et all (2014).

RESEARCH METHOD

The research method used in this research is descriptive qualitative by using an ethnographic approach. According to Creswell (2012), Ethnography is a qualitative research strategy that aims to describe, analyze, and interpret elements of certain cultural groups such as patterns of behavior, beliefs, and language that develop in society time after time.

FINDINGS AND DISCUSSION

A typical batik from Pacitan, Batik Pace has many features. Batik Pace motives have taken the theme of flora and fauna in Pacitan. During this time, the researcher examined it through ethnomathematics. This research material is a *batik tulis* with the theme of Kupu Tarung motive which used full natural dyes, a product of Batik Craftsmen in Pacitan, that is Batik Saji. An art masterpiece contained learning mathematics. The batik motives are produced through a transformation process: Reflection, Translation, Rotation, and Dilation.

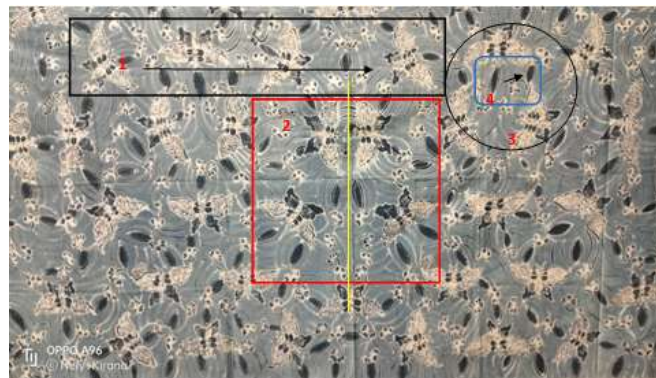


Figure 1. Kupu Tarung motive of Batik Pace.

From the figure above, it can be described that Kupu Tarung motive for Batik Pace contained geometry transformation concepts: Translation for code 1, Reflection for code 2, and Rotation for code 4.

a. Translation Application (shift) for Kupu Tarung motive of Batik Pace

One of the concepts used in making patterns in batik pace is the concept of translation. The principle of this pattern is moving or shifting the Kupu Tarung motive in a certain direction.



Figure 2. Reflection Application

b. Reflection Application (mirror) for the Kupu Tarung motive of Batik Pace

The next very visible concept in making patterns at a batik pace is the concept of reflection. Even though the butterfly looks like fighting, included as part of the process of reflection of a butterfly.



Figure 3. Reflection Application

- c. Dilation Application (multiplication) for motive combination on Batik Pace
The dilatation concept is not directly visible to the butterfly, but it is seen in the complementary ornaments of the pace batik motive, that is the batik pace motive combination. The copying motives process into various sizes: becoming larger or smaller without changing the shape, this is called dilation.



Figure 4. Dilation Application

- d. Rotation Application (rotation) for the Kupu Tarung motive of Batik Pace
Furthermore, the rotation process is also clearly seen in the batik pace pattern making, which is a butterfly that looks like it is rotated according to its axis. With a rotation of more than 180 degrees (a to b)

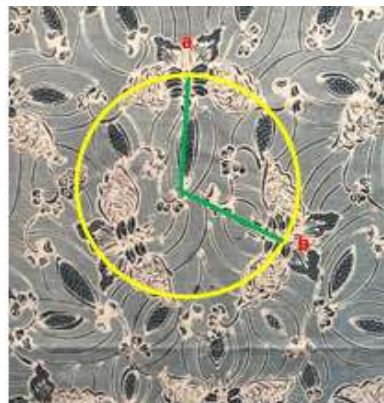


Figure 5. Rotation Application

Based on the explanation described above, it can be inferred that Batik Pace is an art masterpiece that perfectly presents mathematical concepts in Geometry Transformation

material. So, it can be used as material for learning mathematics at school. In the research above, it can be seen that in a piece of fabric Batik Pace can show the characteristic of Translation, Reflection, Dilation, and Rotation. Hopefully, this research can be used as learning material, and also for introducing and increasing our love of the local culture of Pacitan.

CONCLUSION

Ethnomathematics in this research used the concept of geometric transformation where patterns on a Batik Pace can be generated through the process of Translation, Reflection, Dilation, and Rotation. So, the Batik Pace can be used as one of the learning mathematics materials in schools by raising Pacitan local culture elements.

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MORFOSEMANTIC ERROR IN INDONESIAN VOCABULARY

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Abstract: Language as a means of communication between humans is dynamic or developing. Language development is not only about addition, but also subtraction, and not only progress but also decline. It is influenced by the speaker. Especially in communication in everyday life, dominantly using spoken language. In the application of spoken language, not all use standard language, one of which is because of the ease of communication and background insight into the speaker's language. One of them is mastery of standard vocabulary, if you pay close attention, several problems occur, but because it has become a habit, it seems as if the wrong thing becomes the right thing. This research method is descriptive and qualitative. The data in this study are morphosemantic errors of Indonesian vocabulary in everyday life. Data collection techniques used in this study were interview methods, observation tests, and questionnaires. The data analysis technique in this research is descriptive using the opinions of Miles and Huberman. The results of this study are based on an analysis of morphosemantic errors, it can be concluded that the tendency to use the wrong words, and misinterprets so that there is an exchange of perception of meaning. For example, 1) a stapler is a device for clamping paper with a stapler and a stapler is a "U"-shaped piece of metal for clamping paper; stapler filler; killer cocoon. 2) Minutes are brief notes regarding the course of the trial (meeting), then the minutes have the same meaning as the minutes. 3) Mawas is synonymous with the orangutan, while wawas is "review, examine, or observe". 4) Between lover and lover, the term lover is not found in the KBBI. 5) Based on the KBBI which is the central source of Indonesian words, the correct word is legalization. while legalization, which is commonly used by Indonesians, is an old term whose use was changed to legalization by the language body.

Keywords: error, vocabulary, morphosemantics

INTRODUCTION

A language is a tool for communicating between humans. Therefore, language is not static, but dynamic. This is one of the causes of language development. Language development is not only about addition, but also subtraction, and not only progress but also decline.

Communication in everyday life predominantly uses spoken language. In the application of spoken language, not all use standard language, one of which is because of the ease of communication and background insight into the speaker's language. Ease of communication means time effectiveness and impression that is not rigid. While the background of the speaker's linguistic insight is the ability and understanding of the language used, one of which is the mastery of standard vocabulary.

Mastery of standard vocabulary, if taken seriously, several problems occur, but because it has become a habit, it seems as if the wrong thing becomes the right thing. Examples of vocabulary pronunciation phenomena that do not match the writing, such as the word "bus" are pronounced "bus", "truck" is pronounced "trek", "pharmacy" is pronounced "pharmacy", etc. In addition, another phenomenon is the use of two words that do not fit the context, such as the words "staples" and "stapler".

So far, the majority of people call "stapling" a paperclip or something. The meaning of "staples in the KBBI is not a paperclip, but the contents of a paperclip. According to the KBBI "staples" are U-shaped pieces of metal used to clamp paper or stapler filler. While the "stapler" is a paperclip or so on. Therefore, there is a need for a study of this phenomenon, in other vocabularies, so that errors do not continue to occur which are considered correct because they are used by the majority of people. On this occasion, the study was conducted using morphosemantic theory.

Morphosemantics is an analysis of linguistics that uses the theory of morphology and semantics. If examined according to the meaning of the word, morphosemantics is a combination of words from "morpho" and "semantics". According to Ramlan (2001:21), morphology is a science that studies the intricacies of word forms and also investigates the possibility of changes in group and meaning of words that arise as a result of changes in word form. From these opinions, it can be concluded that morphology is a science that studies the form of words and analyzes the changes that occur in the word. These changes in word form can also affect the word class and its meaning. According to Verhaar (2010:13) semantics is a branch of linguistics that discusses meaning or meaning. Based on understanding Research is descriptive data in the form of words, phrases, clauses, sentences, or paragraphs and not numbers (Moleong: 2017:15). The data of this research is Indonesian vocabulary which is wrong in its application. While the data source is the academic community of STKIP PGRI Pacitan.

1. Data Collection Techniques

Collecting data is by interview method, observation test, questionnaire, and so on. Data collection is the process of procuring data for research which is an important step of the scientific method, therefore data collection is required in one study. The data collection techniques needed are as follows: 1) Interviews Conducted directly to ask how the vocabulary is used in everyday life. 2) Documentation This technique is used to obtain or obtain data on the use of vocabulary in everyday life. 3) Observation The method of collecting information (data) is carried out by observing. Observations were made to assess environmental conditions such as daily communication between the academic community of STKIP PGRI Pacitan and phenomena that occurred during the research.

2. Data Analysis Techniques

The data analysis technique uses the opinion of Miles and Huberman. The description of the data is carried out descriptively with three stages of Miles and Huberman, namely: 1. Data selection, the data selection here is intended to determine whether the collected data meets the requirements for processing or not. The requirements in question are any data obtained from sources that can be accounted for. Documentation data taken must be relevant to the data source that is complemented and analyzed with other data sources. 2. Classification; the data obtained from the results of interviews, observations, and documentation must be classified according to their respective categories to obtain a complete conclusion. 3. Data interpretation is the interpretation of data by looking for similarities and differences to obtain a conclusion.

DISCUSSION

stapler	staples
notula	notulen
dr	Dr
dsb	DII
mawas	wawas
pencinta	pecinta
plakat	plaket
nomine	nominator

kita	kami
jalur	lajur
penerjemahan	penyaduran
sudah	telah
emotikon	Emoji
legalisasi	Legalisir

1. Stapler and Staples

One of the terms in the printing world is the word "stapler" and "staples". They both sound the same but are different things. Both have almost the same order of letters, so people often think they are the same thing.

Then what are staples and staplers? Is there any difference between the two?

Ivan Lanin (an activist who advocates the use of standard Indonesian) explained that a stapler is a tool for clamping paper with staples. This tool is sometimes called heker (from the Dutch haakje), jekrekan, Ceklekan, or pengokot. The staples are "U"-shaped metal pieces for clamping paper; stapler filler; killer cocoon.

If staples are the contents of a stapler, the simplest definition of a stapler is a device used to store staples. In full, the definition of staples is a tool or machine that glues the contents of the staples to the desired media, such as paper, and serves to unite the media collection by inserting the folded staples on the bottom side of the media.

So, it is clear the difference between a stapler and a stapler. A stapler is a tool that is used to help insert the contents of the staple and join the media, while the stapler is the content that is inside the stapler, in the form of small and slender metal pieces.

2. Minutes and Minutemen

On the Big Indonesian Dictionary page provided by the Language Center, we can search for various kinds of words from the Indonesian language. When we type the word "notes", then the list of words that are displayed there are three kinds, namely: Notes, Minutemen, Notes. The definitions of the three words above are:

no•tu•la, n brief notes on the proceedings (meetings) and the matters discussed and decided: — meetings are important documentation.

no•tu•len has the same meaning as a note.

writing no., n people in charge of making minutes (meeting notes).

So, it can be concluded, that the name of the notes written to document the meeting is the minutes or minutemen, while the one who wrote it is the note taker.

3. Insight and Introspection

Introspection is counted as misguided, people already think the term is correct. Indeed, self-awareness and introspection are very similar in writing.

The consonant /w/ becomes /m/ when reversed. On the other hand, too. It may be that the resemblance is what triggers the misunderstanding. It is not surprising that Indonesian language users use more self-awareness than self-awareness. Already misguided, people continue to use introspection. At this point, the user is closer to not knowing than to knowing.

Why is self-awareness wrong, in KBBI V, introspection is synonymous with orangutans. Thus, introspection is still related to the kera, monkey, or wanara. So be aware of the kind of gorilla.

Meanwhile, insight is "review, examine, or observe". Self-inspection means "to review, research, or observe oneself". In short, introspection. The word wawas, taken from the Javanese language, is not foreign to our daily lives. We are very familiar with the word insight (view or conception). We also know national insight, Nusantara insight, or social insight.

Again, there is an element of closeness or very similarity between self-awareness and self-awareness. It means, "very close to the truth". Because they are close and similar, we think introspection means self-awareness. Because we often use it, introspection becomes so misguided.

4. Lovers and Lovers

We often hear the word lover or lover in the realm of literary language. The romance that tells about love will not be separated from this term.

If we refer to the Big Indonesian Dictionary (KBBI), we will find that this word is a derivative of the word love. Love can be interpreted as a feeling of liking, love, and the like.

Derivatives of the word love according to the KBBI: love, lover, making love, loving, loving, loving, beloved, loving, making love.

From the words above, it can be seen that the term lover is not found.

However, in other literature, we will find the difference between the word lover and lover. Lover means one who loves. Lover means people who make love.

5. Legalization and Legalization

The two words above are probably one of the most debated words about which word is correct between the two. Some are strong in using legalization and some are strong in using the word legalized.

To know which word is the correct one for sure, then referring to relevant sources is the best way. If we look at the KBBI which is the central source of Indonesian words, we will find that the correct word is legalization. Legalization, which is commonly used by Indonesians, is an old term whose use was changed to legalization by the language body.

The meaning of the word legalization is ratification. Derivatives of the word legalization: a) To legalize means to make legal, to make legal/legal. b) Legalizing means the same as legalizing.

CONCLUSION

The conclusion of the study is based on the results of the analysis of morphosemantic errors can be a tendency to use the wrong word, or misunderstanding, so that there is an exchange of perception of meaning. The morphosemantic errors are as follows. First, a stapler is a device for clamping paper with a stapler and a stapler is a "U" shaped piece of metal for clamping paper; stapler filler; killer cocoon. Second, the minutes are brief notes about the course of the trial (meeting), then the minutes have the same meaning as the minutes. Third, introspection is synonymous with orangutans, while wawas is "review, examine, or observe". Fourth, between lover and lover, the term lover is not found in the KBBI. Fifth, based on the KBBI which is the central source of Indonesian words, the correct word is legalization. while legalization, which is commonly used by Indonesians, is an old term whose use was changed to legalization by the language body.

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MOTIVATION AND DISTANCE LEARNING PATTERNS DURING PANDEMIC STUDENTS OF PJKR STKIP PGRI PACITAN

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Abstract: This study aims to determine the motivation and pattern of implementing distance learning during the pandemic experienced by students, especially for students of Physical Education, Health and Recreation, STKIP PGRI Pacitan. This study used a quantitative descriptive type. The method of collecting data used a questionnaire. The results in this study were presented based on the categories Very High 0%, High 10%, Medium 55%, Less 35%, and Very Poor 0%. These results indicated that distance or online learning approaches and methods were less effective in igniting students' learning motivation, especially on certain materials. The distance learning pattern is in the form of independent and controlled assignments and virtual meetings. This is also due to the obstacles faced by educators and students. Evaluation is needed to determine the right approach pattern to ignite student learning motivation during the pandemic.

Keywords: Learning, Motivation, Pandemic, Pattern.

INTRODUCTION

The learning process that takes place in an educational institution is very influential on the learning motivation of students, this of course also affects the learning outcomes. When approaches and learning patterns are less precise or less effective when applied to certain situations and conditions, this will have an impact on the next stage. So it is necessary to pay attention to appropriate steps and approaches so that student motivation can be better. At this time the learning obstacle that is still felt is the difficulty of implementing an approach that is able to generate motivation in students through distance learning and online learning. This distance learning is carried out due to the pandemic conditions that have not made it possible to conduct large amounts of offline learning together. Due to this condition, online and offline learning is being implemented. In these conditions, all teachers are required to replace learning by using E-learning or through online media. Various platforms are used to carry out teaching so they need to be supported by good learning facilities and the use of information technology (Rusman, 2019). All students are required to use communication tools such as mobile phones wisely to support the learning process. Face-to-face online learning through applications is the most profitable thing to break the spread of Covid-19 and maintain the mental safety of teachers and students from exposure to the virus (Jamaluddin, Ratnasih, Gunawan, & Panjiah, 2020).

Situations like this have both positive and negative impacts. The positive impact generated is that both students and teachers are more familiar with technology in learning, but this cannot be separated from negative impacts. The negative impact is that students are less than optimal in participating in learning as a whole due to several obstacles. Starting from the constraints of devices and other supporting equipment. This makes teachers hesitant in providing values and policies because there are still many obstacles that cannot be resolved, while the obstacle for students is learning that is difficult to understand because online learning students are required to seek wider knowledge of the subject. While studying at home does not guarantee students to learn

because sometimes students are too busy with activities at home so they forget to take part in online learning (Purmadi, Hadi, & Najwa, 2018).

Online learning becomes less effective learning if there are still many obstacles in the way of teachers and students. Learning is a continuous and ongoing process. Learning is very important, but in reality, there are often problems or obstacles in learning. Factors that affect learning, in general, can be divided into three types, including: 1. Internal Factors. Internal factors are factors that come from within the individual's body and spirit that can affect individual learning outcomes. Internal factors include physiological factors and psychological factors. 2. External Factors. External factors are factors that come from outside the physical and spiritual individuals that can affect individual learning outcomes. These external factors are classified into social environmental factors, non-social factors and learning approaches (Muhibbin, 2012: 145). 3. Approach factors The student learning approach factors consist of strategies and methods used to carry out learning activities. Meanwhile, according to Djaali, "In the learning process, many factors influence it, including motivation, attitudes, interests, study habits and self-concept" (Djaali, 2011: 101).

METHOD

This study uses a quantitative descriptive design. The research data was taken from a sample of 40 students in the PJKR study program who were taken at random. Data collection by filling out questionnaires and interviews.

RESULTS AND DISCUSSION

On several occasions, student motivation in participating in learning has decreased, this is due to many learning approaches that are not appropriate when used for several courses during this pandemic. Some learning approaches did not experience significant obstacles, but not a few of the impacts experienced by students related to the learning process that was less precise and felt difficult to follow. This occurs in certain courses, especially courses that have elements of practice in them and require supervision and assistance in them. This of course makes obstacles in achieving the learning objectives that should be. Various kinds of learning model variations are carried out so that distance learning for students can be carried out and can be followed by all students. However, basic technical issues are still obstacles that affect the final result. Seeing the increasing number of student complaints related to distance learning, especially in certain subjects, we need to know how the motivation of students today is. This method is done in addition to knowing the motivation of students in participating in distance learning, it is also used for evaluation in determining the next learning approach that is more appropriate so that students' motivation in participating in distance learning, especially courses that must be carried out offline. The results of the study will be presented in the diagram below:



Figure 1. Learning Motivation Diagram

The diagram above shows that most students who take part in distance learning and online learning have moderate learning motivation. In detail, the results of the grouping show the following

percentages: Very High 0%, High 10%, Medium 55%, Less 35%, Very Poor 0%. Motivation to learn tended to decrease, one of the causes was the availability of infrastructure at home which was less supportive as a whole than what was needed during the learning process. In particular, practical courses that require more infrastructure were a complaint when the entire learning process was carried out remotely and continuously online. Materials in the form of movement skills were one of the things that get the biggest impact when they were done online until the end of the meeting. Several modifications to the infrastructure were provided but not a few were irrelevant or not in accordance with the infrastructure that should have been an obstacle to getting optimal results. Learning patterns were provided with various approaches that lead to the effectiveness of the application of the pattern. Individual and group assignments, and self-study which are monitored by the teacher on a regular basis, are relatively the best choices. However, virtual meetings still have problems with the device, so the implementation tends to be less than optimal.

CONCLUSION

Distance learning has both positive and negative impacts in its application. The advantages of distance learning are that teachers are required to be able to operate computers and be able to access learning materials from educational sites or portals that are able to provide additional reinforcement of material from lectures given by lecturers. Teachers must be more creative and innovative in the application of learning patterns. While the shortcomings in some problems are the difficulty of the internet network which is a supporting factor that has a big influence on learning in the network. Some people don't even have a device and it's very difficult to find a network in their implementation. This is certainly an obstacle and challenge when distance learning is virtually continuously applied to all aspects of learning.

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INTRODUCTION OF DIGITAL LITERACY AND PRIVACY SPACE IN THE ERA OF ABUNDANCE

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Abstract: The research aims to know the respondents' views about digital literacy and privacy space, habits when using social media and how to respond to the News circulating in the era of abundance, and strategy to manage privacy space in the age of abundance. The data was collected using Google Form and filled out by respondents on July 10, 2022. The findings showed that 14 respondents already knew about digital literacy and private space, and one respondent did not understand digital literacy and privacy space. Also, 86,7% of respondents have applied digital literacy to using media, but still, 13,3% of respondents do not apply that. The respondents also shared their habit activity on social media and strategies to maintain their privacy.

Keywords: Digital Literacy, Privacy Space, Abundance Era.

INTRODUCTION

The development of the digital world in the era of abundance is a challenge for everyone. At this time, people must keep up with the times that continue to run because technology continues to move exponentially. Media literacy and digital literacy is an approach that focuses on critical analysis of the content of the message media. Exposure to various kinds of media information makes most people confused about which information is helpful and which is not, so the information received must be filtered first. According to Pradana (2018), there are four basic principles in digital literacy. The first is an understanding in which people can understand the information presented on the internet as a medium of communication, either implicitly or explicitly. Then there is interdependence and complementarity of the data presented. Then there is also a social role in it, and the last is curation, or the ability of the community to access, understand, and store information to be processed as a positive message.

Associated with the term "digital", the ability to read and write is in the context of the use of digital technology. In other words, digital literacy acquires a new meaning which implies an expansion of definition towards new literacy, which is related to the importance of networking, collaboration, interaction, and creativity supported by technology (Lankshear & Knobel, 2011). From the book Gilster (1997) classic, digital literacy is defined as the ability to understand and use information in various formats from various sources presented through the computer. This term undergoes specialization and expansion of meaning. An up-to-date definition is proposed by Hobbs (2017), who argues that digital literacy is a constellation of knowledge, skills, and competencies needed to thrive in a technology-dominated culture.

For now, people have experienced a little from the era of abundance, such as sending free letters via e-mail, free long-distance calls via (WhatsApp, Line, KakaoTalk, BBM), free schools (Khannacademy), free lectures (Coursera), free books (Pdfdrive, Wattpad, Lithium, etc.), free movies and music (YouTube), free recorded lectures, seminars and training (YouTube), free design (Canva), free game play, free interaction with 50 people from all over the world (Zoom), free lodging (Couchsurfing), etc. With this free (or at least very cheap price so that it is affordable for everyone), this will become more and more massive because it will spread to all other fields,

especially energy, water, food, goods, transportation and health. Amid the rapidly growing flow of technology and information, the whole order of people's lives is changing. Changes due to the development of technology and the digitalization of data are increasingly influential. In addition, technology and information can penetrate all levels of society regardless of social status.

Social media is also a media platform that becomes the working medium among users who produce content (Nasrullah, 2018). Using media based on this digital can make users access and share the information quickly. Shapes in the available data can be in the form of images, writings and videos, both public and personal. Moreover, social media allows users to share personal information with other users. So that not only do the closest people know the posts that have been shared, but foreigners can also see the information shared with the public. Other people also can share what is posted on social media.

In this era of abundance, sometimes people forget the privacy space. People share all activities and all information on social media. So the privacy space is very minimal. Privacy space protects individual information used or created while using the internet on a personal computer or device. Examples of the lack of privacy literacy are the lack of understanding of personal data protection, ease of leakage of personal data, fast trust in sites and applications, need for materials and popularity so that a person's data can be easily spread in cyberspace without exception.

According to Hall (1963), there are four kinds of personal space distance, namely: First, close length (0–18 inches/0–0.5 m), which is the distance for having sex, for embracing each other between lovers, friends, or family members, or for engaging in physical contact sports such as wrestling and boxing. Second personal distance (18 inches–4 feet/0.5–1.3 m) is the distance for conversation between two friends or between people who are already close. After that, social distancing (4–12 ft/1.3–4 m) is for formal relationships such as business. Then, the public distance (12–25 ft/4–8.3 m) is for a more formal relationship such as a speaker or actor with the audience. Therefore, maintaining personal privacy will make our privacy safe.

Robert Sommer (2005) states that private space is like an invisible bubble or sphere that surrounds and is carried around by an organism and exists between itself and others, namely the buffer zone or the distance between individuals and others that is not divided. Individual privacy space is dynamic, and the dimensions can change if other people enter the area will cause stress and anxiety. Privacy space is a form of nonverbal communication. Distance between individuals determines the quality and quantity of stimulation exchanged. The length also defines the relationship between individuals and the type of activation by Edward T. Hall (2005). Also, Altman (2005) states that seeing personal space as a barrier setting mechanism to achieve a level of personal privacy desired, privacy is the process of interpersonal boundaries in which people regulate interactions with others. Although individuals with a wide variety of private spaces ensure the level of privacy they desire to be consistent, failure to set these adverse restrictions may arise.

At this time, people do not understand the importance of protecting personal data amid the increasingly massive growth of mobile and internet users. The current development of cellular phones and internet users has not been accompanied by growing public awareness of protecting their data. So many people are still careless in maintaining privacy in public spaces. In addition, people also do not hesitate to share other people's privacy. Even though it is prohibited by law, based on Article 14 of the Data Protection Act 1998, it is explained that if the court finds that the personal data processed by the data controller is inaccurate, the court can order the correction, blocking, and deletion or destruction of the data. Those directly affected by the processing of personal data can ask the Board of Commissioners to evaluate the process to determine if it meets the Data Protection Act 1998, Sautunnida, L. (2018).

The internet has not only a positive impact but also a negative impact on the lack of digital literacy in the abundance era. One of them is the internet, which is used to spread hoax News that spreads misinformation about aid, such as internet quotas, job vacancies using company names, and assistance to UMKM during the pandemic. Without checking the truth, many people just hand over personal data. In addition, the internet is also used as a means of negative propaganda, intimidation, dividing SARA even terrorism and drug trafficking. Thus, crime through the internet is

increasingly widespread. Google called Indonesia the country with the most content removal requests because the content was considered to violate government regulations. Meanwhile, Microsoft declared Indonesia the country with the worst digital courtesy in Southeast Asia based on two main factors, hoaxes and fraud. This indicates that Indonesia is not good enough in terms of digital literacy.

The number of problems due to the lack of digital literacy and the lack of maintaining space privacy has made Indonesia a crisis. Digital intelligence through digital literacy is critical. So handling is needed so that the world of social media in Indonesia becomes better. One of the efforts is to filter information in the media obtained from social media that is needed so that it is not easily provoked by hoax information. Analyze News, be wise on social media, and limit the personal information that will open on the internet so that privacy is maintained. In addition to efforts carried out independently, the government must actively socialize the importance of digital literacy and privacy space. In this case, the public is expected to be more familiar with and understand digital literacy and pay attention to the private area in the era of abundance.

METHOD

The method that the researcher uses in this research is qualitative. This study has 15 respondents consisting of 4 males and 11 females. This research was conducted because teenagers and adults do not understand digital literacy and the importance of privacy in an era of abundance. The researchers used Google Form to collect the data on July 10, 2022. The research is addressed to respondents with a percentage age of 66.7% aged 21-25 and 33.3% aged 15-20.

FINDING AND DISCUSSION

3.1 Respondents' View on Digital Literacy and Privacy Space

3.1.1 Understanding Digital Literacy

Table 1: Knowing about digital literacy

Do you know about digital literacy?	
Yes	No
14	1

Based on table 1, fourteen respondents understood digital literacy. Digital literacy is the knowledge and skills of users in utilizing digital media, such as communication tools, internet networks, etc. User skills in digital literacy include the ability to find, work on, evaluate, use, create and utilize them wisely, intelligently, carefully and precisely according to the use. Conduct online learning, and look for trusted teaching materials on the internet. Examples of digital literacy that can be done at school are communicating with teachers and friends via social media, sending assignments via e-mail, conducting online learning via the web or applications such as Zoom, Google Meet, Skype, Cisco WebEx, and Blue Jeans, etc. In addition, here are some examples of digital literacy applied in the community: doing a search using a browser, searching for the truth of News received from the internet, listening to streaming music services from official platforms such as (Spotify, Joox), watching cooking tutorials on youtube. Then, use social media to raise funds or donations or use it as a business promotion. So digital technology works well. But, there is one respondent that does not understand digital literacy. So that person does not understand the use of digital technology well and only uses it without knowing the functions of digital technology in detail.

3.1.2 Understanding Privacy Space

Table 2: Knowing about digital literacy

Do you know about privacy space?	
Yes	No
14	1

Based on table 2, 14 respondents know about the privacy space. Privacy is paramount for both individuals and institutions or agencies to relate and interact with other individuals or institutions. Popular depictions of privacy include the individual's right to determine whether and to what extent a person is willing to disclose themselves to others, or privacy is the right not to be disturbed. In life, humans need privacy as a shield from the curiosity of others. Also, to keep or give limits to others. According to Sommer (in Altman, 1975), personal space is an area around a person with unclear boundaries where someone is not allowed to enter it. Goffman (in Altman, 1975) describes personal space as the distance/area around the individual whereby entering the territory of others causes others to feel their boundaries are being violated, displeased, and sometimes withdraw.

According to the data, one respondent still does not understand the privacy space. So he can't be sure of his life's safety because he doesn't know what other people should know or something that only he should know. However, fourteen respondents already know about privacy space, which means they already understand what other people should not know and only themselves.

3.1.3 Application Of Digital Literacy On Social Media

Social media is a tool people use to interact with each other by creating, sharing, and exchanging information and ideas in a virtual network and community. In this case, digital literacy plays a vital role so that people can use social media proportionally. Fourteen respondents applied digital literacy in using social media. They do not only use digital technology but also understand how to use it correctly and wisely. However, one respondent has not applied digital literacy in everyday life. They only use digital technology without knowing its correct and incomplete procedures.

3.2 Habits When Using Social Media and How to Responding to the News Circulating In the Era Of Abundance

3.2.1 Respondents' Activity on Social Media

On social media, twelve respondents just have to look and suffer in social media. They just look at other people's photos and videos on social media. Also, three respondents do posting pictures or videos on their social media. Usually, posting videos and photographs will connect with people from all over and make other people interested in these social media accounts. Additionally, 61,5% of respondents post their self photos on social media. They share their selfie or picture of entire bodies with their followers to catch their followers' interest. But, there are also 53,8% of respondents who usually share their photos with family or friends on social media. Lastly, 30,8% of respondents share their daily activities on social media so their followers know about them.

3.2.2 Responding to the News Circulating in the Era Of Abundance

The growth of smartphone and social media users not matched by digital literacy causes fake news as hoaxes to increase. From the research, they shared how to manage digital literacy in the era of abundance by responding to the News circulating on social media by sorting the news, watching accurate sources, and then proceeding to wait for the facts. In addition, by indirectly

trusting the News circulating on the internet and filtering the News so that no information can harm others. However, there is still one respondent who has not implemented digital literacy because they do not understand the existence of digital literacy and its importance of digital literacy.

3.3 Strategy To Manage Privacy Space In The Era Of Abundance

Privacy space can be maintained by providing a fingerprint password on the gadget. Thus not just anyone can access the devices that can access it. Then, limiting activities to do quality time for own self. One of the benefits of "me time" is to give ourselves peace of mind from the reach of others. Another respondent said to be more selective at posting something on social media because digital footprints are cruel, so it will be better not to spread or share personal information. In addition, as well as enabling *end-to-end* features in chat applications to make privacy more secure. Other people, including chat application owners, cannot see our chats with the person in question by activating *end-to-end* features.

CONCLUSION

From the result of the research, 14 respondents were familiar with digital literacy and privacy in the era of abundance and how to manage it. But one respondent still does not understand it. The activity respondent on social media where 20% of respondents posted their photos or video, and 80% of respondents just suffered social media. There are ways to respond to digital literacy on News circulating on social media, namely, sorting and filtering News circulating on the internet, looking for accurate news sources, not trusting News directly and spreading hoax news. In addition, the way to maintain privacy in the era of abundance is to use fingerprint passwords on gadgets, do quality time, not share personal data, and be careful on social media. All respondents considered digital literacy and private space in the era of abundance to be critical.

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AN ANALYSIS OF ENGLISH SLANGS WORDS FOUND IN K-POP COMMUNITY OF TWITTER (SOCIOLINGUISTICS PERSPECTIVE)

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Abstract: English slang words are commonly used in K-pop community. This research aimed to identify and find English slang words in the K-pop community by using a sociolinguistic approach and hidden culture in geographical aspects. The importance of this study was supposed to avoid misunderstanding and ambiguities in using slang words for other K-pop community members. This research was descriptive and qualitative. It was to explain problems in a phenomenon or condition that were found in this research. The data was collected by documenting screen captures and notes from K-pop members' Twitter accounts. The data was analyzed using Spradley (1980) and the type of slang was analyzed by using Allan and Burridge's theory in 2006. The results of this study found the total numbers of slang words were 79 as same as the participants themselves. It found 40 slang names and 30 countries. Based on the data, there were 6 most countries that used slang according to their hidden cultures. The clipping type is dominated by 35%. Asians often used simple words and non-verbal. This type of slang had to do with the characteristics of words in a language that was not too complicated. So, it could be used and remembered easily. The type of slang produced could be known by the customs of the people, especially Asian people. This research result could be used as a reference for future researchers who take research on the same theme.

Keywords: English Slang, Hidden Culture, K-popers, Twitter.

INTRODUCTION

Human beings need interaction with others as the key to life. Since humans carry out their role as social beings who cannot live individually. Mamaghani (2015) stated the importance of public relations in facilitating interaction and communication between people. It will be intertwined through togetherness in daily activities between people to make ends meet. It has a lot to do with sociolinguistics which relates to social interaction.

The use of language and analysis of science related to social interaction regarding people's lives. Holmes (2017) stated that in a social context the community can create their social identity through their language. Sociolinguistic studies will find out the factors that cause the use of different languages in different communities in society. The usefulness of language is certainly very important for conveying opinions or messages to others. With language, communication between fellow human beings will become easier. Such as the use of slang words.

This slang word was created by changing or shortening it to one letter or even more. Green (2015) says that slang is a type of street language that informally consists of phrases and idioms, used only in certain groups. Although it includes words, phrases, and idioms, slang is more often

spoken than written. Usually, slang is only used in certain societies or social groups with the aim of groups outside of them not understanding it.

There are several studies of slang words. Mayvalencia (2011) translated and classifies English slang words in scripts from Wild Child Movie. Mahnunik (2015) analyzed and classified slang words from Justin Bieber's songs. Then, Puspitorini (2017) analyzed the types of slang words used by the millennial generation on Twitter. Ekawati (2018) analyzed the types of slang in Fast and Furious Movies. Finally, Wahib (2020) categorized the types of slang words from the Game Community conversation in shroud's Youtube Channel Comments. Differences between this study and previous studies (see Mayvalencia, 2011; Mahnunik, 2015; Puspitorini, 2017; Ekawati, 2018; and Wahib, 2020). The difference from this study is the data analysis technique with Spradley analysis, subject analysis, and finding hidden cultures in slang that no other researchers have previously done.

The existence of a community will be formed by the presence of binding factors. The factor is characterized by similarity in interest in a thing. Like the K-pop community that is a worldwide trend. This K-pop trend is usually referred to as the K-wave, originating in South Korea. Jungsoo (2016) said that South Korea's modern culture called K-pop/K-wave has spread globally. Packed with an interesting style and its uniqueness in the entertainment industry, especially in music. The popularity of this trend has led to the interactions of people who like anything about K-pop music. Then this community is known as *Fandom*. This community is widely found on social media and Twitter.

Social media is a place that can be used to socialize. This way of socializing on mobile is equipped with online platforms such as Twitter, Kakao Talk, Facebook, etc. The platform is very easy to interact with others and get information, even from a very long distance. Twitter is currently used as a popular application. O'Reilly, et al (2012) says Twitter is a messaging service that covers the various needs of users to communicate in real-time. This has further attracted many people to use Twitter for various purposes, such as creating a community.

The K-pop community on Twitter created a lot of English slang words. These slang words are one of the languages used to interact with each other. Because of the K-pop trend. This phenomenon can cause people outside the community to experience misunderstandings about meaning when they find it. It is also believed that their English slang words have a hidden culture related to the character or customs of the people of a country. At the same time, proving their slang words are categorized into types of slang types.

METHODOLOGY

This research used qualitative descriptive methods as a basic for discussing a condition or phenomenon that requires textual description. A sociolinguistic approach was needed as a discussion based on language with habits, perceptions, behaviors, etc. The main data from English slang words were obtained from comments or captions on the K-poppers Twitter account. The second data is in the form of slang information from journals, e-books, articles, etc. The data was collected by documenting techniques taken from November 2021–March 2022. The number of English slang words is categorized by slang type by Allan and Burridge (2006). Analysis of the data in this study using Spradley analysis (1980). With this analysis, the data is processed in more depth and detail.

RESULT AND DISCUSSIONS

Slang words are often encountered by the Kpop community in English. Although K-pop originated in Korea, many slangs are in English. With this language, global K-poppers can communicate. Based on the study of total English slang words found in several countries of the world. Table 1.1 English slang words obtained from K-pop community on Twitter

No.	Domain (States)	Types of Slang Words					Σ
		FC	FL	IM	AC	CL	
1.	Argentina	-	-	-	2	-	2
2.	Bangladesh	-	1	-	-	-	1
3.	Brazil	-	-	-	2	1	3
4.	Canada	-	1	-	1	-	2
5.	China	-	-	1	-	1	2
6.	Columbia	1	-	-	-	-	1
7.	Ecuador	1	-	-	-	-	1
8.	Egypt	-	-	-	1	-	1
9.	France	-	1	1	-	1	3
10.	India	-	-	-	1	-	1
11.	Indonesia	1	-	-	3	5	9
12.	Iran	-	-	1	-	1	2
13.	Italy	1	-	-	-	-	1
14.	Japan	1	1	-	1	2	5
15.	Malaysia	1	1	1	-	2	5
16.	Mexico	-	-	-	2	-	2
17.	Norway	-	-	-	-	1	1
18.	Peru	1	-	-	-	1	2
19.	Philippine	3	1	-	1	3	8
20.	Portugal	-	-	1	-	-	1
21.	Russia	-	-	-	1	-	1
22.	Scotland	-	-	-	1	-	1
23.	South Korea	3	-	1	2	-	6
24.	Spain	1	1	-	1	-	3

25.	Taipei	1	-	-	1	-	2
26.	Thailand	2	-	-	1	1	4
27.	Turkey	-	-	1	-	-	1
28.	UK	1	-	-	1	-	2
29.	US	1	-	-	1	1	3
30.	Vietnam	3	-	-	-	-	3
	Total	22	7	7	23	20	79
	Precentage	28%	9%	9%	29%	25%	-

Nb: FC: Fresh and Creative, FL: Flippant, IM: Imitative, AC: Acronym, CL: Clipping

The table above showed the number of English slang words found on the Twitter accounts of K-popers based on geographical aspects. 79 participants have been gathered with their comments and captions. Where all participants came from 30 different countries. There are 40 English slang words identical and commonly used by K-popers. The Fresh and Creative slang type gets 28%, Flippant gets 9%, Imitative gets 9%, Acronym 29%, and Clipping 25%. Of the selected countries above, it produced 6 that used the most English slang words.

1. Indonesia

Diagram 1.1 Percentage of slang types in Indonesia.

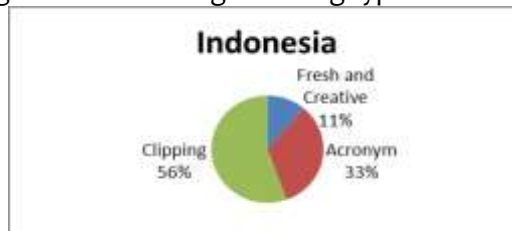


Table 1.2 Slang words found in Indonesian K-popers.

No.	English Slang Words	Meaning	Types
1.	Encore	The last and exciting performance by idols when the concert is almost over.	FC
2.	AU	Short fiction stories made by fans inspired by bias.	
3.	BIM	Fans who are possessive and obsessed with their idols and feel that idols belong to them.	AC
4.	MD	An interesting product labeled with bias has usability and a limited edition to get it.	
5.	Mulfand	Someone like more than one of boy/girl group.	
6.	Selca	Selfie camera by an idol to share with fans.	CL

- | | | |
|----|---------|--|
| 7. | 1st Win | Idol or group that won the first position in a music show during the promotion of their new music. |
| 8. | Mushow | The place where the group or idol promotes new song |
| 9. | Fanmeet | Fans and idols meet in person at their special events |

The diagram and table showed that the type of English slang used by K-popers in Indonesia 47%, was a clipping type of 56%. The slang clipping type has an unchanged meaning of a word, only changing in the writing, which is shortened from the original word. Concerned with the people, it is found that the characters that cause this type of slang are the most. The character Indonesian people, like something instant, very adoptive (foreign language), follow trends and easily absorb whatever is seen and heard. Then this type of slang is the type that is in demand by them.

2. Philippine

Diagram 1.2 Percentage of slang types in the Philippine.

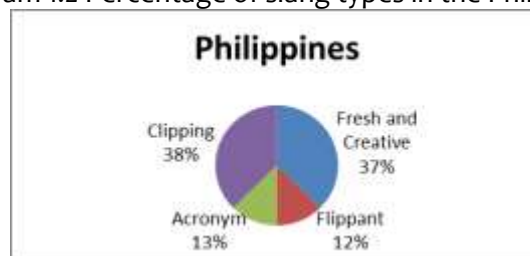


Table 1.3 Slang words found in Philippines K-popers.

No.	English Slang Words	Meaning	Types
1.	BIAS	Someone who is a favorite and has the support.	FC
2.	Stan	Loyalty to an idol or group, while staying beside them.	
3.	Idol	K-pop star in a boy or girl group.	
4.	Ultimate bias	The main bias that cannot be replaced by its position.	FL
5.	DC	Did the fans cover their idol song with their dances.	AC
6.	Fancam	A photo or videotape taken by fans during an idol performance.	
7.	Selca	Selfie camera by an idol to share with fans.	FC

8. **Mushow** The place where the group or idol promotes a new song.

In the diagram and table above, Kpopers in the Philippines 43% have the dominant type of English slang used. The slang type is fresh and creative in 37% and clipping in 38%. Fresh and creative in writing the word was relatively simple, like the words in the vocabulary collection, while clipping the word is shortened. The character possessed by The Filipinos pays attention to lifestyle, are hardworking, and like to communicate without being pedantic. With such a character, the slang fresh and creative and clipping types are very suitable for them.

3. South Korea

Diagram 1.3 Percentage of slang types in South Korea.

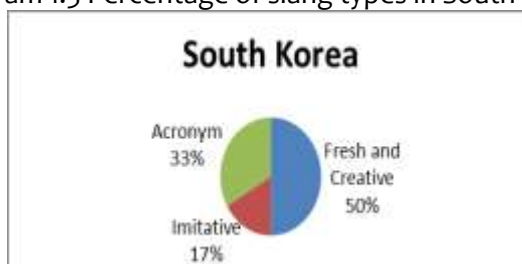


Table 1.4 Slang words found in South Korean K-poppers.

No.	English Slang Words	Meaning	Types
1.	Debut	First appearance for a show boy/girl group.	
2.	Encore	The last and exciting performance by idols when the concert is almost over.	FC
3.	Album	A collection of songs that include CDs, posters, photo books, photo cards, etc.	
4.	Fanchant	Fans sing along when their idol perform.	IM
5.	CB	Coming back with their new song or special project.	AC
6.	TMI	Some information on the latest activity from idols directly.	

From these diagrams and tables, it can be seen how many English slang words are found in the country where K-poppers are from. In South Korea 37%, slang fresh and creative slang type was the most common 50% of the other types. The character and social habits of society influence the existence of this type. The society oriented toward nationalism is quite high (upholding its country), simple, and not talkative, and moves quickly. Youn-ja (2008) says the value of nationalism has to do with the social interaction of people expressed daily, plus a little western influence. The reason for the fresh and creative slang types that are simple and easy to use and found, is because of their habitual factors.

4. Japan

Diagram 1.4 Percentage of slang types in Japan.

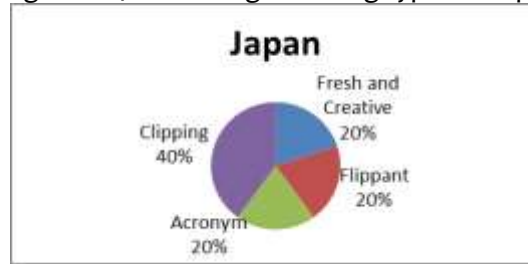


Table 1.5 Slang words found in Japanese K-popers.

No.	English Slang Words	Meaning	Types
1.	Debut	First appearance for a show boy/girl group.	FC
2.	Bias wrecker	Bias list breaker and usually becomes hidden bias.	FL
3.	MV	Videos used to promote their songs.	AC
4.	Fandom	Group association of fans with the same interest that is the similarity of liking one idol or group.	CL
5.	Fansign	Fans meet and getting album signatures by idols directly.	

The diagram and table above show the types of slang that are widely used by K-popers in Japan 33%. The highest percentage by clipping type are much as 40%. This type is dominant because the writing is not too difficult in the form of shortening words from the original word. Japanese society has a character that is not easily familiar with new people, hardworking, and more concerned with non-verbal. According to Ito (2017) most Japanese people tend to be quiet, and do not communicate easily, as a result, still look like individuals. This factor is what supports the type of slang clipping used, because of some of the characters it has.

5. Malaysia

Diagram 1.5 Percentage of slang types in Malaysia.

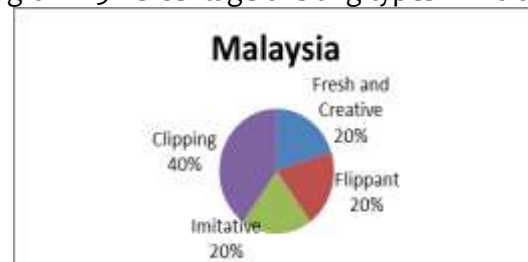


Table 1.6 Slang words found in Malaysian K-popers.

No.	English Slang Words	Meaning	Types
1.	Stan	Loyalty to an idol or group, while staying beside them.	FC

2.	Ultimate bias	The main bias that cannot be replaced by its position.	FL
3.	Fanbase	Base group for fans in somewhere.	IM
4.	Mushow	The place where the group or idol promote new song.	CL
5.	Varshow	A show starring idols or groups to do something like playing games etc.	

Looking at the diagram and table above show the English slang words found in Malaysia 33%. The English slang words that get the most percentage are clipping with 40%. Social society and this type of slang are interrelated. The character or habits possessed by Malaysians tend to be relaxed, used many terms, and pays attention to lifestyle in speaking. With several factors, the habit greatly influences and supports the existence of this type of slang clipping the most. This type also has simplicity in writing because it is shorter and still has the same meaning as the original word.

6. Thailand

Diagram 1.6 Percentage of slang types in Thailand.

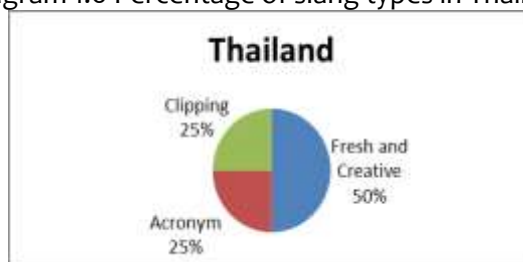


Table 1.7 Slang words found in Thai K-popers.

No.	English Slang Words	Meaning	Types
1.	Lightstick	Things that light up as the identity of the group and are carried by fans when the idol perform	FC
2.	Album	A collection of songs that include CDs, posters, photo books, photo cards, etc.	
3.	OP	Someone who has a headline or hot news from the idol	AC
4.	Fancam	A photo or videotape taken by fans during an idol perform	CL

From the diagrams and tables, it was found that English slang words which are widely used by Kpopers in Thailand 18%. The dominating slang type is the fresh and creative slang type with a percentage of 50%.connecting factors caused by several conditions in the country. Thai people have a habit of using non-verbal language, classified as hardworking people in any field. Saputri (2021) said that people often use

sign language such as bowing their heads, smiling, etc. This habit and factor affect the types of fresh and creative slang that tend to be easy to use, shorter and easier.

CONCLUSIONS

This part discusses the results of research data which are classified based on the type of slang words. As well as the relationship between the English slang words used by K-poppers on Twitter and their characters and habits in a sociolinguistics approach.

Table 1.1 shows the types of slang words that are widely used by the K-pop community on Twitter. The types of slang include fresh and creative, flippant, imitative, acronym, and clipping. Of the total 79 words found in 30 different countries, the one that got the highest percentage was the acronym type 29% while the least was flippant 9% and imitative 9%. Acronyms are because most of this type has features such as symbols derived from the front letter of a word or phrase, short and easy to use. While the Flippant and Imitative types tend to be difficult because they require a lot of vocabulary and in some cases have different meanings from the original word.

Based on the aspect of geography, there are 6 countries selected as countries that often use English slang words. Indonesia has 47%, the Philippines has 43%, South Korea has 37%, Japan has 33%, Malaysia has 33%, and Thailand has 18%. Overall, most English slang words come from the Asian region. Asians tend to have similarities in character, such as simplicity, friendliness, and being accustomed to nonverbal languages. The nonverbal language in Asians is familiar, and this language in each region has its own purpose. For example, bowing, in some countries aims to honor the elderly and aims to give greetings or thanks.

Related to English slang words that are more dominant in the 6 countries, it is the clipping type by as much 35%. The clipping type has a word form that has been shortened from the original word, the meaning does not change, and it is easy to use and pronounce as well. According to the slang the characteristics and customs of Asians influenced each other. With simple characteristics of society and frequent non-verbal use. Then, they will choose a language that tends to be short and makes it easier for them to communicate, such as the slang clipping type.

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PARENTS' PERCEPTION OF SCREEN TIME AND SPEECH DELAY

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Abstract: This study discusses the perception of parents on screen time and speech delay symptoms in children. This study seeks to reveal findings about the perception of parents and the intensity of screen time given to children with potential symptoms of speech delay. The study was conducted through literature reviews and presented descriptively by taking data related to the perception of parents related to screening time for children, the level of intensity of screen time given to children, as well as data on the symptoms of speech delay in children. There are different perspectives or perceptions of parents who believe there is no significant relationship between screen time and children's language development. On the other hand, the perception of parents believes that there is a negative impact on language development such as speech delay symptoms if screen time in children is too long. The results of the review also indicate the belief that high exposure to devices and screen time duration have an impact on developmental delays in the domain of language acquisition and communication. Other studies have shown a risk of language delay in toddlers with long screen time. However, other studies have shown a negative correlation between the effect of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Recommendations from the researchers to test other variables and concluded that early childhood development can be significantly influenced by direct interaction with parents and families.

Keywords: Perception, Screen Time, Speech Delay

INTRODUCTION

The development of technology is always directly proportional to the various impacts both positive and negative. The negative impact of the development and use of technology for some people is not so much a problem as long as the technology is able to help and provide convenience in various ways practically. This is in line with Kominfo data (2021) which states that 89% of the total population of Indonesia or around 167 million people are smartphone users for various purposes.

This principle of practicality and effectiveness is of course very functional, especially for the parenting patterns of most parents today. The magnitude of the various demands and obligations as parents often make them ignore their dependence on technology as one of the main learning instruments for children. Digital technology for today's parents is an effective solution for children if they are not able to fully accompany children in their various activities.

Digital-based media and smart technology (smartphones, tablets/laptops/computers, and televisions) then substitute various parental roles that cannot be fully given to children for various reasons. For example, if a child is bored with certain conditions and begins not to be interested in the stimuli of the parents, the media will help parents and at the same time neutralize the situation.

This raises the belief of parents that by utilizing digital media children will be more easily controlled. This perception is reinforced by the assumption that when children sit still and cool spending time with digital media means the child is in good and controlled.

Youtube, various gaming applications, and various kinds of educational digital media content are certainly good potential sources to accompany children's growth and development. Digital media content that is easily accessible and selected according to the needs of children is an effective learning medium today. With uncertain conditions due to the covid-19 pandemic, this digital media content has become a lifesaver for many parents even though the level of children's interaction with devices and various digital media which are then widely referred to as screen time or the duration of exposure to digital screens has increased during the pandemic.

LITERATURE REVIEW

Perception or perception (in English) is defined as a process to realize and understand fully about stimuli (objects, qualities, relationships between symptoms, and events). Not just a form of sensory stimulation but perception as well as the interpretation of experience or knowledge experience (Irwanto, 2002:71).

Sarlito W. Sarwono (2012: 86) in his perspective also gives the concept of a person's perception is built when receiving stimulus from the outside world that is captured by the auxiliary organs which then enter the brain. In it occurs a thought process that ultimately materializes in an understanding.

Pratiwi (2021) calls Screen time the time children spend in front of a screen, whether smartphone, television, laptop, tab or other digital media. The World Health Organization, in Priyambodo (2021), calls screen time as the duration of screen use (screen) of electronic media (TV and devices (smartphones, laptops, and tablets).

Speech Delay is a general term referring to the process of speech and language delay that is not in any relation to the age of Child Development (<https://pauddikmasdiy.kemdikbud.go.id/artikel/penyebab-speech-delay-atau-keterlambatan-bicara-pada-anak/>). A child is said to have speech delay when his speech ability is far below the average of his peers (Fauzia: 2020). Through research, Istiqlal (2021: 2) explained that children are said to be late in speaking if at the age of sound production and communication abilities are below the average of children their age.

Speech delay in children is a disorder that needs to be considered, this is not a diagnosis but a symptom, so in children with speech delay, it is the initial symptom of some kind of disorder. Speech delay is divided into two clusters: (1) functional speech delay disorder: this disorder is classified as mild and occurs due to a lack of stimulation or wrong parenting. (2) non-functional speech delay disorder: this disorder is a result of a receptive language disorder, such as autism or ADHD (Attention Deficit Hyperactivity Disorder) experienced by children.

In essence, the aspect of speech is one aspect of a child's development that begins at birth. The child's ability to communicate begins with his reaction to the sound or voice of his parents, even at the age of 2 months the child already shows a social smile on everyone who interacts with him. At the age of 18 months the child is able to understand and produce about 20 meaningful vocabulary words. While at the age of 2 years is able to say 1 sentence consisting of 2 words, for example, "mama go", "I pee". If the child does not experience it can be categorized the child has a delay in speech (speech delayed).

The late ability of children to speak can be seen from the emergence of some special characteristics. Early Support for Children, Teenagers, and Families in Fauzia (2021) explains that if the signs below begin to appear or are seen in children, parents should start alert. The signs are: (1) it does not respond to sound. (2) there is a setback in development. (3) have no interest in communicating. (4) difficulty in understanding the commands given. (5) issuing unusual words or sentences like children in general. (6) speaks more slowly than children his age. (7) His words are hard to understand even by his own family. (8) difficulty understanding adult words. (9) difficulty making friends, socializing, and participating in games. (10) difficulty in learning spelling, language, and even math.

METHODS

This study is a study with the method of literature study (literature review) type descriptive review. Researchers conducted a study through research data to identify various variables related to parental perception, screen time, and speech delay symptoms in children. The findings were collected from research journals and research articles.

The collection of data sources is focused on the publication of the 2018 and 2022 timescales. However, for completeness of data, it is possible to take data sources outside the main time frame. There are 8 journals or research articles that are the source of data in this study. Determination is based on the use of keywords that converge on the variable title of this study such as parental perception, screen time, and speech delay.

RESULTS AND DISCUSSION

Research Results

Sources of research data consisting of several journal articles are presented in the following table.

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
Malaysian Parents Perception of How Screen Time Affect their Children Language. Susheel Joginder Singh, Fatin Nur Syakirah Mohd Azman, Shobha Sharma & Rogayah Abdul Razak Journal of Children and Media. (2021)	Cross-sectional (survei)	Malaysia	A majority of parents (60%) started giving their children screen time before the age of 18 months. On average, 3- to 5-year-olds were reported to spend 2.64 hours of screen time a day. Most parents believed that screen time improved their children's language skills but this did not affect the amount of screen time they provided their children as there was no significant relationship between children's reported screen time and parent's perception on how it affects language. Malaysian children were exposed to screens at an early age and their screen time exceeded the amount recommended by the American Academy of Pediatrics. Findings from this study suggest the need to increase Malaysian parents' awareness about screen time limits for their children and also about positive screen viewing practices.
Parental Perception on Screen Time and Psychological distress among young children Annum Ishtiaq, Hiba Ashraf, Sundus	Cross-sectional study	Pakistan	We aimed to assess the parent-reported screen time of children, and identify the perceived risk factors for increased screen time and its relationship to psychological distress in children. Materials and

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
Iftikhar, Naila Baig-Ansari. Journal of Family Medicine and Primary Care (2021)			<p>Method: A cross-sectional study was conducted at a teaching hospital in Karachi, Pakistan. A total of 230 employees from medical and non-medical departments were included.</p> <p>Participants were employees with child/children ages 4-12 years who consented to participate in the study, we included 135 fathers and 91 mothers. The questionnaire included (i) demographic data (ii) Media history exam form and (iii) parent-reported strength and difficult questionnaire (SDQ). Result: The average daily screen time reported was 2.5 (1.5-5) hours for boys and 2 (1-4) hours for girls.</p>
<p>Persepsi Orang Tua terhadap Penggunaan Gadget pada Anak Usia Dini. Maulita Indriyani, Ari Sofia1, Gian Fitria Anggraini.</p> <p>Indonesian Journal of Early Childhood Issues. (2018)</p>	Deskriptif kualitatif (persentase)	Indonesia	<p>Gadgets on children have more of a negative impact than a positive impact. Parents already introduce gadgets when the child is 2-4 years old. The most frequent use of gadgets at a time when the child is 2-4 years old. A total of 68.6% of children watch cartoons most often and 47.4% of children play games. All parents give limits to children when children use gadgets. However, in reality, children can play with gadgets for more than 1 hour.</p>
<p>Persepsi Orang Tua Terhadap Penggunaan Gadget Pada Anak Usia Dini Di Tk Surabaya. Sufiah Amalia, Dr. Sri Setyowati. S.Pd, M.Pd. Jurnal PG PAUD (2019)</p>	Analisis statistic deskriptif	Indonesia	<p>Parents have a good perception of understanding related to Gadgets, both of their types, users, and functions. Parents ' responses tend to be negative, namely the negative impact of using gadgets in early childhood such as the impact on health, emotional development, psychomotor, and others. The attitude of parents is twofold, there are those who prohibit the use of gadgets and there are those who apply</p>

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
<p>Prevalence of excessive screen time and its association with developmental delay in children aged. Samya VaradarajanI, Akila Govindarajan Venguidesvarane, Karthik Narayanan Ramaswamy, Muthukumar Rajamohan, Murugesan Krupa, Sathiasekaran Bernard Winfred Christadoss. Journal Plos One/pone. (2021)</p>	<p>Cross-sectional study</p>	<p>India</p>	<p>the use of gadgets with various preventive measures taken such as time restrictions, internet access, applications, and controls. Therefore, the perception of parents, in this case, is considered very important because it will be able to determine the future from early childhood.</p> <p>The average child's Screen time is 2.39 hours per day. The high screen time was significantly related to maternal screen time, use of electronic devices at bedtime, birth order and schooling. The increase in screen time is significantly related to developmental delays, in the domain of language acquisition and communication.</p>
<p>Hubungan Antara Paparam Media Layar Elektronik Dan Perkembangan Bahasa Dan Bicara. Husnia Febri Amalia, Farid Agung Rahmadi, Dimas Tri Anantyo. Jurnal Kedokteran Diponegoro. 2019.</p>	<p>Cross-sectional</p>	<p>Indonesia</p>	<p>60 subjects of research are the average value of CLAMS children exposed to screen media electronic ≤ 1 h ($98,88 \pm 10,256$) and > 1 h ($86,83 \pm 8,243$), at the onset of exposure to screen media electronic age ≤ 12 months ($85,35 \pm 8,60$) and > 12 months ($91,47 \pm 10,37$), and on the type of program screen entertainment electronic media ($88,77 \pm 11,21$) and the type of educational program ($93,52 \pm 5,94$). Correlation of CLAMS with duration, onset, type of electronic media screen exposure based on Spearman correlation test obtained $P = < 0.005$. There is a relationship between the duration, onset, and type of exposure to</p>

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
<p>Hubungan Screen Time dan Perkembangan Bahasa Anak Usia Dini: A Literature Review. Grace Amortia Erliana Priyoambodo, Dewi Retno Suminar. Jurnal Ilmu Sosial dan Pendidikan (2021)</p>	<p>Indonesia</p>	<p>Literature review</p>	<p>electronic media screens with language and speech Development</p> <p>Based on a review that has been done, most research journals found a negative correlation between the influence of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Screen time in children aged 3-4 years was found to be unable to predict children's language development when they were 5 years old. The researchers also tested other variables that are considered to affect the relationship of screen time with child development, among others: family income, parental income, maternal education, marital satisfaction, family communication patterns), child characteristics (gender, social status, experience at home), type of content, and onset. The results of all the above moderator variables affect the strengthening of the relationship between the two test variables. In the study that did not manage to find a correlation between the two variables due to the passive effect of screen time can not be accepted directly by early childhood. Early childhood development can be significantly influenced by direct interaction with parents and family.</p>
<p>Risk Of Language Delay In Toddlers With Prolonged Screen Time: Evidence Based Case Report. Muhammad Sobri Maulana. Journal Of Early Childhood</p>	<p>Literature study</p>	<p>Indonesia</p>	<p>Two retrospective cohort studies that qualified the evidence-based case report rule / EBCR namely Lin et al (2014) and Byeon and Hong (2015) were included in this EBCR. Both conducted a study and calculated the risk of language delay in toddlers between the ages of 15-35 months and 24-30 months who were exposed to prolonged television viewing. Toddlers who watch television more</p>

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
Islamic Education Study. (2020)			than two hours a day have a higher risk of language delay respectively (Odds Ratio: 3.3 (95% CI 1.5-7.3) and 2.74 (95% CI 1.13-6.65). Conclusion: the risk of language delay in toddlers will certainly increase proportionally with the increase in the duration of television viewing. Language development in children can be achieved by giving more time to communicate both ways between families apart from watching television.

Discussion

Based on some research data obtained related to parents' perception of children's screen time and potential symptoms of speech delay indicate a difference, there are parents who believe there is no significant relationship between children's screen time and children's language development, one study showed 60% of parents who filled out the survey gave screen time starting at the age of 1.5 years. The average 3-5 year old child spends 2.64 hours on screen time in one day. Parents believe there is no significant relationship between screen time and language in children. However, the results of the study recommend to increase the awareness of parents about the limits of screen time in children and choosing positive content for children.

Another perception shows a similar correlation that basically parents have a perception that the use/excessive screen time activity in children can have a negative impact on child development, including language development. In one study it was said that parents at this time are unlikely to avoid children from technology. Many children's daily activities are inseparable from the use of technology (including children's screen time). In the study, it was stated that the use of screen time has exceeded the limit. This reinforces the recommendation to raise awareness of parents in accompanying children for screen time.

Most parents believe that gadgets in children have more negative impacts than positive impacts but parents have introduced gadgets when children are 2-4 years old. The most frequent use of gadgets at a time when the child is 2-4 years old. A total of 68.6% of children watch cartoons most often and 47.4% of children play games. All parents give limits to children when children use gadgets. However, in reality, children can play with gadgets for more than 1 hour.

The results also showed that parents' responses were actually more likely to be negative, namely the negative impact of using gadgets in early childhood such as the impact on health, emotional development, psychomotor, and others. The attitude of parents is twofold, there are those who prohibit the use of gadgets and there are those who apply the use of gadgets with various preventive measures taken such as time restrictions, internet access, applications, and controls. Therefore, the perception of parents in this case is considered very important because it will be able to determine the future from early childhood.

A different perspective from the results of these studies proves that in fact, the perception of parents holds the key to the correlation between screen time and symptoms of speech delay or more generally language development in children. Positive perception of screen time that exposure to the electronic layer does not have a significant influence on the symptoms of speech delay or the development of children's language skills should also be controlled with other

variables such as restrictions or settings of screen time duration and parental assistance when children use the screen time.

Negative perceptions of screen time that believe that the level of screen time is too high affect the appearance of speech delay such as lack of response of children to sound, a setback in development, do not have an interest in communicating or speak more slowly than children his age and other language development. Based on this, recommendations such as restrictions and setting the ideal screen time and according to the age and needs of the child are key as a form of preventive measures for the negative impact of screen time on children.

Based on the results of several studies, there is an impact of high screen time in children on language skills. An increase in screen time by an average of 2.39 hours a day could significantly be related to developmental delays, in the domain of language acquisition and communication. This is in line with other research conclusions, namely, there is a relationship between the duration, onset, and type of exposure to electronic media screens with language and speech development. Significantly higher screen time was also associated with maternal screen time, use of electronic devices at bedtime, birth order, and schooling.

In other studies, there is a risk of language delay in toddlers aged between 15-35 months and 24-30 months who are exposed to watching television for a long time. Toddlers who watch television for more than two hours a day have a higher risk of language delay. The risk of language delay in toddlers is confirmed to increase proportionally with increasing duration of television viewing. Language development in children can be achieved by giving more time to communicate both ways between families apart from watching television.

This is slightly different from one of the results of other studies that still found a negative correlation between the influence of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Screen time in children aged 3-4 years was found to be unable to predict children's language development when they were 5 years old. The researchers also tested other variables and concluded that early childhood development can be significantly influenced by direct interaction with parents and family.

Conclusion

Based on the results of a review of some of the results of research on the perspective of parents on screen time and speech delay symptoms indicate the existence of a different perspective or perception there are parents who believe there is no significant relationship of children's screen time with children's language development. On the other hand, the perception of parents believe there is a negative impact on language development such as speech delay symptoms if screen time in children is too high. The results of the review also showed a belief that exposure to devices and high screen time duration have an impact on developmental delays, in the domain of language acquisition and communication. Other studies have shown a risk of language delay in toddlers with long screen time. Another study showed a negative correlation between the effect of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Recommendations from the researchers to test other variables and concluded that early childhood development can be significantly influenced by direct interaction with parents and families.

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STUDY VOCABULARY WORK SHEETS IN ONLINED LEARNING SYSTEM FOR STUDENTS OF SEMESTER III OF ENGLISH EDUCATION STUDY PROGRAM OF STKIP PGRI PACITAN

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Abstract: The era of the pandemic was something that changes all policies in Indonesia, including educational policy. The government decided to implement online learning in learning activities between students and teachers. Online learning method had become a challenge for the teachers and students. However, learning activity should be hold to make the students' understanding on the material well even the condition always different and needed new adaptation. In the reality, learning model influenced students'abilities particularly in learning vocabulary. This research aimed to determine the learning ability of students in the 3rd semester of English Education Study Program of STKIP PGRI Pacitan in understanding vocabulary using online learning. This research type was a qualitative research and used test technique to collect the data. The result showed that the application of onlined learning system could not be maximal. Some students found some problem such as; poor signal, so they could not join the learning processes optimally.

Keywords: Ability, Onlined Learning, Pandemic, Vocabulary

INTRODUCTION

The World Health Organization (WHO) declared COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on 11th March 2020 (Cucinotta&Vanelli,2020). Certainly, like many other aspects of everyday life, COVID-19 has had a serious impact on students, instructors, and educational organizations around the globe (Mailizar, Almanthari, Maulina, & Bruce, 2020). The pandemic caused schools, colleges and universities across the globe to shut down their campuses so that students could follow social distancing measures (Toquero, 2020). That being said, moving smoothly from an environment of conventional education to distance and virtual learning could not happen overnight. This rapid transformation is linked to various obstacles and challenges at this point (Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020). But because nobody knows when this pandemic will disappear fully, educational institutions across the globe decided to use the already available technical resources to create online learning material for students of all academic fields (Kaur, 2020).

In Southeast Asia, India recorded as the highest number of cases (8.3 million confirmed cases), followed by Indonesia with 421,731 cases and Bangladesh with 414,164 cases. Due to the uncertainty regarding the end pf the pandemic and the absence of specific vaccines or treatments of COVID – 19 (Sohrabi et al., 2020), organizations around the world have begun to explore contingency plans to cope with the pandemic (Mohammed et al., 2020).

The first two cases of COVID-19 in Indonesia were confirmed in Jakarta. At a press conference in Jakarta on March 2, 2020, President Joko Widodo announced a national epidemic and ordered large scale of social distancingto prevent the spread of COVID-19 (Gorbiano, 2020), including within the education sector. Since March 2020, all higher education institutions in Indonesia were starting

to implement online learning modes. This learning model was different with the usual learning. In normal condition, learning activity was hold in face to face learning. The learning activity influences learning activity in the class. There are some changes in learning activity such as learning model, delivering material, type of communication, place, and learning equipment. It will create new situation in learning activity. It also needs more adaptation in the learning activity both of the teacher and student. Online learning activity was hold for all subjects particularly in English Lesson.

There are many challenges in English lesson such as how adapting to foreign language, learning new vocabulary, using different languages during a learning activity, and mastery of English skills. Learning English is not only learning about knowledge but there are four skills such as listening, speaking, reading, and writing. Beside the four skills the students should have well understanding about vocabulary to support the mastery of those skills (listening, speaking, reading, and writing).

Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman, S. B., & Dwyer, J., 2009). Meanwhile, Hornby (1995) defined vocabulary as the total number of words in a language and Sedita (2005) included that vocabulary is one of the five core components of reading instruction which includes phonemic awareness, phonics and word study. fluency vocabulary, and comprehension.

The delivering material in online learning can determine students’ ability on understanding about the new material especially learning about new vocabulary. In online learning, learning activity has different situation. it can cause challenge during learning activity. There are two general challenges in online learning consists of (1) Difficulty in communicating with peers in online settings; (2) Absence of real – time feedback (Kim, Liu & Bonk, 2005). In this research, researchers want to know how do the students participate the vocabulary learning through online learning because of the current pandemic.

The research was conducted at STKIP PGRI Pacitan with the number of students of the 3rd semester of English Education Study Program as many as 25 students. During the process of online learning, the researchers found some problems on the students such as internet connection, difficult on communicating with peers, and also feedback from learning activity.

However, learning on vocabulary the students should focus and do high concentration. The teacher should know about the students’ difficulties, the development of students’ ability, students’ skill, and abilities level. Then both the teacher and students should try to adapt with the new situation in learning process. In this research, the researchers will prove that online learning during the pandemic era can influence students’ ability on learning new vocabulary.

METHOD

A. Qualitative Research Methods

In this research, the method used is qualitative research methods. According to Arikunto (1998, p.309), qualitative research aims to collect information about the state of existing symptoms, namely the state of symptoms at the time the research was conducted. Basri (2014) concludes that the focus of qualitative research is on the process and the meaning of the results. Qualitative research attention is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon (Mohamed, Abdul Majid & Ahmad, 2010). The main research is a case study where the researcher identifies a topic or question of interest, determines the appropriate unit to represent it, and defines what is known based on a careful analysis of various sources of information about the case (Hancock & Algozzine, 2017). Therefore, qualitative research is able to reveal the phenomena on a subject that wants to be studied in depth.

B. The Themes Revealed

- 1) Student responses in learning English using online media
- 2) Supporting and inhibiting factors for using online learning media
- 3) Student reviews in learning English using online media

C. Research Subjects

In essence, research subjects do not only refer to a number of individuals in human form but can be in the form of animals, merchandise, and other natural objects. The population is a research subject that has almost the same characteristics. According to (Adi, 2004, p.101), the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.

In accordance with the title of this article, Vocabulary Learning Semester 3 English Education Study Program STKIP PGRI Pacitan. So the research subjects that we take are students of the 3rd semester English Education Program STKIP PGRI Pacitan in the 2021/2022 period. Students of the English Education Study Program there are only 1 class consisting of 25 students with details of 6 male students and 19 female students.

D. Sampling Technique

In this study, the researcher used a non-random sampling technique or non probability sampling. In using this technique, the researcher uses a saturated sampling technique. This saturated sampling technique is a sampling technique in which all members of the population are included in the sample. This is almost like a census, but the saturated sampling technique has a relatively smaller population than the census. The advantages technique saturated sampling simple, practical, inexpensive, and does not require time to collect sample data. On the other hand, the disadvantage of the sampling technique is saturated members population, so it is only suitable for small.

The purpose of this study was to find out how online vocabulary learning works for 3rd semester students of English Education STKIP PGRI Pacitan. Therefore, the sample taken is the entire population of the 3rd semester students of English Education STKIP PGRI Pacitan, totaling 25 students.

E. Data Collection Methods

Based on the selected sample, the data collection process in this study was obtained directly from the object under study through certain stages and procedures. Several stages and techniques used include observation and online object interviews

a. Observation

(2007: 115-117) suggested several forms of observation, namely : 1) Participation observation

- 2) Unstructured observation, and
- 3) Group observation

The following is an explanation :

- 1) Participatory observation is a data collection method used to collect research data through observation and sensing where the researcher is involved in the daily life of the informant.
- 2) Unstructured observations are observations made without using observation guidelines, so that researchers develop their observations based on developments that occur in the field.
- 3) Group observations are observations made by a group of research teams on an issue that is raised as the object of research.

This study uses an unstructured observation method, where the researcher does not apply observation guidelines. So that researchers only develop observations of events in the field. This research was conducted using the media zoom meeting and activities in the classroom for approximately 60-100 minutes.

Through observation, researchers want to reveal things related to behavior that arise during learning, such as:

- 1) Student activity during the learning process
- 2) Student accuracy in answering questions

3) Student understanding of the material is evidenced by quiz scores on the same day. This aims as a supporting technique. in the research process so that researchers are able to obtain the validity of the data through triangulation techniques.

b. Interviews

In addition to field observations, researchers also used the interview method for data collection. According to (Adi, 2004, p.73), interviews were conducted because there was an assumption that only the subjects understood themselves so information that was not obtained through observation or other tools, would be obtained through interviews.

These types of questions will later assist researchers in making interview questions to respondents, including:

- 1) Understanding students according to their opinions
- 2) How effective is the online method used
- 3) Student reviews about the learning system (Criticism and Suggestions)

The purpose of this interview is to find out the problem more openly. This is because the object of research is to ask for opinions and ideas directly so that the interviewer can find problems more openly, as the participants invited to the interview can be asked for opinions and ideas.

F. Data Validity Test The data

The analysis method used by researchers must be in accordance with the characteristics of qualitative research, including inductive data analysis. This data validity test is used to ensure that the truth of the data obtained is valid. The techniques used to test the validity of the data in this study are:

1. Extended Participation

In qualitative research, the participation of the researcher is very decisive in obtaining valid research results. This participation is not something short, an extension of participation is definitely needed until the saturation of data collection is reached. The extension of participation also requires researchers to go to the location for a long enough time to detect and take into account distortions that might contaminate the data.

2. Persistence in observation

In qualitative research, increasing persistence during observation and interviews can improve the validity of the data so that the sequence of events can be arranged in an orderly manner during observation.

3. Triangulation

Method triangulation is done by comparing information or data in different ways. It is known that researchers use interviews, observations, and surveys in qualitative research. Researchers can use free interviews and structured interviews to get a complete picture of the truth of reliable information.

Alternatively, the researcher uses interviews and observations or observations to verify the truth. In addition, researchers can use various informants to verify the authenticity of the information. In this study, researchers used 3 triangulation, namely :

a. Triangulation of sources

Comparing and rechecking the reliability of information obtained through different times and tools. In this study, researchers will also interview people closest to the subject.

b. Method triangulation

Efforts to compare data findings that have been obtained using a certain method, with data obtained using other methods regarding the same problem and source.

c. Triangulation theory

Triangulation theory refers to the use of various theoretical perspectives in interpreting the same data (Pawito, 2008, p.100).

G. Data Analyst Method Data

The analysis is the most important step to obtain findings from research. Data analysis is a process of collecting data so that the data can be interpreted. This data analysis was carried out at the time of data collection and after data collection. The analytical method used in this research is to use a

qualitative analysis method, namely a method that aims to provide a comprehensive picture of the subject under study and is not intended to test hypotheses (Adi, 2004, p.117).

According to Miles and Huberman (in Basrowi and Suwandi, 2008, p. 209) there are three activities carried out in conducting data analysis including:

1. Data Reduction

This stage is a process of selecting, focusing attention, abstracting and transforming rough data taken from the field. The essence of data reduction is the process of merging and uniforming all forms of data into written form to be analyzed.

2. Presentation of Data

After the data has been collected, the researcher then groups similar things into groups according to certain categories so that it is easier for researchers to draw conclusions.

3. Drawing Conclusions

At this final stage, the researcher compares the data that has been obtained with the data from interviews with the subject in order to draw a conclusion.

RESULT

After conducting the research, researcher found that some of the students still did mistakes during the learning process of vocabulary using online learning. The students' ability could be seen from the result of the data that showed in finding. **a. Observation.**

Based on the unstructured observation method, that was conducted using the media zoom meeting and activities in the classroom for approximately 60-100 minutes, researcher found that some students were not active because they have network problems that caused them not being able to hear the voice clearly, often coming out suddenly in the learning process, so that they were left behind and could not follow the learning process maximally. When doing the quiz, only a few students were active and answered the questions correctly, because they understood the material well, had good vocabulary and good signal.

b. Interviews

Based on the interview that was conducted by the researcher to all of the students via google form, researcher found that :

1. The learning process of vocabulary using media online is interesting because the researcher use the creative way to present the material.
2. Most of the students have signal problems when following the learning process of vocabulary.

3. The students like the way quizzes and the tasks are done.

4. The students suggest that for the next online learning, it is expected to use a more interesting method, so that they can understand the material well. **Conclusion**

It could be concluded that online learning can be interesting if it is presented in more creative way. When following the learning process of vocabulary by using online media, some of the students were not active and just stay silent. Some of them still have low skills in vocabulary and at the same time some of them have problems with the network, so that learning with zoom media is less effective. It is hoped that for the next online learning, the materials are presented in more creative way and the students are supported with good signal and facilities.

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METAPHORS IN OF BEES AND MIST NOVEL BY ERICK SETIAWAN

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Abstract: This research aimed to describe the types of metaphors contained in the novel *Of Bees and Mist* written by Erick Setiawan and to assess the impact of the use of metaphorical expressions or the use of metaphorical language styles on the plot of the story in the novel. This was a descriptive qualitative research. The data source was a document, a novel entitled *Of Bees and Mist*. The research data consisted of metaphorical expressions in the form of words, phrases, clauses and sentences contained in the novel *Of Bees and Mist*. The data collection technique used was document, and analyzed using field notes or tables as research instruments. The data were analyzed using an interactive analysis model, namely data collection was carried out simultaneously with data reduction, data presentation, and the drawing conclusions. The results found in this research were as follows. First, there were eight types of metaphors in the novel *Of Bees and Mist*, namely Anthropomorphic, Animal, From concrete to abstract, Synaesthetic, Structural, Orientational, Ontological, and Original metaphors. Second, the use of metaphorical language style in the novel *Of Bees and Mist* had a good impact on the storyline (plot).

Key words: methaphors, novel, types

INTRODUCTION

Metaphor is one type of comparative language style used by the author to convey his thoughts and feelings to other people (readers or listeners) for the purpose of art and beauty. This figurative language style is an appropriate vehicle for creative writers to be creative in creating distinctive and powerful expressions without forgetting aesthetics. Today, we encounter many unconventional metaphors in modern literary works. This type of metaphor is original because it is the result of a creative process that is only owned by the author.

There are many reasons why we use metaphors in speech or writing: not because there are no words to refer to a particular thing, but because we have choices. We choose to use metaphorical language style to communicate or convey what we think or how we feel about something; to explain what a particular thing looks like; and to express a meaning in a creative and interesting way.

John R. Searle (in J.D. Parera, 2004: 132) says that metaphor is the meaning of intent. The writer or speaker means something else when he writes or says a word or sentence. If someone says "Gabriel is a block of ice," he must have a different meaning than the meaning of the word in the sentence. Another example is "all lawyers are sharks," lawyers are given the typical connotation of a shark, which is like bloodthirsty, cruel, and

has the ability to smell blood. When we say about a person: “Eva is a fox”, then we compare Eva with a fox and mean that Eva has some qualities similar to or equal to a fox. Literally, fox means an animal, while the metaphorical meaning is a clever and cunning person. Comparison in this metaphor is implicit in nature, there is something we compare and something is used as a comparison.

In order to analyze metaphors in depth, there are three things that we must pay attention to. First, the metaphor itself, or in other terms is also called a vehicle or image. Second, the meaning of the metaphor, or commonly referred to as a topic or tenor (general meaning or direction). Third, the point of similarity or similarity that connects two things (grounds).

In the example sentence “Be prepared for a mountain of paperwork”:

Vehicle/ image	: mountain
Meaning/ topic/ tenor	: a large amount
Connection/ grounds	: Ideas of size, being immovable and difficult to deal with.

In this sentence, the word mountain has a metaphorical meaning. When asked to prepare a mountain of working papers, of course what is meant here is in large quantities. The point of similarity between the two things above is the concept of size, immobility, and difficulty treating/dealing with them.

This research was conducted to analyze the types of metaphors used in the novel *Of Bees and Mist*. There are many kinds of metaphors. Lakoff and Johnson (1980:17) divide metaphor into three types, namely structural metaphor, orientational metaphor, and ontological metaphor. Meanwhile, Newmark (1988:106-112) has grouped the types of metaphors into six categories: Dead metaphors, Cliche metaphors, Stock or Standard metaphors, Adapted metaphors, Original metaphors, Recent metaphors. Furthermore, Ullman (1977:267-270) divides metaphors into four main groups, namely Anthropomorphic metaphors, Animal metaphors, From Concrete to Abstract, and Synaesthetic metaphors.

This research will also try to analyze the impact of using metaphorical expressions on the plot of *Of Bees and Mist* novel. The use of metaphorical expressions has an interesting influence on the plot of the novel *Of Bees and Mist*. The connotative meaning in metaphorical expressions really builds the story plot from the exposition phase, conflict, rising action, climax, falling action and resolution/ denouement.

Of Bees and Mist is a phenomenal debut work by a young author, Erick Setiawan, who was born and raised in Indonesia (Jakarta) as a Chinese descendant who now lives in America. The novel was first published in the United States and received positive reviews from book and literary critics. *Of Bees and Mist* was a finalist for the QPB New Voices Award (2010) and long listed for the International IMPAC Dublin Literary Award (2011). This novel has also been translated into various languages, including Indonesian by Fransiska M. under the title *Of Bees and Mist: Kabut Masalalu* and published by Gagas Media, Jakarta.

There are influences from three different cultures that are very thickly felt in this novel, all of which are part of the author. It can be said that this novel is a creative work that tries to combine all these cultures without highlighting any one culture in particular. In it we find a lot of Indonesian folklore, superstition or supernatural elements from China and American ideology. The fantasy is fantastic, the love story is very romantic and the horror is really scary. The story is written and seasoned with beautifully illustrative words and packed with additional beliefs in mystical things and strange prophecies. Perhaps this is what caused the first novel by this Indonesian writer to be able to go worldwide and become a best seller.

With regard to this research, the novel *Of Bees and Mist* is a good source of data. Erick Setiawan uses a lot of metaphorical language style to show readers about the atmosphere, situation or environment that affects the feelings and emotions of the characters in the story. The following are examples of metaphorical sentences in the novel *Of Bees and Mist*:

*Before she could ask a question, a sweet silvery voice drifted into the room like a summer breeze.
"I'm talking about the ungrateful, cruel, treacherous, two-faced viper." In silence they retrace their steps through the dark heart of town.
In the infernal hours, the bed creaked under her delirium, and sleep, if it came, offered no refuge from the tempest in her blood.*

REVIEW OF LITERATURE

Edgar V. Roberts (2003:122) suggests metaphor shows that something unknown can be understood because something is identical to something known. While Knowles and Moon (2006:2), say: "When we talk about metaphor, we mean the use of language to refer to something other than what it was originally applied to, or what it 'literally' means, in order to suggest some resemblance or make a connection between the two things." This means that when we talk about metaphors, we mean the use of language to refer to something other than what is used as it should be, or its literal meaning to show some resemblance or make a connection between two things.

The definition of metaphor according to Beekman and Callow (1974:127) is an implicit comparison. One of the elements being compared, namely the image, has a number of meaning components and usually only one of these meaning components is relevant and is also shared by the second element, namely the topic. They also explain that metaphor consists of three parts, namely: (a). topic: the object or thing being discussed;(b). image: the metaphorical part of the figure of speech that is used to describe the topic for comparison; (c). point of similarity: the section that shows the similarities between the topic and the image.

Types of Metaphors

Ullman (1977:267-270) divides metaphors into four main groups, namely Anthropomorphic Metaphors, Animal Metaphors, From Concrete to Abstract, and Synaesthetic Metaphors. Furthermore, Lakoff and Johnson (1980:17) divide metaphor into three types, namely structural metaphor, orientational metaphor, and ontological metaphor.

1. Anthropomorphic Metaphors (Anthropomorphic Metaphors)

Anthropomorphic metaphor is a comparative figurative language that refers to inanimate objects as compared to the way of diversion from the human body and limbs, from human senses and feelings. Humans compare their body elements with the natural surroundings, so that the metaphor of the ridge, the mouth of the river, the heart of the city, etc. is born.

2. Animal Metaphors (Animal Metaphors)

Animal metaphor is a metaphor that compares the properties of animals, animal body elements with human traits or with inanimate objects.

3. Metaphors From Concrete to Abstract (From Concrete to Abstract Metaphors)

From Concrete to Abstract is a metaphor that arises as a result of the transfer of experience from concrete to abstract or vice versa. In this type of metaphor, there are many abstract objects that are used as vehicles and then concreted in a metaphorical sense.

4. Ontological Metaphor (Ontological Metaphor)

Ontological metaphor is the experience of a human being with physical objects (especially his own body), which provides the basis for various ontological metaphors, namely the way of viewing events, emotions, ideas and so on as real entities (entities) and with substance.

5. Orientational Metaphor

Orientational metaphors govern the whole system and a concept in terms of something else. Called orientational metaphor because it relates to spatial orientation. Orientational metaphors are not arbitrary, but have their basis in physical and cultural experience.

6. Original Metaphors (Original Metaphors)

Original Metaphors are metaphors created as a result of the author's creative process that reflects the message, personality or comments about the author's life.

7. Synaesthetic Metaphor

Synaesthetic metaphors are metaphors created based on the transfer of responses from one human sense to another: from sound (with the sense of hearing) to sight, from touch to sound, and so on.

8. Structural Metaphor

Structural metaphor is defined as a conceptual unit which is metaphorically structured into other terms.

METHOD

This research is a qualitative descriptive research which is carried out with the aim of revealing various qualitative information by describing things that were studied carefully. This is in accordance with Sutopo (2002:109) stated that in qualitative descriptive research the case study leads to a detailed and in-depth description of the condition portrait of what actually happened according to what was in the field of study. In addition, because the data collected is in the form of words or pictures, it does not emphasize on numbers. Bogdan and Biklen in Sugiyono (2009:13) say "*Qualitative research is descriptive. The data collected is in the form of words or pictures rather than number*". The data collected, grouped, analyzed and interpreted in this research are words, groups of words or phrases and sentences that contain elements of metaphor or metaphorical expressions in the novel *Of Bees and Mist* by Erick Setiawan. In addition, this qualitative research does not emphasize generalization, but emphasizes on the depth of information so that it reaches the level of meaning.

Data are descriptive notes of various information collected through document analysis. The data that will be analysed in this research are metaphorical expressions (metaphors) in the form of words, phrases, clauses and sentences, which are in the novel *Of Bees and Mist*. These metaphorical expressions are the main data that will be analyzed by type and discussed the impact of using these metaphorical expressions on the plot of the novel *Of Bees and Mist*.

The main data sources in this study are documents, namely an English-language novel entitled *Of Bees and Mist* by Erick Setiawan written in 2009 and published by Simon & Schuster Paperbacks, New York in 2010. While the secondary data sources are articles, journals and criticism or appreciation of literary works and will be used as a support or reference for the perfection of the results of this research.

This research uses field notes in tabular form to facilitate the data collection process. This table is made in the form of columns for data serial numbers, data codes, types of metaphors and description columns. Table columns can be added, reduced or modified according to the needs in the field at the time of data collection.

The data collection technique used by the researcher is Document Analysis (Content Analysis). Sutopo (2002: 70). said that the document analysis technique was carried out to collect data sourced from written documents and archives. The researcher conducted a research on the novel *Of Bees and Mist*, then recorded words, phrases, clauses and sentences that used metaphorical language styles or metaphorical expressions. Furthermore, the data collected are identified, sorted and classified based on the type of metaphor and give it a number and code.

Bogdan in Sugiyono (2009:244) states that data analysis is the process of systematically searching and compiling data obtained from the results of document analysis, interviews, field notes, and other materials, so that they can be easily understood, and the findings can be informed to others. Further, stated by Miles and Huberman in Sutopo (2002:91-94), that there are three main components in the data analysis process that must be understood by every qualitative researcher, namely: (1) Data reduction (2) Data presentation and (3) Drawing conclusions and verification.

In the process of analysis, the researcher uses an interactive analysis model. Data collection is carried out simultaneously with data reduction, data presentation and drawing conclusions. The three components of the analysis are interrelated.

FINDINGS AND DISCUSSIONS

I. Types of Metaphors in Novel *Of Bees and Mist*

In this study, several types of metaphors were identified in the novel *Of Bees and Mist*. From 191 data collected and analyzed, as many as 16 data are anthropomorphic metaphors, 18 animal metaphor data, 53 concrete to abstract metaphor data, 38 ontological metaphor data, 4 orientational metaphor data, 26 original metaphor data, 26 synaesthetic metaphor data, and 10 data Structural metaphor.

The description of the amount of data from each type of metaphor will be described below.

a. Anthropomorphic Metaphor

Anthropomorphic metaphor is a comparative figurative language that refers to inanimate objects as compared to the way of diversion from the human body and limbs, from human senses and feelings. Humans compare the elements of their bodies and experiences with the natural surroundings.

In this study, the researcher identified 16 anthropomorphic metaphor data in the form of words, phrases, clauses and sentences. Anthropomorphic metaphors are widely used in the novel *Of Bees and Mist*. This shows that the human body is the main source of making metaphors like the example below.

65/OBM-76/M.Ant.

*"Is everyone in this house trying to burst my **eardrums?**"*

73/OBM-93/M.Ant.

***Hands locked** in a supplicating prayer.*

130/OBM-268/M.Ant.

*The wind lifted in a violent gust when they entered the **mouth of a certain alley.***

137/OBM-274/M.Ant.

*In silence they retraced their steps through the dark **heart of town.***

b. Animal Metaphor

Animal metaphor is a metaphor that compares the properties of animals, animal body elements with human traits or with inanimate objects. Below is an example of the Animal metaphor in the novel *Of Bees and Mist*.

33/OBM-45/M.Bin.

***A band of fire had snaked up from the ground** and latched onto her thighs.*

40/OBM-55/M.Bin.

*They listened to **bald nuns ululate with the wolves.***

101/OBM-149/M. Bin.

*And then Eva looked at Elias until **he roared in anger.***

135/OBM-273/M.Bin.

*Meridia speared her a look. "I'm sorry," she said. "**You're barking up the wrongtree, woman.**"*

c. From Concrete to Abstract Metaphor

From Concrete to Abstract is a metaphor that arises as a result of the transfer of experience from concrete to abstract or vice versa. In this type of metaphor, many abstract objects are found that are used as images or vehicles and then concreted in a metaphorical

sense. One of the basic tendencies in metaphor is to describe abstract experiences into concrete things, thus creating Concrete to Abstract metaphors such as the following example:

05/OBM-8/M.K.Abs.

*On their third try, just as **the last ray of hope was fading in Meridia's breast**, the scent of verbena came strongly to her nose.*

17/OBM-27/M.K.Abs.

*On the contrary, the nurse's story had **awakened Meridia's tender sympathy**.*

37/OBM-52/M.K.Abs.

*"You not only hobbled me but also **stole my heart**."*

41/OBM-56/M.K.Abs.

*In a short time, Meridia **fell into divastating love**.*

49/OBM-59/M.K.Abs.

*Without a warning **he plucked the anxiety** from her lips.*

d. Ontological Metaphor

Ontological metaphors compare human experiences, emotions, ideas and physical activities with non-human physical objects. The most obvious ontological metaphor is personification which makes physical objects can be categorized as human. It makes one understand various experiences with non-human entities in terms of human (human) motivations, characteristics and activities. Personification is a metaphor in a broad scope. In the Ontological metaphor, non-human entities are considered to have qualities like humans, so they are able to act or act like humans, as in the following examples:

02/OBM-3/M.Ont.

***The mist chased them away** with terrifying noises.*

22/OBM-30/M.Ont.

***The moon was hiding** behind a veil of clouds.*

24/OBM-30/M.Ont.

***The ivory mist swirled around her**, claiming victory, then retreated to its post.*

36/OBM-47/M.Ont.

***Meridia's heart leapt** to her throat.*

43/OBM-56/M.Ont.

***A dozen seagulls ripped the sky open** with their wings.*

e. Orientational Metaphor

Orientational metaphors govern the whole system and a concept in terms of something else. It is called as an orientational metaphor because it relates to spatial orientation. Orientational metaphors are not arbitrary, but have their basis in physical and cultural experience, for example ups and downs, ups and downs.

14/OBM-20/M.Orien.

*A string of terrified maids came and went, **feeding the town news of downfall**.*

109/OBM-201/M. Orien.

*Meanwhile, **the shop was declining in profit**.*

113/OBM-207/M.Orien.

*"It's wrong to profit from **a friend when he's down**," said Samuel.*

115/OBM-212/M.Orien.

*Meridia was rapidly wearing herself out. **Her figure diminished into a spare geometry of bones**.*

f. Original Metaphor

Original metaphor is a metaphor created as a result of the author's creative process which may reflect the author's message or opinion about life. Original metaphors are often found in modern literary works. As a result of the creative efforts of the poet or author, this metaphor is

original and only owned by its creator. They created this original metaphor because they were reluctant to use pre-existing metaphorical expressions. Because it is unusual and less well known by the public, this type of metaphor is called an unconventional metaphor. Examples of Original metaphors are as follows:

20/OBM-29/M.Ori.

*Then came Ravenna's arms, squeezing her while **a burning liquid** fell over her cheeks.*

44/OBM-56/M.Ori.

*In the infernal hours, the bed creaked under her delirium, and sleep, if it came, offered no refuge from **the tempest in her blood.***

64/OBM-73/OBM.KML-96/M.Ori.

*This was the moment when she no longer doubted that **he was made of ice.***

72/OBM-93/M.Ori.

*Permony never defended herself. Shy and gentle, **she weathered her mother's storm.***

g. Synaesthetic Metaphor

Synaesthetic metaphors are metaphors created based on the transfer of responses from one human sense to another: from sound (with the sense of hearing) to sight, from touch to sound, and so on.

51/OBM-62/M.Sin.

*Before she could ask a question, **a sweet silvery voice** drifted into the room like a summer breeze.*

91/OBM-125/M.Sin.

*She heard Malin laugh, **a cold, wet laugh** that doused her like, a pail of water.*

152/OBM-298/M.Sin.

*She only looked at him with **tender eyes.***

177/OBM-365/M.Sin.

***Her dark eyes sharp** with anger.*

185/OBM-397/M.Sin.

***Their scent** set Meridia's lungs on fire, so **sharp and sweet** it nearly brought tears to her eyes.*

h. Structural Metaphor

Structural Metaphor is defined as a unit of concept which is metaphorically structured into other terms. Words such as "hit the mark", "win" and "dropped" are commonly used in terms of war. However, when someone argues, these words are used.

95/OBM-140/M.Str.

*She was clever enough **not to engage Eva in an out-and-out war**, but outfoxed her gently and skillfully.*

110/OBM-202/M.Str.

*The old woman turned out to be her **most effective weapon** to date.*

112/OBM-206/M.Str.

*She rehearsed what she would say if asked this or that, **armed her weak spots with bullet-proof arguments**, and examined her position from every conceivable angle.*

119/OBM-221/M.Str.

*In most instances, Meridia pretended deafness, but there were times when **she turned dinner with Daniel, her husband, into a battlefield.***

2. The Impact of Using Metaphor on the Plot of *Of Bees and Mist* Novel

The novel *Of Bees and Mist* by Erick Setiawan raises themes that can be found in real life. Starting from love stories, family dramas, a father who has an affair, a mother who is too stupid to understand the outside world other than taking care of the household, crazy parents in-laws who like to dominate, husband and wife quarrels due to mother-in-law's incitement, jealousy between siblings due to parental favoritism, and other domestic problems in the family

To analyze the impact of using metaphors on the plot of *Of Bees and Mist* novel, we should know first the importance of plot in a story. Plots, also known as storylines, include the most significant events of the story, how the story develops, unfolds and moves and how the characters and their problems change over time. Plots are typically made up of five main elements: exposition, rising action, climax, falling action, resolution/ denouement.

a. Exposition: At the beginning of the story, characters, setting, and the main conflict are typically introduced.

The main character in this story is a woman named Meridia who is the daughter of Revena and Gabriel. Initially his parents were a harmonious couple, but not long after Meridia was born along with the cold and fog that enveloped the house, the husband and wife relationship began to crack. Gabriel is a sensitive person, he often leaves Revena, fights often occur until they finally don't talk to each other. Gabriel is busy in his work while Revena is immersed in the routine in the kitchen which is her new world and forgets everything about her life in the real world. The main characters, such as Meridia, Revena, Gabriel and Daniel, can be described as the following sample of descriptions:

17/OBM-18/OBM.KML-24/M.Ori.

"My daughter, who has defied death, **is the loveliest creature in all the lands**, " hesaid.

52/OBM-50/OBM.KML-65/M.Sin

"You're simply too generous," said the young man in **a heartfelt voice**.

03/OBM-4/OBM.KML-4/M.Ant.

He had a firm chin and a grim mouth, and his dark eyes were severe and without warmth

07/OBM-9/OBM.KML-12/M.K.Abs.

This look, unnoticed by the mother, sliced deep into the daughter's heart.

12/OBM-13/OBM.KML-18/M.Ont..

Gabriel rarely raised her voice, but **his words always managed to cut** her.

14/OBM-16/OBM.KML-21/M.Ori.

They are both **fickle, illogical creatures**.

57/OBM-55/OBM.KML-72/M.K.Abs.

The brightness of this light was matched only by **Daniel's eyes, shining with lifeand vitality** as he initiated her into the mysteries of the earth.

60/OBM-56/OBM.KML-73/M.Ant.

His **deep eyes** and **chiseled jaw** and full lips parted on the verge of a kiss.

The setting of the story is at the main character's house and on the summer day.

41/OBM-37/OBM.KML-49/M.Sin.

One warm October day.

18/OBM-18/OBM.KML-24/M.Sin.

A gentle wind clattered the bedroom window.

29/OBM-28/OBM.KML-37/M.Ori.

The house is always freezing, Master is a terror, Madam has all but lost her mind.

21/OBM-21/OBM.KML-28/M.Ori.

This house will be warm again, and those bastard will fight for a seat at the table.

There are many conflicts in this story not only among the characters (major and minor) but also between characters and their inner mind. The main conflict of this story is about Meridia and her mother in-law, Eva.

76/OBM-63/OBM.KML-83/M.Ori.

You're the siren who has stolen my boy's heart.

80/OBM-65/OBM.KML-87/M.Sin.

The grave slant of Eva's head told her she had committed a blunder.

90/OBM-76/OBM.KML-100/M.Ant.

"Is everyone in this house trying to burst my **eardrums?**" she chided, the sleet in her voice slowed into a gentle rain.

- b. **Rising Action:** *The main character is in crisis and events leading up to facing the conflict begin to unfold. The story becomes complicated.*

The silence of her parents made Meridia grow up without the love of her parents. His father hates her for no apparent reason, while Revena often forgets her. Under these circumstances Meridia was raised very protectively by her caregivers. When growing up, Meridia demands answers for what happened to her parents from her nanny.

When she was sixteen, Meridia met and fell in love with Daniel, the son of a jewelry shop owner. He realized that his life would change from that day. They fell in love with each other and decided to get married. When Daniel proposes to her, Meridia is unable to hide her happiness because she has a reason to get out of the house.

59/OBM-55/OBM.KML-72/M.Ori.

He (Daniel) took her to **golden fields of lilies**.

60/OBM-56/OBM.KML-73/M.Ant.

His **deep eyes** and **chiseled jaw** and full lips parted on the verge of a kiss

After marriage, Meridia lived in her mother-in-law's house with her two sisters-in-law. It turns out that this is the beginning of a disaster because it turns out that Eva, her mother-in-law, is a mother-in-law who is stingy, cunning, and treats Meridia like a maid.

76/OBM-63/OBM.KML-83/M.Ori.

You're the siren who has stolen my boy's heart.

82/OBM-71/OBM.KML-94/M.Ant.

At first Meridia was patient in dealing with Eva, but one day she overheard a conversation between Eva and her husband, Elias. Meridia heard that Eva in front of her husband was badmouthing her. At that moment, Meridia saw bees coming from the window, humming loudly, interrupting Eva and Elias' conversation.

Since then Meridia has been trying to find out about Eva from Patina, her mother-in-law's maid. Meridia discovers a secret about the family's past that has been kept hidden that proves that Eva is a cunning and evil woman. This makes Meridia unable to stand living with her in-laws and invites Daniel, her husband to open her own jewelry shop and get out of her in-laws' house.

But it was not that easy for Meridia to escape Eva's influence. Even though he has moved to another house, his mother-in-law is still in control of their domestic life and continues to influence Daniel to always obey what Eva says.

- c. **Climax:** *At the peak of the story, a major event occurs in which the main character faces a major enemy, fear, challenge, or other source of conflict.*

*You think I can't see how **your heart is beating** so pitifully in your throat, or how your knees are trying their hardest not to shake?*

Conflict after conflict continues to occur in Meridia's life with her parents in-laws' family. Meridia doesn't know how to give up, she continues to fight against Eva's bad influence on her husband and children. The climax of the conflict between Meridia and Eva happened when Eva finally said all her bad deeds in her anger.

132/OBM-148/OBM.KML-204/M. Ori.

"She admits it!" exclaimed Elias triumphantly. "**You see what kind of demon you've married, son?**"

133/OBM-148/OBM.KML-204/M. Sin.

Meridia gave her father-in-law **a look so cutting** that any other man would have smarted from the slice.

160/OBM-203/OBM.KML-283/M. K. Abs.

Meridia's eyes flamed with anger, but she knew she could not fight Eva on this ground.

234/OBM-348/OBM.KML-493/M. Sin.

Detecting a quiver in Meridia's eyes, Eva **sharpened her voice**.

241/OBM-365/OBM.KML-518/M. Ori.

She declared that he was a fiend and a criminal.

242/OBM-365/OBM.KML-516/M. Sin.

Her dark **eyes sharp** with anger.

- d. **Falling Action:** *The story begins to slow down and work towards its end, tying up loose ends. The storyline enters into falling action when Eva has to accept the fact that her family also blames her evil deeds on Meridia and others.*

245/OBM-372/OBM.KML-528/M. Bin.

Her eyes wild with the look of a trapped beast.

246/OBM-372/OBM.KML-527/M. Ori.

Eva's face had become **a colorless mask**.

252/OBM-380/OBM.KML-538/M. Ori.

Malin's smile was **unbroken taunt**, a steel wall constructed from a lifetime of resentment. The story ends with a happy ending. The antagonist characters, Eva goes crazy and her husband dies. Meridia finally reunited with her family and lived a happy life.

253/OBM-382/OBM.KML-540/M. Ori.

The morning **brought glorious sunshine**.

259/OBM-397/OBM.KML-561/M. Ori.

The mist cleared, and **a yellow sea of flowers** spread before them.

255/OBM-388/OBM.KML-548/M. Ant.

He fumbled for her hands, but she had again **locked them** behind her back.

269/OBM-404/OBM.KML-570/M. K. Abs.

Her smile was **kind and tender**.

CONCLUSIONS

The purposes of this study is to describe the types of metaphors contained in the novel Of Bees and Mist and to analyze the impact of using metaphorical expressions on the plot in the novel Of Bees and Mist. In this study, several types of metaphors were identified in the novel Of Bees and Mist such as Anthropomorphic metaphors, Animal metaphors, From Concrete to Abstract metaphors, Ontological metaphors, Orientational metaphors, Original metaphors, Sinaesthetic metaphors, and Structural metaphors.

The story develops, unfolds and moves and how the characters and their problems

change over time. Plots are typically made up of five main elements: exposition, rising action, climax, falling action, resolution/ denouement. The results of the discussion above show that the use of metaphorical language style in the novel *Of Bees and Mist* has a good impact on the storyline (plot). Metaphorical expressions are proven to be able to provide very interesting descriptions because they compare one thing to another in a slender manner. In the novel *Of Bees and Mist*, metaphorical expressions are used very beautifully by the author in describing plot elements ranging from exposition, conflict, rising action, climax, falling action to resolution.

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THE CRITICAL ANALYSIS OF: MORAL MESSAGE IN SONG LYRICS OF BEYOND THE SCENE (BTS) IN ALBUM BE (SEMIOLOGICAL STUDY)

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Abstract: The moral message included values and norms that should be implemented and used as examples in daily life. This study aimed to analyze the values, and the meaning of moral messages contained in song lyrics of BTS in music album BE in denotation and connotation, domain viewed from semiological perspective. The researcher used the top two songs from the eight track lists in the BE music album in this research, namely Life Goes On and Fly to My Room. The researcher used a critical analysis approach. A documentary technique was a research technique that used documents to collect data. The data in this research was analyzed using Spradley analysis. The results of this study had shown that there were 3 positives values in song lyrics, namely a sense of enthusiasm and optimism, self-confidence, and gratefulness. The results were obtained by applying a concept theory of denotation and connotation established by Barthes. Furthermore, moral messages had been revealed in the song lyrics. There were 4 lyrics were included in the habitual moral message, 1 lyrics into a social moral message, and 1 lyric with a religious moral message. There had been a phenomenon on the BE album. Whereas on this album, everyone, including BTS, conveyed feelings of sadness, frustration, and loneliness. Nevertheless, behind all of these emotional recognitions, the BE album also provided an entertaining sentence and message to music listeners.

Key Words: Moral Message, Music Album, Song Lyrics, Values.

INTRODUCTION

Language is a communication system composed of a set of sounds and written symbols used by the people of a specific country or region for talking or writing (Collins, 2021). Communication evolves into a form of interaction in which each individual seeks to influence the other, whether intentionally or unintentionally, and not only through verbal communication but also through facial expression, writing, art, and technology.

According to Ross (in Karyaningsih, 2018: 4), communication is an activity of sorting, selecting, and sending symbols in such a way that it aids the listener in evoking meaning or responding with similar thoughts intended by the communicator. Communication is intended to convey a message to an individual or group of individuals with the aim of the communicant getting similar thoughts to ours. Communication among communicators and communicants that is effective. This is related to a person's ability to communicate with others.

Mass communication media involve magazines, television, radio, and newspapers. There are several tools that can be used to convey a communication message, including phone, SMS, and e-mail. Because evolving technology supports human thought, humans can convey messages through a range of media, including music.

Music is a collection of activities, ideas, and objects structured into meaningful sounds that occur on a different scale than secular communication (Merriam, 1964: 27). Music has the power to have both positive and negative consequences. This is determined by message delivered through

the song's lyrics. Lyrics in songs can convey a variety of messages. It contains messages about friendship, relationship establishment, cultural messages, and moral messages.

As for as the search of the researcher, there are several studies on moral messages. Hudayah (2017) carried out the research about moral values found in song lyrics in Forgive Me album by Maher zain. The result of this research is shown eleven moral values are found in this album. Cahyani (2017) also carried out a research about moral message in The Philosopher movie. The findings of this research revealed thirteen moral messages. In addition, Ariani (2019) conducted a research about narrative analysis of moral message in Coco animation film. The moral messages in this film include the value of respect for ancestors, the value to prioritize family and the value of tenacity to pursue dreams. Warizia (2020) researched about analysis of moral message in Sherlock Holmes movie "The Hounds of Baskerville". Honesty, courage, peace ability, self-reliance and potential, discipline and moderation, loyalty and dependability, respect, love and affection, kindness and friendliness, and justice are the moral messages found in the Sherlock Holmes movie. And the last, Taufik (2020) carried out a research about moral message found in Songnyos Sugmakanan's The Billionaire Top Secret movie. The researcher came to the conclusion that the film contained six moral messages.

There is a difference between this study and previous studies (see Hudayah, 2017; Cahyani, 2017; Ariani, 2019; Warizia, 2020; and Taufik, 2020). The main difference is from data analysis techniques. The researcher used Spradley analysis to analyze existing data, whereas previous studies did not.

BTS (Beyond The Scene) is a South Korean boy band that is one of the most popular in the world today. On November 20, 2020, BTS released the album BE, in which the members took part. This album contains eight songs, the main one of which is "Life Goes On". Album BE depicts the current situation, which is the Covid-19 pandemic. Through this album, BTS expresses their feelings, emotions and anxiety mingled with perseverance to defeat all of this. During a pandemic, almost everyone is upset and anxious. BTS also expressed a message and the hope that everyone can and will manage to remain their lives despite being caught in this situation through this album.

Based on the foregoing, the researcher is interested in bringing up this topic because the noble messages and moral values can be found in the lyrics of BTS songs from the BE music album. In this album, BTS promotes the concept of 'life goes on' in which everyone is expected to sympathize with and entertain one another as well as those around them. This has a lot to do with how a person's morals are established.

METHODS

A critical analysis approach was used in this study. The researcher critically determined the study's focus in order to gain an understanding of the message and values to be conveyed or contained in the lyrics of BTS songs on the BE music album. The main data source of this research was taken from the song lyrics document in the BE music album (Audio), which was documented by the researcher as an audio-shaped research in the BE music album. The secondary data in this research comes in the form of song lyrics information in music albums that have been loaded in various media, books, e-books, e-journals, and articles. The collected main and secondary data have been interpreted and observed. The researcher has been listening to the lyrics of each song and making decisions. The researcher then determined the value and moral message in the song's lyrics. In this research, the researcher used Spradley analysis to analyze the data.

RESULTS AND DISCUSSION

To collect data, the researcher analyzed the lyrics of the songs Life Goes On and Fly to My Room. The researcher read song lyrics to gather data in the form of values and moral messages in the song lyrics. There are 7 verses lyrics in the song Life Goes On, and 6 verses lyrics in the song Fly to My Room.

Table 1. The Taxonomic of Song Lyrics "Life Goes On"

No.	Domain	Barthes Semiotic Category		Σ	Moral Message Category			Σ
		DT	CT		HM	SM	RM	
1.	1st verse lyrics	-	-	-	-	-	-	-
2.	2nd verse lyrics	-	1	1	-	-	-	-
3.	3rd verse lyrics	1	-	1	-	-	1	1
4.	4th verse lyrics	-	1	1	1	-	-	1
5.	5th verse lyrics	1	-	1	1	-	-	1
6.	6th verse lyrics	1	-	1	-	1	-	1
7.	7th verse lyrics	-	1	1	-	-	-	-
TOTAL		3	3	6	2	1	1	4

Table 2. The Taxonomic of Song Lyrics "Fly to My Room"

No.	Domain	Barthes Semiotic Category		Σ	Moral Message Category			Σ
		DT	CT		HM	SM	RM	
1.	1st verse lyrics	-	1	1	-	-	-	-
2.	2nd verse lyrics	-	1	1	-	-	-	-
3.	3rd verse lyrics	-	1	1	-	-	-	-
4.	4th verse lyrics	-	1	1	-	-	-	-
5.	5th verse lyrics	-	1	1	1	-	-	1
6.	6th verse lyrics	1	-	1	1	-	-	1
TOTAL		1	5	6	2	-	-	2

The researcher used Barthes' conceptual theory of denotation and connotation to obtain findings about the values embedded in the lyrics. The chart below depicts the various categories.

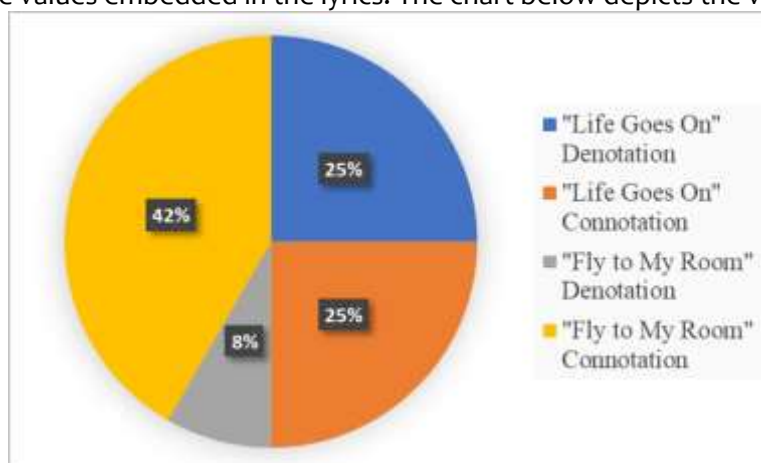


Figure 11. The Summary of Denotation & Connotation

By the figures above, as many as 42% (6 lyrics) of the lyrics to the song Fly to My Room fall into the connotation category. Afterward, up to 25% (3 lyrics) are connotation categories in the lyrics of the song Life Goes On. As much as 8% (1 lyric) for the denotation category contained in the lyrics of the song Fly to My Room. Meanwhile, 25% (3 lyrics) in the song Life Goes On fall into the denotation category.

The researcher was able to demonstrate that BTS conveyed positive values to their music fans through song lyrics from the BE album predicated on the denotations and connotations that surfaced out from songs Life Goes On and Fly to My Room. These values have been reduced to three points by researcher.

1. A sense of enthusiasm and optimism

BTS demonstrated and motivated their fans to be optimistic in the face of adversity through the BE music album. For example, in the lyrics of the song Life Goes On on the 7th verse.
“With the “hello” that we start and finish the day. Let us thread tomorrow with today. Stopped for now but don't hide in the shadow. Because the daylight will glow once again”
BTS has conveyed through these lyrics that someday people will meet a sunny day. As an outcome, they inspired their fans to instill excitement in each of them in order for them to get to the next day.

2. Self-confidence

Furthermore, BTS stated that we should be able to instill confidence in ourselves. For example, in the lyrics of the song Life Goes On on the 4th verse.

“There's no end in sight. Is there a way out? My feet refuse to move, oh. Close your eyes for a moment. Hold my hand. To the future, let's run away”

BTS has stated that everybody should have faith that the problems we face will be resolved in the future. Self-confidence was indeed necessary to develop in order for us to be capable of handling a situation that threatened our ability to handle it with the self-confidence that we already owned.

3. Gratefulness

BTS has encouraged everyone, especially their fans, to be grateful in all circumstances. For example, in the 5th verse of the song Fly to My Room.

“This room is too small. Yes, to contain my dream (Yah, yah, yah). Landing over the bed. This is the safest place. Somehow there's no joy, no sadness, no emotion. It's just me here. Sometimes this room becomes an emotional trash can. It hugs me”

It is stated that we should always be grateful regardless of our sort of conditions. Perhaps when we are sad, disappointed, or experiencing other emotional feelings, we should be grateful that there is still a place where our sadness can be accommodated.

As another example, in the 6th verse of the song Life Goes On.

“Let me tell you with this song. People say the world has changed. But thankfully between you and me. Nothing has changed”

It is also stated that we should be grateful that we still have someone, whether friends or family, who is always present and whose relationship with us never changes.

The researcher analyzed the meaning of the moral message embedded in the lyrics of the song on the BE album based on the data that was gained. The results of the analysis have found that in the lyrics of the song Life Goes On, there are 2 lyrics in the song Life Goes On that include a Habitual Moral Message, 1 lyric that includes a Social Moral Message, and 1 lyric that includes a Religious Moral Message.

Meanwhile, it has been discovered that there are 2 lyrics in the song Fly to My Room that include Habitual Moral Message. The lyrics of this song do not contain any social or religious moral messages.

1. Habitual Moral Message

Humans judge actions based on reason and mind, whether they are done consciously or unconsciously, and whether they are right or wrong. In this case, 2 lyrics from the song Life Goes On were discovered to contain a Habitual Moral Message. The first example comes from the 4th verse of the lyrics.

“... To the future, let's run away.”

The lyrics imply that when we are trapped in an unfavorable situation, we must all believe that one day we will be free of terrible things. The lyric can also be interpreted as motivation to cultivate a sense of enthusiasm in oneself in order to resist the things that have happened. When confronted with an occurrence that has left them feeling disoriented and aimless, that was an example of a person's habit.

The second example comes from the 5th verse of the lyrics.

“... Yeah life goes on...”

The lyric imply that things will continue to move forward regardless of what is currently happening. As a consequence, BTS encourages us to get used to continuing to live life happily even when the activities we engage in are not entirely free.

In the meantime, there were also 2 lyrics in the song Fly to My Room that include the Habitual Moral Message. The first example comes from the 5th verse of the lyrics.

"...Landing over the bed. This is the safest place. Somehow there's no joy, no sadness, no emotion. It's just me here. Sometimes this room becomes an emotional trash can. It hugs me."

According to these lyric, our room (bedroom) is the most comfortable place. Because when we are sad, the safest place to be is in our room, where we can express the emotions that we have suppressed. As shown in this, this is a type of habit that is consciously carried out in order to dampen a person's emotions.

The second example comes from the 6th verse of the lyrics.

"... You can change your mind. This is a travel that only I can enjoy..."

Based on these lyrics, BTS wanted to demonstrate that if we can change our mindset, everything that happens will be absolutely gorgeous. This could be a type of habitual behavior wherein humans change their perspective on an incident that occurred or has been experienced, this was possible that behind the occurrence of the incident there was wisdom or a message.

2. Social Moral Message

A message of human actions in the social sphere is referred to as a social moral message. There has been a cultural aspect to the social moral message in it, which was the effort and result of human efforts to manage his life with the goal of making his life more humane.

In this case, it was discovered that one lyric from the song Life Goes On is included in the social moral message. It comes from the 6th verse of the lyrics.

"...But thankfully between you and me nothing has changed."

Predicated on these lyrics, this was clear there were no boundaries and nothing could change in a person's relationship with the person he had already loved. It was included in the lyrics inside the social aspect because a person would then feel humane if he was really able to stay together with the person who was loved.

3. Religious Moral Message

Religious moral message was indeed related to the aspects of religious teachings to which person adheres. 1 lyric from the song Life Goes On was discovered to contain a religious moral message. It comes from the 3rd verse of the lyrics.

"...Guess I'm only human after all..."

The lyrics imply that a person will never be able to perform actions that are beyond his authority because humans are just ordinary creatures with no more authority. All actions that are beyond person's understanding can only be carried out with God's permission, and power belongs solely to God.

According to the elaboration above, the two songs contain a wide range of positive values and moral messages. Both songs contributed significantly to the substance of the BE music album. This album was created as a response to the COVID-19 pandemic, which was causing many cases in various regions of the world at the time. The pandemic's influence has been felt in many different areas of life. Many people have lost their lives as a side effect of the pandemic, including BTS.

They demonstrated their feelings of sadness, frustration, and loneliness as an outcome of the pandemic through this album. In this album, they also encourage and entertain their fans to continue living life with enthusiasm even though things are difficult. As a result, there are many values and moral messages in this album that can be applied in ordinary living.

CONCLUSION

The overall lyrics of the songs Life Goes On and Fly to My Room in album BE contain up to 3 values. The findings are obtained by applying Barthes' conceptual theories of denotations and connotations. There are 3 lyrics in the song Life Goes On that include denotations as well as 3 lyrics

that also include connotations. While there is 1 lyric in the song Fly to My Room that contains denotations and 5 lyrics that include connotations. As a result of these findings, 3 positive values emerge: a sense of enthusiasm and optimism, self-confidence, and gratefulness.

In order to understand the meaning of the moral message, there are two lyrics in the song Life Goes On that are included in the habitual moral message. Then, there is 1 lyric in the category of social moral message and 1 lyric in the category of religious moral message. Whereas, there are two lyrics in the song Fly to My Room that fit into the category of habitual moral message. The message is not discovered in the social or religious categories.

There has been a phenomenon on the BE album. This album was released to coincide with the COVID-19 pandemic. Whereas on this album, everyone, including BTS, conveys feelings of sadness, frustration, and loneliness. Nevertheless, behind all of these emotional recognitions, the BE album also provides an entertaining sentence and message to music listeners. These soothing messages are also linked to the existence of excellent and empowering moral messages that can be implemented in daily life.

The researcher suggests that another researcher conduct additional research and exploration into existing phenomena related to linguistics, as well as examine how influential society is pertaining music. So that this research can be further developed and yield positive results.

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FAMILY COMMUNICATION STRATEGY FOR THE ZILLENIAL GENERATION IN REDUCING CHILD MARRIAGE RATES IN PACITAN REGENCY

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Abstract: Recently, the high number of child marriages in Indonesia needs more attention, considering the impact it causes on exceptionally complex problems. Not only social problems but also health, economics, education, and others. This happens, of course, not only the fault of the child's association but the parenting and communication building within the family that need to be improved. Parents must be the central and first place to outpour the child's heart. Parents must be able to position themselves as friends of the child so that the child is comfortable telling what is experienced. The data collection method in this study is a questionnaire and interview method, while the method of data analysis using the Spradley ethnographic method with four plots, including domain analysis, taxonomy, components, and analysis of cultural themes because the problem of child marriage cannot be separated from the customs and culture surrounding society. The results of data analysis in this study indicate that the communication factor built in the family contributes to children's knowledge about sex, including child marriage. The data shows that from 309 respondents, 157 (50.80%) children tend to be more comfortable telling what they feel to their peers. Meanwhile, those who told stories to their parents reached 126 (40.77%) children who told 21 (6.79%) brothers and sisters, and 5 (1.61%) children told stories to their teachers.

Keywords: communication, family, marriage, child age

Introduction

Child marriage is a social problem in Indonesia because it does not follow marriage law number 16 of 2019, which states, "Marriage is only permitted if a man and a woman have reached the age of 19 (nineteen) years". Thus, what is meant by child marriage is when a man and a woman are under the age of 19 years.

Every child has the right to life, growth and development, protection and participation. However, the maturity of the age of marriage determines how the Indonesian generation will come. This is in line with WHO setting an age limit of 10-20 years as the age limit for adolescents (Surjadi et al., 2002) while, according to the Ministry of Health, those aged 10-19 years and not yet married. Meanwhile, according to the BKKBN (Directorate of Youth and Reproductive Rights), the age limit for adolescents is 10-21 years (BKKBN, 2021).

The process of child development has a critical phase, namely adolescence. Adolescence based on age is divided into three groups, namely (1) early adolescence, 10-13 years; (2) middle adolescence, 14-16 years; (3) late adolescence, 17-19 years (Syafudin, 2011). This phase is undoubtedly crucial, considering that self-confusion often arises extraordinary in this phase, even when unwanted things occur, such as promiscuity to pregnancy outside marriage. Yet, at the same time, the age is not mature.

The incidence of pregnancy outside of marriage among teenagers is increasing. The occurrence of child marriage among Indonesian adolescents can be caused by various factors such as socio-cultural factors, economy, education, religion, difficulty in getting a job, mass media, views and beliefs, and parents (Kumalasari, 2014). The high child marriage rate also worsens the community's welfare due to high dropout rates, poverty, domestic violence, maternal and child mortality rates, and others. Child marriage is not only detrimental to a couple of children who get married but also results in children being born, especially in terms of health, such as stunting.

Pacitan Regency is one area with a high incidence of child marriage. The last three years have recorded an increase in the number of requests for marriage dispensation for child marriage, namely in 2019, as many as 157 cases, in 2020, as many as 364 cases, and until November 2021, as many as 348 cases (Kemenag Pacitan, 2021).

Child marriage has a negative impact on children: taking away the child's youth which should be a period of physical, emotional, and social development for children; have a negative effect on the health status, education and safety of children. Furthermore, from a legal perspective, child marriage violates the rights of children specified in various child protection legal instruments, including the right to education, the right to health, the right to live free from violence (including sexual), the right to be protected from exploitation, the right not to be abused. Separated from their parents.

Talking about marriage, it cannot be separated from the culture of the surrounding community. Family, educational, social, and cultural factors also shape behaviour. Therefore, in revealing the high number of child marriages in Pacitan Regency, data collection methods (questions and interviews) were carried out. Spradley's (2007) ethnographic method was applied in data analysis, which included analysis of domains, components, taxonomies, and cultural themes. The application of this method is expected to know the family's role in building a sense of security and confidence in children.

The family as a child's first school should be a foundation, not a compliment, because the child has more time at home. However, there is a distortion of communication. Children feel uncomfortable talking about what they think. Therefore, this study will be dissected related to building family communication to reduce the number of child marriages.

Child Age Marriage

Child marriage or also referred to as child marriage, underage marriage, or early marriage, is a form of the marriage bond between men and women who are not old enough or under 19 years of age. This is because, based on law number 13 of 2003, article 1 number 26, what is called a child is those who are not yet 18 years old. Therefore, based on this, marriage with children is referred to as child marriage.

The "under 18 years of age" criterion for defining a child seems to conform to the definition of a child adopted by international law as specified in the Convention on the Rights of the Child. Article 1 of the Convention on the Rights of the Child stipulates that: "The meaning of a child in this Convention is any person under the age of 18 years.

Teenagers and Child Marriage

Adolescence is an important stage in the growth and development of children because, at this stage, children experience secondary sexual signs to reproductive maturity. In addition, children also experience physical and behavioural changes according to gender. It begins to feel, control, and direct sexual urges. In this phase, the child also begins to be able to analyze changes in values that are considered important and not important. Muangman, quoted by Sarwono (2013: 12), states that the characteristics of adolescents are as follows.

1. The individual develops from the time he first shows secondary sexual signs until the time he reaches sexual maturity

2. Individuals experience psychological development and identification patterns from childhood to adulthood

3. There is a transition from full socio-economic dependence to a relatively more independent state.

In the following years, this definition is increasingly developed in the direction of concrete operations. In terms of the WHO field, namely health, the problem that is especially urgent regarding adolescent health is a pregnancy that is too early. Departing from this main problem, WHO has set an age limit of 10-20 years as the age limit for adolescents. Pregnancy at these ages does have a higher risk (difficulty giving birth, illness/disability/death of the baby/mother) than pregnancies in the older generations (Sanderowitz & Paxman, 1985; Hanifah, 2000).

People in the same period can have different socio-psychological conditions. For example, Csikszentmihalyi & Larson stated that the peak of mental development was marked by a change from an entropy condition to a negentropy condition.

Entropy is a human condition in which human consciousness is not yet organized. Even though there are a lot of contents (knowledge, feelings, etc.), these contents are not yet related to each other well, so they cannot function optimally. Entropy borrows terms from physics and communication science, especially information theory. In natural science, entropy means a state in which there is no system of an energy source so that the source loses its energy. In information theory, entropy implies a situation where there is no certain pattern of stimuli that a person receives, so these stimuli lose their meaning. Psychologically, entropy means that the contents of consciousness are still contradictory and unrelated to each other, thereby reducing their work capacity and causing an unpleasant experience for the person concerned. (Sarwono, 2013: 14).

In addition, according to Carballo (1978: 250), several adjustments must be made by adolescents, namely as follows.

1. Accept and integrate their body growth into their personality
2. Determine the role and sexual function that is adequate (qualified) in the culture in which he is located.
3. Reach maturity with independence, self-confidence, and the ability to face life.
4. Achieve a position accepted by society
5. Develop conscience, responsibility, morality, and values following the environment and culture
6. Solve real problems in own experience and relation to the environment.

On the other hand, adolescence is often known as the period of searching for identity, which Erickson called ego identity (Bischof, 1983). This occurs because adolescence is a transition between the life of children and the life of adults. From a physical point of view, they are no longer children but are like adults, but if they are treated as village people, it turns out that they have not been able to show an adult attitude.

Therefore, several attitudes are often shown by teenagers:

1. Anxiety
2. Contradictions
3. Dreaming
4. Group activities
5. Try something new

From the perspective of intellectual development, adolescents are in the formal operational stage at 11 years and over. Currently, children have been able to realize a whole in work resulting from logical thinking. In addition, the emotional and moral aspects have also developed to support completing their tasks.

At this stage, as quoted by Ali (2005: 29), Piaget revealed that his interaction with the environment was very broad, reaching many of his peers and even trying to interact with adults. Conditions like this often cause problems in their interactions with parents. However, they secretly still expect protection from their parents because they are not yet fully able to meet their own needs. So, at this stage, there is a tug of war between wanting to be free and being protected.

Causes of the Emergence of Child Marriage in Pacitan Regency

Several factors for the occurrence of child marriage vary greatly in each region. However, based on research, child marriage in Pacitan occurs for several reasons.

1. Poor communication in the family. Family should be the safest place for children, including where a child pours all his heart. The role of parents, in this case, is very significant because with open communication between parents and children, parents will be able to control their children, who they hang out with, where, when, and so on. The two-way communication system built by parents will certainly have a good effect so that the child gets the most comfortable place to share his heart, namely his home. Children like to share their hearts with their peers more than their parents. The data shows that from 309 respondents, 157 children (50.80%) tend to be more comfortable telling what they feel to their peers, 126 children (40.77%) tell stories to their brothers and sisters, 21 children (6.79%) and telling stories. To the teacher of 5 children (1.61%). Based on these data, the house has not become the main priority for children to complain about or tell all their anxieties.
2. The school has not become a 'safe' place for children to express their feelings. The study results also show that children's knowledge about sex and information related to the dangers of marriage at their child's age, on average, they get from the internet, not from school. Thus, schools must continue to play a role in how wisely children related to child marriage and sex education are provided. Based on the results of the study, it was shown that only five children received educational information related to sex and marriage at the age of the child or when the child had problems (1.61%).
3. Economic factors
Economic factors also contribute to perpetuating child marriage. For example, families with a certain financial level tend to marry off their children even though they are still minors for economic reasons.
4. Free-sex and married by accident
On average, child marriages in Pacitan are carried out because of the incidence of pregnancy out of wedlock. As a result, children have relationships that violate norms, forcing them to have early marriages to clarify the status of the child they are carrying. Marriage based on this MBA forces children to marry at a child's age to be responsible, act as husband and wife, and become a father and mother. Starting from trial and error, socializing is free because the function of control or communication in the family is very lacking. Children are trapped in a circle of life that they shouldn't have had the time to experience.

CONCLUSION

Children are the future of the Indonesian nation whose rights (right to life, growth and development, protection, and participation) must be fulfilled. However, the crucial problem currently is the high number of child marriages.

The family communication strategy must be the main one so that the child will be more open to his parents than others. In addition, communication that is built in a humanistic way will contribute to reducing the number of child marriages because children can pour out all their hearts to those closest to them, are under the supervision of those closest to them, and build communication within the family will foster a sense of confidence and responsibility.

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VISUAL REPRESENTATION ANALYSIS IN THE LEARNING PROCESS

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Abstract: This study aims to analyze visual representation in the learning process. This research method uses library research. Analysts in this study review or explore relevant articles that have been published in journals or proceedings. The results of this study conclude about indicators of visual representation, visual representation ability, visual representation according to learning style, errors in visual representation, and the role of visual representation in the learning process.

Keywords: visual representation, indicators, learning

1. INTRODUCTION

Visual representation is an expression that can describe something in the form of a certain illustration. Furthermore, according to NCTM (Mafirah, et al., 2020), the form of representation can be in the form of physical objects, pictures, diagrams, graphs, and symbols and can make it easier for students to communicate their thoughts. Boonen, Van Wesel, Jolles, & Van der Schoot (Umah & Vitantri, 2019) distinguish visual representations into three types, namely pictorial representations, inaccurate visual-schematic representations, and accurate visual-schematic representations. Pictorial representation only focuses on the external appearance of objects or people without paying attention to the structure of the problem situation described in the text. While the schematic representation is a picture related to the problem solution, which can be categorized as an accurate and inaccurate picture based on its relevance to the problem solution.

Some behaviors related to “graph sense” by Friel et al. (Wahyuningrum, 2021), namely (1) the ability to recognize each component in the graph, the relationship between components, and the influence of the component on the presentation of information in the graph, (2) the ability to express information in the graph related to the context, (3) the ability to understand the relationship between tables, graphs, and the data to be analyzed, and (4) the ability to recognize the suitability of the graph for the data to be presented.

Furthermore, Triono (Silviani, et al., 2021) states that students' mathematical representation skills in the form of pictures show that many students have not been able to convert mathematical symbols into picture forms, for symbol representation skills, some students seem to have been able to use representative symbols, student errors in general seen when converting the problem into a mathematical model and for verbal representation ability some students are already able to use verbal representation although some of them are still unable to convey their mathematical ideas in their own language.

Fotakopoulou, D and Spiliotopoulou, V (Hertati, et al., 2020) made a classification of visual representations consisting of 4 dimensions, namely: 1) Type of visual representation; 2) Relationship of visual representation with material content; 3) Relationship of visual representation with reality; 4) Visual representation function. The four dimensions each have a category, such as the visual representation type dimension consisting of pictures and diagrams. The drawing category consists of sketches, comics, clips and scraps, and photos, while the diagrammatic category consists of tables, graphs, schematic views, and concept maps. The purpose of this study

is to analyze the visual representation in the learning process from the research results that have been published by previous researchers.

2. METHOD

This research uses library research methodology. Literature-based research is a form of research that uses literature as an object of study. There are several main characteristics that need to be considered in the literature study research method, namely: First, the author is faced directly with text/numerical data. Second, library materials are interpreted as a second source, meaning that the author obtains information from a second party, not original from the first party in the field. Third, the data/information obtained is "ready to use". Fourth, the library materials obtained are not limited by space and time (Zed in Sari and Irdapure, 2020). Analysts in this study review or explore relevant articles that have been published in journals or proceedings.

3. RESULTS AND DISCUSSION

Sources of data analyzed in the study came from relevant articles from various journals and proceedings which are listed in table 1 below.

Table 1. Analyzed Article Data

Author's	Title	Issue Identity	Result Issue
Ulumul Umah dan Ciptianingsari Ayu Vitantri	<i>Representasi Viual Matematis Mahasiswa dakam Memodelkan Kejadian Dinamis Ditinjau dari Perbedaan Gaya Kognitif dan Jenis Kelamin</i>	Jurnal FIBONACCI: Jurnal Pendidikan Matematika dan Matematika. Volum 5 Nomor 1 2019	The results showed that male subjects with field-independent styles had a stronger tendency to use unconventional representations before expressing them in more conventional representations in the form of graphs.
Wiwin Nafidatul Mafirah, dkk	<i>Analisis Kemampuan Representasi Visual Siswa Pada Materi Pengolahan Data Ditinjau Dari Gaya Belajar VAK</i>	Jurnal J-PiMat Volum 2 Nomor 2 November 2020.	The results showed that the dominant visual representation was owned by students with visual learning styles. Students are able to convey their ideas using pictures such as histograms, line charts, and tables. In the process, students are careful and detailed in giving titles and image identities. Visual representation of students with auditory learning styles tends to be less thorough in drawing histograms, line charts, and tables. Students with this learning style often neglect to give titles and identities to pictures. Visual representation of students with kinesthetic learning styles tends to use words containing actions/actions in solving a problem that should use tables or diagrams. For example, students with this

Author's	Title	Issue Identity	Result Issue
Sri Hertati, dkk	Representasi Visual Buku Biologi SMA	Prosiding Seminar Nasional Pendidikan, FKIP UNMA 2020	learning style often use the words make, really, and obey. Visual representation has an important role in biology textbooks because it can make it easier for readers to understand the concepts being studied. In addition, it can also increase student interest and motivation so that it will provide good learning outcomes.
Ayunda Sri Wahyuningrum	<i>Analisis Kesalahan Mahasiswa dalam Menyajikan Representasi Visual Data Statistik pada Mata Kuliah Biostatistika</i>	Jurnal EduBiologia Volume 1 Nomor 1 Januari 2021.	The results of this study revealed that there were several types of errors made, namely errors in providing information or conveying information, errors in understanding mathematical concepts contained in the graph, errors in interpreting the numbers listed on the graph, and errors in choosing graphs that match the purpose of presenting the data.
Endah Silviani, dkk	<i>Analisis Kemampuan Representasi Matematis Siswa SMP pada Materi Statstika</i>	Jurnal Mosharafa: Jurnal Pendidikan Matematika Volume 10 Nomor 3 September 2021.	The conclusion obtained from this research is that the indicators of verbal representation ability and image or visual representation ability indicators of the three subjects studied are quite mastered. In the indicator of symbol representation ability, only two subjects have mastered it, while one other subject does not understand symbol representation.

3.1 Visual Representation Indicator

Indicators of visual representation according to research results by Silviani, et al. (2021) namely verbal representation ability, image or visual representation ability, and symbol representation ability. These indicators are reinforced by Mafirah (2020) including visual representations in the form of table diagrams or graphs with operational indicators, namely presenting data or information from a diagram, graph, or table representation, and using visual representations to solve problems. Visual representation in the form of images with operational indicators, namely making picture diagrams (pictograms), bar charts, or line charts, and making pictures to clarify problems and their solutions.

3.2 Visual Representation Ability

Visual representation ability according to the results of research by Umah and Vitantri (2019) found a difference that male subjects with a field-independent style had a stronger tendency to use non-conventional representation aids in the form of graphs, while female subjects with field-dependent cognitive style were more procedural and used the method of visual representation routine. Furthermore, Triono (2017) states that the ability of students' mathematical representation in the form of images shows that many students have not been able to convert mathematical

symbols into image form, for the ability to represent symbols, some students seem to have been able to use representative symbols. Specifically, Faradiba, et al. (2019) describes the ability of visual representation in mathematics learning, namely: students can represent mathematical concepts in the form of pictures, students can represent the concept of multiplication in the form of pictures, and students can compare two numbers in the form of pictures.

3.3 Visual Representation According to Learning Style

Visual representation according to learning style according to Mafirah, et al. (2020) that visual representation is dominantly owned by students with visual learning styles. Students are able to convey their ideas using pictures such as histograms, line charts, and tables. Visual representation of students with auditory learning styles tends to be less thorough in drawing histograms, line charts, and tables. Visual representation of students with kinesthetic learning styles tends to use words containing actions/actions in solving a problem that should use tables or diagrams. The results of this study are also supported by Ahmadi's research (2019: 43) which concludes that students with visual learning styles tend to be able to display illustrations in the form of pictures when working on questions. Students with auditory learning styles tend to have a less dominant style of visual representation ability. Students with kinesthetic learning styles are less able to illustrate pictures in solving problems.

3.4 Error in Visual Representation

Errors in the visual representation according to research results Wahyuningrum (2021) concluded that there were several types of errors made in visual representations, namely errors in providing information or conveying information, errors in understanding mathematical concepts on the graph, errors in interpreting the numbers listed on the graph, and errors in choosing the appropriate graph to present the data. Furthermore, Triono (2017) in his research states that student errors are generally seen when converting problems into mathematical models and for verbal representation abilities, some students are already able to use verbal representations although some of them are still unable to convey their mathematical ideas in their language.

3.5 The Role of Visual Representation

Research results Hertati, et al. (2020) concluded that visual representation has an important role in understanding biology textbooks because it can make it easier for readers to understand the concepts being studied. In addition, it can also increase student interest and motivation so that it will provide good learning outcomes. Suningsih & Istiani (2021) convey some of the skills that must be possessed, namely the ability to display something in the form of symbols, tables, diagrams, or other media, all of which aim to clarify problems and are ultimately used to design models in problem-solving in mathematics. In this case, one of the mathematical abilities that include some of these aspects is the ability of mathematical representation. The ability of representation is very important because it is used as a basis for learning mathematics.

4. CONCLUSION

The results of this study are described as follows: 1) Visual representation indicators include; verbal representation ability, image or visual representation ability, and symbol representation ability. 2) Visual representation skills include; can understand data/information in the form of images, and can compare data/information in the form of images, can representing data/information in the form of images. 3) Visual representation according to learning style, namely; students with visual learning styles are able to convey their ideas by using pictures, students with auditory learning styles tend to be less thorough in drawing, and students with kinesthetic learning styles tend to use words containing actions/actions in solving a problem. 4) Errors in visual representation, among others; errors in providing information/information, errors in understanding existing concepts, errors in interpreting the numbers listed in the images, and errors in choosing images that are in accordance with the purpose of presenting the data. 5) The

role of visual representation, namely; making it easier to understand the concept being studied, can increase interest and motivation to learn, and as a basis in the learning process.

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INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) LITERACY AND ITS EFFECT ON IPS LEARNING OF INDONESIAN JUNIOR HIGH SCHOOLS IN ERA 4.0

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Abstract: Industrial revolution 4.0 has an impact on all the best areas of education. Teachers are required to have information communication technology (ICT) literacy that can use digital technology to access information, use information, integrate information, create information, and convey information well. This research aims to find out the influence of ICT literacy on IPS learning in junior high school (SMP) in era 4.0. The data collection method uses closed questionnaires. The population in this study amounted to 129 IPS teachers at 43 junior high schools in Tulungagung State, East Java, Indonesia. The sampling technique uses proportional random sampling for 86 teachers of IPS SMP Negeri. Data analysis using simple regression analysis. The results of the analysis proved there was a significant positive influence of ICT literacy on the learning of junior high school IPS teachers in era 4.0. Proved to be large $t = 6,813$ at a significant $0.000 < 0.05$. The level of ICT literacy and the application of junior high school IPS teachers in IPS learning is quite good, but it needs to be improved through training and support of facilities that available in schools

Keywords: Era 4.0 1, ICT Literacy 2, IPS Learning 3

INTRODUCTION

Indonesia is currently entering the industrial era 4.0. The development of technology and information has brought the current generation into the world of digital literacy. This condition makes it easier for people to find various information. One of the benefits of information technology is being able to cope with space and time. (Sagita & Khairunnisa, 2019) explained that the workforce in all fields in the era of the Industrial Revolution 4.0 is required to have digital skills, in fields such as development, economy, and education. In the field of education, for example, an educator must understand and apply various digital technologies in the classroom. The use of digital technology in the learning process characterizes the Industrial Revolution 4.0 in the field of education. The use of digital technology is known as a cyber system (cyber system). This cyber system can make the learning process take place simultaneously without being limited by space and time. This will facilitate the transfer of knowledge from the teacher to the students. (Hartanto et al., 2020), (Yuara, Rizal, & Kusumaningrum, 2019)

Industrial revolution era 4.0 according to (Fitriani & Aziz, 2019) is a new literacy including data literacy, technology literacy, and human literacy. Data literacy reading ability, analyzing and making conclusions to think based on data and information (big data) obtained. Technology literacy is related to the ability to understand how machines work, technology applications, and work based on technology products to get the most out of it. Human literacy is related to communication, collaboration, critical thinking, and creative and innovative skills. Other opinions (Faulinda Ely Nastiti & 'Abdu, 2020). The era of the industrial revolution 4.0 is characterized by the development of the internet of things that penetrates various fields of people's lives today.

Anaza's research results revealed that UNESCO ICT-CFT fourth-level Technology Literacy approach, teachers and students in educational colleges have a high need for ICT competence

(Onuyi, 2021). This means that teachers and lecturers in era 4.0 must-have ICT literacy. Meanwhile (Idayatun, 2020) explained that a teacher's function includes not just that of an educator, but also that of a facilitator and possible student finder. Professional teachers who can take advantage of the information technology era are required. Teachers must be able to put it to good use to increase the quality of their instruction. This is to ensure that excellent human resources are prepared with global competency and 21st-century skills.

Minister of Education and Culture (Mendekbud) Muhajir, to face 4.0 needs to supervise the curriculum to add five competencies for learners (1) critical thinking skills, (2) creativity and innovation skills, (3) communication skills and skills, (4) ability to work together and collaborate, (5) confidence (Yusnaini & Slamet, 2019), (Yuara et al., 2019). This explanation is intended that teachers in the learning process must be able to produce learners who have critical thinking competence, creativity, innovation, communication skills, cooperation, collaboration, and confidence. According to (Syamsuar & Reflianto, 2018) the solution to the challenge in the field of education is the readiness of human resources and infrastructure facilities as ICT users. Human resources can use technological equipment to be able to accompany and teach students by utilizing ICT.

Other opinions (Onuyi, 2021) Teachers in elementary, secondary, and tertiary schools and classrooms must be equipped with information and communication technology (ICT) resources and capabilities, and they must be able to effectively teach subject matter content while combining technological concepts and skills. Traditional teaching methods can no longer offer prospective teachers all of the necessary skills to teach in the classroom. But in reality, not all teachers at IPS Prertama High School (SMP) in Tulungagung are still low in ICT literacy. This is evident from the results of an interview with one of the IPS teachers at SMP Negeri 1 Gondang East Java Indonesia in IPS learning during the Covid 19 online learning using WhatsApp. Teachers only provide information through WhatsApp both materials and assignments given to their students. Not all IPS teachers use computers for learning activities. Some previous research (Yusrizal, Safiah, & Nurhaidah, 2017) proved that teachers are good enough at utilizing ICT media in the process of bullying but there is still a lot of guidance needed in accessing media from the internet. Teachers who are less able to use ICT media due to age factors and are still tied to conventional media in the surrounding environment

Research (Banowati et al., 2019) . The implementation of android automation can improve digital literacy scores by more than 78 from previously determined indicators. While the results of the study (Iyanda, Opele, & Akintunde, 2016) on the relationship of ICT literacy with the internet use of college libraries in Nigeria, the findings prove there is a significant difference between ICT literacy and internet use. Research (Ogunsanya & Buraimo, 2021) on ICT literacy on the utilization of electronic resources at lecturers of Olabisi Onabano University Nigeria proves that ICT literacy has a significant effect on the utilization of electronic resources. Other findings of high ICT literacy and utilization of electronic resources are also high. Utilization of electronic resources to update knowledge, share knowledge, and write thesis/dissertation/and article publication. Research (Rahayu, Hariyanto, & Fadhlani, 2020) has improved the understanding of IoT teachers so that it is easier to apply in the teaching and learning process and can increase cognitive learning outcomes by 31.45%. (Yazon, Ang-Manaig, Buama, & Tesoro, 2019) This means that the increase in understanding, finding, using, and creating information using digital technologies is positively related to faculty members' ability to conduct, complete, present, and publish a research article.

Based on previous theories and research prove that ICT literacy affects the utilization of available resources (electronic, internet, communication) used to search for information, use information, convey information, and evaluate information. Teachers who have good ICT Literacy can utilize electronic resources, communication, and the internet in the learning process, so that it affects students thinking critically, solving problems quickly and appropriately, and students who are creative and innovative and able to adapt to global conditions. The purpose of this study is to

find out about ICT literacy in IPS teachers in Junior High School and its effect on IPS learning in Era 4.0.

LITERATURE REVIEW

ICT Literacy

ICT literacy is the ability to use digital technology, communication tools, and/or networks in defining, accessing, managing, integrating, evaluating, creating, and communicating information well and legally in building a knowledgeable society. (Muhali, 2019). Digital literacy encompasses a wide range of skills that are all required to succeed in an increasingly digital world. At present, it is very important in the teaching and learning process. Educators are increasingly expected to use digital tools as teaching aids when instructing students. Digital literacy includes (1) Understanding Digital Practices (2) Finding Information (3) Using Information (4) Creating Information. digital competence in terms of (1) Professional Engagement, (2) Digital Resources, (3) Teaching and Learning, (4) Assessment, (5) Empowering Learners (6) Facilitating Learner's Digital Competence. (Yazon et al., 2019)

The ability to use digital technology communication tools and networks to address information problems is referred to as ICT literacy. ICT literacy is defined as the capacity to utilize technology to explore, organize, evaluate, and communicate information, as well as a basic grasp of the ethical and legal concerns surrounding information access and use. (Iyanda et al., 2016). (Fekete, 2021). Based on the above understanding, ICT literacy is the ability to use digital technology, communication tools, and networks including (1) understanding the information technology used, (2) the ability to use technology to find the necessary information, (3) the ability to access information with the technology, (4) the ability to process and integrate the information found, (5) the ability to communicate information obtained properly, (6) the ability to manage information to support the activities carried out.

(Yuniarto, Maat, & Husnin, 2020) The factors that influence ICT literacy are the teacher's beliefs and knowledge. On the belief factor, several sub-factors may explain its contribution to ICT literacy, such as the teacher's basic skills, teacher assignments, teacher motivation, and teaching style. Furthermore, the second factor is the teacher's knowledge factor which includes knowledge of technical guidance, knowledge of technology management, and knowledge of technological integrity. (Sagita & Khairunnisa, 2019) educators are required to have competence so that the e-learning program can run well.

Teacher Competence in Era 4.0

According to (Mahmudah & Yazid, 2020) Literacy, covers aspects; of critical thinking, creative thinking, reflective thinking, imagination, reasoning, communication, and problem-solving. 2) Data literacy, including system aspects cyber-physical, internet of things, cognitive computing, and cloud computing. 3) Technology literacy, including aspects; Technology for doing, Technology for practicing skills, and Technology for developing conceptual understanding. (Surani, 2019), (Kahar, et.al, 2021), (Faulinda Ely Nastiti & 'Abdu, 2020) there are five qualifications and competencies of educators needed in era 4.0. The five include (1) Educational competence, internet-based educational competence/learning of things as basic skills in this era; (2) Competence in technological commercialization; (3) Competence in globalization, (4) Competence in future strategies and (5) Counselor competence.

Meanwhile (Lase, 2019) explains other attitudes or skills that teachers need to have in facing the industrial era 4.0, including (1) Be friendly with technology: teachers must have the willingness to learn continuously, adapt to technological developments, and be willing to share their experience with their colleagues. (2) Collaboration: teachers must have a strong willingness to collaborate and learn with and or from others, (3) Be creative and take risks: Teachers must have creativity integrated into their daily tasks. Teachers do not need to be afraid of making mistakes and they have to be ready for the risks that may arise. (4) Have a good sense of humor: Humorous teachers

are the ones who are mostly remembered by the students. (5) Teach holistically: Teachers need to know students individually, including their families and how they learn.

Another opinion (Onuyi, 2021) states that to promote fairness and quality of learning, teachers must have the skills to use ICT in their professional practice. Teachers must also be able to use ICT to help students acquire Knowledge Society abilities including critical and innovative thinking, complex problem solving, collaboration, and socio-emotional skills. If the benefits of investments in ICTs are to be realized, teacher training and ongoing, appropriate professional development are required.

IPS learning In Era 4.0

IPS is a study of social sciences that includes anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as humanities, mathematics, and natural sciences. The focus of IPS is the value of humanity in an institution and the relationship between humans and humans with their environment, and the emphasis of IPS is directed to help learners develop competencies and attitudes as citizens, namely how learners live in society IPS educational goals to learning closed areas. The purpose of this goal is so that learners can find the source of social problems, solve social problems and foster democratic attitudes. (Ginanjar, et.al, 2019).

Learning 4.0 according to(Kahar et al., 2021): (1) student-centered learning, (2) life-long learning, (3) utilizing ICT and virtual learning tools, (4) Emphasizing hands-on learning through a learning method called "flipped classroom," (5) Developing critical thinking soft-skills, creativity, and problem-solving, particularly authentic and non-routine problem solving, (6) Collaboration and in social interaction as a The primary approach used in competency development is to introduce work culture in the industrial world and the world of work in the twenty-first century, (7) and to provide flexibility for the learning process in the form of blended learning, which allows learners to interact, collaborate and learn from each other in class settings and remotely (distance) over the internet. The blended learning model is very appropriate to use in the era of industrial revolution 4.0 (Fathullah, 2020).

In the era of 4.0 IPS teachers are required to have ICT literacy so that they can explain using digital starting from planning, implementing, and evaluating learning. In addition, it is expected that teachers can marginalize, direct and guide learners in using digital. This is following the opinion(Ginanjar et al., 2019) that digital literacy in IPS learning becomes one of the supporters to develop learners' knowledge of social issues that occur in society in real-time.

According to(Faulinda Ely Nastiti & 'Abdu, 2020) the way to learn to teach era 4.0 has changed. The Internet and computers become a means that facilitates the teaching and learning process. The era of learning 4.0 can be done with online classes through social media or other media that support the online learning process. According to the findings of the study (Surani, 2019), educational technology plays a critical role in the era of education 4.0, as evidenced by the development of educational technology products such as E-learning, learning applications, and self-study platforms that meet the demands of education 4.0.

One of E-learning is the blended learning model. The blended learning model is a very appropriate model used in the current era, namely the industrial revolution 4.0 as the development of technology and information science that supports cybernetic learning theory. Cybernetic learning theory emphasizes the information systems processed in learning. Blended learning is a learning model that integrates face-to-face learning with e-learning that leverages the advances in innovation and technology offered online with participation and interaction offered in conventional learning. (Fathullah, 2020).

Teachers in teaching must be able to produce graduates who have competencies following the demands of era 4.0. There are 6 competencies owned by learners in era 4.0, namely (1) Critical thinking and problem-solving, (2) Communication and collaborative skills, (3) Creativity and innovative skills (4) Information and communication technology literacy (Literacy) (5) Contextual

learning skills, (6) Information and media literacy (Mursid & Yulia, 2016), (Surani, 2019), (Hartanto et al., 2020).

Learning strategies that can be used to achieve the competence of students in era 4.0 according to (Alda, Boholano, & Dayagbil, 2020) include: (1) use the following strategies in the delivery of instruction: individualized teaching, gamification, and simulation, c problem and inquiry-based teaching and learning d. augmented and virtual reality. (2) boost students' creativity through digital enablers like 3D printing and robotics, (3) use technology-based assessment tools (4) develop 21st-century skills (ex. problem solving, collaboration, reflection, critical thinking, communication), (5) teach digital citizenship (technology ethics, social, ethical and legal responsibilities in the utilization of technological tools and resources, etc, (6) use individualized modular instructional materials, (7) expose students to more participatory learning through field experiences, (8) accommodate multiple learning styles through flexible assignments. According to Fik (Gueye & Exposito, 2020), there are nine learning trends applied to 4.0, namely (1) learning in different times and places, (2) personalization of learning, (3) adaptive and dynamic learning processes, (4) project-based learning, (5) field experience, (6) data interpretation, (7) formative assessment, (8) student ownership, and (9) the mentoring system.

Some learning models that can be applied by teachers to learners to develop critical thinking of learners include Inquiry learning, discovery learning, project-based learning, and problem-based learning (Royani, 2020). Project-based learning focuses on the key concepts and principles of the discipline, engages students in problem-solving activities, provides opportunities to autonomously construct their learning, and produces valuable products or works. (Royani, 2020).

Teachers in learning must be able to choose learning methods that can activate students (student center). Learning methods that encourage students to think critically, innovatively, creatively, and collaboratively. One of the students' central learning methods is the discovery model. The results of the study (Chusni. et.al, 2021) found that the discovery learning model using e-learning proved to improve students' ability to think. The discovery learning model makes students learn actively, independently, and enthusiastically by looking for various sources. This learning model is an alternative learning strategy to improve students' ability to think critically. CTS is significant because it can help students examine a fact and determine the appropriate explanation. As a result, the learner may be better equipped to make decisions or convey self-attitude regarding a subject.

Table: 1 Classification of ICT Literacy Values and IPS Learning

No.	Value	Classifications
1	88-98	Very Good
2	78-87	Good
3	68-77	Pretty Good
4	63-67	Less Good

Problem-based learning models can also encourage students to be active in the learning process. This learning model encourages students to think critically in problem-solving, collaborative, innovative, and creative in finding material sources to solve problems. The results of the study(Kardoyo, et.al, 2020) are explained. Two class-action research cycles were successfully implemented, according to the findings. Students' critical and creative thinking skills can be improved by using the problem-based learning method. Students can address a problem by performing proper analysis and coming up with different answers. The learning process is more fascinating and

demanding for students. Students can effectively express themselves in front of the class. Students must be able to think critically and creatively to meet the difficulties of the industrial revolution. 4.0. Students' critical and creative thinking skills must be emphasized in lectures.

Table 2. Research Variables and Indicators

No	Variables	Indicators
1	ICT Literacy (X)	Digital Practice Ability to find information Ability to use information Ability to create information using digital Ability to create technological media in learning Ability to integrate information into learning Getting information technology guidance Getting guidance from technology Management
2	IPS Learning	Learning using Online The methods used to teach Learning media used to teach Submission of material information A given task can encourage critical, creative, innovative, exploratory thinking Explanation of material is given contextually by giving examples Authentic scoring techniques The application of technological ethics, social responsibility, ethics, and law in the utilization of technological tools and resources

RESEARCH METHOD

This study is quantitative research with an associative approach. This research is to find out the influence of ICT literacy on IPS learning in junior high school (SMP) in Tulungagung Regency, East Java, Indonesia.

3.1 Population and Sample

The population in this study Of State Junior High School Teachers in Tulungagung Regency is as many as 120 IPS teachers at 43 State Junior High Schools in Tulungagung Regency. The side technique proposed by proportional random sampling, in which each junior high school takes two respondents so that the total sample in this study is 86 IPS teachers in 43 state junior high schools.

3.2 Method Of Collecting Data

Data collection methods use questionnaires. The questionnaire method is used to collect independent variable data on ICT literacy and IPS learning-dependent variables. While the question uses a closed question where the answer is available, the response is just choosing the correct answer. Questions using the Likert scale with the terms of inclusion: strongly agree = score 4; Agree = score 3; disagree = score 2, and strongly disagree = score 1. In addition to closed questionnaires also use open questionnaires, where respondents are free to fill out answers as expected. This method is used to support the results of closed questionnaires, especially IPS learning data, while others dig into data methods, media, and evaluation techniques used in learning.

To determine the level of ICT literacy and IPS learning provisions of ICT Literacy value classification and IPS learning are specified as follows:

Indicators of ICT literacy research variables as free variables (X) and IPS learning as bound variables (Y) can be explained as follows:

Source: Authors

Table 3. Results of ICT Literacy Questionnaire

No.	Statements	Jawaban
1	I can use a computer to do online learning (google classroom, LMS, zoom..)	64% Agree
2	I can use the features contained in online learning media that I use correctly	79% Agree
3	I can find information/learning resources through the internet to develop the subject matter delivered by students using android and computer	59,3% Strongly Agree
4	I can download information/learning resources through the internet by using a computer and android	60,5% Agree
5	I can use information/learning resources for the development of subject matter in the form of PowerPoint/video/word/excel/photo	61,6% Agree
6	I can create subject matter by using various learning resources and present it in the form of PowerPoint/video/ image/which can be used to imitate the material	54,7% Agree
7	I can create a learning medium using a computer (PowerPoint/video/module)	60,5% Agree
8	I can assess the results of assignments/formative examinations of students online according to the online media used	58,1 % Agree
9	I can integrate technology to improve the quality of learning	67,4% Agree
10	I can manage the information technology that I use well	69,8% Agree
11	I have followed information technology guidance	69,9 % Disagree
12	I once followed the guidance of Information Technology management	55,1% Disagree
13	I can use online learning optimally because of school facilities and infrastructure support (e.g. internet in schools)	86,3% Agree

The collected data is then analyzed using simple linear regression analysis. In table 3, 64% of teachers said they could use computers and mobile phones for online learning with google classroom, WhatsApp, and Google Meet. As many as 79% of teachers said they agreed that they could use the features contained in the selected learning media, as many as 59.3 said they strongly agreed to seek information using handphones and computers, and as many as 60.5% of teachers said they agreed to sponsor the source of information through handphones, as many as 61.6% of teachers said they agreed to use information/learning resources for the development of subject

matter in the form of PowerPoint/video/word/excel/photo, A total of 54.7% of teachers said they agreed to present information in the form of PPT, 60.5% of teachers agreed to create media using computers, and as many as 58.1 teachers said they agreed to conduct formative assessments online selected media, as many as 67.4 teachers said they agreed to integrate technology to improve defense coils, as many as 69.8% said they agreed to manage the information obtained, as many as 69.9% said they did not agree to follow the guidance. As many as 55.1% said they did not agree to follow technology guidance, and 86.3% said facilities and infrastructure were not yet supported.

Ta Table 4. Results of IPS Era 4.0

No	Pernyataan	Fekuenasi
1	IPS Learning defense I provide using Blended Learning (online and offline fusion)	61,6 Agree
2	IPS Learning I do by using student central methods that encourage students to collaborate, be responsible, independent, think critically, creatively and innovative with friends (problem-based, project-based, discovery methods)	80,2 Agree
3	IPS material I arrange from various learning sources both textbooks and sources from the internet to expand and deepen the material	73,3 Agree
4	IPS materials I provide using PPT media and interesting videos to encourage students to think critically, innovatively, and creatively	60,5 Agree
5	Tasks we provide to students in the form of project assignments that demand critical, creative, innovative, and exploratory thinking	80,2% Agree
6	The tasks I assign to students are following the material and learning objectives and encouraging students to complete the tasks using various learning sources	73,3% Agree
7	IPS assignments and materials I provide to students online and collected online	60,5 Agree
8	Explanation of IPS material to students is always given concrete examples in everyday life	70,9 Agree
9	For every learning activity, I use authentic assessments, namely process assessment and assessment of results with instruments that have been prepared	72,1 Agree
10	I inserted technology ethics, social responsibility, and ethical and legal education in the utilization of technological tools and Resources	84,9% Agree

Table 5. ICT Literacy Values and IPS Awareness

No	Values	Classifications	ICT Literacy (%)	IPS Learning (%)
1	88-98	Very Good	32,6	54,7
2	78-87	Good	26,7	23,2
3	68-77	Pretty Good	40,7	22,1
4	63-67	Less Good	100	100

Based on the results of the analysis in table 4 showed that 61.6% agreed to use Blended Learning (a combination of online and offline, as many as 80.2% agreed to use the central method of the student, and as many as 73.3% agreed to use learning from the internet, as many as 60.5% agreed to use PPT and video in learning, as many as 80.2% said they agreed the task was given based on the project, as many as 73.3% said they agreed to the task given to be completed. Using several sources, 60.5 said they agreed with the results of the tasks collected online, 70.9% agreed

with the explanation of the material with concrete examples, 72.1 agreed to do authentic monitoring, and as many as 84.9% stated that they included educational character technology ethics, social responsibility, ethics and law in the utilization of technological tools and resources.

Source: Data Processed Using SPSS

No	Result of SPSS	ICT Literacy	IPS Learning
1	Mean	80,52	79,01
2	Median	80	75
3	Mode	73	75

From the results of the data analysis appropriate to table 5, the ICT literacy value of IPS teachers of Tulungagung State of East Java raised some 40.7% of the number of good grades. It can be explained that teachers already have ICT literacy but understanding in using, accessing, managing (integrating, evaluating creating, and communicating information well in digital use is still not optimal. While ICT in learning as much as 54.7% is very good. This shows that most IPS teachers have applied ICT to learning

Table 6 shows the average value of ICT literacy at 80.52 and IPS learning at 79.01 in good classification. The average ICT literacy score is greater when compared to the average value of IPS learning. The difference is (80.52- 79.51) 1.51. The results of the instrument validation test analysis using Pearson Correlation ICT literacy variables and IPS era 4.0 with the provision of significant alpha < 0.05 is said to be valid. Based on the results of data analysis, all the data is found in ICT literacy and significant large IPS awareness of 0.000< 0.005, so that all data can be concluded on ICT literate variables and valid IPS defense.

Results of analysis. The rehabilitation of ICT literacy variable instruments and IPS learning using Cronbach's Alpha.

The provision of this UI if Cronbach's Alpha value > the coefficient value r calculates at N=86 (N-2 =84) then it is said to be valid. Based on the results of the data analysis proved to be a large coefficient r calculated N 84 0.1786. While significant literacy variables ICT Cronbach's Alpha 0.746, and IPS 0.735. Both variables have Cronbach's Alpha > 0.1786. So that it can be concluded that ICT literacy variables and IPS defenders have reliable data.

Data analysis Results the Linear regression prerequisite test should be done before analyzing the regression. Two tests are done, namely the normality and linearity tests.

The normality assumption test is used to test whether the residual results in a normal distribution of manova or not. The normality test uses Kolmogorov-Smirnov, provided that if the value is significant in Kolmogorov-Smirnov > 0.05 then the data has a normal distribution.

		Unstandardized Residual
N		86
Normal Parameters ^b	Mean	0.00E+00
	Std. Deviation	5.94602679
Most Extreme Differences	Absolute	0.082
	Positive	0.082
	Negative	-0.051
Kolmogorov-Smirnov Z		0.758
Asymp. Sig. (2-tailed)		0.613
a. Test distribution is Normal.		
b. Calculated from data.		

Source: SPSS Results

Table 7 shows the Kolmogorov-Smirnov Z coefficient of $0.758 > 0.05$. Thus, it can be concluded that recidivist data has a normal distribution. Linearity test to find out the nature of the linear on the distribution of data between variables X and Y Linearita provisions if the deviation from Liniarity > 0.05 then linear data.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	. s z i g
IPS Learning* ICT Literacy	Between Groups	(Combined)	2153.399	12	179.450	5.214	.000
		Linearity	1660.793	1	1660.793	48.252	.000
		Deviation from Linearity	492.606	11	44.782	1.301	.241
	Within Groups		2512.589	73	34.419		
	Total		4665.988	85			

Source: SPSS Results

Based on table 8 showing the magnitude of deviation from Liniarity = $0.241 > 0.05$, it can be concluded that the data has linearity. To find out if there is an influence of ICT literacy on the defense of IPS Junior High School in Era 4.0. Hypotheses in this study H_0 : there is no influence of ICT literacy on the defense of IPS SMP in era 4.0. to perform hypotensive use UI t. The provision of the test t if the alpha is significant t count < 0.05 then there is a significant influence

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
		1	(Constant)	40.673		
	ICT Literacy	.476	.070	.597	6.813	.000

Source: SPSS Results

In table 9, the results of the analysis of test data t significant amounted to $0.000 < 0.05$, it can be concluded H_0 was rejected and H_a accepted. In conclusion, there is a significant influence on ICT literacy on IPS learning in era 4.0.

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.597 ^a	0.356	0.348	5.981

Source: SPSS Results

Table 10 shows the magnitude of the regression coefficient of 0.356. or 35.6%. It means that the contribution of ICT Literacy to GMP IPS learning by 35.6% while 64.4% is influenced by other factors.

4. DISCUSSION

The results of data analysis prove that junior high school IPS teachers are good enough in ICT literacy but can still be improved through ICT guidance and ICT management guidance. This is because there are still some IPS teachers who have not been able to utilize information sources and convey information using online media properly. This finding following the licensing (Yusrizal et al., 2017) proves that teachers are good enough at utilizing ICT media in the process of learning but there is still a lot of guidance in accessing media from the internet. Teachers who are less able to use ICT media due to age factors and are still tied to conventional media in the surrounding environment

The results of data analysis prove that IPS junior high school teachers are good enough to apply to learning using ICT to facilitate and improve the quality of IPS learning. Teachers in IPS learning already use learning models that can encourage students to collaborate, be responsible, independent, critical thinking, creative and innovative and apply problem-based learning models, and project-based, discovery methods.

Data analysis shows the average value of ICT literacy is greater than IPS learning. ICT Literacy and IPS Awareness are in a good classification position. This can be interpreted that if the teacher's understanding of ICT literacy is good then the teacher can use the technological resources available well in IPS learning. Following the results of research (Ogunsanya & Buraimo, 2021) on ICT literacy in the utilization of electronic resources. The results of the study proved that ICT literacy has a significant effect on the utilization of electronic resources. Other findings of high ICT literacy and utilization of electronic resources are also high.

Analysis of t-test data shows that there is a significant influence between ICT literacy and IPS learning with a t-count of 6,813 and marked positive. This means that if IPS teachers have good literacy then the ability to do learning using ICT is good, and vice versa if ICT literacy is low then the ability to learn using ICT is low. This is based on the theory (Banowati et al., 2019) proving that the use of android-based learning media can improve digital literacy, influence students to think critically, and solve problems. This finding is also following the theory (Faulinda, et.al 2020) of how to learn to teach era 4.0 has changed. The Internet and computers become a means that facilitates the teaching and learning process. The era of learning 4.0 can be done with online classes through social media or other media that support the online learning process. In addition, it also supports research (Ginanjar et al., 2019) that digital literacy in IPS learning becomes one of the supporters to develop learners' knowledge of social issues that are happening in society in real time. The study's findings also support research (Iyanda et al., 2016) on the relationship of ICT literacy to Internet use, proving there is a significant link between ICT literacy and Internet use.

The results of the data analysis prove the coefficient regression in table 10 by 35.6%. This means that the contribution or influence of ICT literacy on IPS awareness is 35.6% while 64.4% is influenced by other factors that are not studied. This is because ICT literacy is not owned by teachers properly and then has an impact on the use of ICT in learning has not been optimal. Other factors that affect ICT literacy and the use of ICT in learning include, resources/means to support the implementation of learning, training to improve ICT skills both in information management skills, making information in various online media, conveying information with various online media, and evaluating authentic defense online. This is following the results of research (Kurniawan, 2019) on the use of ICT for learning in junior high schools, proving that all teachers have used ICT in the learning process with different frequencies. Meanwhile, the obstacles faced include limited facilities and limited use of ICT. Digital literacy is still low but teachers still have a high enthusiasm for learning. The ability to apply ICT in the learning process can be improved through training. In addition, increasing the use of ICT in the learning process can be done if schools improve the quality of ICT devices.

Based on the findings and results of previous research can be explained that ICT literacy must be owned by teachers and applied in learning so that it can face era 4.0. ICT literacy will make it easier for teachers to carry out learning so that learning can be optimal. Teachers who have ICT literacy will be easy to access, use, create, and convey information through information

technology on learning to encourage students to think critically, creatively, innovatively, and collaboratively according to the demands of era 4.0.

5. CONCLUSION

The results of the study proved that there was a significant positive influence on ICT literacy in the defense of IPS Junior High School in era 4. The results of these findings prove that teachers in teaching must have ICT literacy both in understanding information technology, accessing information, using the information obtained, conveying information, creating information, and integrating information digital resources relevant to teaching and learning. The teacher's ability in ICT will affect the learning carried out by the teacher. However, ICT literacy can be applied optimally in learning if there is support from the school such as internet availability that supports learning, including ICT training in teachers who are still low in ICT literacy, and periodic evaluations conducted by principals to find out the application of technology in learning

6. RECOMMENDATIONS

ICT literacy in IPS teachers has a significant positive effect on IPS learning. These findings prove that teachers must have ICT literacy and apply it in learning in the face of era 4.0. Mastery of ICT literacy will make it easier for teachers to apply various learning models following the 4.0 era. However, the findings showed the contribution of ICT literacy to IPS learning was still low at 35.6%. In line with these findings, the government should conduct scheduled ICT training involving many teachers through the education agency. ICT training is expected to improve teachers' skills: (1) integrate information in the material, (2) create information with interesting technological media, (3) convey information using learning technology, (4) manage information, and (5) evaluate authentic defense activities using technology. Further researchers should also review studies related to efforts to improve ICT literacy and the application of ICT in learning. It is also necessary to study how ICT literacy and IPS awareness in IPS teachers in Private Junior High schools (SMP) and MTS.

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PERCEPTION AND PARENTAL INVOLVEMENT OF STUDENTS' LEARNING ACTIVITIES DURING PANDEMIC

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Abstract: This study aims to reveal the perceptions and forms of parental involvement with the challenges and opportunities during the implementation of online learning. This study uses a qualitative approach with a literature review method. The results of this study of 13 articles from Scopus and ERIC concluded that parents still tend to have negative perceptions of online learning. Most parents have carried out home-based involvement, but school-based involvement still needs to be improved. The challenges experienced by parents are related to the parent's inability to meet the demands of online learning from their children's schools. Meanwhile, the opportunities are related to the positive benefits of online learning during the pandemic.

Keywords: *parental involvement, parental perception, online learning.*

INTRODUCTION

Parental involvement in children's learning processes plays a very essential and meaningful role for elementary school students (Coşkun & Katitaş, 2021; Smetackova & Stech, 2021). Many studies proved the significant influence of parental involvement on children's achievement and success (Boonk et al., 2018; Dettmers et al., 2019; Gugiu et al., 2019; Gunzenhauser et al., 2021; Rasool et al., 2021; Yavich & Davidovitch, 2021). Parental involvement also positively impacts children's language development (Korosidou et al., 2020). Therefore, parental involvement must be considered and pursued optimally.

Parent involvement in accompanying children's learning should do at any time. However, economic level (Collado et al., 2021; Smetackova & Stech, 2021; Tan et al., 2020), occupation, and education level (Collado et al., 2021; Tan et al., 2020; Turtulla & Lopar, 2022) are often an obstacle for parents seriously. To solve this problem, parents with a well-established economy tend to register their children at childcare centers (Alharthi, 2022). Parents with low economic conditions prefer to ask for help from more competent people. Parents who are unable to provide learning assistance for their children's difficulties often blame their children on the pretext of not paying attention when studying at school.

Various phenomena and obstacles for parents to involve themselves in the child's learning process were obvious during the Covid-19 pandemic. Parents who can usually entrust their children's education to schools must accept the fact that during the pandemic children are no longer studying at school (Alharthi, 2022; Nurwidodo, 2020; Ribeiro et al., 2021). Practically, on the sidelines of their struggle to maintain family economic stability, parents are also required to replace the role of teachers (Akinrinmade et al., 2021; Knopik et al., 2021). As a result, many parents admit to having difficulties, even stress (Zhang et al., 2021) dealing with their children when the learning process from home occurs. However, behind these difficulties, of course, some parents manage to educate their children well.

The background above inspires the author to present a study of the perceptions and forms of parental involvement in students learning activities during the pandemic and the implications for learning. Although today's learning activity is not only centered at home, it must admit that the shadows of online learning certainly can not be ignored. The reason is that learning changes not only requires the student adaptation and teachers but also parents. In addition, several studies

have begun to reveal that students are comfortable with online learning (Torres & Cruz Ortega-Dela, 2022). When the convenience of online learning is correlated positively with the achievement of learning objectives, online learning still has an opportunity to continue.

METHOD

This study uses a qualitative approach with a literature review method. The literature review was chosen because it is believed can obtain parental involvement from a broader and more comprehensive perspective. In more detail, the flow of this research is described as follows.

4.1. Article Search

The articles studied in this study were taken from the ERIC and Scopus databases through Publish or Perish (PoP). The collected articles are peer-reviewed articles published during the Covid-19 pandemic in 2020-2022. The search keywords consisted of a combination of "parental involvement OR parental participation" AND "pandemic". The article search criteria can be seen in Table 1 below.

Table 1 Article Search Inclusion Criteria	
Criteria	Description
Publishing time	2020-2022
Article status	Peer-reviewed journal articles that can be accessed for free
Location	Worldwide
Topic	Articles must be directly related to parents' perceptions of learning during a pandemic, forms of parental involvement, and the barriers and opportunities for parents to be involved in children's learning during a pandemic.
Context	Articles must be related to the involvement of parents in the learning process of non-disabled Elementary School (ES) students
Target sample	Elementary school parents
Types of research	Empirical research using quantitative, qualitative, or mixed methods

4.2. Verification

Article verification carried out to maintain or eliminate articles found at the search stage. Article in this research was verified systematically through the following three stages.

4.2.1. First verification

Title review to eliminate duplicate articles and articles whose titles clearly indicate incompatibility with the topic, including the context of disability and non-elementary education levels.

4.2.2. Second verification

Review of abstracts to eliminate articles whose target sample and research type do not match the search inclusion criteria.

4.2.3. Third Verification

Full paper review to eliminate articles whose full papers cannot accessed for free or articles whose discussion is unable to answer research questions.

4.3. Data Presentation and Classification

After passing a series of verification processes, the article was further reviewed, and the results were presented in a simple annotation table. The review results of the articles are used to classify articles according to the focus of the research study.

4.4. Data analysis

The articles were analyzed critically and comprehensively according to the type of classification. Data analysis focused on revealing common threads related to the form of parental involvement with their obstacles and opportunities. In addition, the results of this analysis are expected to provide an overview of the parental involvement implications on student learning in the new normal era..

RESULT AND DISCUSSION

Chronologically, the result of searching articles in this research can be seen in Table 2 below.

Searching indicator	Tabel 2 Hasil Pencarian Artikel	
	Result	Keterangan
Search for peer-reviewed journal articles for the year 2020-2022 based on keywords	755	725 artikel dari ERIC dan 30 artikel dari PoP
First verification results	25 (5 PoP, 20 ERIC)	Article exclusions from the PoP database (25 articles): 1 duplicated article, 19 articles not relevant to the topic, 3 articles consisting of non-elementary education levels, and 2 articles containing disability content. Exclusion of articles from the ERIC database (705 articles): 108 articles are not relevant to the topic, 595 articles consist of non-elementary education levels, and 2 articles contain disability content.
Second verification results	19 (4 PoP, 15 ERIC)	Article exclusion from the PoP database (1 article): 1 article has an irrelevant sample. Exclusion of articles from the ERIC database (5 articles): 1 article has an irrelevant sample, and another has an irrelevant type of research.
Third verification results	13 (2 PoP,	Article exclusion from the PoP database (2 articles):

Searching indicator	Result	Keterangan
	11 ERIC)	The discussion of 2 articles did not match the research question.
		Article exclusion from the ERIC database (4 articles):
		The discussion of 4 articles did not match the research question.

4.5. Parents' perception of learning during pandemic

4.5.1. Availability of learning resources

Parents have different perceptions about the availability of children's learning resources during the pandemic. Some parents reported that their children did not get reference books, could not go to the library because of the threat of the Covid-19 virus, and often had difficulty accessing online learning sites provided by schools (Çakın & Külekçi Akyavuz, 2021). On the other hand, parents also reported that teachers made efforts to provide adequate learning resources through the provision of material slides and learning videos recorded before the implementation of learning (Fontenelle-Tereshchuk, 2021). The teacher also try to provide online materials and learning resources from several online platforms (Lau & Lee, 2021). In addition, schools also seek to provide adequate learning resources, such as television programs, websites, and other print activities and resources (Nayir & Sari, 2021).

4.5.2. Time

Parents agree that the time allocated for online learning is insufficient (Fontenelle-Tereshchuk, 2021; Lee et al., 2021). Some parents think learning time is not ideal (Fontenelle-Tereshchuk, 2021). Parents also revealed that time constraints resulted in the presentation of content that was not varied, so children became bored and reluctant to participate in activities. However, the lack of time allocation for online learning has more of an impact on children with special needs because of their difficulty in adapting to learning considered to make their confidence lost (Çakın & Külekçi Akyavuz, 2021).

4.5.3. Independence

Parents assume that online learning is not suitable for elementary school children because they are considered unable to encourage independent learning (Fontenelle-Tereshchuk, 2021). The results of Lau & Lee's research (2021) noted that 86% of parents acknowledged their child's independence during implementation of online learning. Children's independence in learn is also associated with stress experienced by children due to mismatches between abilities and learning demands (Fontenelle-Tereshchuk, 2021). In the context of independence, children in grades 1-4 need more synergistic support from teachers and parents (Hamaidi et al., 2021).

4.5.4. Assignment

Parents reported that the teacher gave homework every day. The frequency of assignments ranges from 3-4 tasks per day (Lau & Lee, 2021). Initially, the teacher assignment did not cause any problems, but in the following days, parents reported that their child only wanted to do half of the task (Çakın & Külekçi Akyavuz, 2021). As many as 86% of parents admit that their children have difficulty completing tasks (Lau & Lee, 2021) and require the presence of adults to complete them (Ribeiro et al., 2021). This condition is further exacerbated by unclear teacher feedback because it is considered unable to provide information to parents about the quality of children's performance and areas that must be improved (Fontenelle-Tereshchuk, 2021).

4.5.5. Academic ability

Research (Fontenelle-Tereshchuk, 2021) states that parents of lower-grade elementary school students tend to be less worried about their children's academic abilities. They think that the material to be learned is relatively simple. On the other hand, parents reported that their children began to lose interest in reading because their reading skills were not well developed. This condition is exacerbated by the recognition of parents who do not understand the foreign language material learned by the child.

4.5.6. Teacher support

Parents admit that technology helps smooth online learning, but its role cannot replace teachers' roles (Fontenelle-Tereshchuk, 2021). The importance of the teacher's role is more felt by parents of elementary school students grades 1-4. Parents feel that their teaching skills and competencies cannot replace the teacher's role in developing children's knowledge, attitudes, and skills (Hamaidi et al., 2021). In this case, although the teacher provides a weekly lesson plan, the execution remains in the hands of the parents, so the parents become more depressed (Alharthi, 2022). On the other hand, parents think teachers are not really ready to take advantage of online learning platforms (Fontenelle-Tereshchuk, 2021). The results of parental observations also show that teacher monitoring via telephone is not contributed effectively for children's learning progress (Çakın & Külekçi Akyavuz, 2021). This condition make the presence of the teacher could not felt significantly. Despite the perceived lack of teacher support, parents perceive that female teachers make more efforts to conduct quality learning. The evidence is female teachers are more committed to participating in workshops and training oriented to the development of vocational, technological, and cognitive skills (Hamaidi et al., 2021).

4.5.7. Use of technology

Parents agree that children's learning is helped by the proper use of technology. However, over-reliance on online teaching resources is considered ineffective because technology is not able to address the diverse needs of children (Fontenelle-Tereshchuk, 2021). This statement is confirmed by the admission of poor parents whose children cannot participate in learning for free because they do not have computers. On the other hand, parents also reported increasing use of tablets and the frequency of children playing gadgets (Lau & Lee, 2021). On the other hand, parents also claim that teachers often do not maximize the potential of technology to provide opportunities for students to learn more interactively (Fontenelle-Tereshchuk, 2021).

4.5.8. Parental satisfaction

Parents have different views towards online learning. Parents claimed to be satisfied with online learning, especially in providing physical facilities to support learning, increasing collaboration between parents and children, and children's commitment to parents during online learning. Parents' dissatisfaction with learning is due to lack of school support and communication between parents and teachers at the school (Lau & Lee, 2021).

4.6. Parents' involvement in children learning

The pandemic that limits social activities outside the home allows parents to spend more time with their children. Almost 80% of parents reported that during the pandemic they spent a lot of time looking for and doing activities with their children (Ilari et al., 2022). In terms of time, some parents claim to be involved in children's online learning for 2-4 hours per day (Knopik et al., 2021; Ribeiro et al., 2021). In addition, parents also admitted that using a learning management system made sense of parental involvement higher (Yavich & Davidovitch, 2021).

4.6.1. Home-based engagement

Home-based involvement relates to parents' efforts to support children in carrying out learning from home. In this context, helping children with homework is one of the activities carried out by the majority of parents (Çakın & Külekçi Akyavuz, 2021; Ilari et al., 2022; Ribeiro et al., 2021). Other academic-based engagements are manifested in the form of reading mentoring (Ilari et al., 2022), monitoring children's attention in online classes and task realization (Ribeiro et al., 2021), motivating children (Çakın & Külekçi Akyavuz, 2021; Knopik et al., 2021), explain new and

difficult materials, help send worksheets, and even complete their children's assignments (Knopik et al., 2021). Parents are also involved in carrying out their children's hobby-based activities, such as playing (Çakin & Külekçi Akyavuz, 2021; Ilari et al., 2022) cake baking, watching TV or movies, games, and playing social media (Ilari et al., 2022).

4.6.2. School-based engagement

The involvement of people in the school context is realized by playing an active role in a learning management system that involves information about children's behavior and values (Yavich & Davidovitch, 2021). In addition, people also actively interact with teachers, both through learning systems and face-to-face conversations (Yavich & Davidovitch, 2021), communication via telephone and WhatsApp (Nayir & Sari, 2021), and email (Fontenelle-Tereshchuk, 2021).

4.7. Challenges and opportunities for parents in children's learning during the pandemic

4.7.1. Challenge

For working parents, the most difficult challenge is time management and balancing responsibilities (Akinrinmade et al., 2021; Fontenelle-Tereshchuk, 2021). Other challenges relate to inadequate pedagogical skills of parents (Akinrinmade et al., 2021; Fontenelle-Tereshchuk, 2021), lack of knowledge, fatigue and mental disposition (Fontenelle-Tereshchuk, 2021; Ribeiro et al., 2021), maintaining concentration and children's attention, lack of resources and communication with teachers and schools (Akinrinmade et al., 2021; Lau & Lee, 2021; Nayir & Sari, 2021).

4.7.2. Opportunity

The opportunity that most parents feel related to online learning is the improvement of parent-child relationships (Akinrinmade et al., 2021). In addition, parents feel more likely to develop their children's moral and non-academic skills (Akinrinmade et al., 2021), including time management skills (Knopik et al., 2021).

CONCLUSION AND SUGGESTION

4.8. Conclusion

In general, parents still tend to have negative perceptions of online learning. Judging from the basis of parental involvement in online learning, most parents have carried out home-based involvement, but school-based involvement is still needs to be improved. The challenges experienced by parents on average relate to the inability of parents to meet the demands of online learning from their children's schools. Meanwhile, the opportunities are more related to the positive benefits that parents feel during online learning in the pandemic.

4.9. Suggestion

The implementation of learning in the new normal era that has not been able to leave the online learning culture encourages researchers to propose three suggestions. *First*, schools through teachers need striving to create positive perceptions of parents towards online learning so that parents are more enthusiastic about contributing to their children's learning. *Second*, school-based parental involvement needs to be increased so that children's learning is more optimal. *Third*, parents and schools need to build synergies to answer challenges and optimize opportunities when learning online.

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LECTURER OF THE FUTURE IN AL GHAZALI'S PERSPECTIVE

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Abstract: This research departed from the anxiety of the existence of universities in Indonesia, which the ranks were always under other countries. One of the trigger factors was the lecturer's quality. Some college rating institutions were focusing on the lecturers' contribution to the universities' quality. Based on the purpose of this research was to explore the hidden treasures in Islam about the characteristics of qualified lecturers globally, and then to be formulated into a conceptual model for future faculty development. This research was conducted through a literature study, and the data acquisition was analyzed by content analysis. The results of this research were: 1) the future global qualified lecturer according to al Ghazali was a lecturer who had the role as a scientist at as the characteristic of the global educator, and 2) the Model Development of a Global Future-Quality Lecturers Based on the Al Ghazali's Thought guaranteed the formation of lecturers to have compliance, commitment, dedication, and the performance was very high. In conclusion that the inspiration to form a qualified lecturer of the future could be done by exploring the repertoire of the past that many around them.

Keywords: *al Ghazali, faculty development, Faculty/lecturer, Global quality*

INTRODUCTION

Universities in Indonesia in general and especially Islamic religious colleges are increasingly facing serious challenges in ensuring their survival. This is due to two factors, namely internal factors related to the management of the organization and the existence of external factors such as the influence of globalization that inevitably must be responded to wisely by universities. One example of a college that does this is the UIN Jakarta. At that time UIN still IAIN tried addressing top issues of Islamic studies who are marginalized so enter the scene of the international academic world by conducting cooperation with McGill, "... One of them is UIN Jakarta which at that time still IAIN addressing the issue of Islamic studies that marginalized to enter the international academic world by doing cooperation with McGill " (Jabali, 2001) and the results are quite encouraging.

Facing such situations, then excellence is an absolute requirement for a College in order to still exist in the global era. Excellence in question could be from the perspective of the market or organization (Rahayu, 2008). In the perspective of the market, a superior College was a college that is able to compete with other colleges at the forefront of global competition, while from the Organization's perspective a superior College is a college that is the organization able to implement specific management pattern would pass it into a college that is able to compete on the global scene.

According to Istijanto, one of the strategies that can be used to display superiority as the capital of the competitiveness of the College is a strategy of positioning. The positioning strategy is the ability of colleges to do the differentiation through the typical placement in the public eyes so as to ensure that universities can occupy a prominent position and importance in the consumer minds (Kuncoro, 2008). In carrying out the strategy of positioning, colleges should focus on their resources and in particular lecturers. This is because the lecturer became the driving factor of the

business colleges, as well as the opinion of Rr. Eco Indrajat and R. Djokopranoto (Senen dan Masharyono, 2008).

For that college must change by choosing a different action than before, that difference is what produces a change (Kahar, 2008). What is meant to change here is changing to see the position of the lecturer as the main factor that will determine the quality of the college. The quality of universities in this regard could be classified into two, namely national and international quality. Institutions that perform measurements of the quality of universities such as the National Accreditation Board of Higher Education (BAN-PT) and Higher Education Department version of Research, Technology and Higher Education, Quacquarelli Symonds (QS) World University Ranking, Academic Ranking of World Universities, and Times Higher Education World University Rankings. Some indicators of assessment, especially related to lecturers are Academic reputation, faculty/student ratio, Citation per Faculty, International Faculty, JAJA, Lecturer certification, research result and lecturer's devotion, the scientific publication of lecturers, and patents / Haki lecturers, including Ministry of Research, Technology and Higher Education version of college rankings that undergo some changes in 2017, namely 4 (four) main components, such as a) Quality of human resources; b) Institutional Quality; c) Quality of Student Activities; and d) Quality of Research and Scientific Publication.

While the indicators reflect the quality of the research experience that is not only addition i) performance research, and ii) ratio of a number of publications indexed against the number of lecturers, but also the associated performance indicators plus service Community (Kemenristekdikti, 2017: 1). So, universities should conduct their lecturers' management well, continuously and oriented to achieve global quality without having to leave their traits, identity and especially locally and nationally. The internal values of the college are usually built as a college CV that functioned as a cornerstone of thinking and action throughout the College component, as well as being different from other universities and thrust to achieve excellence.

However, lecturers expected could be a pillar of the College teachers who will be able to penetrate the competition in the global market, in fact still far from the expectations. It is as seen in the report on university rankings Quacquarelli Symonds (QS) version of World University Ranking 2017/2018 which was just released on Thursday (8/6/2017). The UI rankings are in position 277 of the world, whereas in the previous year ranked 325 in the world on the same rank. (UI, 2017: 1) While the college that carries the name of Islam new entry in the order of 39 is UMM (Kemenristekdikti, 2017: 1). This shows the existence of Indonesian universities in the global battle has not been encouraging. Another fact is that some universities in Indonesia that enter World Class University specifically do not have a management model that is specifically a medium to deliver it into a world-class college by THES, SJTU, or Webometric (Setiawati, tt: 11).

A situation like this would certainly not be allowed to drag on, but how willing the College is so that the lecturer is thus a factor triggers the increased ability of the College to compete in the global sphere. Competing globally does not mean we are subservient to the WCU rating institution, but the comparative and complimentary advantages that depart from our college peculiarities are also offered, such as the basic values promoted by universities.

Related to that, it takes a serious exploration of the internal repertoire of institutions such as the minds of figures such as al Ghazali in order to obtain the conception of quality global lecturers at once how to develop. Why should al Ghazali? This is because al Ghazali was a great thinker of his enormous influence on the Indonesian Muslims and the world due to his ability to integrate formal religious teachings with internal spiritual devotion (Said, 1996).

Thus, exploring his thoughts on qualified lecturers globally is intended to open wide space, especially for university leaders in order to manage the development of quality lecturers sustainable as the demands of the duties and functions of lecturers as scientists and educators in accordance with the mandate of lecturer and teacher law and global demands and ultimately obtained lecturers who have a very high contribution to the performance of universities in the global arena.

Depart from this situation and condition this research done with 2 main questions, that are: (1) how the concept of a qualified lecturer globally according to al Ghazali? And (2) how is the development of qualified global lecturers according to al Ghazali?

LECTURER IN NATIONAL AND GLOBAL PERSPECTIVE

In Indonesia, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research, and community service (Zuhdi, 2014). Some regulations about lecturers are substantially the same. Therefore, due to limited space for discussion, the author will only highlight the aspect of ministerial regulations. Some important points that need to be observed in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 on National Standards of Higher Education (2015) are Articles 26, 27, 28, and 29 (Kemenristekdikti, 2015).

According to the regulation, it can be understood that the lecturer in the context of Indonesia is:

- Professional educators and scientists
- Must fulfill the academic qualification standards
- Must accomplish the competency standard as supported by the professional certificated
- College permanent lecturer at least 60%
- Lecturer at least 6 courses
- A permanent lecturer must have expertise in the field of science which corresponds to the disciplines in the study program

From those points, which became a special discussion in this paper is the qualification and competence of lecturers as an indicator of lecturer quality national perspective. It means that the Indonesian government is aware only competent lecturers can contribute productively to the performance of universities in Indonesia. Many studies have shown the importance of lecturers' competence. Setyawati's research shows that competence has an outcome on to high lecturer's performance of 8,968. It shows that if competence affects the performance of lecturers in the good category, then the performance of lecturers will also be good (Setyawati, 2009): 1). Realizing the performance of a good lecturer required the absolute requirement that is the competence of lecturers. Without good faculty's competence / high, it will be difficult to realize the performance of good lecturers / high, thus realizing the performance of universities both in the arena of Indonesia and global will also be difficult to materialize. The competence of lecturers according to the Law of Teachers and Lecturers there are four, namely pedagogic competence, professional, social, and personality (Haryati, 2016).

Furthermore, from the perspective of global demands, the characteristics can be examined in the following explanation.

First. According to Li Lanqing, the characteristics of WCU, include: (1) Having a team of lecturers and experts in their respective fields that are recognized by the world; (2) The ability of universities to produce qualified graduates in entering the labor market; (3) upholding academic freedom and encouraging theoretical innovation; (4) The existence of a number of mainstay courses and has a complete spectrum; (5) concentrate more on postgraduate programs, especially doctor programs; (6) As a place for the creation of new knowledge to be the source of new thoughts, ideas, theories, and new technologies; (7) Have a cultural heritage; and (8) Contribute to socio-economic development for the country/region and surrounding area (Setiawati, tt: 7-8).

Second. Setiawati stated that there are four key pillars of the WCU approach: research quality, teaching quality, graduate employability, and international outlook. This is evident when they make a comparison between the world-class university ranking system of THES and ARWU by SJTU and Webometric (Setiawati, tt: 7-8).

Third. According to Justine and Purwanto, the characteristics lecturers of WCU is a lecturer who has global activities: (1) The role of global HR has strong support from top management in

terms of high expectations for the contribution of the international HRM function, (2) the longstanding commitment to dedicate management and resource, (3) Cultural diversity (including diversity of nationalities) is determined as a natural way of life, (4) Ambiguity is accepted as normal and (5) credibility of domestic HRM staff ((Winarti dan Susilo, 2016).

Based on the study of several sources above, it can be concluded that the lecturer of global quality is a lecturer with the following characteristics: 1) having world-recognized skills; 2) able to facilitate quality learning for students to become graduates who ready to compete in the labor market; graduate employability, 3) become a pioneer to innovate in new science and technology with quality research so that academic freedom increasingly real, 4) become the backbone of doctoral program implementation, 5) contributor of community development, nation and state, 6) facilitate international outlook 7) lecturers who have full support from top management of universities in contributing globally to the performance of their universities, 8) lecturers who have long been committed to the performance of universities, 9) lecturers who understand the diversity as a sunatullah to be wise, and 10) lecturers who understand ambiguity in many contradictions as a normal and lecturer with international-scale capabilities and credibility.

Based on 10 characteristics of superior lecturers on a global scale, the role of lecturers is the most lecturers as scientists and with their knowledge provide many benefits to society either through teaching or dedication. This is in accordance with the rating standards of WCU ranking institutions, *First*. THES: quality research with a weight of 60%, graduate readiness (10%), international outlook (10%), and teaching quality (20%). *Second*. The ARWU. The ARWU: the number of alumni/staff awarded internationally, the number of researchers (lecturers) whose research has been quoted by many other researchers, the number of articles indexed by prescribed journals, the percentage of articles published in international journals, and the volume of research costs PT concerned 3. *Third*. Webometric how many external site links from other sites, the number of "pages" found "search engine" on the internet, the number of file volumes on the PT site in PDF, PS, doc, and PowerPoint format, and the number of academic papers found at Google Scholar (Nasution, 2016).

METHODOLOGY

The research method is a qualitative research-literature study with the main data generated is the word narration (McMilland and Schumacher, 2001) from various sources of literature analyzed by content analysis (Muhadjir, 2022). The research is conducted to make improvements in the world of higher education, especially on the quality aspect of the lecturer's resources. Borg and Gall (1983) in this case explain that "... the usual defense of educational research is that it develops new knowledge, which is then applied to the enlargement of educational practices.)

AL GHAZALI THOUGHTS ON LECTURER

Al Ghazali is one of the thinkers who penetrated many fields of science, one of them being education. Because talking about a lecturer, then it means talking about education as well. The following will be reviewed by Al Ghazali's opinion related to the two lecturers' identities along with their quality portraits.

First. Lecturer as an Educator. In terms of Islamic Education, educators are called murabi (repairing, leading, preserving), mu'allim (teaching), muadadib (educator), mudarris (teacher), mursyid (teacher, leader, pointer), muzakki, usttadz and al walid (parents) (Sada, 2015); Mustofa, 2003: 13). According to al-Ghazali to be an educator there are several requirements that should be fulfilled, namely: 1) putting affection as a father to his son, 2) Ikhlas in teaching, 3) Advise his students to learn concrete first before learning abstract things, 4) Prevent learners from disgraceful morals by satire way, 5) Not denounce other science in front of students, such as language teachers lowering the fiqh science and vice versa, 6) Teaching students rendering to their ability, 7) not teaching things (8) Being a role model for student, meaning the what teacher does and says are no different from what he says (Shodiq, 2016).

Therefore, the urgency of lecturers' duties as an educator, until Al Ghazali sees the lecturer's position is more important than the biological parents because educators will be the eternal source of students' lives.

Al Ghazali said:” The Messenger of Allah said, As I am to you is like a father to his son”, the teacher's right to his student is greater than the parent's right to his child. Because the parent is the only cause of child in the mortal world and the teacher of eternal cause ... “(Shodiq, 2016: 146).

Based on the above information, according to Al Ghazali, the role of the lecturer as an educator than the lecturer has the terms, position, and tasks that must be executed and Al Ghazali's opinion is in line with the characteristics of global quality lecturers (Winarti and Susilo (2016: 9-10) and Setiawati (tt: 7-8)) as well as nationally. So, the characteristics of lecturers who demonstrate quality as a global quality educational, according to al Ghazali can be summarized as follows:

1. Loving, honest, using metaphors in advising, and not degrading other fields of exemplary and non-world-oriented parallels the personal and social competence of national and global standards of graduate employability.
2. The field of linear science, teaching gradually, adjusting students' ability and detail for lay students, showing conformity with professional and national pedagogic competencies as well as in accordance with global standards that have world-recognized skills, graduate employability, and international outlook.
3. Mastering a world-recognized science, showing that lecturers have a higher position than parents and society generally in accordance with global standards
4. Role as a director, role model, and discipline of science in accordance with personality competence and as deliver knowledge suitable with professional competence and faculty pedagogic, as well as designate conformity with the characteristics of the global lecturer as a whole

Second. Lecturer as a Scientist. The language scientist is an expert or a great deal of knowledge about science; or the person who cares about science (Setiawan E. , 2012-2017), as well as the religious person, is the heir of the prophet; in the narrow sense (العلماء ورثة الأنبياء) —HR.Tirmidzi, (Admin, 2009: 1) To be religious, the lecturers not only learn formal education, but the lecturers also need a continuous process to disclose and pursue the truth as the science core itself. In this process, the lecturers must constantly conduct research. To lecturers always accustomed and constantly doing research, it takes the ability to capture the problems that lead to skepticism in individual lecturers. The view of Al Ghazali is known as skeptic or Syak (hesitant) Syak from the historical perspective of Al Ghazali is a very decisive phase in the direction of his thought journey.

(Ghazali, tt:8) فاعضل الداء ودام قرييامن شهرين انا فيهما على مذهب السفسة بحكم الحال لا بحكم النطق والمقال

“The most difficult illness of the drug is that for nearly two months, I am on the path of a skepticism school (skepticism) that surrounds me, not based on the views and sayings of a person”

Skepticism is then caught as a stage for someone to seek the truth. In other words, it is meant to be here as methodological. Skeptic among scientists is the initial capital that will encourage them to continue to search for the truth. Without skepticism, the scientist will stagnate, there is no inspiration to continue to research and innovations are relentless in order to find the true point of truth. In this context, the lecturer as a scientist with his skeptic capital will be able to carry out his duties to continue doing research, so that science will continue to evolve and evolve to reach the point of truth that has been determined in the Qur'an.

If it refers to Winarti and Susilo (2016: 9-10) and Setiawati (tt: 7-8) about the characteristics of the global quality lecturer, al Ghazali's opinion of a skeptic as the absolute requirement of the lecturer as a scientist have conformity with the characteristics of qualified lecturers globally, namely 1) lecturers must be religious, credible and internationally recognized fields 2) lecturers must always be skeptical so that it can be a pioneer of science and technology innovation real contribute globally to his college performance by putting forward the wisdom of seeing the

diversity and ambiguity as a normal sunatullah (*sukhbah in mukhtalifal anwan* (togetherness in diversity) (IAIIG, 2014) within a plurality of pluralist worlds.

The characteristics above, formerly the lecturer as a scientist will be able to enter into any part of the world so that the richer will generate new findings of the sciences in accordance with those already set out in the Qur'an.

The role of lecturers as a scientist is what will make lecturers always obtain new sciences. Through the ownership of this new science also lecturers are required to act as educators, both in the context of education implementation and teaching in general and community service (: community educators). This means that as an automatic lecturer scientist must be an educator, so the role of the lecturer as an educator and scientist is a role that always rotates in a cycle that is constantly relentless.

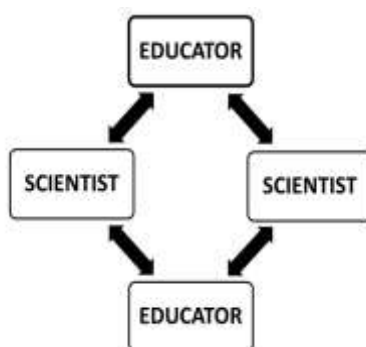


Figure. 1. Lecturer Role Cycle

With the new science as a result of research that's been conducted by the lecturer, then the lecturer as the owner of the science required to teach it so that it truly becomes a great man on earth. It means becoming a lecturer who served as an educator, absolute need new innovations from the development of knowledge ownership obtained through research activities, subsequently when the lecturer performs the task as a researcher and continued as an educator, both as educators in the context of duty education and teaching as well as an educator' community in the dedication obligation to society. This condition means lecturer after becoming a scientist, roles as an educator. At the time as educators, lecturers should always update, find and develop their knowledge so that science is taught is science relevant to the needs of learners and the community. In this position, the role of educator requires a part as a scientist who continues to conduct research. This condition will continue (: circular) as long as a person works as a lecturer.

Lecturer's role cycle as an educator and scientist is what will make the lecturer a "big person". In this case, Imam Ghazali argues that "a learned to then teach with his knowledge, it is he who called the great man under the heavens. He is like the sun that lights others, while he himself shines. Like the oil of Kasturi which smells enjoyed by others, it is also sweet "(Shodiq, 2016: 145).

Based on the above study, it can be concluded that according to Al Ghazali professionals and lecturers assume the functions of a) scientists as well as b) educators who run as a manifestation of worship to Allah and if referenced in the next al Ghazali opinion that classify man in 4 groups, so the lecturers can be categorized in two groups, namely group 1 and 3: First. Group 1. That is, a lecturer as a scientist and educator, then he is A Person Who Knows/learned and Knows Himself Knowledgeable, so the consequences he must educate or teach others. This means either the knowledge acquisition because education or research, then the main role is as an EDUCATOR and Second. Group 3, A Person Who Does not Know and He Knows, If He does not know, it is also appropriate. For example, for self-improvement through advanced study or training and according to the demands of the era, showing the lecturer is also the type of man who has "not being knowledgeable in a certain area". So, he is aware to meet his ignorance by studying again, either in

the long term context, such as advanced study, or short term such as through training, workshop, short course, and the like even though research activities deepen the science that has not been reached. In this case, the strong role is a lecturer as SCIENTIST or SCIENTIFIC SEARCH.

THE GLOBAL QUALITY LECTURER DEVELOPMENT BASED ON AL GHAZALI THOUGHT

The existence of lecturers in college has a very vital position. He can determine the success of a college. On the other hand, rapid environmental change demands their ability in capturing a phenomenon such changes, analyze its impact on the Organization, and proper measures to confront those conditions. This is where the role of the human resource management in College became essential to develop potential resources lecturer to be creative and innovative (Suharto, 2012) with reference to Islamic repertoires such as al Ghazali thought.

To get to these goals, then carry out the development function, the college must pay attention to the main principles of development, namely: improving the quality and ability of lecturers. This means that the development provides a guarantee for improving the quality and ability of lecturers so that linearly will improve the performance of universities (Zulfa, 2013).

In such a situation, managing lecturers requires leadership that can boost the performance of lecturers, that is based on the leadership of Islamic values that refer to the Prophet's leadership characteristics as a holistic, accepted, and proven leader (Efferi, 2012, 362), and the principles of leadership in the Qur'an are trust, justice, discussion, calling for good and to prohibit ugliness (Zuhdi, 2014: 44) and the roots of fair leaders are leaders know the benefits and dangers of power (Japara, 2017).

In this context to be able to affect the entire lecturers in order to be able to show good performance, both in local/institutional, national, and global standards, the criteria of the leader according to al Ghazali are 1) adults; both physical and psychic. Adult physical refers to the optimal ability of all organs because it has grown so that as a leader he will be able to perform tasks that require physical strength. Likewise, his psychic adult will ensure the decisions are wise decisions that are useful for all interests. 2) have a healthy brain, meaning clever. Clever to find organizational and clever problems in formulating and implementing strategies that will lead the institution to become a superior university, 3) accept God's guidance, 4) have the knowledge, 5) be able to control themselves and 5) wara' (Samsudin, 2016).

In the exercise of leadership, the leader of the global quality lecturers should pay attention to the principles of management, two of which are disciplinary principles and Subordination of Individual interests to General interests as the opinion of Henry Fool. In Al Ghazali's view, the discipline principle should be practiced fairly. If subordinates do good (achievement) then appreciated with praise or prizes. The goal is to motivate to retain kindness. Conversely, if subordinates commit disgraceful acts/violations, then subordinates are called, advised, and given feedback while being warned not to repeat the actions in the future so that their performance becomes better (Islami, 2016). Likewise, with the principle of subordination of individual interests over the public interest. In view of Al Ghazali is the concept of *maslahah* namely the welfare of society. This means that individual lecturers should prioritize the public interest rather than personal interests (Syaputra, 2012).

Based on the discussion on the characteristics of the lecturer quality both nationally, globally, and based on al-Ghazali thought, we find the following *propositions*:

1. SCIENTISTS: 1) pious, credible, and internationally recognized, 2) always been so skeptical that it can be a pioneer of science and technology innovation and realistically always contribute globally to the performance of college by putting forward the wisdom in viewing the diversity and ambiguity as the normal *sunatullah* (*sukhbah-mukhtalifal anwan*).
2. EDUCATOR: 1) Loving, sincere, 2) Using satire in advising, 3) not degrading other fields of science, 4) modeling and graduate employability, 5) Linear science, teaching gradually, adjusting the ability of learners, and no details for lay students (have world-recognized skills, graduate employability, mainstay doctoral programs, and international outlook), 6) Mastering the recognized knowledge of the world, shows the lecturer has a higher position than parents

and the public, 7) acts as a director, role model, and disciplinary science in accordance with (global standards)

3. Scientists and educators enter into groups 1 and 3 namely A Person Who Knows and Knows Himself Knowledgeable and A Person Who Does not Know and He Knows, If He does not Know.

Characteristics of qualified global lecturer according to al Ghazali as the preposition of the research if applied in universities that in fact make al Ghazali thought as the foundation of lecturer development, it will produce lecturers who have adherence, commitment, dedication and very high performance that can work in the hemisphere any world for promoting *sukhbah* and *mukhtalifal anwan*.

Based on these prepositions also, the conceptual model formulation that is formed is a model of Development of Global Quality Lecturer Based on Thought al Ghazali.

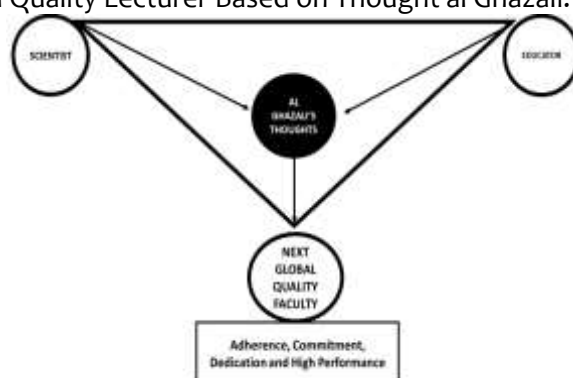


Figure 2. Global Lecturer Development Model Based on Al Ghazali's Thought

This model has special characteristics, namely **interactive, inclusive and continuous**:

Interactive. This means that to develop future qualified global lecturers, the perspective of national and global quality must interact with al Ghazali Thinking so that the national quality is the core competencies comparative, and the global quality is the core competencies, competitive and ultimately the quality-based global lecturer al Ghazali is the advantage of lecturers who have a distinction compared to lecturers from other WCU. This means that the lecturer of global quality based on al Ghazali intellectual as the next global quality faculty is a lecturer who has the characteristics as well as the role: first, as **SCIENTIST** and as **EDUCATOR** who enter into groups 1 and 3 namely A Person Who Knows and Knows Himself Knowledgeable and A Person Who Does not Know and He Knows, If He does not Know.

Inclusive. This means that the realization of al-Ghazali's thought-based lecturer's behavior that shows the quality of the global scale does not make the lecturer exclusive, instead becomes an inclusive lecturer based on togetherness (*sukhbah*) in diversity (*mukhtalifal anwan*). This inclusiveness becomes the strength as well as the distinction with the characteristics of lecturers from other WCUs.

Continuous. It means to develop of the global quality of lecturers based on al Ghazali thought should be done continuously so that there is a guarantee lecturers will have adherence, commitment and dedication, and very high performance by using leadership power based on Islamic values, that is leadership that meets the criteria: physical-psychic adult, healthy mind, accept God's guidance, have science, able to control themselves and wara '.

Compared with the results of Zulfa's study (2013: 217-218, 235-236) which resulted in the Model of Assessment System for Lecturer's Performance Development and Assessment Model for the Development of Lecturer's Performance Based on Three College Devotions and Islamic Ideology. Where the first model guarantees the creation of lecturers' performance through a systemic, continuous assessment system and optimization of the utilization of the assessment result, while the second model guarantees the development of lecturer performance through the optimization of performance on 3 aspects of Three College Devotions and its religious identity, this

research further develops the lecturer's performance by realizing a qualified lecturer globally based on national, global and al Ghazali's sources of thought. So, the position of this research is wider because the model of lecturer development can be guided by universities in the WCU cluster even up to the local class colleges.

CONCLUSION

Developing a qualified lecturer globally is not an easy job but also not difficult. One of the alternatives is to explore the concept of al-Ghazali thought, so that this research gets two findings, namely: first, the qualified lecturer of global according to al Ghazali has the characteristics as SCIENTIST and as EDUCATOR. As Scientists and educators belong to groups 1 and 3 from al Ghazali, and secondly Global Lecturer Development Model Based on Al Ghazali's Thought which has interactive, inclusive, and continuous characteristics as a model that guarantees the lecturer has adherence, commitment, and dedication as well as very high performance.

AUTHORS' CONTRIBUTIONS

Author, as sole author

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PRIMARY SCHOOL TEACHER EDUCATION STUDENTS' STATISTICAL LITERACY IDENTIFICATION

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Abstract: Statistical literacy is one of the foundations of professional practice for prospective teacher students so that they can evaluate information critically and argumentatively in the digital era. However, there are still problems, namely the lack of students studying applied statistics or being involved in data analysis activities. This study focuses on how the statistical literacy of primary teacher education study program students uses a statistical literacy test with five aspects of measurement. Respondents were selected by purposive sampling, consisting of 12 students from the 2018 batch who chose mathematics elective courses. The results of data analysis showed that as many as 92% of students had statistical literacy in the medium category. Subjects still have difficulties in terms of (1) classifying objects according to certain properties according to the concept, (2) difficulty restating a statistical concept, and (3) using, utilizing, and choosing certain statistical procedures or operations related to daily life problems, (4) reading and interpreting statistical data, and (5) visualizing graphs. The research implication will be the need for the use of technology, content, and pedagogical approaches.

Keywords: *Identification, Statistical Literacy, Student.*

BACKGROUND

The development of the world of information and technology requires the world of education to prepare a curriculum that can produce adaptive students. Higher education is an institution in charge of fostering students into human resources capable of utilizing science, knowledge, art, and technology for problem-solving. In this connection, statistics courses are given in each study program. Students are expected to have skills in the form of knowledge, understanding, and application of the basic concepts of descriptive statistics and the role of parametric to solve problems in the field, education, research, and everyday life, as stated by Sharma (2017).

Statistics play a role in solving problems in terms of forecasting, planning basis, and testing hypotheses so that they become recommendations in making other related strategic decisions. Statistics also provides methods of data collection, data processing, data presentation, data analysis methods, and hypothesis testing in the fields of social, economic, and other research.

On the other hand, there will inevitably be changes and increases in the use of technology in statistical practice, so its need and availability are increasing at school, at home, and in the world of work. However, there are concerns about the preparation of students, many of whom are not well versed in applied statistics or are involved in data analysis activities (initial studies, interviews with students). This means that there are several problems as well as challenges for educators in universities in providing statistics courses, including (1) many ideas and statistical rules that are complicated, difficult, and/or counterintuitive. It is difficult to motivate students to study statistics in a more disciplined manner; (2) many students have difficulty with the basics of mathematics (such as fractions, decimals, and algebraic formulas) so that which affects the understanding of related statistically charged learning materials; (3) the context in statistical problems can make students experience misinterpretation and solving because they rely on their experience and often use wrong intuition when they should choose the appropriate statistical

procedure; (3) students equate statistics with mathematics and expect to focus on numbers, calculations, formulas, and one correct answer. As a result, they have difficulty reading data, use different interpretations based on different assumptions, and use different problem-solving skills (Ben-Zvi and Garfield, 2004). This can cause other problems if there is an error in reading the data.

4.10. The importance of statistical literacy for students

The important role of statistics according to the National Council of Teachers of Mathematics (NCTM, 2000) is related to data analysis and probability. These equip students to formulate questions and collect, organize, and display relevant data to answer questions. In addition, this science emphasizes learning appropriate statistical methods to analyze data, make conclusions and predictions based on data, and understand and use the basic concepts of probability.

Statistical literacy includes essential basic skills that can be used in understanding statistical information or research results. Statistical literacy, scientific reasoning, and argumentation skills are the basis for professional practice, among students and teachers. Although these skills are fostered through courses while in college, there are indicators that they are still lacking skills. Thus, every student is expected to be statistically literate or statistically literate. These skills include being able to organize data, build and display tables, and work with different data representations. Statistical literacy shows some indicators, includes understanding concepts, vocabulary, and symbols, and includes an understanding of probability as a measure of uncertainty (Ben-Zvi and Garfield, 2004). Provision of statistical literacy as a service to students to be skilled in evaluating information critically in argumentation (Schield, 2004).

Given the importance of statistical literacy for students in general, it is deemed necessary to research this issue. Based on Yolcu's (2021) research, the results of correlation analysis showed that there is a positive and significant relationship between students' attitudes towards statistics and statistical literacy scores. The attitude of class VIII students towards statistics is positive, with an average score of 3.52 on a five-point scale. Setiani and Suyitno (2021) discussed the relationship between curiosity and statistical literacy, it was found that from each category of curiosity, various indicators of statistical literacy ability emerged. Furthermore, the research results of Tiro, et al. (2020) found that in general, the achievement in terms of descriptive statistical literacy of UNM Statistics Study Program students in an online learning atmosphere due to the Covid-19 emergency was classified as moderate. The highest level of achievement is visualization skills (60%) followed by competence in calculating descriptive statistical values (52%), competence in understanding concepts, and insight into applying descriptive statistical concepts (49%). The accuracy of interpretation is the lowest achievement, which is 32%.

4.11. Statistical Literacy Models

There are several statistical literacy models presented by experts. Gal (2004) proposed a statistical literacy model that involves knowledge and certainty of attitude or dispositional components that operate together, presented in Figure 1 below.

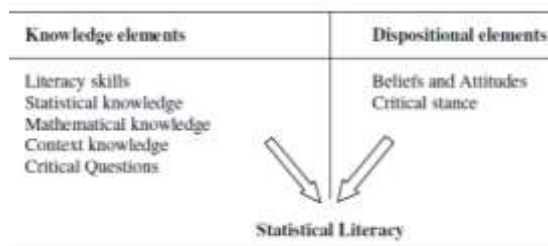


Figure 1 Statistical Literacy Model (Gal, 2004)

Another model is the construct of statistical literacy by Watson and Callingham (2003), covering aspects of idiosyncratic, also informal, inconsistent, then consistent noncritical, critical aspect, and critical mathematical.

According to Delmas (2002, in Setiani and Suyitno, 2021), the components of statistical literacy include Identifying, Describing, Translating, Interpreting, Reading, and Compute Other models. Statistical literacy developed by Tiro and Aswi (2021), includes five basic competencies, namely: (1) understanding statistical concepts, (2) counting and graphing skills, (3) insight into the application of statistical concepts in the real world, (4) accurate interpretation of statistical values, and (5) visualization and communication skills of statistical analysis results.

Furthermore, based on Pierce & Chick (2011) provides a statistical literacy framework for professionals as presented in Figure 2 below.

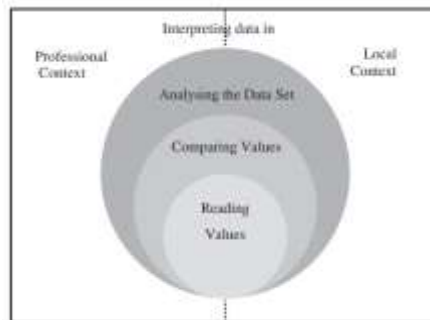


Figure 2 Framework for Considering Statistical Literacy (Pierce & Chick, 2011)

The various statistical literacy models can be chosen and applied by researchers. Each variety certainly shows certain indicators that have variations in context and content. This study further uses the statistical literacy model of Tiro and Aswi (2021).

THE STUDY

This study has a difference in terms of review, namely the study aims to describe the statistical literacy of students in the Primary School Teacher Education Study Program, STKIP PGRI Pacitan. It is hoped that the results of this study will contribute to the mapping of students' basic statistical skills. Furthermore, it will provide recommendations for emphasis and promotion in related lectures and support success in research.

The type of research used is the descriptive qualitative method. Qualitative research is a research method to explore and understand the meaning that according to some individuals or groups of people comes from social or human problems (Creswell, 2013). The main data of this research is in the form of answers or the subject's work, which can be in the form of symbols, written words, and triangulated through interviews in the form of oral data).

4.12. Participants

The research subjects of this study were 12 students, who took the mathematics education concentration course. The consideration is that students who have a specialization in mathematics are considered to have basic mathematical abilities in cognitive (knowledge) or affective (interest) aspects.

Respondents or the research subject were selected by purposive sampling, namely 12 students who chose the concentration of mathematics education from a total of 34 students. Then respondents were grouped based on early ability which is verified through the final score of the education statistics course that has been obtained previously. Then they were divided into three groups, namely high, medium, and low. Next, the research subject is asked to solve five statistical literacy questions.

4.13. Instrument

This study used documentation techniques to obtain data on students' early statistical abilities, statistical literacy tests, and interviews. The 5-point questions refer to the statistical

literacy aspects or indicators of Tiro and Aswi (2021), namely: (1) understanding statistical concepts, (2) counting and graphing skills, (3) insight into the application of statistical concepts in the real world, (4) accuracy interpretation of statistical values, and (5) visualization and communication skills of statistical analysis results. The following are the questions posed to the respondents.

4.13.1. Question 1

If a researcher wants to make a questionnaire to measure the level of customer satisfaction (eg students) with a score of 1-5, then the score is included in the scale..., explain your answer!

4.13.2. Question 2

A researcher wants to take a sample from a known population of 750 respondents with a significance level of 5%, then determine how many samples can be taken that are considered representative!

4.13.3. Question 3

The data for the top five foreign investments in five Asian countries in 2020 are as follows:

Country	Foreign Investment (Billion USD)
Cina	128
Hongkong	103
Singapura	67
Indonesia	22
Thailand	12

Which country had foreign investment above the average? Explain!

4.13.4. Question 4

By using data on simple regression analysis, a simple correlation analysis test was performed with SPSS. It was known that the SPSS data output is as follows!

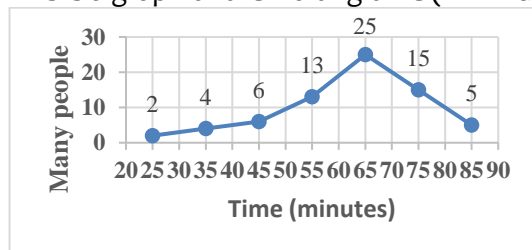
		Pendapatan	Jam Kerja
Pendapatan	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.006
	N	12	12
Jam Kerja	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.006	
	N	12	12

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

Hypothesis: H_0 : there is no significant relationship between working hours and income H_a : there is a significant relationship between working hours and income. Give an interpretation based on the data above!

4.13.5. Question 5

This is a graph of the waiting time (in minutes) for 70 bank customers in one area.



Based on the graph, how long does the average bank customer wait in line? How many people are waiting in line more than the average count?

4.14. Data Analysis

Descriptive narrative was used as the data analysis technique by using the Miles and Huberman (1984) model. Sugiyono (2012) suggests that activities in the analysis include data reduction, then data display, and also conclusion drawing or verification step.

Procedurally, data analysis in this study was carried out in stages: (1) selecting the research subject based on the purposive sampling technique, (2) collecting data on the research subject's initial statistical ability in the form of final score documents for educational statistics courses, (3)

grouping research subject into 3 categories of high, medium, and low based on initial ability data, (4) giving a statistical literacy test in the form of a description to the research subject, (5) processing test data and giving scores, (6) grouping research subject into 3 categories of high, medium, and low based on statistical literacy data, (7) presenting the research subject's statistical data based on initial ability and statistical literacy, (8) data verification, (9) providing interpretation.

RESULT

4.15. Description of the Research Subject's Ability

Data on research subjects' early abilities are presented in the following table.

Table 1. Percentage of Early Statistical Ability of Research Subject (ESA)

No	Category	Sum	Percentage
1	High	10	83%
2	Medium	2	17%
Total		12	100%

After knowing the early ability data, a statistical literacy test is carried out, in the form of 5 (five) questions in the form of descriptions, each of which shows an aspect of statistical literacy referred to by Tiro and Aswi (2021). Based on the results of data processing obtained, the following data

Table 2. Percentage of Statistical Literacy of Respondents (SL)

No	Category	Sum	Percentage
1	High	11	92%
2	Medium	1	8%
Total		12	100%

Interviews were then conducted to triangulate statistical literacy test data. This activity is carried out 3 (three) days after the test was given. Interviews were conducted in limited face-to-face and through WhatsApp media because they were still in a period of activity and interaction restrictions or the Covid-19 pandemic.

4.16. Description of Data Analysis

Based on data analysis, there were 10 respondents or research subjects with the high early ability category having moderate statistical literacy, 1 research subject with moderate early ability category having moderate statistical literacy, and 1 medium early ability research subject having low statistical literacy. Furthermore, a comparison of the data was carried out through interviews with a sample of research subjects in each category, namely research subjects in the high ESA and LS-medium categories, the subjects of this category were represented by PAA with males gender and AW with the female gender. ESA-moderate and LS-moderate category research subjects were represented by LN. ESA-medium- and low-LS category research subjects were represented by FS.

Question number one can be answered correctly and precisely by the research subject, both PAA and AW, the answer was correct but slightly incomplete by LN and FS.

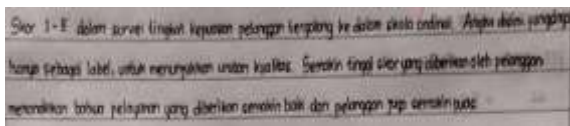


Figure 3 The Correct Answers to Question 1

Based on Figure 3, the research subject can understand the problem, then explain it by restating the concept according to his understanding. In general, the research subjects both the medium and low statistical literacy categories still have difficulty in classifying objects according to certain properties according to their concepts and difficulties in restating a statistical concept.

Based on the answers that have been analyzed, question number 2 was all answered correctly by the research subject. They can understand the problem in the form of a count of statistical material and can solve it correctly. The calculation skills needed to answer question number 2 are relatively mastered by the research subject.

Jawab:
Diketahui: $N = 750$
 $e = 5\% \rightarrow 0.05$
 $n = \frac{N}{1 + Ne^2}$
 $= \frac{750}{1 + 750 \cdot (0.05)^2}$
 $= \frac{750}{1 + 750 \cdot (0.0025)}$
 $= \frac{750}{1 + 1.875}$
 $= \frac{750}{2.875} = 260.869 \rightarrow 261$
Jadi, sampel yang dapat diambil sebanyak 261 sampel.

Figure 4 The Correct Answers to Question 2

For question 3, based on the data reduction step, most of the research subjects, or as many as 83% (10 people) were able to apply statistical concepts based on the statistical data provided. This means that 17% of research subjects still have difficulty using and utilizing and choosing certain statistical or operational procedures related to problems of daily life.

Question 4, referring to data analysis, 75% of the research subjects (9 students) were able to provide interpretations of the statistical data provided. As many as 25% experienced errors in reading and interpreting statistical data.

Question 5, paying attention to the analysis of the answers of the research subjects, there were 50% of people who answered incorrectly, experienced errors from the process of determining the average as the basis for finding the next answer. They still have errors in reading statistical data graphs.

DISCUSSION AND IMPLICATIONS

Based on the results of this study, according to the data in Table 2, 92% of the students of the 2018 Primary School Teacher Education Study Program who took the mathematics elective course had a "medium" statistical literacy category. The results of this study are relevant to the findings of Tiro, et al (2020), that in general, the achievement in terms of descriptive statistical literacy of students of the Statistics Study Program, State University of Medan (UNM) in an online learning atmosphere due to the Covid-19 emergency was classified as moderate.

In general, based on data analysis, the research subjects can show 5 indicators of statistical literacy. The student of medium and low literacy categories still experiences difficulties and errors in terms of (1) classifying objects according to certain properties according to the concept, (2) difficulty restating a statistical concept, and (3) using, utilizing, and choosing statistical or operating procedures. Certain things related to daily life problems, (4) reading and interpreting statistical data, and (5) visualizing graphs.

Discussing the findings of this study, statistical literacy is very important to become the competence of every citizen. A key element of statistical literacy is how statistics are defined, selected, and presented (Schild, 2004). Through the learning process, learners are encouraged to draw on their interests to collect and organize data sets to support problem-solving, reasoning, and interdisciplinary communication. This is logical, considering that the digital era demands the ability of everyone to access information and data correctly to be used to solve problems. As Gal (2002) points out, statistical literacy is a key skill that citizens expect in an informed society. Realistic and culturally relevant contextual statistical problem-solving tasks have the potential to develop students' critical understanding of statistics (Carvalho & Solomon, 2012). In particular, the results and framework of Pierce et al (2014) highlight the impact and need to pay attention to statistical contexts (e.g. scales), and appropriate technical statistical knowledge (e.g. knowledge of specific data representations), along with the context of all data-related (e.g. employment, education, etc.). It is important to build an understanding of how to interpret data and the varied nature of the representations used by different institutions.

The connection with the research subject who is a student teacher candidate is relevant to Hafiyusholeh's statement (2015) that students ultimately act as producers or consumers of data. According to Nikiforidou, et al (2010) that statistics develop from the school environment and are mainly related to the process of evaluating, interpreting, and communicating data. Furthermore, Nikiforidou (2010) said that statistical literacy problems at the university level can be grouped into aspects for future research that are emphasized in terms of the use of technology, content, and pedagogical approaches. Today's students and teachers and educators have access to virtual learning along with a wide and varied range of online resources.

The results of this study imply that there is a need for efforts to overcome the fact that there are students who are still less literate in statistics. According to Jatisunda, et al (2020), is the application of a problem-based learning process. Some other alternatives include computer-based teaching and the internet. As stated by Moore (1997) teaching problems should be elaborated more deeply by considering the synergy of content, pedagogy, and technology. Supported by Ben-Zvi (2000), that the use of special technology for statistical learning is important to develop pedagogical aspects, namely: (1) active knowledge construction of students through "doing" and "seeing" learning activities; (2) involve students to reflect on the observed phenomena, and (3) build students' metacognitive abilities, namely knowledge of their thought processes, self-regulation, and control.

CONCLUSIONS

The students of the primary school teacher education study program have statistical literacy in the medium category as much as 92% with an average score of 77. The measurement aspect uses 5 (five) indicators, namely (1) understanding statistical concepts, (2) numeracy skills and making graphs, (3) insight into the application of statistical concepts in the real world, (4) accurate interpretation of statistical values, and (5) visualization and communication skills of statistical analysis results. Students in the medium and low literacy categories still experience difficulties and errors in terms of (1) classifying objects according to certain properties according to the concept, (2) difficulty restating a statistical concept, (3) using, utilizing, and choosing statistical or operating procedures certain things related to everyday life problems, (4) reading and interpreting statistical data, and (5) visualizing graphs.

Given the importance of providing statistical literacy for education professionals and prospective educators, it is necessary to make efforts to improve student statistical literacy

through content (curriculum and courses), pedagogy (through internet-based, problem-based, and context-based learning models that involve student activity) and technology.

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Proceeding:

International Conference on Learning and Education (ICLE) Vol 1, 2022

Yolcu, Ayşe. *an investigation of eighth-grade students' statistical literacy, attitudes towards statistics, and their relationship,*
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.633.7633&rep=rep1&type=pdf/>

CONTEXTUAL LEARNING IN THE 5TH GRADE ELEMENTARY SCHOOL STUDENT BOOK

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Abstract: This study aims to determine the content of contextual learning in fifth-grade students' books, ecosystem themes, and elementary schools. Data collection is done with the help of observation sheets. The data that has been collected was analyzed using qualitative descriptive techniques. The results showed that the fifth-grade elementary school students' books contained contextual learning materials in four kinds of content, namely: instructions, literature, activities, and illustrations. New concepts and unfamiliar to students get the help of illustrations to explain them better.

Keywords: *contextual learning, student books, learning material*

INTRODUCTION

National education with an independent learning policy provides the widest possible freedom for students to be able to access unlimited learning experiences. Through this policy, students are led to be able to think critically and intelligently (Wardhana & Pratiwi, 2020). The presence of programs such as “Kampus Mengajar” is one of the facilities provided by the government for teachers to enrich the student learning experience. At the elementary school level, learning independence is given through learning that is rich in experience and exploration. Elementary school students also have the right to freedom of thought and a broad learning experience.

Meaningful learning is still very important and relevant to the programs launched by the government. Learning adaptations have even been carried out to give meaning to the online learning process during the Covid-19 outbreak (Baharuddin, 2020). This shows that the meaning of learning is very important, even the policy of independent learning itself can be considered as a place to achieve meaningful and contextual learning to prepare students to enter the community.

Contextual learning connects the learning process with the real world (Afriani, 2018). Materials and learning processes that are based on real conditions not only help students to make it easier to understand the learning material but also make it easier to apply the knowledge that has been obtained. In addition to real learning and experience, higher order thinking skills are still the target of national education goals. These skills provide students with provisions to be able to survive and develop themselves and solve problems in the world of intense competition in the digital era.

All learning components have an important role in the success of the learning process. Student books compiled based on the 2013 curriculum are still a study guide or basic student teaching materials that must be studied and become the main learning guide. Given the importance of student books, it is necessary to look at the content of the material and the presentations presented in it. This is necessary to see whether the teaching materials provided to students are adequate and relevant to the goals of national education and the spirit of independent learning. Therefore, it is necessary to analyze to assess the content of students' books, especially related to contextual learning.

METHOD

This research is qualitative research with a descriptive narrative method. The research was conducted on a fifth-grade elementary school student's book with the object is contextual learning. The research instrument was prepared before data collection, namely the observation sheet. The observation sheet contains what aspects need to be considered in analyzing the book. The assessment is focused only on the contextual learning aspect. Other aspects such as layout, language selection, and others will not be considered in the assessment.

Data collection was carried out in the research lab within the range of November-December. Student books are only limited to fifth-grade elementary school first semester, ecosystem theme, and first sub-chapter so that the assessment and analysis process can be carried out optimally.

Data analysis was done by looking at the results of observations on the observation sheet. The observed aspect is the contextual learning content that exists in reading, assignments, illustrations, and other activities in the student books. The results of the observations will be reduced and grouped based on certain criteria. The grouping of criteria is based on the similarity aspect. The data that has been collected will be analyzed and described quantitatively.

RESULT AND DISCUSSION

RESULT

The research was conducted by reviewing the 5th grade students' book on the ecosystem theme in the first sub-chapter. The following are the results of a study conducted on student books

Table 1.
Student Book Contextual Content

No	Sentence	Form	Page
1	An individual is a single living being, for example, a goat, a bird, and a pine tree.	literature	3
2	Like humans, animals also need food to get energy.	Instruction	4
3	The part of the plant that is most often used as animal food is the leaf.	literature	5
4	Find and cut out pictures of animals found in newspapers or magazines.	activity	6
5	Tell us about your pet in front of the class tomorrow.	activity	8
6	My parents won't permit concubine pets in the house if I can't keep them well	literature	10
7	Rice fields and dams are two examples of artificial ecosystems	literature	10
8	Saltwater ecosystems, for example, coral reef ecosystems, and deep-sea ecosystems	literature	11
9	Cactus-type plants that have thorns to reduce evaporation grow a lot here.	literature	11

No	Sentence	Form	Page
10	Based on the type of food, animals are divided into two, namely animals that eat plant parts and animals that eat other animals.	literature	13
11	Orangutans, gorillas, and monkeys, are some examples of animals that belong to this group.	literature	14
12	Pay attention to the arrangement of human teeth. According to the arrangement and shape of the teeth, humans are classified as herbivores, carnivores, or omnivores.	activity	17
13	Raja Ampat Islands in West Papua and Mount Bromo in East Java are two of the most visited places by traveller	Instruction	19
14	Write the name of the waters that surround the territory of Indonesia.	activity	21
15	Various types of ecosystems exist in Indonesia, both terrestrial and aquatic ecosystems.	literature	24
16	Indonesia has a lot an active volcanoes.	literature	30
17	Now is the time for you to know the geographical conditions your area using the map.	activity	31
18	Areas with highlands such as mountains are usually people who cultivate vegetables.	activity	32
19	Why is Indonesia called an archipelagic country as well as a maritime country?	activity	36
20	Examples of animals that undergo complete metamorphosis are frogs and butterflies.	literature	38
21	Examples of animal types which do not undergo metamorphosis are fish and lizards.	literature	39
22	Draw the life cycle of your chosen animal by paying attention to the order.	activity	41
23	Image of cat, frog, snail	activity	46

The data are then grouped based on similarity, as presented in Table 2

Table 2
Contextual Content Forms in Student Books

No	Form	Amount
1	Instruction	2
2	literature	13
3	activity	8

In addition to the data collected in tables 1 and 2, contextual material can also be seen in the illustrations in the student books. The illustrations observed were: students, ecosystems, animals, and plants.

DISCUSSION

Contextual learning is a learning design that adapts learning content to the context of students' daily lives and experiences. Contextual learning is claimed to be one of the most effective ways to improve students' various abilities such as problem-solving abilities (Winarso & Haqq, 2020), critical thinking (Bustami et al., 2018), learning abilities (Sung et al., 2022), scientific knowledge literacy (Dewi et al., 2021), mathematical ability and positive attitude (Purba & Surya, 2020).

Contextual learning is often associated with learning strategies or models, whereas contextual learning can include many things including material, language use, and literature used by students in the learning process. Student learning content is very important to pay attention to whether the material is based on the stage of development and context of students' lives. This avoids verbalism and memorization that students themselves do not necessarily understand means. Contextual learning allows students to understand the learning material as a whole because they understand the context of the material being discussed. Students feel close and know conveyed because it is in direct contact with students' lives.

Elementary school students need to get contextual material is much greater than high school students. Elementary school students even need concrete types of learning with media, teaching aids, or concrete learning tools. The level of cognitive development of elementary school students has not been able to access abstract knowledge.

Based on the results of the study, data has been obtained regarding the components of the fifth-grade elementary school students' books on the ecosystem theme, sub-theme 1. The components that appear and contain contextual elements for elementary school students consist of instructions, literature, learning activities, and illustrations. There are various kinds of learning activities contained in student books, namely: independent activities, experimenting, and activities with parents at home.

The results of data collection showed that the four elements of the book for grade 5 elementary school students with the ecosystem theme already contained contextual material according to the stage of student experience and also the main material to be delivered.

Observations show that there are as many as 23 relevant ingredients. The 23 materials can be classified into 3 parts, namely instructions appear as many as 3, literature appears as many as 13, and activities appear 8 times. The illustrations that appear in the book are not counted but include several types of images, including images of humans, animals, and plants around students.

If you see the suitability of the material with the instructions, readings, activities, and illustrations, then all the elements have been met. Contextual is often defined as holistic learning, the learning process that unifies the material and student experience. The material studied in this book is the ecosystem. Some materials or illustrations that require explanation are the environments, whether animals, places, or plants those are new to students. For example, for elementary school students living in Indonesia, it is impossible to see a camel or desert directly,

so contextually the material is appropriate but further explanation is needed to provide a clearer picture to students. The illustrations given in the book have helped well with the concepts that were new to the student.

CONCLUSION

The results of observations, data grouping, and analysis show that the fifth-grade elementary school students' books on the ecosystem theme contain contextual elements that can be observed in four parts of the book, namely: instructions, literature, activities, and illustrations. Some new concepts that are new to students, for example, the desert have been given adequate illustrations but need further explanation so that students understand better,

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THE ANALYSIS OF BULLYING THROUGH THE MAIN CHARACTER OF R.J PALACIO'S "WONDER" VIEWED FROM PSYCHOLOGICAL APPROACH

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Abstract: This research aimed to analyze the kinds of bullying actions faced by the main character August Pullman in the novel *Wonder* by R.J Palacio, and to analyze how was the effect of bullying action on the main character, August Pullman viewed from a psychological approach. The researcher used qualitative research. The form of the data in this research used words, phrases, clauses, and sentences. The technique of collecting data was the document analysis technique. This research used techniques of analyzing data, there were data reduction, data display, and the verification. The result of this research could be concluded that bullying actions in the novel *Wonder* were relational bullying (48%), verbal bullying (46%), and physical bullying (6%). The effects of bullying action on the main character consisted of self-esteem (42%), isolation (9%), stress (14%), and absenteeism (7%). The dominant bullying action in the novel was relational bullying. August got the relational bullying in the form of eyes stares, glaring, and isolation. The dominant effects on the main character was self-esteem on his face. August felt insecure, nervous, and aversion in taking pictures. He did not want to meet people who bullied him.

Keywords: *bullying, effects of bullying, psychology*

INTRODUCTION

Bullying action occurs at schools, at works, and in cyberspaces. Bullying is a serious problem in many society especially school and cyberspaces. Olweus in (Kusumasari 2019:3) stated bullying as a psychosocial problem by insulting and demeaning repeatedly with a negative impact on the perpetrators and victims of bullying where the perpetrator has more power than the victim. Bullying is an aggressive act, both physically and verbally that is conducted by an individual. These actions are carried out repeatedly, and there is a difference in power between the bullies and the victim. The difference on the strength in bullying action refers to a perception of physical and mental capacities.

According to Tumon in (Nilam, Imaniar, and Nur 2021:2) bullying occurs because of internal and external factors. Internal factors occur from inherent characteristics such as age, gender, aggressive, impulsive, manipulative personality and the presence of a bully. External factors occur from outside. Those factors are family, environment and peers. Many cases of bullying action in the news that leading to death with suicide. The example of the cases from South Korea. First example is "17-Years-Old Lee Hyun Seob Ended his life Because of School Bullying, Death, Death Cause, Wiki, Age, Girlfriend" from *Death Militia* occurred in July, 19st 2021. Second case is "South Korea teenagers bullied to death" the bullying action from *CNN World* occurred in July, 26nd 2012. The child name's is Seung-min. He was bullied at school and suicide by jumping out of his home's seventh floor. Cases of bullying action that occurred in Indonesia. First case is "Video Bullying Siswa SMP Bengkulu Viral di Medsos, Polisi Turun Tangan" from *Tribunnews* occurred in August, 4th 2021. Second case is "Viral

Siswi SD di Sultra Dibully Gegara Tak Jawab Soal, Divideokan Guru” from detikNews occurred in November, 1st 2021. The last case is “Kasus Bullying dan Penganiayaan Gadis Belia Seret 5 Siswi SMP di Cilacap” from Liputan6 occurred in January, 8th 2021.

From the cases above, the bullying action has serious effect for victims. Victims accept serious long-term and short-term effects for their psychological condition. Some victims feel depression, low self-esteem, and difficulty interpersonal relationships with people. According to Cowie and Jennifer (in Hidayati 2012:45) stated the victim feel depressed, stressed and angry and to the academic achievement. According to Ken Rigby (2007:50) that the bullying action have seven effect to psychology there are self-esteem, isolation, absenteeism, domino effect, impact on education and suicide.

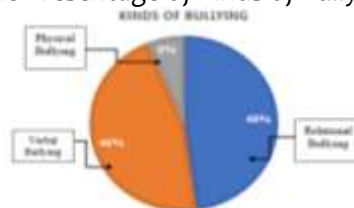
Based on these cases bullying action in the South Korea and in Indonesia, the researcher choose the children’s novel entitled *Wonder* by R.J Palacio as research material. The researcher thought that analyze in *Wonder* novel such an urgent thing. There are many messages and values such as family love, friendship, struggle against self-fear, and love. Children’s novel from R.J Palacio presented how bullying actions that children do and the child with the facial syndrome as a victim. The author shows how to impact bullying on August Pullman’s psychological as the main character. This novel also gives perspective for readers especially children about how to looks person’s physical perfection and every deficiency there is superiority. This research is important, because in this era there are many cases of bullying that occur in society. Children in the millennial era are focused on gadgets, from this is causes children’s attitudes to become individualists. This individualistic attitude causes children no matter about their surroundings and reduce empathy for others. From this research, the researcher will proof about effects of bullying action on the human psychology. Because human mental is very important to a person’s life such as a emotional, psychological and social that cannot be seen by others. The researcher believe about literary works will have more meaning when studied using a psychological approach. The researcher also provide benefits to human’s views about the awareness of duties and obligations in educating the young generation properly without bullying action that inhibition of the nation’s progress.

METHODOLOGY

This study used a qualitative research method. The data observation is taken from the novel entitled *Wonder*, including the prologue, monologue and the dialogue that support this research. The researcher focused on kinds of bullying action in this novel, and how the effect of bullying action to the psychology of the main character and perpetrator. In addition, researcher will found what type of bullying is the most dominant in the novel. And the types of intimidation act and effect of bullying wrote in the form words, phrases, clauses and sentences. The researcher made a simple table to accommodate all the data found. This table helped the researcher to display the data and make conclusion drawing. To collect data, the researcher used the document analysis technique. The document analysis used observation and field note table in the form of word, phrases, clauses, and sentences. The researcher observed the data from script of the novel and sorted into several stages. The several stages are read the script, write the data found, classify the data found and give explanation.

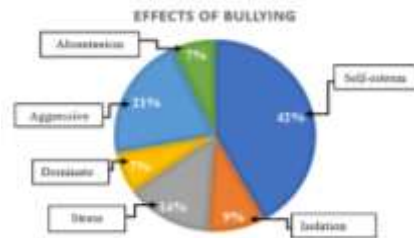
RESULT AND DISCUSSION

3.1 The Presentage of Kinds of Bullying



According to Sejiwa in (Zakiyah, Humaedi, Santoso 2017:328) stated that fourth categories of bullying behavior consist of physical bullying, verbal bullying, relational bullying, and cyber bullying. By the collecting data process, the researcher took 100% (92) data of kinds of bullying action by the main character, August Pullman in the novel. The data from the description including monologue and dialogue. It has consisted of 48% (44) data from the relational bullying, 46% (42) data from verbal bullying, and 6% (6) data from physical bullying.

3.2 The percentage of the Effect of Bullying to the Main Character



The researcher took 45 data about the effect of bullying action to the main character in the novel. The data from the description including monologue and dialogue in the novel. Based on collecting data process, the effect of bullying action to the main character has 100% (33) data. 42% (18) data from self-esteem, 9% (4) data from isolation, 14% (8) data from stress, and 7% (3) data from absenteeism.

1. The Kinds Of Bullying Action

According to Sejiwa in (Zakiyah, Humaedi, Santoso 2017:328) stated that fourth categories of bullying behavior consist of physical bullying, verbal bullying, relational bullying, and cyber bullying. In this novel the kinds of bullying have three categories of bullying behavior consist of physical bullying, verbal bullying, and relational bullying.

a. Relational Bullying

According to Coloroso in (Zakiyah, Humaedi, Santoso 2017:328) relational bullying can be used to alienate or reject someone to damage friendship. These behaviors such as eyes stares, sigh, shoulder shudders, frowns, mocking laughter, abusive body language, threats, silencing, isolating, glaring, and sneering.

“Then that thing happened that I’ve seen happen million times before. When I looked up at her, Mrs. Garcia’s eyes dropped for a second. It was so fast no one else would have noticed, since the rest of her face stayed exactly the same.” (09.Rltn.Wndr.15)

The situation above occurred when August went to school for the first time, and he met his teacher, Mr. Tushman and Mrs. Garcia. From description above, the writer mention how Mrs. Garcia give a stares to August for a second. Mrs. Garcia looked at the August because she was one of the people when she saw August for the first. The stare did not noticed to other people, because the stare is so fast and the facial expression looked the same. Only August was aware of the eyes stares because he was used with it to many times before. The eyes dropped for a second consist of eyes stares. After seeing August’s face, Mrs. Garcia immediately bowed down.

b. Verbal Bullying

According to Amini in (Pratiwi, Herlina, and Utami 2021:53) stated the verbal bullying action can take the form of crizing, cheering, insulting, name-calling, spreading, gossip or slander, dropping criticism, invitations, and expressions that lead to sexual harassment.

“Actually,” said the mummy, “What he really looks like is one of those shrunken heads. Have you ever seen those? He looks exactly like that.”

“I think he looks like an orc”.

“Oh yeah!”

“If I looked like that,” said the Julian voice, kind of laughing,

“I swear to God, I’d put a hood over my face every day.”

“I’ve thought about this a lot,” said the mummy, sounding serious, “and I really think... if I looked like him, seriously, I think that I’d kill myself.” (73.Vrbl.Wndr.66-67)

The description above occurred when Halloween party will be celebrated. In the Halloween party all of students must wear clothes like favorite movie characters at school. First plan, August wants to wear a Boba Fett costume. When August went to school, he changed the plan by wearing a Bleeding Scream costume. He wore a mask and black robe. The bullying action conducted by Julian and Jack was insulting August like an orc. They said if they had a face like August, they would kill themselves. They also said if they had a face like August, they would cover it with a hood everyday. One of them did not hesitate to insult August by saying that his face seemed to shrunken head.

c. Physical Bullying

According to Sejiwa in (Zakiyah, Humaedi, Santoso 2017:328) stated the forms of physical bullying include slapping, stepping on the feet, and grabbing.

“Then out of the blue, the Eddie guy grabbed my hood as I passed by him, yanking it really hard so I was pulled backward and fell flat on my back. It was hard fall, and I hurt my elbow pretty bad on a rock.” (136.Phycl.Wndr.233-234)

In the description above the situation happened when August and Jack at the wood. The bullying action happened once to Auggie on the school camp. August and Jack met some students from another school at same time. One of the students is Eddie. Eddie gave a physical bullying when August tried to escape. Eddie grabbed August’s hood. The incident made August pulled backward and his elbow was hurt. Eddie’s bullying resulted in physical injury to August. With Eddie’s body is bigger than August, he used his strength to grab August’s hood so hard.

2. The Effect of Bullying Action to the Main Character

According to Ken Rigby (2007:50) stated that the effect of bullying action have seven effect to psychology there were self-esteem, isolation, absenteeism, domino effect, impact on education and suicide.

“I was about to say something else, but then all of a sudden I heard other voices outside the office: kids’ voices. I’m not exaggerating when I say this, but my heart literally started beating like I’d just run the longest race in the world. The laughter I had inside just poured out of me.” (10.Slf-Stm.Wndr.18)

The description above, August did not confident about himself when he met other people. When August went to school for the first time, August felt a panic attack when he met many people. The panic attack can be seen when his heart was beating and his laughter was disappears. Panic attack that August felt when he heard other kid’s voice outside the office. The panic attack that August felt before, because he had an abnormal face. The situation also explained how August felt insecurity about his face when he met other people.

“I got out of going to school the next day, too, which was Friday. So I had the whole weekend to think about everything. I was pretty sure I would never go back to school again.” (78.Abntsm.Wndr.69)

“August played up the stomach ache the next day so he wouldn’t have to go to school. I admit I felt a little bad for Mom, wo was genuinely concerned that he had a stomach bug, but I had promised august I wouldn’t tell her about the incident at school.

By Sunday, he was still determined not to go back to school.”
(85.Abntsm.Wndr.101)

August’s absence after he got bullied by his friends can be seen when he did not go to school because of stomachache. Even though August told his problem to Via, he still did not go to school. The description above, explained how August never go to school again because the bullied. The situation happened in the “Bleeding Scream” part. The bullying had effect to August psychology. The psychological effect can be seen August’s absence because he hated his friends at school expecially Jack and Julian. He did not feel sorry for his mom worrying. His mom worried him because at the time there was a stomach bug that attacked children. Via has promised to August that Via did not tell to anyone. The description above explained how Via felt sorry to her mom. But in the situation, Via did not want to tell about August’s incident at school and keeping August’s feeling in front of their mom and dad.

CONCLUSIONS

Based on the research discussion of the research entitled “*The Analysis Of Bullying Through The Main Character Of R.J Palacio’s “Wonder” Viewed From Psychological Approach*”, the researcher has a conclusion. First, the kinds of bullying in the Wonder novel have three part there are relational bullying, verbal bullying and physical bullying. Based on the data anlysis, the dominant kinds of bullying is relational bullying. The relational bullying that August faced namely eye stares, isolating, and glaring. The bullying addressed to August came from his friends at school and students from another school. The August’s way to minimize the bullying from other people, he tried to ignore it even though he was noticed it. Second, the effects of bullying action to the main character in the Wonder novel consist of self-esteem, isolation, stressed, and absenteeism. The dominant effects to the main character is self-esteem about his face. August felt insecurity, nervous, and aversion to take picture. He did not want to meet people who bullied him for example Julian and Jack. The other effects is absenteeism. August did not go to school because he got bullying action from his bestfriend, Jack.

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REVITALIZING THE VALUE OF CHARACTER EDUCATION IN CLARA NG'S *DONGENG TUJUH MENIT*

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Abstract: The role of children's literature in children's character building is very important. Likewise, the role of character education is very much needed by the government as the basis of education in Indonesia. Therefore, this study aims to explore the values of character education in fairy tales and their role in building children's personalities. This study uses qualitative descriptive research by analyzing the main characters in the fairy tale. The technique used is a content analysis technique using the data source "*Dongeng Tujuh Menit*" by Clara Ng. Data analysis was carried out by reading the entire contents of the *Dongeng Tujuh Menit* by Clara Ng and then analyzing the educational value of the main character in the fairy tale text. The values of character education contained in the *Dongeng Tujuh Menit* are: 1) peace-loving; 2) curiosity; 3) creative; 4) independent; 5) social care; 6) honest, and; 7) care for the environment.

Keywords: children's reading, character education, fairy tales,

INTRODUCTION

Generation Z has experienced a change in civilization through the rapid development of technology. Technology is able to help children in their learning process. Gadgets have become a medium that is close to children's lives and information becomes easy to be obtained. In reality, this does not always have a positive impact, children not only use gadgets as a medium to find information but it has an impact on the morale of children in this generation.

The influence of global culture is so massive that the values of our own local wisdom are shifted. Value is just like a symbol that is not permeated by every human being, from children, teenagers, to adults. Adhi (2014) explains that in this era stories from outside created using modern tools such as games via gadgets with the internet are 'modern'. Without realizing it, it can have a negative character effect on children, such as violence and pornography.

Forming a personal character is a noble dream of the nation, which at present there are still many obstacles (Nurgiyantoro, 2010). The influence of global culture is one of the causes of the moral degradation of the next generation of our nation's children. According to Suryaman (2010), literature has the main opportunity for character building and change. Through literary works, we will learn various human values regarding the relationship between humans horizontally and spiritually as humans who believe in Allah SWT, and appreciate everything in life around us. Wellek and Warren (1993) view literature as an aesthetic work produced through a creative process. In addition, literary works as an imaginative result have a broader meaning than non-fiction works. Literary works as a reflection of all the problems of the world with all its complexity with the various problems that exist in it.

Various efforts have been taken to improve the character of our nation's children, including through the assessment of character values using various disciplinary approaches. However, in reality the decline in morals continues to occur even to the most critical point, namely, moral degradation. Meanwhile (Afandi, 2011) suggests that several other countries have implemented

character education from an early age. These countries include China, America, Japan, and Korea. The results of their research showed that the character education they applied got positive results. Character planting is carried out systematically from an early age and the results have a positive impact, including academic achievement. Literary works should be introduced to children from an early age. It aims to develop literacy skills so that the habit of imagination and creativity is created. This ability is not possible without conscious and structured effort. A conscious and carefully planned effort can be done through education that focuses more on the natural potential that exists in students, especially interests and talents in the field of literature (Yasid, 2012).

From this description, the main problem in this research is how the form or role of traditional literary works (fairy tales), especially in building the child's personality. In accordance with this problem, the author determines the research objectives, namely to describe children's literature, fairy tales as literary works, and their role in building personal character for children.

Literary works offer two main problems, namely the understanding of life and pleasure. Literature provides fun entertainment (Nurgiyantoro, 2016). Literature presents interesting stories through the use of unusual language. Literature gives the reader's imagination, invites the reader to fantasize, provides suspense, and attracts the reader's heart.

Therefore, literature is considered to play with the emotions of the readers so that they are involved in the imagination of the author. Children's literature is a work devoted to children. The contents of the books are in accordance with the world, interests without neglecting the emotional and intellectual aspects of children. Children differ from adults in their level of experience and maturity. Children are also limited in the use of language and complex sentences. Therefore, the language used for early childhood literature must use simple vocabulary, structures and expressions.

The culture of storytelling is a good thing that is liked by early childhood (Adhi, 2014). Because, by telling stories to small children, we have indirectly instilled values in them, both personal values and educational values in the child. Through storytelling, we can increase the power of imagination, emotional, intellectual, social sense, ethical and religious senses. Therefore, parents need to choose the type of fairy tale that really fits the child's development.

Character education is very much needed by the government as the basis of Indonesian education (Septiana, 2012). Character is defined as character, namely actions, character, behavior, or habits that are always carried out. Indonesian language learning is also considered important to contribute to character building in children through four language skills: listening, speaking, reading, and writing (Wulandari, 2015). Character building can be applied in everyday behavior in schools such as caring for and protecting the environment by growing plants, caring for others, and other noble attitudes. Good or bad characters are created through regular practice and habituation (Setiawati, 2015).

The Ministry of National Education mentions the value of character. The character values are: religiosity; honesty; tolerance; discipline; work hard; creativity; independence; democratic; curiosity arises; national spirit; love for the homeland; achievers; friendly, communicative; love of peace; like to read; care; environmental care; and responsible (Suprpto, Andayani, & Waluyo, 2014).

METHOD

This study uses qualitative descriptive research by analyzing the main characters in the fairy tale. The technique used is a content analysis technique using data sources from the *Dongeng Tujuh Menit* by Clara Ng. Data analysis was carried out by reading the entire contents of the *Dongeng Tujuh Menit* by Clara Ng and then analyzing the educational value of the main character in the fairy tale text. The data in this study are 7 fairy tales contained in the *Dongeng Tujuh Menit* by Clara Ng entitled as follows: (1) *Bugi Hiu Suka Senyum*; (2) *Wayang Sebelum tidur*; (3) *Upik Bermain Bola*; (4) *Air Mata Buaya*;

(5) *Kancil yang Baik*; (6) *Ketahuan!*; (7) *Padi Merah Jambu*. The Seven Minutes Fairy Tale consists of 176 pages that was published in March 2012 by Gramedia Pustaka.

RESULT

Children have more diverse imaginations than adults. Through fairy tales, imagination will be formed strong, and the characters in the story are able to have an impact on the child's subconscious memory. It can be said that character refers to attitudes, behavior, motivation, and skills. The character also includes the attitude or desire to do something the best, have concern for welfare, behave honestly, be responsible, and have good morals.

Building children's character through folklore has an important impact on character development. For example, the fairy tale "*Bugi Hiu Suka Senyum*" in some of its quotations can provide an example in building character. It is said that a shark named Bugi is friendly and likes to smile. One day the shark was disturbed when a whale was playing at Bugi and his friends' playground. Bugi's friends tried to scare the whales by showing sharp and scary teeth, but what happened was the whales laughed and mocked the sharks back. In the end, Bugi smiled and approached the whale and asked for help to keep the whale quiet. The whale complied and they finally played together. The story teaches us that a smile is a beautiful friendship.

The second story is "*Wayang Sebelum Tidur*" which teaches children about the benefits of preserving Indonesian culture. One night, two brothers named Sita and Bima decided not to go to bed immediately after their mother wished them goodnight. Instead of closing her eyes, Sita actually took the initiative to play shadows using her hands. Seeing this, Bima was interested in playing with the shadows. Unfortunately, being so small, her fingers are still difficult to bend to produce fun shadows. To comfort Bima who was sad, Sita finally had an idea to make puppets from simple materials: paper, glue, scissors, and straws. As soon as the *wayang* was finished, Sita explained the *wayang* characters she had made to Bima. The message to be conveyed through this book is about creativity and the introduction of *wayang* characters to children as part of the cultural heritage of the Indonesian nation.

The third story is "*Upik Bermain Bola*". This story packs the process of child development. Upik is a butterfly that grows and develops well. Upik was sad when he grew into a butterfly who no longer has many legs and big wings so he is no longer good at playing ball. One day Upik put on his sports shoes and played soccer with his friends. When playing ball, kicked high, and stuck in a tall tree branch, Upik easily flew high and picked up the stuck ball. The incident happened repeatedly. Upik flew and picked up a ball that was stuck in a tree branch. The climax was when Upik kicked and finally scored. The story teaches how to be grateful for what you have, and also teaches children that in life there are various changes and times to grow and develop.

The fourth story is "*Airmata Buaya*" which tells the story of a crocodile who always cries, even all his friends cry because crocodile tears come from the crocodile's soft and loving heart. "If Buaya cries, it's hard for Bu Gajah to stop her tears. Buaya will keep shedding tears until Bu Gajah finally cries too!". Buaya whose heart is so soft that it is easy to cry. He always cried whenever there was something that made him sad to the point that it made Bu Gajah and his friends cry too. Not always crocodile tears are lies. Maybe we don't know him so well that we think his tears are just pretending. Maybe we haven't met many crocodiles, it could be that the crocodiles that we have met so far are not the kind-hearted and soft-hearted crocodiles in this story. Clara's idea of providing another point of view for the alligator tear trope (artificial sympathy) is interesting and quite fresh. The gentle and loving nature of crocodiles makes children touched.

The fifth story is "Kancil yang Baik". "To be good, Kancil must start well too. How? Yes, Kancil knows! He must show an attitude that can make other animals believe in him.". The fairy tale tells of a mouse deer who is determined to change the stigma of a naughty and untrustworthy deer. Kancil kept trying even though he repeatedly received rejection from Pak Tani and Buaya.?. This story gives the message that people who are not happy with us, over time can turn into friends with us (still) doing good,

The sixth story is "Ketahuan!". This story tells about the character, Binatang who can't sleep and always wakes up in the middle of the night because he hears voices in his room, Bintang suspects the noises because his dolls are partying. Mama, told Bintang to sleep and not be noisy in the middle of the night when Bintang didn't do it. This story describes the curiosity and curiosity of a child called imagination. Imagination helps children understand the concept of emotion. Imagination is children's asset when they turn to adults and meet problems, so they are able to think broadly to find solutions.

The seventh story is "Padi Merah Jambu". This story introduces the figure of Dewi Sri who is known as the goddess of agriculture on the islands of Java and Bali. The story begins with Dewi Sri (the mother of the fairies) being sick, while the fairies are busy, the fairy godmother asks the frogs for help to paint the rice golden into yellow. However, the frogs painted a luxurious pink color and caused a stir among the farmers. The next day the rice turned bright blue. Dewi Sri woke up and looked at the window and was amazed, as were all the fairies and the farmers. The intentions of the frogs are actually good but no one is watching. Fortunately, there is Dewi Sedana (Dewi Sri's sister) who wants to watch over the frogs. The story teaches children to get to know the figure of Dewi Sri, the Goddess of Agriculture who fertilizes rice on the islands of Java and Bali. Children can learn to recognize rice plants that have become rice, and their daily food intake. Children can also learn to recognize that the color of rice is golden yellow, not pink or bright blue like the frogs' color

CONCLUSION

Children's literature is a work devoted to children. The contents of the books are in accordance with the world, interests without compromising the emotional and intellectual aspects of children. Through storytelling, we can increase our imagination, emotional, intellectual, social, ethical, and religious sense. Therefore, parents need to choose the type of fairy tale that really fits the child's development.

The results of the analysis of the fairy tale "Dongeng Tujuh Menit" found the value of character education in the form of a love of peace, curiosity, creativity, independence, social care, honesty, and care for the environment. Research on character values in literary works needs to be explored to the fullest and is expected to be able to educate, advise and set good examples for children. Educational fairy tales are expected to be good examples in instilling moral values in children.

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