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Analyzing Elementary English Teachers' Pronunciation Errors: Are We Intelligible?

Dedi Febrianto ¹

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Abstract

Error analysis on students' language performance has been massively discussed, yet few studies focused on teachers' errors. Meanwhile, one of the main causes of students' errors is the errors transferred from teachers. As the learners used to imitate their teachers sounds' production, EFL teachers need to minimize errors when teaching at elementary school concerning the learners' best period to acquire and learn a foreign language. The present study investigates EFL teachers' pronunciation errors, specifically to find out the forms and causes of pronunciation errors in segmented vowels produced by the teachers. The research participants are 20 English teachers selected from various public and private elementary schools in Yogyakarta who were invited to pronounce 62 English words. The teachers were also required to fill out a questionnaire to find out external factors which are assumed can trigger the errors. The findings delineated that the teachers produced various forms of pronunciation errors in English vowels. The causes of errors lie in interlingual transfer, intralingual transfers, pronunciation differences between graphemes and sounds, hypercorrection, and words similarity. The external factors are also scrutinized, which include educational background and teachers' lack of English practice. The study suggests that elementary EFL teachers in Indonesia should improve their pronunciation by frequently practicing and having intensive pronunciation training to teach better English to their learners.

Abstrak

Kata kunci:
Analisis Kesalahan;
Pengucapan;
Guru
Sekolah Dasar

Analisis kesalahan bahasa murid telah diteliti secara masif, namun sedikit studi yang berfokus pada kesalahan guru. Sementara itu, salah satu penyebab utama kesalahan murid adalah kesalahan yang ditransfer guru. Guru Bahasa Inggris perlu meminimalisasi kesalahan terutama saat mengajar di SD karena murid terbiasa meniru ucapan gurunya sedangkan mereka berada pada periode terbaik untuk memperoleh dan belajar bahasa asing. Penelitian ini menyelidiki kesalahan pengucapan bahasa Inggris pada guru, khususnya mengetahui bentuk dan penyebab kesalahan pengucapan pada bunyi vokal. Penelitian ini melibatkan 20 guru bahasa Inggris dari berbagai SD negeri dan swasta di Kodya Yogyakarta. Guru diminta mengucapkan 62 kata bahasa Inggris, serta mengisi kuesioner untuk mengetahui faktor eksternal yang dianggap dapat memicu kesalahan. Hasil studi menunjukkan guru memproduksi berbagai bentuk kesalahan pengucapan. Penyebab kesalahan adalah transfer interlingual, transfer intralingual, perbedaan pengucapan antara grafem dan bunyi, hiperkorek, dan kemiripan kata. Selain itu juga disebabkan oleh faktor eksternal seperti latar belakang pendidikan dan kurangnya praktik bahasa Inggris. Studi ini menyarankan guru Bahasa Inggris SD perlu meningkatkan kemampuan pengucapan dengan sering mempraktikkan dan mengikuti pelatihan pengucapan intensif sehingga dapat mengajar bahasa Inggris dengan lebih baik.

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INTRODUCTION

Based on the 2013 curriculum, English is not a compulsory subject in elementary school in Indonesia, yet it is still taught to the students for several reasons. One of which is the parents' demand for the school because they believe that their children must be exposed to English as early as possible to have a better future (Jazuly & Indrayani, 2018). In addition, English is considered the primary foreign language and is more relevant than any other foreign language taught in Indonesia (Haidara, 2016). However, it is very distinct from Indonesian students' first languages ranging from sounds, spelling, and the value of foreign language cultures. The teacher needs to understand such differences so that learning can be justified. Hence, English teaching at elementary schools in Indonesia must be taught by teachers with a good command of English.

Zein (2017) explains two types of English teachers at elementary schools in Indonesia: generalist and specialist teachers. The generalist teachers are those teachers who did not undertake English education with their bachelor's degree, while the specialists are those who graduated from English education. Moreover, most teachers, specifically those from eastern parts of Indonesia, have poor and fair English professional competency (Sikki et al., 2013). This generates many problems in English teaching at elementary schools in Indonesia, ranging from teaching methodology to the teachers' English skills performance, including pronunciation, speaking, etc.

In teaching English skills (speaking, listening, reading, and writing), teachers inevitably will tackle questions and problems related to pronunciation as it can not be separated from teaching any of those skills. Moedjito & Harumi (2008) reveals that English teachers in Indonesia can deal with students' mispronunciation problems, mainly because teaching pronunciation is insufficient. Moreover, most English language teaching in Indonesia tend to focus more on vocabulary and grammar than on pronunciation (Moedjito, 2017). The emphasis on grammar may bring students difficulties in acquiring correct pronunciation (Al Mafalees, 2020). To avoid this, the way and the amount of time of teaching pronunciation, as well as the students' problems in English pronunciation, need to be tackled seriously, and English teachers should give an appropriate portion and attention to pronunciation teaching (Osatananda & Salarat, 2020).

Çakır & Baytar (2014) reveal that teachers in this era need to increase their phonological understanding, and they have to know that students cannot learn pronunciation independently. Instead, teachers must spend special efforts to facilitate students with proper pronunciation teaching. Besides, teachers are responsible for teaching students new sounds, words, and phrases and giving suitable materials for understandable pronunciation in their EFL class (Pourhosein Gilakjani & Sabouri, 2016). Primarily, teachers at elementary schools should have proper English pronunciation as their students are at their best to learn and acquire any foreign languages. It is supported by the Critical Period Hypothesis (CPH) in learning the second language, whereas the second language is easier to master at elementary school. According to Penfield and Robert (1959), the critical period is likely to terminate much sooner than puberty, around nine. However, Lenneberg (1967) believed this critical period spanned from the age of two through puberty. In addition, Brown (2008) concludes that most of the facts in learning the second language indicate that when people reach puberty, they will not get the authentic pronunciation or native-like. At this age, the influence of the mother tongue is not very significant.

Nevertheless, Indonesian English teachers are reported not very fluent in English (Renandya et al., 2018), and they feel that pronunciation is not an easy thing for them (Moedjito, 2016). Demirezen (2007) pinpoints that several EFL teachers have a heavy foreign accent so that when they speak English, it sounds unnatural. This explains that the teachers have inaccurate pronunciation and sound unnatural, contributing to inefficient teaching they hold. Moreover, the teachers' error can cause the same errors to students because students are used to absorbing their teachers' way of pronunciation, also known as imitating (Pateda, 1989).

Though error and mistake are synonymous, differentiating both of them is worth doing. Brown (2008) states that a mistake is commonly triggered by performance factors such as a slip of

the tongue, emotional tense, doubtfulness, and other performance failures which occur unsystematically. It means that when a mistake is made, the speaker can still correct it by himself. Meanwhile, an error is a language deviation that reflects one's competency and occurs consistently and systematically (Brown, 2008; Dulay et al., 1982) due to the learners' lack of knowledge on what is correct (Ellis, 1997). An error cannot be corrected immediately because it is produced in an unconscious condition. In other words, an error is made due to one's ignorance of certain language aspects.

The errors made by the teachers can take place in any aspect of language, including pronunciation which occurs in certain sounds in the phonological system of a language. The preliminary study found that pronunciation errors produced by elementary English teachers in Yogyakarta generally occur in vowel sounds.

Table 1. Data findings in the preliminary study

Words	As Recorded
quiet [kwaɪət]	quite [kwat]
later [letə(r)]	letter [letə(r)]
food [fu:d]	foot [fot]
tie [taɪ]	tea [ti:]
bread [bred]	[brɪd]
one hundred [wʌnhʌndrəd]	[wan handrid]
circle [sɜ:kəl]	[si(r)kl]
notebook [nəʊtbʊk]	[not bʊk]

From the table, vowels are the sounds which mostly mispronounced by elementary English teachers. The diphthong [eɪ] as in *later* [letə(r)] is pronounced as monophthong [e] because the participant's first language (Javanese) does not recognize any diphthongs in the first syllable of a word as it is difficult for them to pronounce it (Marsono, 2013). The error in such pronunciation can confuse the listeners for another word, namely the *letter* [letə(r)]. Likewise, the triphthong [aɪə] in *quiet* [kwaɪət] is pronounced only with diphthong [aɪ] and can be misunderstood to another word that is *quite* [kwat], and long monophthong [u:] as in *food* [fu:d] is pronounced as short monophthong [ʊ]. If elementary school English teachers in Indonesia continue to make such errors, the students' English pronunciation will be problematic.

Many researchers have largely done studies on error analysis in pronunciation. Mulansari et al. (2014) investigated the Indonesian students' errors in producing English vowel sounds and concluded that the students have a high frequency of pronunciation errors. Begum & Hoque (2016) discussed that Bangladeshi students had encountered correct pronunciation, caused mainly by their mother tongue interference. Ramasari (2017) confirmed that English teachers are responsible for evaluating and correcting the students' pronunciation errors by identifying the consistent errors. Irianto et al. (2018) showed that Indonesian students have difficulties in pronouncing consonants that do not exist in their L1 (first language), such as [θ] and [ð]. Then Alzinaidi & Abdel Latif (2019) examined that Arab EFL students made many mistakes in pronouncing hard English consonants as an impact of their English proficiency level. Lastly, Arikan & Yilmaz (2020) analyzed problematic English sounds made by 66 pre-service English teachers and found errors on consonants or vowels made by these ELT graduated students in Turkey. Their research is conducted with the belief that the learners' primary input is the teacher, and the learners' errors may be caused by the input they get in the learning environment.

Previous studies on error analysis in pronunciation mainly discussed the types of errors and focused the analysis on students' errors. Meanwhile, little research has been done on elaborating the causes of errors, primarily on teachers' errors. Hence, the present study is carried out and concentrated on the teachers' pronunciation errors of English segmented vowels sounds. It is worth exploring more as the teachers' errors are believed to be one of the major causes of the learners' errors, leading to the failure of the learners to master English well. The teachers'

pronunciation errors can be transferred to the students (Hunt-Gómez & Navarro-Pablo, 2020), which can generate similar errors, especially to the young learners, as they used to imitate their teachers' sounds production. Besides, the teachers' errors have not been further investigated in previous researches. In addition, the causes of errors in pronunciation remain scarce in the discussion. As the findings in the preliminary study prove that pronunciation error produced by elementary English teachers generally occurs in vowel sounds, this study is limited only to the teachers' pronunciation errors of vowels sounds and ignores any errors in consonants. Therefore, the purposes of this study are to identify the forms of pronunciation errors in English vowels produced by teachers teaching English at Indonesian elementary schools and to explore the causes of the produced errors.

METHODS

The study is in error analysis which investigates the pronunciation errors made by elementary English teachers in Yogyakarta Municipality, Indonesia. It employs a descriptive qualitative method using a case study (Creswell, 2014) which tries to deeply describe pronunciation errors involving participants teaching at several elementary schools in the same city.

Before collecting the data, the word list is arranged to assume that elementary English teachers' chosen words tend to be incorrectly pronounced so that data variations can be obtained. Each selected word reflects one vowel sound with its distribution in a position, whether in the beginning, middle, and the end of the word. After that, it was tested for several people to estimate whether the word list was effective for measuring pronunciation errors. This trial resulted in 62 words containing each English vowel sound in each position as the research instrument. Besides, a simple questionnaire was also designed to contain participants' personal information, including their educational background, mother tongues, years of teaching, etc., to investigate external factors (non-linguistic) that could trigger errors.

After preparing the research instruments, the participants were selected by using purposive sampling. The criteria are elementary school English teachers teaching in Yogyakarta Municipality, having good speech organs, no hearing loss, and aged between 20 and 45 years. Based on these criteria, there were 20 teachers randomly selected from 15 public and private Elementary schools in Yogyakarta municipality.

The research data were captured through recording techniques (Kesuma, 2007). The teachers were asked to pronounce the word list and were recorded. It is worth mentioning that the recording process used *SONY ICD-PX312 Digital Voice Recorder*. Before recording, the teacher was asked to understand the list of words being tested to prevent mistakes in understanding the words to be pronounced and to fill out the questionnaire. Once the research instruments were understood, the recording process was carried out.

The data analysis was begun by transcribing the recorded data phonetically by using International Phonetic Alphabet (IPA) symbol. Each error found is continuously referred to the standard English language based on the RP (Received pronunciation) standard. RP is considered the best and most appropriate English accent used in pronunciation teaching and the most discussed accent globally, which phoneticians have used in their writings for centuries (Skandera & Burleigh, 2005). Thus, the pronunciation of elementary school English teachers can be identified by paying attention to the pronunciation of vowel sounds that follow the RP standard. In contrast, the pronunciation of vowel sounds that are not following is categorized as incorrect pronunciation. Therefore, the speech parameter used is a phonetic transcription in an English dictionary by Hornby (1995) that already follows the RP standard. In listening to the data, the researcher used *IPA Help 2.1* application to identify which vowel sound is pronounced by the teacher. From the results of this transcription, the forms of vowel pronunciation can be obtained. After that, each error classified firstly in a table is elaborated. Each form is explained based on the position of the error and the presence or absence of other words or different meanings embedded in the error. The

data analysis was then continued by identifying the causes of vowel pronunciation errors. The causes analyzed from the form of errors that occurred are categorized as linguistic factors. Meanwhile, other causes are also identified from the questionnaire by devising them as non-linguistic factors. After that, each factor is described along with the example of the error found.

FINDINGS AND DISCUSSION

The Forms of the Pronunciation Errors

The analysis found that there are various vowels pronunciation errors produced by the participants, which cover all types of vowel sounds, namely monophthong, diphthong, and triphthong (Roach, 1998). The errors in monophthong mostly occur on the sounds that do not exist in Indonesian and Javanese. They are [i:], [æ], [ɑ:], [u:], [ʊ], [ʌ], [ɜ:], and [ɔ:]. Meanwhile, most of the errors in diphthong are pronounced as monophthong. This deviation is known as monophthongization, which changes sounds from diphthong to monophthong (Utulu, 2014). In addition, errors in triphthong frequently occur in [ʊ] and [ɪ] in the middle of triphthong that is pronounced as glides [w] and [j]. Besides, several errors produced could lead to different words which surely have different meanings. However, due to the limited space provided, only several samples of errors can be displayed.

Table 2. Samples of Data Findings on the Forms of Errors

Vowels Type	Orthographic transcription	Phonetic transcription	Produced sounds	Vowels Errors	
Monophthong	wheel	[wi:l]	[wɪl]	[i:] → [ɪ]	
	idiot	[ɪdiət]	[aɪdiət]	[ɪ] → [aɪ]	
	breath	[breθ]	[bri:t]	[e] → [i:]	
	cat	[kæt]	[ket]	[æ] → [e]	
	car	[kɑ:]	[kɑr]	[ɑ:] → [ɑ]	
	cook	[kʊk]	[kuk]	[ʊ] → [u]	
	ooze	[u:z]	[ʊz]	[u:] → [ʊ]	
	hot	[hɒt]	[hət]	[ɒ] → [ə]	
	dawn	[dɔ:n]	[daʊn]	[ɔ:] → [aʊ]	
	utter	[ʌtə]	[ətə]	[ʌ] → [ə]	
	earth	[ɜ:θ]	[ərd]	[ɜ:] → [ə]	
	alarm	[əlɑ:m]	[alɑram]	[ə] → [ɑ]	
	Diphthong	vary	[veəri]	[feri]	[eə] → [e]
		era	[ɪərə]	[era]	[ɪə] → [e]
curious		[kɪʊəriəs]	[kəriəs]	[ʊə] → [ə]	
great		[gret]	[grit]	[eɪ] → [i]	
tie		[taɪ]	[ti:]	[aɪ] → [i:]	
go		[gəʊ]	[gɒ]	[əʊ] → [ɒ]	
oil		[ɔɪ]	[ɔil]	[ɔɪ] → [ɔi]	
Triphthong	house	[haʊs]	[haus]	[aʊ] → [ou]	
	layer	[leɪə]	[lejər]	[eɪə] → [ejə]	
	giant	[dʒaɪənt]	[dʒajənt]	[aɪə] → [ajə]	
	lower	[ləʊə]	[lowər]	[əʊə] → [owe]	
	royal	[rɔɪəl]	[rɔjəl]	[ɔɪə] → [ɔjə]	
	flower	[flaʊə]	[flawər]	[aʊə] → [awə]	

The table shows that there are various errors in monophthongs. Some of the errors can be misunderstood to different words, and this can drive the listener into confusion. The first error occurred in ‘wheel’ [wi:l], which was pronounced as [wɪl]. The error [wɪl] is the exact pronunciation of the word ‘will’, so that listener can misunderstand the intended word pronounced by the speaker. Another error is in ‘dawn’ [dɔ:n] which was pronounced as [daʊn]. This error will make the listener think of the word ‘down’ since it is exactly pronounced [daʊn] as the error produced.

The errors in diphthongs, which are mostly in the form of monophthongization, can also lead to different words and make the listener confused. The errors can be seen in the word 'vary' [vɛəri], pronounced as [feri]. This error will drive the listener to misunderstand since [feri] is the way to pronounce the word 'ferry'. Besides, the word 'great'[gret] was pronounced as [grit]. This error will make the listener refer to the word 'greet' since [grit] is closed to the pronunciation of the word 'greet'. The last is the word 'tie' [tai] which was pronounced as [ti:]. This error is the exact pronunciation of the word 'tea', so the listener will be confused by the existence of this error.

The errors in triphthongs as shown by the table, revealed that instead of pronouncing [ɪ] and [ʊ] in the middle of triphthong, the teachers tend to pronounce them with glides [j] and [w] respectively. This means that teachers still have difficulties pronouncing triphthong due to the non-existence of triphthong in teachers' first language. The glides [j] and [w] were generated to ease their pronunciation. Such errors may show the inaccuracy of teachers' pronunciation in comprehending English sounds.

The findings indicate that the teachers made errors in various forms of vowels sounds. Besides, the errors lead to different words with a different meaning from the intended words to confuse the listeners. This means that the teachers are less intelligible, which can cause misunderstanding when communicating in English. Listeners' ease of understanding is one of the factors that may affect intelligibility (Behrman, 2017), whereas the realistic goal of pronunciation is the listeners' understanding or intelligibility (Derwing & Munro, 2005). Moreover, as the teachers are the EFL young learners' role model especially in pronunciation, similar errors can be produced by the learners since their main learning style is imitating. As a result, the learners' pronunciation will have troubles and their English may fail to improve. Therefore, the teachers' errors in pronunciation should be minimized especially when teaching their students to avoid similar errors transferred to their students.

Factors Affecting Pronunciation Errors

Moedjito (2016) discloses that Indonesian students' and teachers' perceptions on pronunciation difficulty lie on several issues, namely the non-existent English sounds in students' native language, teachers are hesitant to teach pronunciation, English and students' first language have similar sounds. Yet, their distribution is different, and that the same spelling is not always pronounced in the same way. Some of these factors are explored in this research which triggers the production of error. Yet, the factors in this research are classified into two categories, namely linguistics factors and non-linguistic factors. The linguistic factors are investigated by analyzing the produced errors, including interlingual transfer (interference), intralingual transfer (over-generalization), pronunciation difference between grapheme and sound, hypercorrection, and words similarity. Meanwhile, the non-linguistic factors are analyzed from the given questionnaires, consisting of educational background and teachers' lack of English practice. The following teachers' profiles taken from the questionnaire should be looked at closely before understanding the factors.

The following table shows that there are three male and 17 female teachers involved. Sixteen teachers were between 22-30 years old, and the others were 31-42 years old. The teachers' mother tongue is mostly Javanese, while two other teachers speak other local languages. Most of them have taught English at elementary schools for 1-5 years, yet four teachers had 6-10 years of teaching experience. The teachers have a hectic teaching schedule with up to 18 classes in a week. Besides, seven teachers hold a bachelor's degrees other than English education majors, yet 13 graduated from English education.

Table 3. The Teachers' Profile

Teachers' profile	Range/types	Total
Age	31-42	4
	22-30	16
Sex	Male	3
	Female	17
Mother tongue	Javanese	18
	Indonesian	2
Years of teaching	1-5 years	16
	6-10 years	4
Teaching load per week	1-10 classes	14
	11-18 classes	6
Education background	English education	13
	Other majors	7

Interlingual Transfer (Interference)

Pronunciation errors caused by interlingual transfer or interference occur in English vowels that do not exist in participants' first languages (L1), namely Indonesian and Javanese languages. It means that the teachers use the phonological system of Javanese and Indonesian when pronouncing English vowels. This is also due to the inability of the teachers to produce vowel sounds in English correctly.

Interlingual transfer in monophthong occurs in [i:], [æ], [ɑ:], [u:], [ɒ], [ʌ], [ɜ:], and [ɔ:] that do not exist in the teachers' L1 and were mispronounced with other sounds that are closed in the phonological system with them. Meanwhile, Interlingual transfer in diphthong is reflected by [eə], [ʊə], [eɪ], [aɪ], [ɔɪ], and [əʊ] that do not exist in the teachers L1 and were mostly mispronounced with monophthongs to ease the way they pronounce the English sounds. In addition, interlingual transfer in triphthong can be observed from the pronunciation errors of [ʊ] and [ɪ] in the middle of triphthong, which is pronounced as glides [w] and [j] because the teachers L1 do not have any triphthongs so that the glides are produced to ease their English pronunciation. The following table describes the examples of pronunciation errors caused by the interference of Indonesian and Javanese in monophthong, diphthong, and triphthong.

Table 4. Errors of Interlingual Transfer

Orthographic transcription	Phonetic transcription	Produced sounds	Vowels Errors
attic	[ætɪk]	[etik]	[æ] → [e]
wheel	[wi:l]	[wɪl]	[i:] → [ɪ]
car	[kɑ:]	[kar]	[ɑ:] → [a]
ooze	[u:z]	[us]	[u:] → [ʊ]
hot	[hɒt]	[hɔt]	[ɒ] → [ɔ]
utter	[ʌtə]	[atər]	[ʌ] → [a]
work	[wɜ:k]	[wək]	[ɜ:] → [ə]
autumn	[ɔ:təm]	[otəm]	[ɔ:] → [o]
aeroplane	[eəɹəpleɪn]	[erɒplen]	[eə] → [e]
curious	[kjʊəriəs]	[kəriəs]	[ʊə] → [ə]
eight	[eɪt]	[et]	[eɪ] → [e]
island	[aɪlənd]	[aɪslənd]	[aɪ] → [ai]
home	[həʊm]	[hɒm]	[əʊ] → [ʊ]
oil	[ɔɪl]	[ɔil]	[ɔɪ] → [ɔi]
royal	[rɔɪəl]	[rɔjəl]	[ɔɪə] → [ɔjə]
flower	[flaʊə]	[flawər]	[aʊə] → [awə]
layer	[leɪə]	[lejər]	[eɪə] → [ejə]
giant	[dʒaɪənt]	[dʒajənt]	[aɪə] → [ajə]
lower	[ləʊə]	[lawər]	[əʊə] → [awə]

Table 4. shows monophthongs [i:] and [æ] that do not exist in participants' L1 are pronounced as [ɪ] and [e] respectively because [ɪ] and [e] exist in their L1 and closed to [i:] and [æ] in the English phonological system. Also, diphthong [ʊə] and [eɪ] were pronounced as [ə] and [e] respectively as the respondents' L1 does not recognize these diphthongs so that they pronounce these diphthongs as [e], which have the closest phonological system to the diphthong to ease their pronunciation. Moreover, triphthong [ɔɪə] and [aʊə] were pronounced as [ɔjə] and [awə] as the participants' L1 does not have any triphthongs, so that glides [w] and [j] were generated in the middle of the triphthong to make the pronunciation easier.

Intralingual Transfer (Over-generalization)

Brown (2008) mentions that the negative equivalent of intralingual transfer is over-generalization. Intralingual transfer occurs when one starts acquiring new systems in the target language so that she/he turns to over-generalize the system. Hanafi (2014) adds that one's previous knowledge of the foreign language is used in over-generalization. Also, Heydari & Bagheri (2012) state that overgeneralization arises when a deviant structure based on other structures in the second language is generated. In this study, pronunciation errors caused by interlingual transfer are in the form of sound that has similarities with the writings of other sounds in the target language, English. The teachers generalize a grapheme (letter) excessively to the specified sound. The over-generalized forms of graphemes found in this study are <ea>, <i>, <a>, <oo>, <u>, and <ee>.

Table 5. Errors of Intralingual Transfer

Orthographic transcription	Phonetic transcription	Produced sounds	Produced Errors
idiot	[ɪdiət]	[aɪdiət]	<i> → [aɪ]
attic	[ætɪk]	[ətɪk]	<a> → [ə]
poor	[pʊə]	[pu:r]	<oo> → [u:]
fur	[fɜ:]	[fjʊr]	<u> → [ju:]
toy	[tɔɪ]	[tɔɪ]	<o> → [ɔ]
deer	[diə]	[di:r]	<ee> → [i:]

As presented in Table 5, the teachers tend to over-generalize the pronunciation of the English grapheme that they are familiar with in pronouncing different English words. The grapheme <ae> as in 'breath' [breθ] is pronounced as [i:] since the teachers are familiar with the grapheme <ae> in the pronunciation of words like 'meat' [mi:t]. The grapheme <i> as in 'idiot' [ɪdiət] is pronounced as [aɪ] because the teachers used to pronounce it the same way as in pronouncing 'idol' [aɪdəl]. The grapheme <a> as in 'attic' [ætɪk] is over-generalized to [ə] since the teachers are familiar with the pronunciation of the grapheme in words like 'ago' [ægəʊ]. The grapheme <oo> as in 'poor' [pʊə] is pronounced as [u:] due to the teachers' familiarity with the pronunciation of such grapheme in the words like 'room' [ru:m]. The grapheme <u> as in 'fur' [fɜ:] is pronounced as [ju:] because the teachers used to pronounce it the same way as in pronouncing 'cute' [kju:t]. The grapheme <ee> as in 'deer' [diə] is pronounced as [i:] since the teachers are familiar with the grapheme <ee> in the pronunciation of words like 'meet' [mi:t].

Pronunciation Difference between Grapheme and Sound

Vowels sounds in English are pronounced differently with the way it is written orthographically. It might be why English is known as the language that has inconsistency in the pronunciation of a grapheme (letter). This differentiation drives the teachers to have some difficulties in pronouncing English vowels so that errors are produced. It is because the teachers' first languages do not apply the same thing. The pronunciation errors caused by the factors of the difference between grapheme with its sounds can be seen as follows.

Table 6. Errors of Pronunciation Difference between Grapheme and Sound

Orthographic transcription	Phonetic transcription	Produced sounds	Produced Errors
flea	[fli:]	[flea]	<ea>[i:] → [ea]
banana	[bənana]	[banana]	<a> [ə] → [a]
replay	[ri:pleɪ]	[riplai]	<ay>[ei] → [ai]
house	[haʊs]	[haus]	<ou> [aʊ] → [ou]
cow	[kaʊ]	[koʊ]	<ow> [aʊ] → [oʊ]
layer	[leɪə]	[ləjər]	<aye> [eiə] → [ajə]
iron	[aɪən]	[airən]	<iro> [aiə] → [airə]
flower	[flaʊə]	[flowər]	<owe> [aʊə] → [owə]
royal	[rɔɪəl]	[rojəl]	<oya> [ɔɪə] → [oja]

Table 6. proves the teachers pronounce the English vowels exactly just the way they are written. This means that they apply the same technique as they pronounce their L1. Instead of pronouncing the word ‘flea’ as [fli:], they pronounce it as the way they read it in their L1 or as it is written which becomes [flea] where grapheme <ae> is pronounced as it is written [ea]. So as in word ‘replay’ [ri:pleɪ] which they pronounce as [riplai] because grapheme <ay> is pronounced as [ai] in the teachers’ L1. It also happens in words with triphthong such as ‘royal’ [rɔɪəl], which they pronounce as [rojəl] just like they pronounce it in their L1 where grapheme <oya> is pronounced as [oja].

Hypercorrection

In many errors produced, the teachers sound cautious of making mistakes. It makes the sound production result from hypercorrection toward their pronunciation for the sake of producing correct pronunciation. Pronunciation errors due to such reasons are considered as a hypercorrection. Eckman et al. (2013) define hypercorrection as expanding a linguistic type outside its usual application, often contributing to incorrect output. It refers to the transfer of a linguistic form beyond the linguistic form intended by the speaker. It usually occurs in second language learning, when the learner tries to use the standard form in the target language, but its use is too excessive to produce other forms that do not appear in the standard form. In this study, errors in the form of hypercorrection occur in the pronunciation of a grapheme that is pronounced excessively. The productions of the sounds do not have any similarities or closeness with the grapheme itself. Also, the sounds produced do not exist in the teachers’ first language.

Table 7. Errors of Hypercorrection

Orthographic transcription	Phonetic transcription	Produced sounds	Produced Errors
breath	[breθ]	[bræθ]	<ea> [e] → [æ]
aunt	[ɑ:nt]	[oʊnt]	<au> [ɑ:] → [oʊ]
rude	[ru:d]	[rod]	<u> [u:] → [o]
white	[waɪt]	[weɪt]	<i> [ai] → [ei]
home	[həʊm]	[hoʊm]	<o> [əʊ] → [oʊ]

As presented in table 7, the errors produced by the teachers are beyond the target sounds, which are not even closed with the intended sounds. The produced sounds do not exist in their L1 and are considered difficult to pronounce. This happens in ‘breath’ [breθ] which is pronounced as [bræθ]. The error explains that monophthong [e] is pronounced as [æ]. Monophthong [æ] does not exist in Indonesian phonology, neither does it in any local languages in Indonesia, so that it is normally difficult to pronounce by the teachers. However, the monophthong [æ] is produced due to avoiding making mistakes due to excessive pronunciation to the monophthong [e]. Moreover, they pronounce ‘aunt’ [ɑ:nt] as [oʊnt], where the monophthong [ɑ:] is pronounced as [oʊ], which is not included in any monophthong. The two sounds do not have any similarities at all. The findings indicate that the teachers try to pronounce the sounds correctly in the target language. However,

the pronunciation is too excessive, generating other sounds that are normally difficult to pronounce and are not even close to the target sounds.

Words Similarity

There is no correlation between written and spoken words in English since English words are not usually spoken as they are written (Astuti et al., 2021). The similarity between words can be the cause of pronunciation errors. Word similarity can be characterized by the number of words syllables, letters, and similar sounds in a word pair. Here are the examples of the errors.

Table 8. Errors of words similarity

Orthographic transcription	Phonetic transcription	Produced sounds	Similar Words
elephant	[elɪfənt]	[iləpent]	eleven [ɪ'levn]
heart	[hɑ:t]	[hɜ:t]	hurt [hɜ:t]
rude	[ru:d]	[rod]	road [rəʊd]
dawn	[dɔ:n]	[daʊn]	down [daʊn]
law	[lɔ:]	[ləʊ]	low [ləʊ]
work	[wɜ:k]	[wok]	walk [wɔ:k]
vary	[veəri]	[veri]	very [veri]
tie	[taɪ]	[ti:]	tea [ti:]

Table 8. presents that the teachers produced errors whenever they pronounced English vowels due to their perception of similar words. The sound [e] as in word 'elephant' [elɪfənt] was pronounced as [i] that becomes [iləpent] because the teachers were influenced by the word 'eleven' [ɪ'levn]. Similarly, this occurs whenever they pronounce the sound [ɑ:] in word 'heart' [hɑ:t] as [ɜ:] that becomes [hɜ:t] since they are distracted by the word 'hurt' [hɜ:t]. This production also occurred when they pronounced the words 'rude', 'dawn', 'law', 'work', 'vary', and 'tie' that are affected by other similar words.

Educational Background

In table 3., it is known that six teachers have no English education background. Zein (2012) mentioned that both primary teachers with and without English education experienced pronunciation problems due to their heavy local accents. Nevertheless, this research tried to dig this issue further. Based on the analysis conducted, it was found that teachers with no English education background tend to produce more pronunciation errors that could lead to different words or meanings. For instance, the teachers without English education background pronounced the word *wheel* [wi:l] as [wel] *well*. Meanwhile, the teachers who graduated from the English study program only made few errors, and it occurs in the sounds that do not exist in their first languages, and the errors are not varied.

Though both groups of teachers encountered pronunciation problems and produced errors in pronunciation, teachers with no English education background produced more errors. This shows the existence of differences in pronunciation errors produced by English graduated teachers and non-English graduated teachers. It also uncovers that non-English graduated teachers have lower English proficiency. Habibi & Sofwan (2015) confirm that the teachers, those not from English majors, obtained low scores in English Proficiency Test that they took. Furthermore, Asriyanti et al. (2013) point out these teachers will not be able to acquire the required learning skills needed, to use different approaches and techniques to educate young learners, to produce useful content, to make English available to very young learners, and to use relevant, authentic materials to teach young learners. Thus, it is noticeable that educational background affects teachers' English proficiency as well as pronunciation ability.

Teachers' Lack of English Practice

The study finds the teachers have up to 18 classes in a week. It indicates the limited time they get to increase their English ability since most of their time is spent teaching and preparing for the materials. As a result, they use their English only when they teach, and they are unconfident due to inadequate practice. Sulistiyo (2016) confirms that the teachers feel uncomfortable in both

speaking and writing in English. Moreover, in the data analysis, it is found that the [e] in *breath* [breθ] was pronounced correctly only by seven teachers. Meanwhile, the teachers could pronounce [e] properly in other words. Besides, [e] exist in teachers' first languages, so that the teachers are supposed to be able to pronounce it well in various words. It indicates that such errors are produced due to the teachers' unfamiliarity with the words. This error may not be generated if the teachers provide more time to practice their English to become more familiar with English sounds.

CONCLUSION

From the analysis conducted, it can be concluded that the pronunciation errors in the English segmented vowels produced by the elementary school English teacher in Yogyakarta are varied in the forms of monophthongs, diphthongs, and triphthongs. The errors in monophthongs mostly occur in the sounds that do not exist in the teachers' L1. They are [i:], [æ], [ɑ:], [u:], [ɒ], [ʌ], [ɜ:], and [ɔ:]. The errors in diphthong are frequently pronounced as monophthong. Most of the errors in triphthong occur on [ʊ] and [ɪ] in the middle of triphthong, which was pronounced as glides [w] and [j]. Moreover, many of the errors could lead to other words and confuse listeners, indicating that teachers' pronunciation is less intelligible. Meanwhile, the cause of the errors on linguistic factors belongs to interlingual transfer, intralingual transfer, pronunciation difference between grapheme and sound, hypercorrection, and words similarities. In contrast, non-linguistic factors belong to educational background and teachers' habits. From the two factors, it is known that linguistic factors have a greater influence on teacher pronunciation errors, mainly caused by interlingual transfer factors with various forms of errors.

The research signifies that the teaching of EFL to young Indonesian learners in terms of teachers' competence is rather apprehensive. It discloses the teachers' pronunciation ability which has several rooms for improvement. Yet, it does not declare that the teachers should have native-like pronunciation. Instead, it concerns the learners' failure in mastering English comprehensibly, which can be induced by teachers' errors in producing English sounds when communicating with the students since most teachers are learners' main model in learning English. Therefore, it is required for young Indonesian learners to have competent English teachers, and Indonesian schools' policymakers should fully watch EFL teaching to young learners to ensure that the teachers obtain this criterion. In addition, the teachers are suggested to improve their pronunciation ability by frequently practicing their pronunciation and having intensive pronunciation training to have more intelligible pronunciation and teach better English to their learners.

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The Effects of Using *Kahoot!* on Understanding the Concept of Mathematical Symbols in Higher Education

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Abstract

This research was motivated by the condition of Mathematics Education students who were unfamiliar and unable to read and use these mathematical symbols correctly. This study aimed to examine the effect of *Kahoot!* game media on students' understanding of concepts, especially on mathematical symbols. The population of this study was students of the Mathematics Education Study Program at Pahlawan Tuanku Tambusai University. At the same time, the research sample was 100 people obtained through random sampling, namely students who attended the introduction of mathematical symbols. The data was collected by taking a mathematical understanding test before and after using the Kahoot game media. Analysis of the data used was the paired t-test. The results showed a difference in the pre-test and post-test scores of students' conceptual understanding, where the significance value was $<0.05\%$.

Abstrak

Penelitian ini dilatarbelakangi atas kondisi memperhatikan dimana masih banyak mahasiswa Pendidikan Matematika yang belum familiar dengan simbol-simbol matematika sehingga tidak mampu membaca dan menggunakan simbol-simbol matematika tersebut dengan baik. Tujuan penelitian ini adalah untuk menguji pengaruh media game kahoot! pada pemahaman konsep mahasiswa khususnya terhadap simbol-simbol matematika. Pengumpulan data dilakukan dengan pengambilan test pemahaman matematika sebelum dan sesudah menggunakan media game kahoot. Populasi penelitian ini adalah mahasiswa Prodi Pendidikan Matematika Universitas Pahlawan Tuanku Tambusai, sedangkan sampel penelitian sebanyak 100 orang yang diperoleh melalui insidental sampling, yakni mahasiswa yang menghadiri kegiatan pengenalan simbol-simbol matematika. Analisis data yang digunakan yaitu uji sampel berpasangan paired t-test. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan skor pre-test dan post-test pemahaman konsep mahasiswa, dimana nilai signifikansi $<0,05\%$.

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INTRODUCTION

The understanding mathematical concept is one of the mathematical abilities that are expected to be mastered by students. It plays a role in facilitating students to derive formulas and solve mathematical problems (Arifiyanti, F., Djudin T., dan Haratua, 2013). Understanding mathematical concepts will make it easier for students to solve problems without memorizing the formulas that will be used (Sheftyawan et al., 2018). Hiebert, J. & Carpenter (1992) interpreted mathematical understanding as one of the main ideas that are the basis of thinking in all levels of mathematics education. In other words, students must understand the mathematical concept first.

The importance of understanding mathematical concepts was also stated by Piere & Kieren (1994), who mentions that interest in learning mathematics in terms of understanding was shown in recent curricular reforms in many countries (Pirie & Kieren, 1994). This interest was also reflected in conference proceedings and research articles in psychology and artificial intelligence. According to Pirie & Kieren (1994) and (Koyama 1993), the notion of understanding is characterized into several aspects, such as increasing the understanding of concepts and identifying the pedagogical actions that support it and how sustainable that understanding is. Midgett & Eddins (2001) said that students' understanding of mathematical concepts is illustrated by several things, such as (1) defining concepts verbally and in writing; (2) identifying examples and non-examples; (3) using models, diagrams, and symbols to present a concept; (4) changing one form of presentation into another form; (5) recognizing various meanings and interpretations of concepts; (6) identifying the characteristics of a concept and recognizing the conditions that determine a concept; (7) comparing and contrasting the concepts.

Identically, mathematics is synonymous with various symbols that must be understood and used in solving problems. Understanding the concept of mathematical symbols is very important for students to not have misconceptions in studying advanced mathematics material in college. Symbols are one of the greatest strengths of mathematics (Midgett & Eddins, 2001). Most students have not been able to optimally interpret different symbols (Baroody & Ginsburg, 1983; Kieran, 1981; McNeil & Alibali, 2005; (Rittle-Johnson & Alibali, 1999) so that it causes students to have difficulty in solving math problems (Powell et al., 2015; Powell & Fuchs, 2010; Cobb et al., 2000).

Based on the results of the pilot study carried out at the Mathematics Education Study Program at Pahlawan Tuanku Tambusai University, many students still do not know mathematical symbols and have not been able to read and have not been able to use them. Most of the students only know the primary symbols of mathematics that were also known before at the secondary education level. However, for symbols that are more specific and used in advanced mathematics, students still have difficulty. Here are some examples of mathematical symbols.

Table 1. Some Examples of Mathematical Symbols

Symbol	Concept	First User	Year	Books/Articles/Manuscripts
" \square "	sum of series	Euler	1755	Institutiones calculi differential
" \square "	multiplication of series	Gauss	1812	-
" $ $ "	absolute value	William Oughtred	1631	Clavis Mathematicae
" \dashrightarrow "	mapping the element	Oystein Ore	1936	dalam L`Agebre Abstraite
" $f : X \dashrightarrow Y$ "	mapping the function	Hurewicz	Nop` 1941	makalah Hurewicz-Steenrod
" \sphericalangle "	angle	Pierre Hérigone	1634	Cursus mathematicus
" \triangle "	triangle	Heron (m.k.62)	150	-
" \sim "	similar	Leibniz	1679	sebuah manuskrip
" \cong "	congruent	Mollweide (1774-1825)	1824	Euklid's Elemente

“m”	gradient	Vicenzo Riccati (1676-1754)	1757	De method Hermanni ad lo- cos geometricos resolvendos
“ ”	parallel	John Kersey	1673	Algebra
“□”	perpendicular	Pierre Hérigone	1634	Cursus mathematicus

Source : (Sumardyono, 2012)

The lack of students’ understanding of mathematical concepts is one of the causes of mathematical problems error. Hoban (2019) also commented that it is essential to understand mathematics (and we believe this necessarily includes the reading and writing of mathematics) rather than the ability to apply mathematics to chemistry. (Bardini & Pierce, 2015) anticipates that some students are familiar with symbols commonly used by university lecturers but have difficulty finding new symbols, so it shows that students do not understand the mathematical content with the new concept. It is difficult to understand the new material.

Mathematizing can be seen when someone uses mathematical symbols to describe and analyze between objects in a situation and the object's actions. For example, seven birds are sitting on the roof and suddenly two birds come close. Van Oers said that mathematization occurs by paying attention to several things, such as the object in the event, namely birds, mathematical objects in the form of the number of birds before other birds joined, as well as the number of birds that came, and the process of adding birds which is an addition action, which is symbolized by the addition operation. (+) so that it is known that in the case of the bird, addition applies. Van Oers revealed that a student in mathematics must be able to explore and mathematize an event using various relevant mathematical symbols, and finally, the student is able to introduce the symbol to others. The process of mathematization and symbolization proposed by Van Oers is a semiotic activity similar to literacy activities currently being promoted (Cobb et al., 2000). Mathematics, which is generally considered a complex subject, is expected to be taught in a fun way, so the game is one of the efforts to increase students' visuality to create fun mathematics learning (Arindiono & Ramadhani, 2013).

In the era of information technology, various media can improve students’ understanding of mathematical concepts, including games, video, audio, and other media. Generally, games are considered a medium for entertainment, but games can be used for exciting learning media, so that in recent times researchers have increasingly developed educational games (Wulandari et al., 2017; Karyanti & Komarudin, 2017). One of the games that can be used is Kahoot!, an interactive game to attract students’ interest in competing to express answers to the questions given. Wang & Tahir (2020) Mathematics, which is generally considered a complex subject, is expected to be taught in a fun way, so the game is one of the efforts to increase students' visuality to create fun mathematics learning (Sharples, 2000). Kahoot facilitates teachers to create content easily, giving quizzes on learning materials to assess students' comprehension skills. The students do not have to go through the registration process to join this game, and the learning atmosphere is more cheerful because it spurs students to compete in the allotted time, moreover who is the winner can be known directly in this game (Wang, 2015).

Kahoot! is a game or media for testing a game-based tool resulting from a Lecture Quiz research project started in 2006 at the Norwegian University of Science and Technology (NTNU). The results of an early prototype experiment showed positive results in increased engagement, motivation, and perception of learning (Lin & Chen, 2017; Wang & Lieberoth, 2016). Kahoot is a game-based learning platform initially only used as a technology in education, both in schools and other educational institutions. However, Kahoot is a game tool that can sharpen the brain to help students understand the subject matter, increase engagement and motivation, students are more focused, and provide effective and reflective feedback. (Ismail & Mohammad, 2017; Ulimaz & Agustina, 2020).

This study was conducted to examine the effect of using Kahoot! game media on the understanding of mathematical concepts in mathematical symbols of mathematics education

students. The use of the Kahoot game media is expected to provide color in honing students' abilities in understanding more mathematical symbols, especially symbols that are often used in advanced mathematics material.

METHODS

This research is quantitative research, by carrying out experiments for one group sample. The research population was the students of the Mathematics Education Study Program at Pahlawan Tuanku Tambusai University. The sampling technique used was random sampling. The sample were students attending the mathematical symbol literacy seminar of Mathematics Education Study Program Pahlawan Tuanku Tambusai University. The research sample was 100 people obtained through random sampling, namely students who introduced mathematical symbols.

Table 2. Research design

Pre Test	Treatment	Post Test
O ₁	X	O ₂

Notations:

- O₁ = Pre-test was given to students
 X = use of Kahoot game media
 O₂ = Post-test was given to students

For assessing students' understanding of mathematical symbols, a score of zero was given for the wrong answer, and a score of 1 was given for the correct answer. Analysis of the research data using Mc Nemar's test or non-parametric comparative test. Data processing was carried out using SPSS Version 25.00.

FINDINGS AND DISCUSSION

The score was taken twice, namely in the pre-test and post-test, using the Kahoot game. After taking the pre-test scores, students were explained the mathematical symbols and trained to answer the Kahoot! game for three times. After completing the provision of materials and exercises, the post-test scores were taken.

A pre-test was carried out to determine the students' initial understanding of various mathematical symbols. One hundred students were given 30 questions within 45 minutes to answer the meaning of mathematical symbols. The score for correct answers is 1, and the score for incorrect answers is 0. The questions given include presenting representations of mathematical symbols in the fields of basic symbols of mathematics, geometry, algebra, sets, statistics, logic, and calculus. In addition, the questions given were also mainly in the form of formulas that use more mathematical symbols. The following are the results of students' answers about mathematical symbols at the pre-test stage.

Table 3. Pre-Test Score of Understanding of Mathematics Symbol

Answer	Total student
Correct	37
Incorrect	63

The number of students who answered correctly was 37 people, and the number of students who answered incorrectly was 63 people. The number of students with mathematical symbols was still relatively small because less than 50 percent answered correctly. Most of the students said they did not know some of the symbols proposed in the problem, so they did not understand and could not even discuss how to read the symbols.

Then, to facilitate understanding to students, an exercise to recognize mathematical symbols was carried out using Kahoot! game, and students who achieved the highest score were rewarded in the form of door prizes. In the use of the Kahoot game, each symbol has an alternative answer. Students are very excited because the games given are pretty challenging with a specific time limit

for each question, and they get the opportunity to see alternative answers. The learning atmosphere was fun, and students seemed happy to follow the process of understanding mathematical symbols using the Kahoot game media. After introducing symbols using the Kahoot game twice, students were again tested to answer the same questions as the pre-test. The following are the results of student answers at the post-test stage.

Table 4. Post-Test Score of Understanding of Mathematics Symbol

Answer	Total student
Correct	70
Incorrect	30

The post-test results showed that students' understanding of mathematical symbols after learning with Kahoot game media was better, marked by an increase in the number of students who answered correctly. Furthermore, to see the significance of differences in students' understanding of mathematical symbol concepts, McNemar's non-parametric comparative test was used using the SPSS Version 25.00 application. The results of the comparative test output can be seen in the following Table 5.

Table 5. Mc Nemar. Non-Parametric Statistical Test Results

	PreTest & PostTest
	100
Chi-Square ^b	26.256
Asymp. Sig.	.000

a. McNemar Test

b. Continuity Corrected

Based on the output results, it is known that the Asymp Sig value is $0.000 < \alpha (0.05)$, it can be concluded that there is a significant difference between the pre-test and post-test scores of students' understanding of mathematical symbols concept. In other words, the use of Kahoot game media has a significant effect on increasing the ability to understand mathematical symbols for students of the Mathematics Education Study Program at Pahlawan Tuanku Tambusai University.

Kahoot! has a significant effect on increasing the ability to understand mathematical concepts, which focuses on understanding mathematical symbols in this study. Many students can answer the questions given after being introduced to mathematical symbols using Kahoot! Game media. The same study results were also found (Wigati, 2019) that there is an increase in student learning outcomes after using Kahoot! Game media. The Kahoot game can be operated easily because it can be implemented using Android and only needs a stable internet network. Kahoot! is one of the efforts to make fun of learning and condition the class more effectively, same as research conducted by Khabidin (2019), which stated that there is a difference in conditioning the class with the game Kahoot. Wang & Tahir (2020) completed a literature review of 93 studies and concluded that Kahoot! positively affects learning performance, classroom dynamics, student and teacher attitudes, and student anxiety. The research results by Sartika & Octafiani (2019) showed that Kahoot! is very suitable to be used as an evaluation tool. It is because of the Kahoot! improves the learning to be more exciting and also increases the student creativity and activity. Kahoot is an online application where we can create quizzes and present them in games, while students can see the points given for correct answers directly. Game-based learning can be an effective tool because it stimulates visual and verbal components (Iwamoto et al., 2017).

CONCLUSION

The use of games is one solution that can improve understanding mathematical concepts, especially in understanding mathematical symbols. Through games, students can learn to be more

relaxed so that they feel fun learning mathematics. The Kahoot game used in this study was used to measure the ability to understand mathematical concepts by modifying the questions presented in the game. This game is also used as a tool for the training process. Students are more accustomed to understanding concepts at varying times, according to the level of difficulty of the questions given. Understanding mathematical concepts, especially for students' mathematical symbols, has a significant difference before and after using the Kahoot game media. This result is evidenced by Mc Nemar's non-parametric test of pre-test and post-test scores of students' answers, where the asymp. Value of sig <0.05. The significant difference in pre-test and post-test scores strengthens the results of descriptive statistics, which show that more students answered correctly in the post-test than in the pre-test.

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Optimization of Learning Effectiveness through the Learning Environment and Learning Motivation for Students

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Info Artikel

Abstract

Keywords:

Learning Environment;
Learning Motivation;
Learning Effectiveness

This study aims to analyze the impact given by the learning environment and learning motivation on the student learning effectiveness at As-Syafiiyah Islamic University. This research is based on the problem that education in Indonesia is currently paralyzed, including higher education at universities, one of which is the As-Syafiiyah Islamic University. A quantitative methodology is a technique used in this study with the primary model of multiple linear regression. Using the Slovin formula, the research participants were 340 students from various study programs at the As-Syafiiyah Islamic University. Research data was obtained through a questionnaire distributed online. Statistical calculations were carried out using SPSS 25, and the hypothesis test used the t-test and f-test. It was revealed that: 1) the learning environment significantly and positively affects the learning effectiveness at As-Syafiiyah Islamic University; 2) the learning motivation significantly and positively affects the learning effectiveness at As-Syafiiyah Islamic University, and 3) both of learning environment and learning motivation impact student learning effectiveness at As-Syafiiyah Islamic University by 77.5%. This research is expected to have implications for improving the quality of education during the pandemic. In particular, it can illustrate how important the learning environment and learning motivation are to the university's effectiveness.

Abstrak

Kata kunci:

Lingkungan Belajar;
Motivasi Belajar;
Efektivitas Pembelajaran

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan belajar dan motivasi belajar terhadap efektivitas belajar mahasiswa di Universitas Islam As-Syafiiyah. Penelitian ini diangkat dari permasalahan bahwa saat ini pendidikan di Indonesia sedang lumpuh termasuk pendidikan tinggi di universitas yang mana salah satunya adalah Universitas Islam As-Syafiiyah. Metodologi kuantitatif merupakan teknik yang digunakan dalam penelitian ini dengan model utama regresi linier berganda. Dengan menggunakan rumus Slovin, didapat partisipan penelitian sebanyak 340 mahasiswa dari berbagai program studi di Universitas Islam As-Syafiiyah. Data penelitian didapat dengan melalui kuesioner yang disebarakan secara online. Perhitungan statistik dilakukan dengan menggunakan SPSS 25, dan uji hipotesis menggunakan uji-t dan uji-f. Diungkapkan bahwa: 1) lingkungan belajar berpengaruh secara signifikan dan positif terhadap efektivitas pembelajaran di Universitas Islam As-Syafiiyah; 2) motivasi belajar berpengaruh positif dan signifikan terhadap efektivitas belajar di Universitas Islam As-Syafiiyah, dan 3) lingkungan belajar dan motivasi belajar berpengaruh positif terhadap efektivitas belajar mahasiswa di Universitas Islam As-Syafiiyah sebesar 77,5%.

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Penelitian ini diharapkan dapat berimplikasi terhadap meningkatnya kualitas pendidikan di masa pandemi khususnya dapat memberikan gambaran seberapa pentingnya lingkungan belajar dan motivasi belajar terhadap efektivitas pembelajaran kepada pihak universitas.

INTRODUCTION

Education that is carried out in schools is usually in the form of knowledge transfer from teachers to students. This activity is usually called learning. The success of the learning process is influenced by several factors, one of which is the effectiveness of the learning itself. Mulyasa stated that effectiveness is the suitability between people who carry out tasks with the targets aimed at and how an organization manages to get and utilize resources to achieve operational goals (Mulyasa E. , 2010). At the same time, the effectiveness of learning is a measure of the success of an interaction process between students and between students and educators in an educational situation to achieve learning objectives (Rohmawati, 2015). Learning can usually be said to be effective if the learning objectives can be achieved. The more learning objectives are achieved, it can be said that learning is very effective.

At this time, Indonesia is facing a period of the Covid-19 pandemic in which it has paralyzed several sectors, including education in universities. Learning is recommended to be carried out online, so there is no contact between individuals and others. Distance learning has also been implemented for a long time, which causes students and lecturers to get used to this learning model. This significant change certainly affects learning and its effectiveness as an activity that is routinely undertaken every day. Currently, students must be able to undergo learning from home without meeting face to face with lecturers. This is undoubtedly a challenge for students and lecturers alike. Due to the separation of students and lecturers throughout the learning process, instructors are unable to directly oversee student actions during the learning process (Sadikin & Hamidah, 2020). Unlike face-to-face learning, where the lecturer can directly supervise students in taking part in learning in the classroom. This is one of the drawbacks of online learning. In a modern world like today, sending information from teachers to students is ineffective (Liu et al., 2020). This is because various factors will hamper the delivery of remote information.

One of the universities in Indonesia that have implemented online learning is As-Syafiiyah Islamic University. As a private university, As-Syafiiyah Islamic University still has to follow government regulations that require learning to be done online. Of course, this is a challenge for the university because online learning has just been implemented. This difficulty arises as a result of the university's lack of preparation in integrating online learning. Therefore, this research is expected to provide solutions related to the problems currently being faced by Indonesian education, especially learning at the As-Syafiiyah Islamic University.

One of the factors that influence the effectiveness of learning during a pandemic is the learning environment. The use of online learning will be very effective if it fulfills the essential components of learning which is very good if it is integrated with the learning environment so that it can become online learning that is integrated with the environment so that it can generate positive feelings (Oktavian & Aldya, 2020). This means that one of the variables deciding the effectiveness of a lesson will be the learning environment and how well it can operate. The environment is around, which has a specific meaning and influence on the individual (Noviati et al., 2019). Meanwhile, according to Nurastanti, Ismail, and Sukirman, the learning environment is a condition or situation around the environment where students learn that can affect students' process and learning outcomes (Nurastanti et al., 2019). This means that the learning environment is all conditions around students

where these conditions will affect the learning that is being carried out. Pratono and Minarni conveyed a similar opinion that a learning environment is a place for learning activities to take place that has external influences on the sustainability of these activities (Partono & Minarni, 2007). So learning environment is the situations surrounding students that affect the learning process and the students themselves.

The learning environment during this pandemic was not a university environment as usual, but an environment where students were in access to online learning. The learning environment can be at home or in another place. Such a learning environment, of course, is different from a university environment where all students are influenced by the same environment, namely in the classroom in the college itself. A different environment currently influences every student because basically, they are not facing to face with the lecturer directly. This, of course, will also affect the effectiveness of student learning. That's because not all student learning environments are learning environments that support the learning process. In a supportive learning environment, all students must own if they want to achieve effective learning. If the learning environment conditions are very supportive, students will be more enthusiastic in the learning process (Aini & Taman, 2012). This enthusiasm for students is a reflection of the student's motivation to learn.

Motivation to learn is another factor that affects the effectiveness of learning besides the learning environment. Motivation contains three main components, namely needs, goals, and encouragement (Susilo, 2012). According to Dimiyati, learning motivation is a mental drive that drives and directs human behavior, including learning behavior (Dimiyati & Mudjiono, 2006). This means that learning motivation is a factor that encourages a person to continue learning. If a person does not have a high motivation to learn, his desire to continue learning can be interpreted as decreasing. Almost the same as the previous opinion, Sadirman stated that learning motivation is a set of driving forces that exist between students so that a desire to learn arises (Sadirman, 2011). In order to accomplish an objective, inspiration plays an essential part in underlying the diverse attitudes and activities of students interested in such conditions (Rafiola et al., 2020). Motivation is an encouragement that comes from within and outside the individual to achieve certain goals (Darmawati, 2017). From several previous statements, it can be concluded that learning motivation is the desire and encouragement from within students to make more efforts to achieve learning goals.

Motivation is an essential component needed in the learning process because it can encourage students to effectively carry out it (Sulistiyarini & Sukardi, 2016). When a student has high learning motivation, the learning process will also run better. This is because learning motivation plays an essential role in receiving the learning currently being carried out. Motivation is of particular concern because of its important role in students learning (Tohidi & Jabbari, 2012). Surwantini stated that if there is no motivation to learn in students, learning activities will not be optimal because they will be lazy or bored (Surwantini, 2016). When learning activities are not optimal, this means that the effectiveness of learning is not optimal either.

This research was conducted during a pandemic which caused differences in the learning being studied. Several previous studies only discussed the effectiveness of conventional learning. However, in this study, the learning in question is distance learning, which also reduces learning effectiveness. As a country carrying out face-to-face learning processes, Indonesia is certainly a little surprised by this change in pattern. This has an impact on teachers, students, and schools in implementing effective learning. This is an important point that distinguishes this study from other studies.

Looking at some of these problems, this research aims to determine the effects of the learning environment and motivation on online learning effectiveness during the Covid-19 pandemic. This analysis aims to determine how to optimize online learning effectiveness during the Covid-19 pandemic today by considering the learning environment and learning motivation as influencing factors. It is hoped that the results of this research will be useful considering that all learning was

carried out online during the pandemic and was something new for the world of education in Indonesia. The hypotheses of this research include: 1) The learning environment has a significant and positive effect on the effectiveness of learning; 2) Learning motivation has a significant and positive effect on the effectiveness of learning and; 3) The learning environment and learning motivation have an influence on the effectiveness of learning.

METHODS

Research A quantitative methodology is the technique used in this study with the primary multiple linear regression model. In this research, participants were 340 students from various study programs at As-Syafi'iyah Islamic University. A closed questionnaire was used to obtain the information. Hypothesis testing, in this case, would employ the t-test to calculate the independent variable's influence and the F-test to jointly determine the independent variable's effect on the dependent variable. Meanwhile, several test stages were carried out as pre-requisites for analysis before conducting multiple linear regression analyses. Following the completion of all pre-requisite analytical tests, the research will proceed by determining the equation of the multiple linear regression model for this study as well as the coefficient of determination to determine how much the independent variable influences the dependent variable. All statistical tests in this study were carried out with the help of SPSS version 25 software.

This research has many limitations in its implementation in connection with the Covid-19 pandemic, so there are still many shortcomings in this study, especially in the data collection process using only online questionnaires. Therefore, if there is research in the future that deals with comparable topics, it would be better to take more significant numbers of respondents. Also, data collection can be done by observation so that the information obtained is accurate.

FINDINGS AND DISCUSSION

Analysis Requirement Test

1. Normality Test

Table 1. Kolmogorov-Smirnov Normality Test

		Unstandardized Residual
N		340
Normal Parameters	Mean	.0000000
	Std. Deviation	6.08022171
Most Extreme Differences	Absolute	.038
	Positive	.031
	Negative	-.038
Test Statistic		.038
Asymp. Sig. (2-tailed)		.200

The normality test was performed after gathering data on the factors under consideration. The normality test is performed to determine whether or not the study data is usually distributed. A successful regression model is a model with normally distributed test results. The Kolmogorov-Smirnov method was used to calculate the normality test in SPSS version 25. It may be inferred that the data in this study were normally distributed based on the Asymp value. Sig. (2-tailed), namely $0.200 > 0.05$.

2. Linearity Test

The linearity test is used to establish that the independent and dependent variables in research have a linear relationship. There are two independent variables (learning environment and motivation) and one dependent variable (learning effectiveness). This linearity test was calculated using SPSS version 25.

Table 2. Learning Environment on Learning Effectiveness Linearity Test

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	42963.400	61	704.318	15.414	.000
	Linearity	39423.658	1	39423.658	862.774	.000
	Deviation from Linearity	3539.742	60	58.996	1.291	.089
Within Groups		12702.953	278	45.694		
Total		55666.353	339			

From the results, it can be shown that the learning environment (X1) significance value on the learning effectiveness variable (Y) is 0.089. Because $0.089 > 0.05$, it can be inferred that the relationship between variables X1 and Y is linear.

Table 3. Learning Motivation on Learning Effectiveness Linearity Test

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	39484.707	57	692.714	12.072	.000
	Linearity	35135.933	1	35135.933	612.319	.000
	Deviation from Linearity	4348.774	56	77.657	1.353	.060
Within Groups		16181.646	282	57.382		
Total		55666.353	339			

From the results, it can be shown that the significance value of the learning motivation (X2) on the learning effectiveness variable (Y) is 0.060. Because $0.060 > 0.05$, it can be concluded that the relationship between variables X1 and Y is linear.

3. Multicollinearity Test.

The multicollinearity test aimed to assess if independent variables are correlated. A successful regression model is a model which has no signs of multicollinearity with the condition that the Tolerance value is > 0.10 and the VIF value < 10.00 . The multicollinearity test was carried out using SPSS version 25.

Table 4. Multicollinearity Test

	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Tolerance	Statistics VIF
(Constant)	7.643	2.755		2.774	.006		
Learning Environment	.538	.037	.560	14.665	.000	.457	2.186
Learning Motivation	.378	.038	.382	9.988	.000	.457	2.186

From the results, It must be said that the tolerance value is $0.457 > 0.10$. It ensures that there are no symptoms of multicollinearity in this study. In addition, the VIF value can be used to make

judgments. Because the VIF value is 2.186 <10.00, It can be assumed that this study model has no signs of multicollinearity.

4. Heteroscedasticity Test.

The heteroscedasticity test in this research uses Rank Spearman's test with the basis for decision-making if the significance value or Sig. (2-tailed) is more significant than 0.05, then there is no heteroscedasticity problem. The heteroscedasticity test was carried out using SPSS version 25.

Table 5. Heteroscedasticity Test

		Unstandardized Residual
Learning Environment	Correlation Coefficient	.033
	Sig. (2-tailed)	.548
	N	340
Learning Motivation	Correlation Coefficient	.028
	Sig. (2-tailed)	.601
	N	340

From the output, it can be seen that the Sig. (2-tailed) for the learning environment is 0.548, which is greater (>) than 0.05. Then, the Sig. (2-tailed) for learning, motivation is 0.601, which is greater (>) than 0.05. Because the two obtained significance values are 0.05, it can be indicated that there is no heteroscedasticity problem in this regression model.

Multiple Linear Regression Model

After completing all pre-analysis criteria for the multiple linear regression model, a test will be conducted to determine this study's multiple linear regression model.

Table 6. Multiple Linear Regression Analysis

Variables	Regression Coefficient
Constant	7.643
Learning Environment (X1)	0.538
Learning Motivation (X2)	0.378

Based on the findings, it can be deduced that the regression equation model used in this study is:

$$Y = 7.643 + 0.538 + 0.378$$

Table 7. Coefficient of Determination Value

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.880	0.775	0.774	6.098

Then also obtained the coefficient of determination from the equation. The coefficient of determination from this regression equation may be deduced from the data. The coefficient value measures how much the independent variable (X) influences the dependent variable simultaneously (Y). The coefficient of determination is 0.775, or 77.5 percent, based on the findings collected. This suggests that the independent variable together influences the learning effectiveness by 77.5%. Meanwhile, the other 22.5% was influenced by other variables that were not researched.

Hypothesis Test

1. T-test.

Table 8. T-test Result

Variable	T count	Sig.
Learning Environment (X1)	14.665	0.000
Learning Motivation (X2)	9.988	0.000

It can be viewed from the results obtained that the independent variable (X) influences the learning effectiveness partially (independently). That can be shown from the significance value of each independent variable. The significance value of the learning environment variable is 0.000, which is smaller (<) than 0.05. Also, the t value for the learning environment variable is 14.665, which is greater (>) than the t (337) table, which is valued at 1.967. This shows that the environment of learning significantly positively affects learning effectiveness. Similarly, the learning motivation (X2) with a significance value lower than 0.05, namely 0.000. The t value of the learning motivation variable is 9,988, which is even higher (>) than the table t (337), which is 1,967. This shows that learn motivation significantly and positively affects learning effectiveness.

2. F-test

Table 9. F-test Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	43133.829	2	21566.915	579.935	.000
Residual	12532.524	337	37.188		
Total	55666.353	339			

The result table concludes that the independent variable (X) influences learning effectiveness simultaneously from the result table. This is demonstrated by the significance value (Sig.) of 0.000, which is less (<) than 0.05. The computed F value can also be used to make conclusions. The calculated F value is 579,935, which is greater (>) than the F (2, 338) table, which is 3.022. From these results, the conclusion can be drawn the independent variable (X) simultaneously influence the effectiveness of learning.

This research aims to recognize the impact that the learning environment and learning motivation have on students' learning effectiveness at As-Syafiiyah Islamic University. The results obtained indicate that the two independent variables affect the learning effectiveness simultaneously. All these are shown in the F-test significance value, which is equal to 0.000. This value is lower (<) than 0.05, so this means that the independent variable affects the learning effectiveness at the same time (simultaneously). The calculated F value, namely 579,935, is also greater (>) than the F table which is valued at 3.022. The effect of these two variables is 77.5% on the effectiveness of learning. This is indicated by the value of $R^2 = 0.775$. It is possible to conclude that the two independent variables (simultaneously) greatly influence the student learning effectiveness at As-Syafiiyah Islamic University.

From the research results, it was also found that the learning environment affects the effectiveness of learning. This is demonstrated by a significance value lower than 0.05, namely 0.000. Also, the t value for the learning environment variable is 14,665, which is greater (>) than the t (337) table, which is 1.967. These findings revealed that the learning environment has a strong and positive impact on learning effectiveness. This means that when the learning environment is good, learning effectiveness will be even higher.

This result is in line with the research conducted by Wahyudi et al. entitled *The Effect of Teacher Readiness and Learning Environment on Learning Effectiveness at SMK Kristen 1 Surakarta*. Where obtained from the research results, the value of the t-test coefficient is 0.024, which is smaller than 0.05. This significantly influences student learning environment variables on the teaching and learning process (Wahyudi et al., 2013). These results indicate that the learning environment indeed influences the effectiveness of learning. Conditions that are genuinely conducive and support the smooth teaching and learning process are requirements for effective learning (Anggraini et al., 2017). Students' learning environment during a pandemic has a significant impact on how learning can run effectively. Online learning through media such as video, audio, or online interaction between educators and students has better learning effectiveness than when students learn face-to-face (traditional) classes (Chou & Liu, 2005). This can mean that even though almost every college is currently implementing online learning, learning can still be effective. Indeed, currently, the learning environment for each student is different depending on how the physical and social environment in which they participate in online learning. However, effective learning also still depends on how a lecturer creates an appropriate learning atmosphere for each student.

During a pandemic, how good the learning environment depends on how educators or lecturers provide teaching materials and materials suitable for online learning. With the creativity that every educator must have today, it is hoped that solutions can be used in online learning. Innovation is also expected to be continuously improved in every lesson so that learning does not run tediously and runs effectively. The implication is that policymakers, administrative staff, and educators must strive to provide a good and satisfying learning environment in physical and social environments such as communication. A detailed needs analysis is required. This was done with the hope of increasing the effectiveness of learning (Mutlu & Yıldırım, 2019). With the teacher's role as a good facilitator fulfilled, of course, a good learning environment will be achieved, and the effectiveness of learning can increase.

The following results show that learning motivation also influences the effectiveness of learning. The significance value of $0.000 < 0.05$ and the t value of $9,988 > t(337)$ of the table of 1,967 show that an impact gives by learning motivation on learning effectiveness. According to this research, learner motivation has a significant and positive impact on learning effectiveness. It ensures that when the motivation to learn increases, the effectiveness of learning will also increase.

Based on these findings, it can be concluded that learning motivation is one of the things that affect how far learning can go effectively. Motivation to learn on the student in school is quite important and can impact the learning effectiveness because motivation can enhance their drive to attain optimum objectives (Bakar, 2014). This means that when a student has high learning motivation, he will achieve the learning objectives more optimally than students who have low learning motivation. Motivation to learn and generate a stronger desire from students in the learning process also encourage students to achieve something. The effectiveness of learning is very dependent on the interests, needs, and roles of the students themselves, all of which are part of the characteristics of someone who has motivation (Atma et al., 2021). When they have the motivation to learn in themselves, they will try harder to excel academically. This also causes learning to be more effective because students with high learning motivation will find it easier to try to receive every instruction and command from educators. This makes there is no repetition of differences in perceptions between educators and students.

Several internal influence the effectiveness of the learning process, one of which is learning motivation and the task of an educator is to create conditions that can guide students to be motivated to learn (Yunita, 2017). This means that students' learning motivation cannot be separated from the

role of a teacher in improving. As previously stated, a teacher must create conditions in which students have a high desire to learn. In other words, an educator must know what can increase learning motivation in his students. Learning during this pandemic can certainly be a challenge for educators because it has to raise students' morale and motivation indirectly. When online learning feels boring and heavy for students, that's where the role of an educator is needed.

CONCLUSIONS

Based on the results of this study, the researcher also suggests several research implications that can be applied to the higher education learning process; 1) For effective learning to be achieved, the learning environment of students must support both the physical and social environment. The role of lecturers and universities is very much needed in this case. Lecturers can become facilitators in creating a good learning environment, such as building interpersonal communication. Also, the higher education institution can provide support in the form of facilitating learning needs. This could be an internet facility which is good enough for any student who finds it difficult. Although there are still some things that cannot be changed too much, such as each student's ability towards learning facilities, 2) Learning motivation must also be considered because this is one of the variables affecting student learning effectiveness. This increase in learning motivation can also be done with the role of a lecturer. Lecturers can create a competitive learning atmosphere so that each student can be more motivated to learn. Conclusion: there must be something that is achieved in every learning process to raise the desire of every student to follow learning harder.

After this research is carried out, it is hoped that it can guide every education sector, significantly higher education, in maximizing the online learning that is carried out. By ensuring that students' learning environment remains conducive and their motivation to learn is also high, then according to the results of this study, learning will run more effectively. It is also hoped that this research can reference future research that takes the same focus.

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Democratic Leadership and Its Impact on Teacher Performance

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Abstract

This study looks into the impact of the principal's democratic leadership style on teacher performance in junior high schools in Palopo City's Bara District. This study uses a quantitative approach with the type of research is ex-post facto. The population is all junior high school teachers in the Bara sub-district of Palopo city, totaling 134 people. Sampling was done by simple random sampling technique. The sample used was 39 teachers—data obtained through questionnaires and documentation. Furthermore, the research data were analyzed statistically using data processing, namely: Descriptive statistical analysis and inferential statistical analysis. This study found that the democratic leadership style displayed by the principal has a strong influence and significance on the performance of teachers in SMP/MTs in Bara District, Palopo City. This is because the leadership style displayed by the principal through several indicators can provide a significant enough stimulant to the teacher so that teachers' work motivation can increase adequately, which impacts the achievement of educational and learning goals in schools. This study implies the importance of the leadership style displayed by the principal in building teacher motivation and commitment in schools to generate optimal teacher performance in schools.

Abstrak

Penelitian ini bertujuan untuk menganalisis tentang pengaruh gaya kepemimpinan demokratis kepala sekolah terhadap kinerja guru di SMP/MTs se-Kecamatan Bara Kota Palopo. Penelitian ini menggunakan pendekatan kuantitatif dengan Jenis penelitian adalah ex-post facto. Populasinya adalah seluruh guru SMP/MTs Se-Kecamatan Bara kota Palopo yang berjumlah 134 orang. Pengambilan sampel dilakukan dengan teknik simple random sampling. Sampel yang digunakan sebanyak 39 guru. Data yang diperoleh melalui angket dan dokumentasi. Selanjutnya, data penelitian dianalisis statistik menggunakan pengolahan data yaitu: Analisis statistik deskriptif dan analisis statistik inferensial. Penelitian ini menghasilkan temuan bahwa gaya kepemimpinan demokratis yang ditampilkan oleh kepala sekolah memiliki pengaruh dan signifikansi yang tinggi terhadap kinerja guru di SMP/MTs se-Kecamatan Bara Kota Palopo. Hal ini disebabkan karena gaya kepemimpinan yang ditampilkan oleh kepala melalui beberapa indikator mampu memberikan stimulant yang cukup besar kepada bahwannya, sehingga motivasi kerja guru dapat meningkat dengan baik, yang berdampak pada tercapainya tujuan

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pendidikan dan pembelajaran di sekolah. Penelitian ini memberikan implikasi tentang pentingnya gaya kepemimpinan yang ditampilkan oleh kepala sekolah dalam membangun motivasi dan komitmen guru di sekolah, sehingga mampu membangkitkan kinerja guru di sekolah secara optimal.

INTRODUCTION

Leadership can be a benchmark in the success of every activity carried out by human resources in institutions, especially educational institutions (Everett & Raven, 2018). Principal leadership can influence activities that occur in schools (Rehman, Khan, & Waheed, 2019; Rostiawati, 2020). Of course, principals who have managerial abilities and can accept opinions or suggestions from teachers strongly influence the success of existing education. at school (Kheruniah, 2013; Cilek, 2019).

One of the essential components to achieve national education goals is that the principal is responsible for completing the school's vision and mission (Nurdiansyah, 2021). The principal is also the driving factor behind the school's resources (Rahman & Subiyantoro, 2021). More specifically, school principals are required to be able to move teachers effectively, foster good relations in schools to create a conducive atmosphere, create cohesiveness in schools, and carry out planning, implementation, and evaluation of various policies that have been implemented in schools (Khosiah & Maryani, 2020; Salim & Hasanah, 2021).

Every principal has a different leadership style. To be able to move an organization, an effective leadership style is needed by the principal. Leadership style refers to a leader's behavior or approach to influencing the organization's members' thoughts, feelings, attitudes, and behavior (Wibowo & Hasanah, 2021). Leadership style is a complex way and process in which one person influences others to achieve a mission, task, or goal and directs the organization in a way that makes more sense. (Wirjana & Supardo, 2011). As a result, leadership style can be defined as a person's attitude and behavior that influences others to achieve common goals.

The leadership style is meant as a typical way of behaving from a leader towards his group members (Munir & Iqbal, 2018; Hill-Berry, 2019). Three principal leadership styles are most widely and well known: autocratic, democratic, and laissez-faire leadership styles (Usman, 2011; Hefniy et al., 2020). Hersey and Blanchard (1997) suggest that effective leadership styles vary according to the maturity of subordinates. The educational leadership style is the way a leader of an educational institution organizes, directs, and guides teachers so that they can work together to achieve academic goals (Fathorrazi, 2017; Bali et al., 2020). The principle can use a more effective or varied leadership style to ensure that the required objectives are met effectively and efficiently (Said, 2018).

Russamsi et al., (2020) research found that principal leadership could improve teacher professionalism and performance. According to Zainuddin et al. (2020), a principal's leadership combined with effective organizational communication can boost teacher commitment, enhancing performance. Endaryono et al. (2021) said that the democratic leadership style is ideal for school principals. They make decisions by deliberation by involving all elements by consensus, carry out decisions by delegating authority and responsibility to subordinates, and program evaluations are carried out systematically. Objective and continuous.

In their study, Rohman & Muna (2019) believe that the principal's democratic leadership typology is a crucial virtue. Schools are capable of competing in educational competitions and are prepared to face any challenge. Nasir et al. (2021) added that the democratic leadership model of madrasah principals is shown by the behavior of principals who are communicative, disciplined, responsible, dare to innovate, honest, open, have good social relations with madrasa residents, and involve subordinates together. Same for making changes. According to Yanti (2021), the democratic leadership style positively and significantly affects teachers' educational, personality, professional and social competencies.

Democratic leadership gives staff and teachers confidence in carrying out their duties, rewards teachers who make change and creativity, and provides opportunities for staff and teachers who make mistakes to improve themselves (Saputra et al., 2021). Principal democratic leadership can appear in the form of influencing teachers to want to do something together to achieve educational goals (Sanjani, 2018), where teachers will improve their performance in their respective fields (Yanti, 2021).

Employees who participate in an organization are the most critical resources in maximizing the potential of other organizational resources and improving overall performance. The appearance of personal effort in terms of quantity and quality in an organization is performing (Rahsel, 2017). According to Hasibuan (2010), performance is defined as a person's effort to carry out responsibilities based on skills, experience, sincerity, and time. There are at least three categories in this performance: ability in the workplace, ability in social situations, and ability in one's personal life (Asri, 2018). Teacher performance refers to a teacher's overall conduct in carrying out the activities that have been allocated to him as a teacher, trainer, mentor, coach, or student educator, to improve the teaching profession through mastery of these critical tasks (Rosaliawati et al., 2020)

According to Herosita's (2017) findings, the democratic leadership of the principal can increase teacher work discipline in schools. Similarly, according to Nadir (2018), the democratic administration of the principal has a substantial impact on improving the performance of teachers and school personnel. Cecilia (2020) noted that transformational, autocratic, and democratic principal leadership styles positively influence teacher performance in schools, while transactional, charismatic, and bureaucratic leadership styles hurt teacher performance. Transactional and authoritarian leadership styles have a positive and significant impact on teacher performance, according to Purwanto et al. (2020).

Nasukah et al. (2020) say that to improve the performance of teachers and staff. Good communication skills are needed from a leader. The professional allowance and education and professional training have a positive and considerable impact on teacher performance, according to Kurniawan (2018). Still, teachers need to commit to improve performance and develop themselves as professional responsibility continually. This is reinforced by Najemiah's research (2017), which states that supervision and certification simultaneously significantly affect teacher performance in schools.

Given the importance of democratic leadership and teacher performance for the sustainability of educational institutions, the researchers are interested in evaluating the democratic leadership style of school principals on boosting the performance of SMP/MTs instructors in Bara District, Palopo City. The findings of this study are intended to improve instructors' performance in educational institutions and the quality of education they provide so that they are superior and competitive in the face of rivalry among academic institutions.

METHODS

This study was conducted in SMP/MTs in Palopo City's Bara District using a quantitative technique. Ex-post-facto analysis with simple regression is research that aims to determine current problem solving based on data, present data, and analyze data.

The total number of teachers at the SMP/MT level in the Bara District of Palopo City, which is 134 people, is used in this study. The proportional random sample strategy was utilized in this investigation. The following are the specifics of the research sample:

Table 1: Research sample

SMP/MTS School	Sampel	Number of samples
SMPN 5 Palopo	$30\% \times 34 = 10,2$	10
SMPN 8 Palopo	$30\% \times 47 = 14,1$	14
MTsS Datok Sulaiman Palopo	$30\% \times 15 = 4,5$	4
SMP Datok Sulaiman Palopo	$30\% \times 38 = 11,4$	11
Amount		39

The researcher employed a questionnaire or a collection of statements or questions presented to respondents to collect the data and information needed for this investigation. Based on the indicators that support the research variables with the theory that has been described, it can be stated indicators of the research variables:

Table 2: Research variable indicators

Variable	No	Indicator	Alternative Answer	
			(+)	(-)
Democratic Leadership Style	1	Make decisions together	1, 6	16, 11, 20
	2	Emphasize a sense of responsibility	2, 12, 17, 21	7, 24
	3	Appreciate Master's opinion	13, 8, 22	18, 3
	4	Prioritize or cooperate with teachers	4, 14	9, 19
	5	Giving motivation	23	5, 10, 15
Performance	1	Planning lessons	1, 11	6
	2	Carry out learning	7, 12	2
	3	Assessing learning outcomes	3, 13	8
	4	Guiding and training students	14, 9, 4	16
	5	Carry out additional tasks	10, 17	5, 15

The researcher used a Likert scale on each variable in this case, with strong agree (SS), agree (S), disagree (KS), and disagree (KS) as the options (TS). The weighting starts at 4, 3, 2, 1 and goes up from there. Following the collection of data, the data processing and analysis stage is completed. SPSS software for Windows version 20 was used to analyze the data used in this study.

The data analysis technique of this research uses;

1) Descriptive Statistical Analysis

The data collected using this questionnaire was measured using a Likert scale. After the data obtained in this study is considered sufficient, the writing of its management uses descriptive analysis methods. Using descriptive statistical analysis, the value gained from the questionnaire findings on the influence of the principal's democratic leadership style on the performance of SMP/MTs teachers in Bara District, Palopo City, was described. With the need for this analysis, it is used to describe the characteristics of the respondent's value in the form of average, median, the standard deviation of variation, about the score, lowest value and highest value, and frequency distribution table histogram.

Furthermore, Suherman (2014) classified the characteristics that impact the principal's democratic leadership style and teacher performance as follows:

Table 3: Categorization of Principal Democratic Leadership Styles and Teacher Performance

Score (%)	Category
0% - 34%	Very low
35% - 54%	low
55% - 64%	Currently
65% - 84%	Tall
85% - 100%	Very high

2) Inferential statistical analysis

a. Normality test

The purpose of the data normality test is to determine whether the data from the study findings are typically distributed. The normality test was carried out in this study using the IMB SPSS application. The basis for making decisions meets normality and does not: The data is usually distributed if the significance value is $>\alpha$ (0.05). Meanwhile, if the significance value is less than 0.05, the data is not regularly distributed.

b. Heteroscedasticity Test

The heteroscedasticity test determines whether or not the variances of the variables in the regression model are equal. On the other hand, homoscedasticity is the variance of the variables in the regression model having the same value (constant). Because this data includes data reflecting diverse sizes, a reasonable regression model is homoscedasticity, or there is no heteroscedasticity (small, medium, and large). In this work, we used simple linear regression analysis and, if $T_{count} > T_{table}$, then H_0 is rejected and H_1 is accepted. If $T_{count} < T_{table}$ then H_0 is accepted, H_1 is denied. Based on the probability, if significant T (probability) is 0.05, then H_1 is rejected; if significant T (probability) is 0.05, H_0 is accepted.

FINDINGS AND DISCUSSIONS

Instrument validity

Before the questionnaire was used, the researcher conducted a content validity test by selecting three expert validators who had competence in education to fill out the validation format. In content validity, Aiken's formula is used while the results of the truth of the three expert validators are as follows:

Table 4: The results of the validity of the questionnaire data for research on the democratic leadership style of school principals

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
Validator 1	4	3	3	2	4	3	3	2	4	3	3	2
Validator 2	3	2	3	2	3	2	3	2	3	2	4	3
Validator 3	3	2	3	2	3	2	3	2	3	2	3	2
$\sum s$	7		6		7		6		7		7	
V	0.77		1.00		0.77		1.00		0.77		0.77	

Based on the table above, the average value of V (Aiken's) is 0.846. Furthermore, it will be compared using the interpretation that can be seen in the table below:

Table 5: Interpretation of Content Validity

Interval	Interpretation
0,00 – 0,199	Very Invalid
0,20 – 0,399	Invalid
0,40 – 0,599	Less Valid
0,60 – 0,799	Valid
0,80 – 1,00	Very Valid

The average value of V (Aiken's) of the content validity of the principal's democratic leadership style can be stated to be adequate based on the table above (very valid).

Table 6: Results of Questionnaire Data Validity for Teacher Performance

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
Validator 1	4	3	3	2	4	3	3	2	4	3	3	2
Validator 2	3	2	3	2	3	2	3	2	3	2	3	2
Validator 3	3	2	3	2	3	2	3	2	3	2	3	2
$\sum s$	7		6		7		6		7		6	
V	0.77		1.00		0.77		1.00		0.77		0.77	

The average value of V (Aiken's) is 0.846, according to the table above. It will also be compared using the interpretation shown in table 4.7. It can be determined that the average value of V (Aiken's) of the content validity of Teacher Performance is appropriate (very valid).

Instrument Reliability

The table below shows the results of the reliability testing:

Table 7: Principal's Democratic Leadership Style Reliability Test Reliability Statistics

Cronbach's Alpha	N of Items
.599	24

Based on table 7 above, the reliability test was obtained for the Principal Democratic Leadership Style questionnaire with an r_{11} value of 0.599 or 0.60. Thus, the Principal Democratic Leadership Style questionnaire has high-reliability criteria based on the reliability table.

Table 8: Reliability Test of Teacher Performance Reliability Statistics

Cronbach's Alpha	N of Items
.490	17

Then for table 8, the reliability test for teacher performance questionnaires obtained an r_{11} value of 0.490. Thus, based on the reliability interpretation table, the teacher performance questionnaire has sufficient criteria.

Descriptive Statistical Analysis Results

Data is organized, presented, and analyzed using descriptive statistical analysis. Statistical approaches, such as creating a frequency distribution table, can be used to describe the data. The mean, minimum, maximum, variance, standard deviation, frequency distribution table, and other calculations are used in descriptive statistical analysis to describe the characteristics of respondents.

1) Principal's Democratic Leadership Style

According to descriptive statistical analysis, the mean score was 64.59, with a variance of 21,410 and a standard deviation of 4.627 from the lowest score of 57 to the highest score of 78 for the principal democratic leadership style variable (X) provided an overview of the distribution characteristics of the mean score of 64.59 and variance of 21,410 with a standard deviation of 4.627 from the lowest score of 57 to the highest score of 78 for the Principal Democratic Leadership Style variable (X). Table 9 illustrates this point;

Table 9: Descriptive Statistical Test Results of Principal's Democratic Leadership Style

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Principal democratic leadership style	39	57	78	64.56	4.627	21.410
Valid N (listwise)	39					

A table showing the frequency distribution and percentage of the principal's leadership style may be obtained by grouping the Principal's Democratic Leadership Style scores into five categorizations. The following is the frequency distribution table and a piece of the Principal's Democratic Leadership Style:

Table 10: Percentage Gaining Categorization of Principal's Democratic Leadership Style

Score	Categorization	Frequency	Percentage (%)
55-60	Very low	8	20%
61-65	Low	3	8%
66-70	Currently	11	28%
71-75	Tall	16	41%
76-80	Very high	1	3%
Amount		39	100%

In general, principals of SMP/MTs in Bara District, Palopo City have a Democratic Leadership Style with a Very Low category, namely with a percentage of 20% because they have a sampling frequency of 8, for the Low category, a percentage of 8% is obtained. After all, they have a sampling frequency of 3 people. At the same time, the Medium category received a percentage of 28%, with a sampling frequency of 11 people, for the High category it had a percentage of 41%, with a sampling frequency of 16 people, and the Very High category had a percentage of 3%, with a sampling frequency of 1 person.

The democratic leadership style of principals of SMP/MTs in Bara District, Palopo City, is included in the high classification with a sampling frequency of 16 persons, according to tables 9 and 10, and the percentage result is 41% with a mean score of 64.56. The respondents' responses to the questionnaire have a significant impact on the principal's democratic leadership style. In the Bara District of Palopo City, the rate reached was 41% of all SMP/MTs schools.

There are 4 SMP/MTs in Bara District, Palopo City, so the researcher will see the percentage of Democratic leadership style on teacher performance from each school by using descriptive statistical test results analysis.

a) SMPN 5 Palopo

Table 11: Descriptive Statistical Test Results of the Principal's Democratic Leadership Style of SMPN 5 Palopo

	N	Minimum	Maximum	Mean	Std. Deviation
The Democratic Leadership Style of the Principal of SMPN 5 Palopo	10	59	71	64.40	3.950
Valid N (listwise)	10				

The results of descriptive statistical analysis related to the score of the Principal Democratic Leadership Style variable at SMPN 5 obtained a characteristic picture of the distribution of the mean score, which is 64.40 with a standard deviation of 3.950 from the lowest score of 59 and the highest score of 71. If the Principal's Democratic Leadership Style score is grouped into five categorizations, the frequency distribution table and percentage of the Principal's Democratic Leadership Style of SMPN 5 are obtained as follows:

Table 12: Percentage Gaining Categorization of Democratic Leadership Style Principals of SMPN 5

Score	Categorization	Frequency	Percentage (%)
31-40	Very low	0	0%
41-50	Low	0	0%
51-60	Currently	1	10%
61-70	Tall	7	70%
71-80	Very high	2	20%
	Amount	10	100%

Based on tables 11 and 12, it can be concluded that the Principal's Democratic Leadership Style at SMPN 5 Palopo is included in the high categorization with a sampling frequency of 7 people, and the percentage result is 70% with a mean score of 64.40.

b) SMPN 8 Palopo

Table 13: Descriptive Statistical Test Results of the Principal's Democratic Leadership Style of SMPN 8 Palopo

	N	Minimum	Maximum	Mean	Std. Deviation
Democratic leadership style of the principal of SMPN 8 Palopo	14	57	78	67.21	5.026
Valid N (listwise)	14				

The results of descriptive statistical analysis related to the score of the Principal Democratic Leadership Style variable at SMPN 8 Palopo obtained a characteristic picture of the distribution of

the mean score, which is 67.21 with a standard deviation of 5,026 from the lowest score of 57 and the highest score of 78. Suppose the score of the Principal's Democratic Leadership Style is grouped into five categorizations. In that case, the frequency distribution table and percentage of the Principal's Democratic Leadership Style of SMPN 8 Palopo are obtained as follows:

Table 14: Percentage Gain of Democratic Leadership Style Categorization at SMPN 8 Palopo

Score	Categorization	Frequency	Percentage (%)
31-40	Very low	0	0%
41-50	Low	0	0%
51-60	Currently	1	7%
61-70	Tall	11	79%
71-80	Very high	2	14%
	Amount	14	100%

The democratic leadership style of the principal of SMPN 8 Palopo is included in the high categorization with a sampling frequency of 11 persons, a percentage of 79 percent, and a mean score of 67.21, as shown in tables 13 and 14.

c) SMP Datok Sulaiman Palopo

Table 15: Descriptive Statistical Test Results of Principal's Democratic Leadership Style at SMP Datok Sulaiman Palopo

	N	Minimu m	Maximu m	Mean	Std. Deviation
democratic leadership style of the principal of SMP Datok Sulaiman Palopo	11	58	70	61.91	3.590
Valid N (listwise)	11				

The descriptive statistical analysis results related to the variable score of the principal democratic SMP Datok Sulaiman Palopo leadership style from the lowest score of 58 to the highest score of 70, acquired a description of the distribution characteristics with a mean score of 61.91 and a standard deviation of 3,590. Suppose the score of the Principal's Democratic Leadership Style is grouped into From five categorizations. In that case, the frequency distribution table and percentage of the Democratic Leadership Style of the Principal of SMP Datok Sulaiman Palopo are obtained as follows:

Table 16: Acquired Percentage of Democratic Leadership Style Categorization Principal of SMP Datok Sulaiman Palopo

Score	Categorization	Frequency	Percentage (%)
46-40	Very low	0	0%
51-55	Low	0	0%
56-60	Currently	5	45%
61-65	Tall	5	45%
66-70	Very high	1	10%
	Amount	11	100%

With a sampling frequency of 5 persons and a percentage result of 45 percent and a mean score of 61.91, it can be inferred that the Democratic Leadership Style of SMP Principal Datok Sulaiman Palopo is included in the High classification.

d) MTsS Datok Sulaiman Palopo

Table 17: Descriptive Statistical Test Results for the Democratic Leadership Style of MTsS Principal Datok Sulaiman Palopo

	N	Minimu m	Maximu m	Mean	Std. Deviation
the democratic leadership style of the principal of MTsS Datok Sulaiman Palopo	4	60	67	63.00	3.162
Valid N (listwise)	4				

The results of descriptive statistical analysis related to the variable score of the Principal's Democratic Leadership Style at MTsS Datok Sulaiman Palopo obtained a description of the characteristics of the distribution of the mean score of 63.00 with a standard deviation of 3.162 from the lowest score of 60 and the highest score of 67. Suppose the scores of the Principal's Democratic Leadership Style are grouped into five categorizations. In that case, the frequency distribution table and percentage of the Democratic Leadership Style of MTsS Principal Datok Sulaiman Palopo are obtained as follows:

Table 18: Percentage Gaining Categorization of Democratic Leadership Style MTsS Principal Datok Sulaiman Palopo

Score	Categorization	Frequency	Percentage (%)
46-40	Very low	0	0%
51-55	Low	0	0%
56-60	Currently	0	0%
61-65	Tall	3	75%
66-70	Very high	1	25%
Amount		4	100%

Tables 17 and 18 show that MTsS Principal Datok Sulaiman Palopo's Democratic Leadership Style falls into the high categorization category, with a sampling frequency of three people, a percentage of 75 percent, and a mean score of 63.00.

The principal's democratic leadership style percentage was determined using descriptive statistical tests done in part for each SMP / MTs in Bara District, Palopo City. It can be concluded that SMPN 5 Palopo has a rate of 70%, SMPN 8 Palopo has a rate of 79 percent, and SMP Datok has a rate of 45 percent. MTsS Datok Sulaiman Palopo accounts for 75% of the total. The descriptive statistical analysis of the democratic leadership style of the four schools' highest principal, SMPN 8 Palopo, can be seen. The distribution of the mean score of 67.21 is included in the high categorization with a sampling frequency of 11 people, yielding a percentage result of 79 percent.

2) Teacher Performance

The findings of descriptive statistical analysis of the Teacher Performance variable (Y) score yielded a description of the distribution features of the mean score, which is 49.36, and the variance, which is 11.184, with a standard deviation of 3.344, ranging from 41 to 59. This is illustrated in Table 19:

Table 19: Descriptive Statistics Test Results of Teacher Performance

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Teacher Performance	39	41	59	49.36	3.344	11.184
Valid N (listwise)	39					

If the teacher's performance scores are grouped into five categories, a table of the frequency distribution and percentage of teacher performance is obtained. The following is the frequency distribution chart and percentage of Teacher Performance:

Table 20: Gained Percentage of Teacher Performance Categorization

Score	Categorization	Frequency	Percentage (%)
35-49	Very low	0	0%
41-45	Low	2	5%
46-50	Currently	22	56%
51-55	Tall	7	18%
56-60	Very high	8	21%
Amount		39	100%

According to the table above, the results of the questionnaire on the Teacher Performance variable (Y) acquired from the research sample reveal that; In general, the performance of SMP/MTs teachers in Bara District, Palopo City who have deficient performance is obtained by a percentage of 0% because they have a sampling frequency of 0, for the Low category a percentage of 5% is obtained. After all, they have a sampling frequency of 2. At the same time, the Medium category gets a percentage of 56% with a frequency of a sample of 22 people, for the High category has a percentage of 18% with a sampling frequency of 7 people. The outstanding category as a percentage of 21%, with a sampling frequency of 8 people.

With a sampling frequency of 22 people, it can be stated that the teacher performance of SMP/MTs in Bara District, Palopo City falls into the Medium category, as shown in tables 19 and 20. Moreover, the percentage result is 56%, with a mean score of 49.36. The high percentage of teacher performance results is influenced by the respondents' answers to the questionnaire given.

Classic Assumption Test

1) Data Normality Test

Table 21: One-Sample Kolmogorov-Smirnov Test

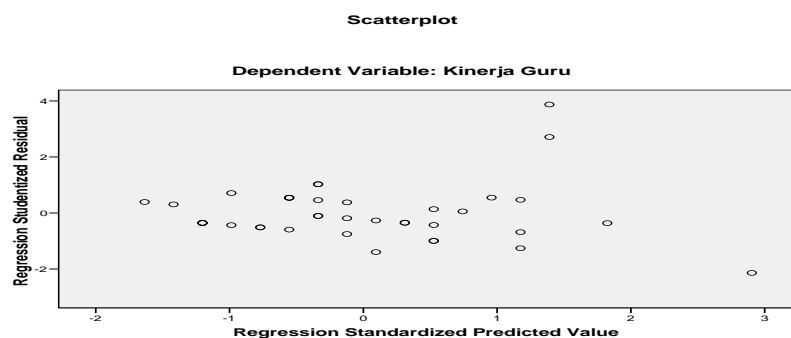
		Unstandardized Residual
N		39
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	1.76891403
Most Extreme Differences	Absolute	.166
	Positive	.166
	Negative	-.100
Kolmogorov-Smirnov Z		1.036
Asymp. Sig. (2-tailed)		.233

- a Test distribution is Normal.
- b Calculated from data.

A significant value of 0.233 was obtained from the data normality test findings obtained using the One-Sample Kolmogorov-Smirnov Test. The critical matter is more important than the probability value ($0.233 > 0.05$) than 0.05. It can be determined that the data under investigation is typically dispersed.

2) Heteroscedasticity Test

Table 22: Heteroscedasticity Test Results



Based on the scatterplot output above, it can be seen that:

- a. The dots don't collect just above or below
- b. Spreader data points above, below, or in the vicinity of 0
- c. There is no pattern in the distribution of data points.
- d. The data point spread does not form an expanding pattern but instead narrows and widens again.

As a result, there is no problem with heteroscedasticity, allowing for building an effective regression model.

Simple Regression Analysis

Tabel 23: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	42.207	4.068		10.376	.000
	Democratic Leadership Style	.143	.063	.349	2.268	.029

Dependent Variable: Teacher Performance

Based on the table above, it can be interpreted as follows;

1. A constant of positive 42,207; means that if the democratic leadership style (X) is 0, then the teacher's performance (Y) is positive, which is 42,207
2. The regression coefficient of the democratic leadership style variable (X) is positive 0.143; The teacher's performance (Y) will improve by 0.143 if the democratic leadership style (X) increases by one. The positive coefficient indicates that democratic leadership style and teacher performance have a good association.

a. Research Hypothesis Test

1. Coefficient of Determination R²

Tabel 24: Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.349(a)	.122	.098	1.793

a Predictors: (Constant), Democratic Leadership Style

b Dependent Variable: Teacher Performance

According to the coefficient of determination (R Square) results, the coefficient of determination (R Square) value is 0.122. The coefficient of determination (R Square) has a magnitude of 0.122 or 12.2 percent. This result indicates that democratic leadership has a 12.2 percent impact on teacher performance. The remainder (100 percent - 12.2 percent = 87.8%) is impacted by variables not included in this regression model. Error is a term used to describe the extent of the influence of other factors (e). Other factors that are influenced outside the variables of democratic leadership style and teacher performance are not examined by the researchers themselves, such as salary, working environment conditions, rank, responsibility and work performance, and so on at school.

2. Test (t-test)

Tabel 25: Test Results (T) Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	42.207	4.068		10.376	.000
	Democratic Leadership Style	.143	.063	.349	2.268	.029

a Dependent Variable: Teacher Performance

The independent variable has a significant effect on the dependent variable, according to the findings of the test (t-test), when evaluated from the value of $t_{\text{count}} > t_{\text{table}}$ and significant value 0.05 (H_0 is rejected and H_1 is accepted). The Coefficients output produced a Tcount value of 2.268 and a T_{table} value of 1.995 or $2.268 > 1.995$. A significant value of democratic leadership style is 0.029 < 0.05 (H_0 is rejected and H_1 is accepted), implying that democratic leadership style significantly impacts teacher performance.

The findings of this study support Kholil & Karwanto's (2021) research, which claims that school principals frequently use a democratic leadership style in managing schools to increase teacher performance. This is because democratic leadership is free and protects all school subordinates, especially teachers, in improving their performance. Leadership, which can be demonstrated in how someone leads his subordinates, is one of the factors that can increase teacher effectiveness. According to (2016), the principal's leadership style considerably impacts teacher performance. Teacher performance refers to a teacher's overall conduct in carrying out the activities allocated to him as a teacher, trainer, mentor, coach, or student educator, to improve the teaching profession through mastery of these critical tasks.

Democratic principal leadership, as stated by Ghozali & Milansari (2015) that this democratic style or type of leadership is seen as the "most ideal" style; principals with a democratic style are felt to have various advantages for developing schools. A democratic leader can function as a catalyst that can speed up processes naturally and help achieve the object to be achieved in a way that best suits the conditions of the group (Miroj et al., 2020). The democratic leadership style is modernist and participatory; namely, in the implementation of leadership, all members are invited to participate and contribute their thoughts and energy to achieve organizational goals (Saputra et al., 2021). The principal's democratic attitude is seen with a pattern of high obligation attitudes and high tolerance rules (Abowitz & Kathleen, 2019). Leaders apply a very caring nature in improving the welfare of teachers and employees (Szeto, 2021).

According to Muhassanah (2020), the principal's leadership significantly impacts teachers' performance. Principals who have good leadership can also be seen from their ability to motivate teachers to become more enthusiastic, their ability to stimulate their subordinates, such as: giving equal rights to every teacher, fostering innovation, supporting the way teachers work, involving teacher participation in solving problems and have intelligence/intellectual (Abowitz & Kathleen, 2019).

To maximize employee performance, we need a leader who can properly manage and direct his subordinates (Tania, 2017). The role of the leader is very influential in creating work effectiveness (Kalangi et al., 2021). Leaders must always motivate their subordinates to work well and effectively. According to Yanti (2021), as part of the form of teacher performance in schools, the democratic leadership style of the principal gives a favorable and significant rise in the educational competency, personality, and professional competence of teachers.

CONCLUSION

The democratic leadership style of junior high school principals in Bara District, Palopo City, is included in the High category with a sampling frequency of 16 and a percentage of 41%, with a mean score of 64.56. The performance of teachers of SMP/MTs in Bara District, Palopo City, is included in the Medium category with a sampling frequency of 22 and a percentage of 56%, with a mean score of 49.36. The principal's leadership style on the performance of junior high school teachers in the district of Bara, Palopo City, has a significant influence. Based on the results of the research and discussion that have been described in the previous chapter, and the presentation of the results of the data analysis presented, this study concludes that in the partial t-test it is known that the t count value is 2.268. The t table is 1.995 or $2.268 > 1.995$, and the significant value of democratic leadership style is $0.029 < 0.05$ (H_0 is rejected and H_1 is accepted). This means that the democratic leadership style has a positive and significant effect on teacher performance.

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Fun Pattern Based Learning Approach for Social Studies Learning during the Covid-19 Pandemic

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Abstract

In the current situation, students consider a less exciting subject and less motivated to learn social studies. So that students tend to be less enthusiastic when participating in learning, especially in distance learning. This study aims to describe social studies learning innovations for students based on fun educational games for students. This research method is a qualitative method using case study techniques directly on students and literature students. The results of this study are; (1) social studies learning strategies based on fun educational games related to simple social studies materials, but packaged in interesting patterns for students so that they can increase students motivation and interest in learning, especially in social studies learning; (2) Increasing the optimization of students in understanding social studies materials with the concept of strengthening reflection in social studies learning, especially in the introduction of regions and cultures in Indonesia.

Abstrak

Pada situasi saat ini, pembelajaran IPS yang dianggap oleh peserta didik sebagai mata pelajaran yang kurang begitu diminati. Sehingga peserta didik cenderung kurang begitu bersemangat ketika mengikuti pembelajaran terutama dalam pola pembelajaran jarak jauh. Tujuan dari penelitian ini adalah mendeskripsikan inovasi pembelajaran IPS pada peserta didik dengan berbasis *game* edukasi yang menyenangkan bagi peserta didik. Metode penelitian ini adalah metode kualitatif dengan menggunakan teknik studi kasus secara langsung pada peserta didik dan studi pustaka. Hasil dari penelitian ini adalah (1) Strategi pembelajaran IPS dengan berbasis *game* edukasi yang menyenangkan terkait materi-materi IPS yang sederhana, namun dikemas dengan pola yang menarik bagi peserta didik, sehingga dapat meningkatkan motivasi dan minat belajar peserta didik khususnya dalam pembelajaran IPS; (2) Meningkatkan optimalisasi Peserta didik dalam memahami materi-materi IPS dengan konsep refleksi penguatan dalam pembelajaran IPS terutama dalam pengenalan wilayah dan kebudayaan yang ada di Indonesia.

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INTRODUCTION

Everyone has the same opportunity to acquire knowledge through moral and social education, where a person has the right to an education. However, it is undeniable that there are problems and challenges in the distance learning process. Of course, the challenge is learning from the situation and conditions before the Covid-19 pandemic. Where the problems and challenges include the difficulties of students in learning, among others, less effective learning time so that the teaching and learning process does not run properly, which causes students to find it difficult to understand the lesson, then the limitations of students in understanding technology used as learning media. During the Covid-19 pandemic, the tendency of students to play more than participating in distance learning and the lack of interest and motivation of students to learn amid current conditions.

In general, the dominant factor in building human resources is following the times, which requires students to understand and follow the development of information technology as a supporting medium in distance learning activities (In'am, 2015). Meanwhile, according to Suprapti (2015), education is an investment in preparing quality human resources and preserving the value system that develops in life through the transfer of knowledge. So that in the situation of the Covid-19 pandemic, the role of learning media in the learning and teaching process is significant for educators to carry out at this time because the role of learning media can be used to channel the sender's message to the recipient and through learning media can also help students to explain something. They were delivered by the educator. With these tools, teachers and students can communicate more steadily and lively, and the interactions are multi-directional. Media contains messages as learning stimulants and can foster learning motivation not to become bored in achieving learning goals. The use of digital media in learning today is indeed a demand, thus demanding the ability of teachers to have insight into today's digital media literacy. Hobbs (1999) explains that media literacy is the ability to access, analyze, evaluate and communicate messages in various forms. Media literacy-based research is indeed familiar and has been widely carried out both at home and abroad (Potter, 2004; Arke, 2004; Livingstone, 2004; Devito, 2008; Tornero, 2009; European Commission, 2009; Chen, 2011; Lin, 2013; Miocic, 2014, Tetep & Suparman, A. 2019, Adiputra, 2008; Syukri, 2012; Arifianto, 2012; Adiarsi, 2015; Muttaqin, 2016; Yuniarin, 2017; Sholihudin, 2017). Digital media contains a person's ability to convey information that is beneficial and beneficial to the public, so digital media literacy does not only talk about the lives of individuals but how they as individuals live to uphold humanity (Fromm (1955, in Funk 1998:221) as quoted by Tetep (2015).

The primary purpose of learning Social Sciences is to create people's lives within the social sphere and in a state order with good social capital. Based on the results of research from the World Bank (1999, in Smith, 2009), social capital refers to the norms, institutions, and social relationships that shape the quality of social interaction in society, allowing people to work together. The ability to cooperate is also related to how a person can build socialization and participation both with the media directly or indirectly, in writing and orally (Tetep, 2014, 2019). Social studies education is directed at how students can live in society and solve problems in their lives by being equipped with knowledge, attitudes, and skills in social studies education materials, as a simplification of the social sciences used for educational purposes (Wesley, 1937; NCSS, 1993; Somantri, 2001). Social studies education is rich in human values, so it is more about value-based education on how to prepare to be a good citizen, by the social studies education tradition, namely 1) Social Studies as Transmission, 2) Social Studies as Social Sciences, 3) Social Studies as Reflective Inquiry.

According to Mulyana (2014), Social Sciences is science that studies humans in all aspects of their lives, their characteristics, their behavior, both individually and collectively, in small and large scopes, and interactions in their environment. Social Science Education is a subject that studies a lot about actions, behavior, and everyday human habits (Tetep et al., 2020) that cannot be separated from the context of interactions between individuals and other individuals. At the same time, Social

Science is one of the contents of integrative thematic learning, which is linked to other subjects and integrated into learning themes. Fadlillah (2014) stated that what is meant by an integrated thematic approach is that learning is made per theme by referring to the characteristics of students and carried out by students in an integrated manner between one theme and another as well as between one subject and another.

Based on the opinion of Somantri (2001: 92), social science education is a simplification or adaptation of the social sciences and humanities disciplines, as well as basic human activities that are organized and presented scientifically and pedagogically/psychologically for educational purposes. Of course, learning social sciences is the basic foundation that becomes an important element in people's lives. Through social science, learning can be the basis for realizing the community's social life.

The development of online learning is in line with the phenomenon of the Covid-19 pandemic, which has been a challenge in the education sector. So that in the learning process in the scope of the educator unit switch to utilizing information technology online. Based on a statement from Dewi (2020), the concept of face-to-face learning is switching to distance or online learning as learning which in the process utilizes the internet network. Online education is still being implemented to continue educational activities during this COVID-19 pandemic and provide meaningful learning experiences for students.

Conception in the learning process during the Covid-19 pandemic, which emphasizes technological progress, is very influential as a learning medium in the current situation. Based on the opinion of Astuti & Febrian (2019) which states that with technological advances, the problem of distance and time in learning can be overcome with distance learning (online), especially in social studies learning, where students in the learning process need to be given reinforcement as a reflection in understanding learning materials.

Based on the opinion of Tafonao (2018), states that the role of the media is the role of learning media in the learning and teaching process is very important to be carried out by educators today because the role of learning media can be used to channel the sender's message to the recipient and through learning media can also help participants students to explain something conveyed by the teacher. With these tools, teachers and students can communicate more steadily and lively, and their interactions are multi-directional. Media contains messages as a learning stimulant and can foster learning motivation not to become bored in achieving learning goals.

The concept of a fun learning model through educational games is an effort to maximize continuous learning activities through interaction between students and presenting subject matter in games (Darmawan, 2012). In this regard, in the learning process. Then according to Warsita (2008) said that the principles of behaviorism such as the activeness of students in the learning process, logical sequence of material, learning programs using the concept of stimulation, response, reinforcement factors (reinforcement), and feedback (feedback) until now there are still many applied in developing programs and computer-based learning media. According to this learning theory, learning is a process of behavior change that occurs due to a response to a particular situation or stimulus. A person is said to have learned if he shows a change in his behavior.

The need for creative learning methods to encourage students' motivation and enthusiasm for learning, then the application of game-based learning is a game made to stimulate thinking power, including increasing concentration and solving problems, especially in the current COVID-19 pandemic conditions. An effective interactive learning technique for early childhood students is to use educational games. This is because most students at an early age have a high curiosity about all those in the surrounding environment (R. A. Rahman & Tresnawati, 2016). Through a learning-

based game application model, of course, it can provide education through learning innovations that can increase students' learning motivation, especially in social studies learning, where game-based education will prioritize to support the learning process with the concept of playing while learning. For some students, the word learning will feel very scary, so it is hoped that with this interesting educational game, students will not realize that what they are doing includes learning, and students will be happy and willing to learn (Pesertadiknto & Putra, 2013).

Thus the contextual problems that occur in distance learning conditions, especially in Social Sciences. Of course, it is a challenge for students to take part in learning. Technological limitations become an important element in supporting learning activities, the level of interest, and students' learning motivation in Social Sciences subjects which are still less attractive to students and considered boring.

METHODS

The research method used in this research is qualitative research by looking for data in case studies on students and direct observation on students. According to Sugiyono (2010), qualitative research has a function to determine the focus of research, select informants as data sources, collect data, assess data quality, interpret data and draw conclusions from the findings. This research was conducted by collecting descriptive data by conducting case studies on students, with a population of all students at the SMP/MTs level in the surrounding environment, and taking a sample of 10 students in Kampung Teureup, Tangerang, Banten representing. Sources of data used in this study include primary data and secondary data. Data collection techniques were carried out using interview techniques, documentation techniques, and case studies. The instruments in this study were a list of questions, interview guidelines, a camera to record images, and other tools. Qualitative data analysis was carried out by a case study approach so that data analysis was carried out by examining the answers collected from the research subjects. In this research, the researcher acts as a research instrument.

FINDINGS AND DISCUSSION

Strategy for Realizing Fun Pattern Based Learning in the Covid-19 Pandemic

Implementation of the concept of based learning fun in social studies learning is as a pattern that is used as a guide in reflecting on distance learning or online learning and to determine learning tools, including books, films, curriculum, and others (Joyce and Weil in Rusman, 2013: 133). Of course, each learning pattern directs the teacher to design learning to help students achieve the learning objectives. In practical and meaningful learning, students are actively involved because students are the center of learning activities and the formation of competence and character. Through learning activities, implementing and innovating fun-based learning models can provide a strategy to re-awaken students to continue learning in current conditions. Of course, this can improve the ability and understanding of students regarding learning materials.

The concept of game-based learning fun in social studies learning can be used in the distance learning process, which is carried out for elementary and junior high school students. All participants took part in the program of activities realized by students with the progress of actively asking questions during the activity and responsive to the realization of game-based learning fun in the learning process. This activity is carried out by students directly by showing a map image, the traditional culture of each region, and the names of the heroes of the Indonesian independence struggle.

Based on the application of a fun game-based social studies learning pattern with a strategy of showing pictures to students and video footage to students related to social studies materials such as the introduction of regions in Indonesia, culture, and the solar system. So that students must be able to answer quizzes on the pictures of the areas that have been shown and on the videos that have

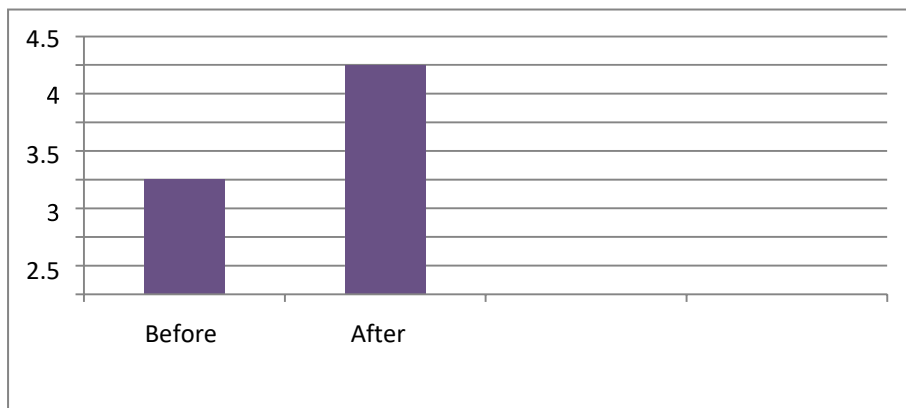
been shown. Thus, students can participate in these learning activities by getting excited and increasing their motivation to keep learning, especially in social studies learning. So that students' learning patterns can be helped and can understand the learning materials that have been studied and can be understood in more depth. This learning pattern can form students understand the primary social studies material.

Optimization of Social Studies Learning Reinforcement with Fun Pattern Based Learning

Realization of optimization in providing reinforcement and reflection to students in learning, especially Social Science Subjects from the material or tasks owned by students, which is collaborated with the concept of game-based learning fun through providing simple social studies learning reflections starting from area introduction, culture, and a brief history of Indonesian independence. The game is in the form of a quiz given to students—using science and technology that is understood and helps students understand the material. However, not only in social studies learning material. So from the results of research and service, namely:

a. Improving the competence of students in understanding social studies learning through fun pattern-based learning

Reflection on strengthening social studies learning with a game-based learning fun pattern as a strategy for implementing effective learning methods. Through training, the application of fun game-based learning can increase students' competence to deliver learning materials with fun innovations and models and collaborate with technological developments. So that students, in particular, have competence in understanding and implementing social studies learning, which can increase students' interest and motivation in learning and in understanding and mastering technology.



Graph 1. Percentage of before and after implementing game based learning fun

Based on the graph above, the role of game-based learning fun education, which is reflected in each student, has a significant change. The strength of the educational game-based learning model can have a good influence on the condition of students. Through the aspect of cooperation and adherence to the established learning models and media, the realization in the surrounding environment that based on the graph above, participants students in responding to government policies related to the conditions of the spread of the Covid-19 pandemic, where students follow learning with a gem pattern that significantly increases their learning motivation. However, it cannot be denied that student learning activities are different because of students' different activities or needs. Thus, students continue to reflect their interests and motivation as a form of student interest in the learning process that is packaged in a fun way.

The results of this study are supported by various previous studies, including Taquero et al. (2021), which stated that it turned out that Bandicam made online learning more effective. Kalleney (2020) also revealed in his research that graph theory material is more effective when taught using the Bandicam application. According to Sutton & Jorge (2020), video technology provides convenience in learning. Video technology provides opportunities for teachers and students to learn through audio and visual simultaneously.

This media can be used to deliver learning material realistically and concretely, which is impossible to convey through print media. One of the efforts to improve learning outcomes during the pandemic is the development of online application-based learning media, for example, by presenting video media in the presentation of learning materials. Video media such as Bandicam and so on have better capabilities.

Besides Bandicam, it turns out that other applications such as Sparkol Videoscribe are also effective, such as expressed by Vanlue (2021); Nunes & Cruz (2021) that learning media uses applications such as video scribe can be an alternative media that can increase interest in learning student. Online application media such as learning videos based on zenius.net also can increase motivation and understanding of learning for students (O'Fareel et al., 2021). In addition to graph theory material, student learning outcomes in Social Science Cognitive learning also increase Dimitra et al. (2020).

From offline to online, the latest learning requires all educators to create a variety of media and learning applications that make it easier for students to learn (Zainuddin & Keumala (2021). The use of technology in Indonesia today is entering the study of the various possibilities for developing and applying technology in education. The whole school system should be moderate and familiar with the technology that enables students to learn faster, better, and wiser. Technology is the key to a better future school model. Therefore that all educators in Indonesia, in terms of conveying the educational process with required to use the latest technology (Ang et al., 2020)

b. Increasing students' interest in the social studies learning process

Basically, through reflection on strengthening social studies learning by realizing learning with a fun educational game model (game-based learning fun), of course, it can provide increased student learning outcomes. It can provide a good response in increasing students' knowledge of Indonesia's region, culture, and history of independence. So that through the educational game learning model, it can provide fun learning patterns so that it can generate interest and enthusiasm for learning in students, especially amid the Covid-19 pandemic.

To create and fun learning, various skills are needed, including teaching skills. Teaching skills are quite complex professional competencies, as an integration of various teacher competencies as a whole and comprehensively, likewise, in creating fun social science education learning. One of the means that teachers can use is to utilize Computer Information Technology (ICT) as a learning medium. The use of learning media can lead to the use of time effectively and efficiently. Learning media can also be a unique attraction to motivate students in learning. From an economic point of view, IT-based learning media are more affordable to be empowered.

In recent years, many studies have revealed that game-based learning is very effective if applied in learning. Game-based learning has a vital role in influencing students' motivation and can make students feel happy, more enthusiastic, challenged, and establish cooperation between friends (Killi et al., 2021). Other research also mentions that game-based learning, especially card games, can increase attention, motivation, and curiosity (Umbara et al., 2021).

To find out the extent to which students have carried out their learning process well, it is necessary to measure the learning abilities of these students. The results of these measurements are what is called learning achievement. Learning achievement is defined as the level of humanity possessed by students in accepting, rejecting, and assessing the information obtained in learning

(Dewantara et al., 2020). In line with this definition, other researchers also argue that learning achievement is an achievement obtained by students in learning activities (doing assignments, tests, or exams) in the form of values or numbers obtained from evaluations (Umbara et al., 2021). Learning shows the extent to which concepts or competencies that become learning objectives (instructional objectives) or behavioral objectives (behavioral objectives) can be mastered by students at the end of the teaching period (Rochmah, 2021).

c. Implementing the concept of game-based learning fun in social studies learning during the Covid-19 pandemic

Implementing game-based learning fun in social studies subjects applied to students has a good influence on students. This can be seen through the response of students who are very good when realizing the learning process. So that students can actively participate in learning and participate in learning activities.

Learning with the game-based learning model can change the learning paradigm initially a teacher center to a student center. Based on constructivist learning theory, it is stated that learning will be more meaningful when students are involved in constructing their knowledge. This theory emphasizes providing opportunities for students to make judgments and interpretations of situations that they experience themselves (Hussain, 2012). One of the innovative learning models that involve students in problem-solving activities and provide opportunities to work autonomously to construct their way of learning is game-based learning. This learning model helps students build meaningful learning and stimulates their development by providing a fun learning experience. This fun learning experience, of course, will impact the interests and motivation of students. Students' increased interest and motivation will trigger curiosity and lead to a further and deeper exploration of what they have done (Duggal et al., 2021). Similar research also found the same thing, that game-based learning can improve student achievement and learning attitudes (Syaharuddin et al., 2021). Therefore, the integration of games in the learning process showed favorable results where students showed positive changes in motivation and learning achievement. Students will learn how to work together, take turns, share material, and correct each other's mistakes during the play process. Lecturers should play an important role as facilitators and always guide at the right time and situation because games in the learning process do not mean students are allowed to play without direction and supervision. Play is quite important in education because they will learn a lot through playing activities. Therefore, it is hoped that the results of this study can serve as a guide for teachers in integrating play activities as part of the learning process.

In practice, there are several problems experienced by teachers in learning social sciences, including (a) the high level of abstraction of the material, resulting in low student learning motivation and is often an unsatisfactory reason in achieving student learning achievement; (b) lack of learning resources related to interpersonal skills; and (c) curriculum demands require teachers to be more creative in developing learning models. However, in learning, the classroom atmosphere tends to be boring because most teachers only present what is in the book conventionally and only focus on the completeness of the curriculum without paying attention to the expected learning outcomes.

CONCLUSION

Based on the research results, the strategy is carried out to minimize the problems that occur, namely by reflecting on strengthening student learning in social studies subjects, which is carried out with fun learning patterns and educational games. Of course, these learning models and innovations can increase students' participation, interest, and motivation to learn amid the Covid-19 pandemic condition. So that through a fun learning pattern, it can certainly provide new

knowledge and enthusiasm and motivate students to participate in the learning process actively. Thus, strengthening social studies learning with a fun educational game pattern can significantly improve students' learning. So social studies learning can be carried out in a fun way and can improve students' social interaction with educators and friends and be able to cooperate.

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Parenting Culture of Low-Income Families in Implications for the Subjective Well-being of Early Childhood Students

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Abstract

Poverty has a negative impact on parenting patterns that can reduce the subjective well-being of childhood. This study aims to reveal the parenting skill of low-income families to improve the subjective well-being of childhood. This type of descriptive research with 119 parents in Pekanbaru comes from low-income families who live in Pekanbaru. Results of the study revealed parenting skills respondents (41%) require information about good parenting to develop the potential of children for the child's positive development, the child's goodness, and independence. While 22% want their children to be successful and have a better future, they do not use the correct method, and 18% of respondents want their children to be more normative, more obedient, have good habits, and be accepted by society. About 14% of respondents want their children to achieve better academic performance, and 5% want their children to be happy and happy later. The conclusion is Parenting skills of low-income families in improving subjective well-being of early childhood is not optimal.

Abstrak

Kemiskinan memberikan dampak negatif pada pola pengasuhan anak. Kemiskinan tersebut dapat mengurangi kesejahteraan subjektif (kebahagiaan yang dirasakan secara pribadi) anak. Penelitian ini bertujuan untuk mengungkap bagaimana keoptimalan budaya asuh pada keluarga miskin dalam rangka meningkatkan kesejahteraan subjektif anak di Kota Pekanbaru. Jenis penelitian ini menggunakan pendekatan deskriptif dengan sampel berjumlah 119 orangtua yang tersebar pada tiga kecamatan di Kota Pekanbaru. Hasil penelitian mengungkapkan keterampilan pengasuhan mayoritas responden (41%) membutuhkan informasi budaya asuh yang baik untuk mengembangkan potensi anak, demi perkembangan anak yang positif, kebaikan anak itu sendiri dan kemandiriannya. Sementara 22% ingin anaknya sukses namun tidak menggunakan cara yang benar dan 18% responden menginginkan agar anaknya lebih normatif, lebih patuh, memiliki kebiasaan baik dan dapat diterima masyarakat. Sekitar 14% responden menginginkan anaknya meraih prestasi akademik yang lebih baik, dan 5% responden ingin agar anaknya bahagia serta dapat membahagiakannya kelak. Kesimpulannya adalah budaya asuh yang dilakukan oleh keluarga miskin kepada anak usia dini dalam rangka meningkatkan kesejahteraan subjektifnya belum optimal.

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INTRODUCTION

One measure of a prosperous life is a decent life, fulfilling the needs of life and feeling psychologically happy. The dominant factor affecting the welfare of life is economic problems (McCormick, 2017). Many economically disadvantaged families (poor families) in Indonesia, especially in Riau, need the government's alleviation. According to (Nurwati, 2008) poverty can be interpreted as a condition where a person, family, or community member cannot meet their normal needs as other members of society in general. This poverty needs to be understood the factors that cause it and need to think about strategies to overcome it (Prawoto, 2008).

Poverty in the city of Pekanbaru exceeded the national average in 2019, where the poverty rate touched the level of 11.98% (Badan Pusat Statistik, 2019). The poor population in Riau Province in 2019 was 397.9 thousand (8.05%), for Pekanbaru City as much as 5.30%, while the poverty index for Pekanbaru city reached 0.24% (Mizkan et al., 2015). This condition is very concerning and requires serious efforts to reduce/reduce the poverty rate. Poverty will affect various aspects of the life of the people concerned. Poverty itself is identical with the population's education level, which is still low on average. There is an increase in unemployment which will encourage continued poverty of the population (Suryawati, 2005). Furthermore, research (Mahyatun, 2019) with the title of a scientific study on the role of the family in children's growth concluded, especially regarding children's growth education, obtained factual data that 57% of parents in the village environment did not care about their children's education.

The Pekanbaru City Government has carried out various poverty alleviation programs. However, these efforts have only touched the physiological handling of poverty, while psychological treatments such as family-based alleviation have not been optimally carried out. This family-based treatment is carried out by various methods, including providing business capital, education, and knowledge about the functioning of parenting in the family to help children achieve their happiness (Departemen Sosial RI, 2005). Improving the quality of parenting culture in low-income families can directly improve children's subjective well-being from these families. Subjective well-being itself has many positive benefits for life, such as health. Prosperous individuals tend to have better physical health than poor individuals (Koivumaa-Honkanen et al., 2001) and avoid health-damaging behaviors such as smoking, consuming alcohol, and committing suicide (Valois et al., 2004). Parenting culture is defined as caring for children until they grow up (Santrock, 2003), also called how to treat children (Steinberg, 2005). Another definition mentions it as a way of training and educating (Elisabet, 2010). (Crider, 1981) providing guidance and direction, praise, a sense of security, and attention to children is defined as a parenting style. In essence, parenting culture is the ways parents care of, raise, treat, communicate, guide, direct, pay attention, express the affection and sense of security (physical and non-physical) that parents give to their children, which shape the child in such a way.

Subjective well-being or subjective well-being is often abbreviated as SWB (Diener et al., 2000), is a form of happiness that emphasizes pleasant emotional experiences. This involves a high status of positive affect and low negative affect on a person. It means that prosperous individuals experience more positive affect than negative affect in their lives. Someone more dominantly experiences pleasure, happiness, and satisfaction than feelings of sadness, disappointment, and dissatisfaction. Such conditions are experienced by children who have good subjective well-being and vice versa. According to (Kahneman & Krueger, 2006), the dominant factors influencing subjective well-being are personality, context and situation, demographic variables, environment, economy, and coping strategies.

This subjective approach to happiness assumes that people from various cultures feel comfortable focusing individualistic measurements on individual feelings and satisfaction. It would be more appropriate if the measurement involved individual analysis (Diener et al., 2009). Thus the measure of happiness is very subjective/individual and cannot be generalized because many aspects

affect the meaning of happiness (Fuad, 2017). It can be said that subjective well-being is a person's subjective assessment of his life as a whole. Understanding of the concept focuses on understanding happiness as life satisfaction. According to (Camfield et al., 2009), the psychological approach, subjective well-being emphasizes fulfilling a person's needs and expectations related to the dimensions of his childhood experience. Family, as stated by (Fomby & Cherlin, 2007), is a multidimensional concept. Then according to (Fatkhurohmah et al., 2019), the family is a social group whose group members live together, there is cooperation in economic and financial terms, and regeneration or reproduction occurs. The family is a place to get attention and affection for children in general, but in reality, not all children get it.

This situation is influenced by many aspects, such as parents' ignorance about good parenting, parents' busyness so that their time is very limited to pay attention to their children, parents of Alternative Parenting Models in Dual-Career Family (Hidayati, 2016) economic conditions that make parents unable to meet their material needs. What their children need includes pocket money or shopping money when going to school, and others. This means that family is not the only source of happiness for every child. These conditions research to reveal the culture of parenting in low-income families needs to be done because it is directly related to the emotional welfare of children, which is indirectly the basis of the government's foothold in the preparation of a complete poverty alleviation program. Based on the background and literature review above, the problem can be formulated to achieve the research objectives, namely, how the parenting culture in low-income families has implications for the subjective well-being of early childhood.

METHOD

This research is a descriptive type of research that reveals or describes how the culture of fostering by low-income families improves the subjective welfare of children in Pekanbaru City. The population in this study is all poor people who live in Pekanbaru City. The choice of research location was based on the high poverty rate in three sub-districts in Pekanbaru City, namely Tampan District, Tenayan Raya District, and Rumbai District. Mechanical taking the sample that is used is random cluster sampling. Steps to be taken in determining the sample using techniques: Determining the characteristics of the poor population in Pekanbaru City who has children aged early (0-8 Years), Determining each cluster, which is the poor who live in the area Penggiran city. In this way, three sub-districts were obtained, and the poor in the three sub-districts were taken randomly as research respondents.

Criteria low-income families used for the withdrawal of samples used criteria are expressed by (Wahyuni & Reswita, 2018), namely: Level of education of parents up to the level of high school, Revenue in under Wage Minimum Average (UMR) The city of Pekanbaru, namely Rp. 2,100,000, and the type of place to stay semi-permanent, renting and adjusted to the facts in the field. The total number of subjects involved was 119 people obtained from Tampan district 35 people (29%), Tenayan Raya 43 people (36%) and Rumbai 41 people (35%). The distribution can be seen in the following image:

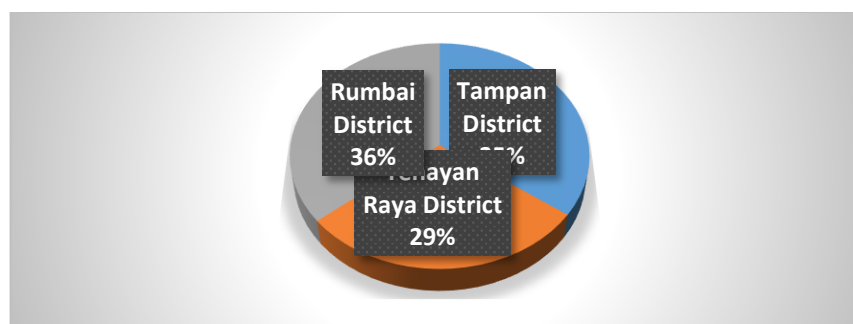


Figure 1. Distribution of Subjects by Research Area

The level of parental education as the subject is described separately between father and mother. The father's education level mainly was junior high school graduates (34%) followed by the elementary school (28%), high school (22%), no school/not finished elementary school (4%), bachelor degree (2%) and diploma (1%). The mother's education level is also not different from the father's average level of education. As many as 39% of mothers graduated from junior high school, 29% completed high school, and 25% finished elementary school. Mothers with higher education only amount to 1% (S1), while those who do not go to school are around 6%.

The type of work of the respondents' parents is primarily farmers and laborers. Some of them even work as scavengers. Father's occupation varies. Most are Farmer/Fisherman (39%), followed by labor (17%), small trader (15%), driver (8%), handyman (4%), firewood seeker/scavenger (2%) and do not have a job (3%). Can be seen in the following image :

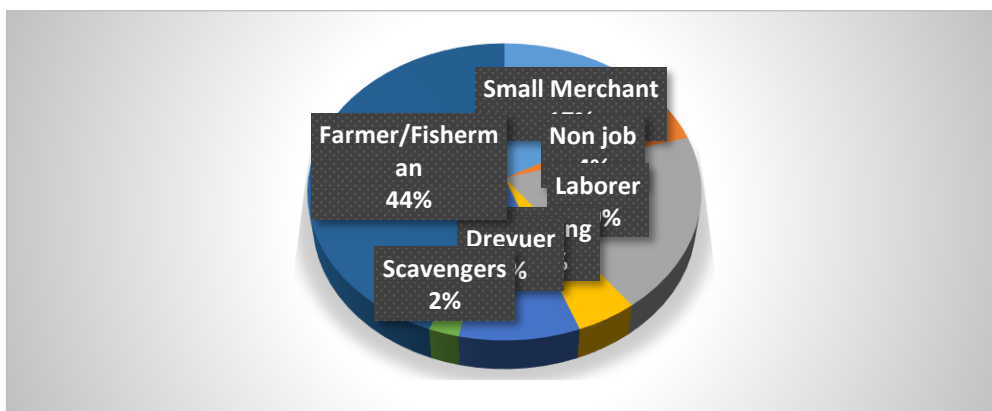


Figure 2. Father's occupation

While mothers' work is generally dominated by housewives (82%) and only a few, have professions that generate income for the family. As many as 4% of women are small traders, and some women are firewood scavengers/scavengers (2%), farmers (2%), and tailors (2%).

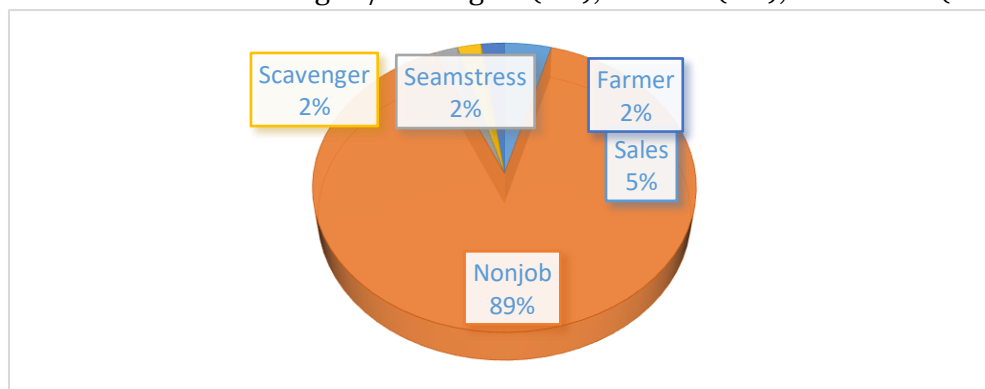


Figure 3. Mother's Work

There are also 119 child subjects involved in the study. 47% female, 53% male. The education level of Early Childhood Education to Elementary School Class 1 (0 - 8 years). Subjects many as 10 people (9%), SD Class 1 as many as 19 people (16%), and not the school as much as 90 people (75%). More details can be seen in the image :

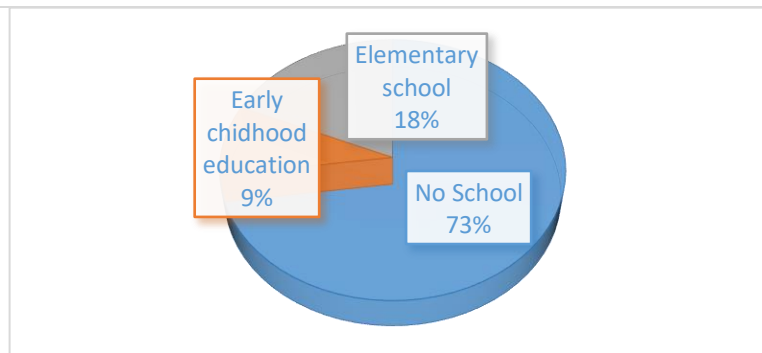


Figure 4. Children's Education Level

Data analysis was carried out qualitatively by interpreting each subject's answer to be coded and categorized based on specific groups according to the type of question because the data collection process turned out to take quite a long time until now, the data analysis process has only arrived at the interpretation of the subject's answers and has not been completed.

The level of parental education as the subject is described separately between father and mother. The father's education level was mostly junior high school graduates (34%) followed by the elementary school (28%), high school (22%), no school/not finished elementary school (4%), bachelor degree (2%) and diploma (1%). The mother's education level is also not different from the father's average level of education. As many as 39% of mothers graduated from junior high school, 29% completed high school, and 25% finished elementary school. Mothers with higher education only amount to 1% (S1), while those who do not go to school are around 6%.

Questionnaires were used to be open (open-ended questionnaire). Guidelines for the questionnaire are format stuffing, power collecting the data respondents research (parents and children), and then writing it in the interview format. When still no answer to that is not the focus/not clear collecting the data inquire more about the respondent. The person collecting the data carried by two people is the same in every family to obtain accurate data. Approach Qualitative used to gather information about the parenting culture enforced by a low-income family using open (open-ended questionnaires). A quantitative approach is used to measure the level of subjective well-being of children. Outcomes are generated in the form of information about the forms of culture custody, problems psychosocial in culture custody as a result of poverty, and the baseline of well-being subjectively child.

FINDINGS AND DISCUSSION

The ability of parenting can be seen from the accuracy in describing the child's condition. According to the parents of each following, is the result of the depiction conditions for children.

Children's intelligence and parents' assessment of children's intelligence

Based on the survey results, it was found that approximately 46% of parents described their children's intelligence as average or average. Meanwhile, 43% of parents describe their children as intelligent, and only 11% describe them as less intelligent.

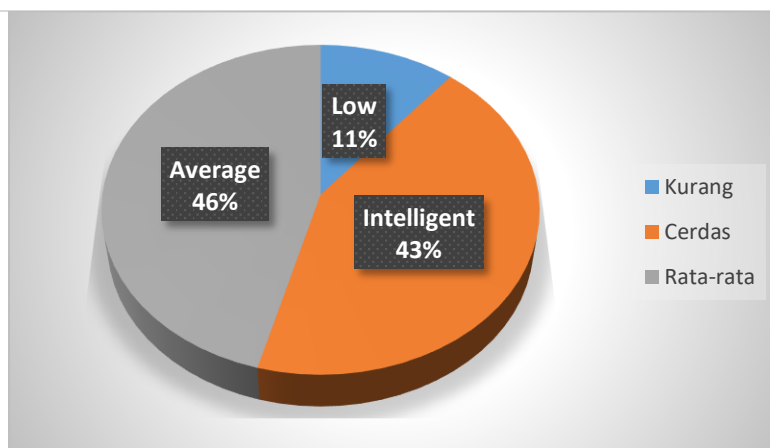


Figure 5. Parents' Description of their Children's Intelligence

The assessment used by parents to describe the intelligence is generally ranked in class (50%) such as class champion, top ten, middle rank, never/never stayed in class. Parents' assessments are also based on the category of report cards (30%), such as high, medium, or low scores. However, 20% of parents use their observations of their children's learning behavior, such as eager/lazy to learn, behaving intelligently or finding intelligently, or finding it challenging to catch lessons at school.

Children's general emotions and parents' understanding of children's emotions

Besides providing an overview of children's intelligence, parents are also required to understand the general picture of children's emotions. Based on the survey results, it is known that almost all parental subjects describe their children's emotions as positive emotions (93%), and only a few describe their children's emotions as negative (7%).

Parents are also asked to explain what things make their children feel happy. The results show that freedom (27%), such as being allowed to play, being free to watch television, and being followed by one's will, are things that children like. Furthermore, what parents perceive can please their children is playing activities (25%), playing with younger siblings, playing with friends, and just playing. According to parents (24%), children will also be happy if they get the desired material such as pocket money and buy (something) they like. Furthermore, children are also perceived as 12% of parents like tourism, such as being invited for a walk and eating good food (culinary tourism). A small proportion of parents (6%) said that the primary positive relationship with parents and family is the reason why children feel happy such as gathering with family, and (unfortunately) there is a category of "not being scolded. Finally, 6% of parents say that their children will feel happy if they get achievements in the academic field, both when they get achievements and when doing learning activities.

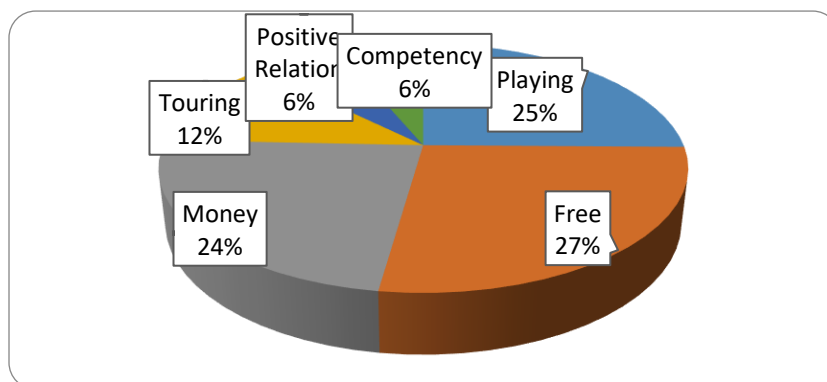


Figure 6. Children's Emotions

Understanding the child also requires parents to know what brings up negative emotions in their children, sadness. From 119 subjects, 115 answers are relevant to the question. Most of the subjects perceive that their children's negative emotions arise if they experience problematic relationships (43%) such as: being scolded by authority figures, both by parents and siblings, and when experiencing arguments, either with siblings (brothers and sisters) or with friends. Furthermore, about 40% of parents reported that the thing that triggers their children's negative emotions is frustration, namely, a condition where the child's desire gets inhibited. Examples of situations include when the child does not get what he wants, does not have money (to buy something), cannot eat snacks (can eat something). so because they have no money), or because they are prohibited from playing. As many as 7% of children admitted that they were sad because of the separation from their parents, some of whom had lost their father due to leaving or died. At the same time, theoretical value is recognized as a factor that causes sadness for 4% of the subjects. Being given a task and feeling sick is perceived by 3% of parents as the cause of their child's sadness.

Children Behavior and Culture foster that applied Parents

Parents were also asked to describe how the child behaved, such as obedience, manners, and activity level. Compliance describes children's behavior in responding to orders from parents, manners, or manners more to the normative behavior of children in their interactions with parents. At the same time, the activity level refers to the activities that children do in their spare time. Regarding obedience, almost all parents (79%) described their children's behavior as obedient, and only 19% said their children tended to be challenging to manage. In comparison, another 2% said they were sometimes obedient and sometimes not.

When further asked how parents shape their children's obedience, 110 parents stated that most parents rely on giving their children advice/advice (40%) as cognitive input. As many as 31% of parents use behavior formation techniques such as habituation, being taught the details of behavior that must be done, and giving responsibility to children to do something. Not a few parents (24%) used coercion techniques by emphasizing prohibitions, forcing, and giving punishment by scolding if the child disobeyed his orders. Several parents (5%) said they did not need any effort to control their child's behavior because they thought their child did not exhibit behavior they did not like.

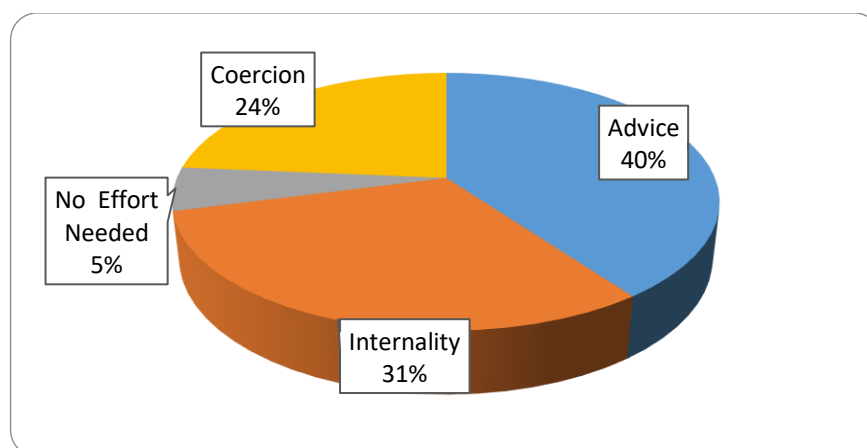


Figure 7. Overview of Child Behavior

Regarding normative behavior or child manners, 88% of parents describe their child's behavior as polite, while 10% of parents sometimes say polite and sometimes disrespectful; disrespectful behavior is usually shown when the child is frustrated. Only 2% of parents said that their children were not polite, mainly seen from the frequency of swearing/obscenities. Slightly

different from forming children's obedience, parents use more formation techniques (42%). Meanwhile, around 34% of respondents gave advice/suggestions as cognitive input by providing explanations and advice. Regarding the enforcement of good manners, parents did not even hesitate to give coercion (24%) such as warning, scolding, and even giving physical punishment.

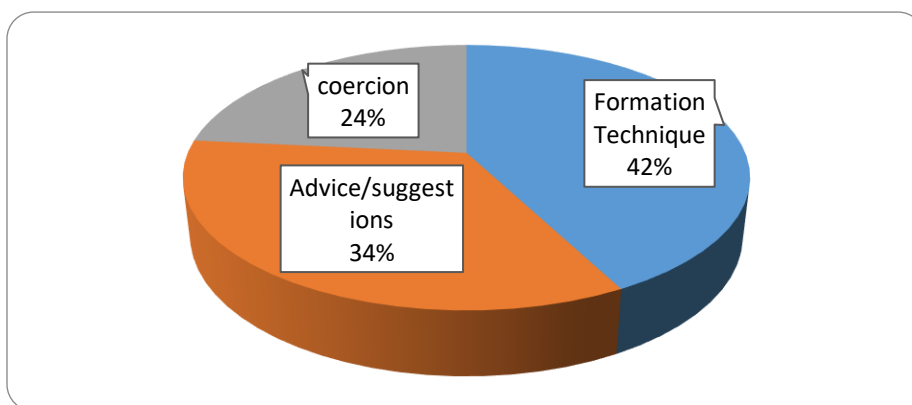


Figure 8. Forming Children's Politeness

Regarding children's level of activity in carrying out activities in their spare time, almost all parents describe their children as active children (89%). However, around 11% of parents feel that their children are not as active as other children. The activities carried out by children include playing (46%), playing alone or playing with friends, helping parents (37%), including helping to earn a living, taking care of younger siblings, and helping with household chores. Only a subset of children (17%) described their parents as liking cognitive activities such as learning and being creative on their own.

Overview of Children's Social Behavior

Parents were also asked to describe their child's social behavior in their environment by answering questions about whether the child seemed to have many friends and the types of activities he often did with his friends. Almost all children (93%) are involved with social interactions in their environment. Only 5% of children, according to their parents, do not like interacting, and 2% even reported not liking social interaction activities with their environment.

The game activities carried out by children with their friends include traditional games such as plays (a kind of hide and seek), forts, playing ball, and other games have done together. Some children prefer to play alone (4%) while 2% of children can access modern/digital games, for example, borrowing a tablet from their neighbor. Unfortunately, about 6% of parents admit that they do not know their children when playing outside the house.

Parenting Skills

The first question about parenting skills reveals how important it is for parents to know information about their child's development. All respondents said that information about child development is essential, although respondents have different reasons. The majority of respondents (41%) need this information to develop the child's potential, for the child's positive development, the good of the child himself, and his independence. While 22% want their children to be better times in the future, 18% of respondents wanted him to be more normative, more compliant, have good habits, and be socially acceptable. Around 14% of respondents want their children to achieve better academic achievements, and 5% of respondents want their children to be happy and make them happy in the future.

The descriptive analysis results showed that parents' parenting skills in terms of their level of knowledge about their children's condition were not optimal. However, most of the children who were the sample of the study had high subjective well-being. This shows that subjective well-being is

not only measured by the socioeconomic level of the family. Family lot or a little is not a factor of decisive, subjective welfare of children is defined as the meaning of life, such as life satisfaction, positive affect is high, and the lack/absence of negative affect (Dambi et al., 2016). Even in the case of children who do not have parents (orphans), the satisfaction of living is high. This evidence is from Yuniana's (2011) results about the well-being subjective to the fatherless motherless.

Parents' financial situation will influence students' happiness because they can fulfill their needs such as food, clothing, pocket money, learning facilities, and so on. It is supported by the results of the study (Taufiq, 2012) utilization of spare time a kid who comes from a low-income family greatly influenced by alive his. Children who have free time and can use it well show that their life is meaningful. To make this happen, children need support from the environment in which they live. Elisabet (2010) states that high social value is emphasized on popularity, so people will feel happy if they have the opportunity to have social relationships. Family plays an important as supporting the satisfaction of the child in particular who come from families less able. Family is a source of happiness of life that is primary for children, (Wahyuni et al., 2018) causes or factors of the family that affect the well-being of the subjective a child needs to be investigated or known example relationship positive between father, mother, son and brothers birth in the home.

Families who come from low-income families may be experiencing difficulties in terms of children's education (Sobur, 2013). In families with relatively more minor economic conditions, maybe the cause of the Child malnutrition and Children's needs may not be met. In addition, the factor of economic deficiency causes the atmosphere at home to be gloomy, which in turn causes the loss of children's enthusiasm to learn. Many families do not continue their children's education to the higher education level due to the difficulties in terms of the cost of education they cannot reach. As a result, many of them have a low level of education, which weakens the power of competitiveness with the world outside. Society is seen next to the eye due to the low level of education (Willis, 2018). The government has tried various ways to eradicate poverty, yet poverty is still out of control, and there are still many low-income families in this country.

Another thing that affects the children's subjective well-being is that high life satisfaction is a feeling the effects are positive and the lack/absence feeling/affect - affect negatively perceived. According to (Arbiyah et al., 2007), joy or happiness, affection, and pride or gratitude are factors that increase positive affect from within individuals, such as optimistically looking at the future. Furthermore (Ariati & Hyoscyamina, 2017) said people who are optimistic about the future feel happier and satisfied with their lives. Individuals who positively evaluate themselves will have good control over their lives, so they have positive dreams and hopes about the future. Based on these opinions, it is necessary to increase the Children optimism in looking at the future to improve the welfare of subjectivity. This indicates that even though they come from poor families, children have high tenacity in facing learning difficulties. Logically, learning difficulties can cause a child's failure in education if he is not able to be tenacious in overcoming these difficulties. With the hope of success in terms of education, children who come from poor families try to be tenacious in overcoming their difficulties in learning. So that failure is not a fear for him to achieve success.

The learning difficulties of children who come from low-income families generally lie in the family's economic condition. According to (Maslihah, 2017) the economic situation of a low-income family will lead to a lack of learning tools, lack of funds provided by parents, not having a good place to study. Then the statement (A'la, 2016) poor economic conditions will lead to 1) lack of learning tools, 2) lack of funds provided by parents, and 3) not having an excellent place to study. However, the culture foster the ideal of providing fulfilling children's needs both physical and psychological needs, according to the stage and development tasks. (Maccoby & Martin, 1983) mentions two dimensions that distinguish parents' behavior towards their children: 1) Parental responsiveness, namely the degree to which parents respond to children's needs through acceptance and support. 2)

The demands of parents (parental demandingness) are how parents' expectations and demands on their children's responsible behavior.

The authoritative type reflects a parenting culture where parents are disciplined and firm, demanding and supervising, but also consistent, loving, and communicative in meeting the needs of their children. Authoritarian parents who tend to be high in demand children to behave responsibly, but do not listen to the child, do not give an example or example that can be followed by children so that children are often caught in a situation that can not be controlled (Sulastri & Ahmad, 2017).

The indulgent type is characterized by a lack of consistency between parents in giving rules and demanding children be responsible for their behavior. However, parents still give enough attention and affection. This type is more often known as spoiling children. Spoiling a child to follow throughout the wishes of children significantly affect the development of moral and value of religion the child badly by the results of the study (Inawati, 2017) strategy to develop morals and values of religion of children with patterns of parenting prophet who is not authoritarian or obey all the wishes of children.

While the indifferent type is often known as ignoring children, they are also not required to be responsible for their behavior. Parents had a life apart from their children, so children are free without control (Fletcher et al., 2008). In the four types, parents are expected to balance demands and responsibilities as contained in the authoritative type, although the terms and conditions still apply. It is not likely to occur in child care just using one approach, but it needs to use all approaches proportionally according to the child's condition (Mehdzadeh et al., 2020). It is undeniable that there is a tendency for one parenting approach to be more dominant than other parenting cultural patterns.

CONCLUSION

Parenting culture in the poorest families in improving subjective well-being is not optimal early childhood. Starting from the results of the research, the government has a significant role in supporting morally and materially in improving the subjective welfare of early childhood because in the hands of the children, the future of the nation, especially for agencies/services/ministers of women's empowerment and child protection. Then parents and teachers are advised to take part in training or education to increase their knowledge in early childhood care.

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Anti-Radicalism Education for Millennial Generations in Islamic Higher Education

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Article Info

Abstract

Keywords:

*Anti-radicalism;
millennial students;
higher education*

This study aims to analyse and understand the importance of anti-radicalism education provided to millennial generation students in East Kalimantan. This study uses a qualitative case study approach. The researcher tries to reveal the reality of the meaning in the anti-radicalism education field at three universities in East Kalimantan, including IAIN Samarinda, STIT Balikpapan, and STAI Sangatta East Kutai. The researcher conducted interviews, observations, and documentation to obtain information about the themes studied. Data analysis was carried out circularly, starting with data presentation, data reduction, and concluding. The results show that anti-radicalism education is very much needed in East Kalimantan. Considering that the area has good potential resources, the community is very heterogeneous. The area is used as a hiding place for terrorists, and the anti-radicalism education aims to neutralise the ideas of radicalism that continue to grow.

Kata kunci:

*Pendidikan anti
radikalisme;
mahasiswa millennial;
Perguruan tinggi*

Abstrak

Penelitian bertujuan untuk menganalisis dan memahami tentang pentingnya pendidikan anti radikalisme yang diberikan kepada mahasiswa millennial di Kalimantan Timur. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti berusaha untuk mengungkap realitas makna yang terjadi di lapangan tentang pendidikan anti radikalisme pada tiga perguruan tinggi di Kalimantan Timur, yang meliputi IAIN Samarinda, STIT Balikpapan dan STAI Sangatta Kutai Timur. Peneliti melakukan interview, observasi dan dokumentasi untuk mendapatkan informasi tentang tema yang dikaji. Analisis datanya dilakukan secara sirkuler, yang dimulai dari penyajian data, reduksi data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendidikan anti radikalisme sangat diperlukan di Kalimantan Timur mengingat daerah tersebut memiliki potensi sumber daya yang menjanjikan, masyarakatnya yang sangat heterogen, daerah tersebut dijadikan sebagai tempat persembunyan para teroris, dan pendidikan anti radikalisme tersebut ditujukan untuk menetralkan pemikiran radikalisme yang terus berkembang.

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INTRODUCTION

Radicalism is often considered an activity that leads to violence in practice, while fundamentalism is understood as a radical struggle (Zuhdi, 2010). Radicalism, in this case, refers to acts of violence shown by certain groups by carrying religious legitimacy in them. The radicalisation of the movement led by certain religions is a form of the strong desire of religious adherents to practice their spiritual teachings (Rantung, 2018).

Radicalism is a religious movement that shows a conservative attitude, uses violence in its religious activities, justifies all kinds of ways to manifest its beliefs (Khalis, 2019). They tend to commit acts of violence, terror, which causes people to become restless (Juergensmeyer, 2002). While Islam as a religion of peace, love and *rahmatan lil alamin* (Dakir, 2017; Fauzi, 2019; Solikhun, 2021; Arif, 2021). Of course, this is contrary to Islam because Islamic teachings do not justify acts of violence in preaching, scaring, or creating terror and an unsafe atmosphere (Mundiri, 2011; Anwar, 2019). Radicalism aims to weaken and change the established order of life and replace it with new ideas (Hafid, 2020).

Radicalism is growing in Indonesia, along with the uncertain socio-political situation and conditions (Asrori, 2019). In practice, they tend to fight for the *kaffah* enforcement of Islamic law, fight for the establishment of the "*khilafah Islamiyah*", the establishment of the Islamic State of Indonesia, and so on. (Qomaruzzaman, 2013; Tanjung, 2018). Likewise, the organisation also varies, such as the MTA, Hizbut Tahrir Indonesia, Majelis Mujahidin Indonesian, to military styles such as *Laskar Jihad* and FPI (Qomaruzzaman, 2013; Tanjung, 2018).

The phenomenon of religious radicalism today is starting to thrive in several universities, especially in East Kalimantan. In reality, higher education, known as a place for nurturing students with a critical, open/inclusive, and intellectual perspective, cannot be immune to the influence of radicalism ideology (Hakim & Ekapti, 2019). Campus becomes a soft ground for the recruitment of radicalism activists and a fertile place to sow the seeds of radicalism (Effendi et al., 2020). Public universities, in particular, became the target of operations to strengthen the movement (Basri & Dwiningrum, 2019). Many students are trapped in radical, closed, exclusive religious activities, and it is not uncommon for many of them to disappear with family assets to participate in organisational activities (Hadziq, 2019). Likewise, Islamic religious universities did not escape the target of the radicalisation movement, resulting in significant changes in these institutions (Hakim & Ekapti, 2019).

This movement developed due to the existence of radical groups that utilise Islamic religious higher education such as IAIN Samarinda, Sekolah Tinggi Ilmu Tarbiyah (STIT) Balikpapan, and STAI Sangatta East Kutai, which became the site of this research, as an essential medium for treading the level of social mobility, improving social status, at the same time shape one's socio-religious attitudes (Khozin, 2013; Munif, 2018). In addition, the psychological condition of students who are still unstable to be recruited. Students who participate in this activity are trying to find a future orientation that they will take, so they need the influence to facilitate the identity they are looking for (Sahri, 2016).

Today's Islamic religious universities in East Kalimantan find it challenging to cover themselves with the presence of heterogeneous and diverse prospective students. With the opening of several new and marketable study programs, Islamic universities such as IAIN Samarinda, STIT Balikpapan, and STAI Sangatta Kutai Timur were invaded by students with different backgrounds, religious, social, cultural knowledge, and so on. The friendly, polite, tolerant atmosphere, the solemnity of the spiritual touch, began to fade. At the same time, the seeds of radicalisation began to grow, which were used by several parties

Therefore, preventive efforts are needed from an early age so that the movement does not become too entrenched in religious-based universities. Higher education must play a role in preventing and eradicating religious radicalism in Indonesia as a form of commitment to stopping terrorism (Hadziq, 2019). In other words, to prevent and quell the development of religious

radicalism, it is not enough to hang, shoot to death, and be imprisoned for life. Still, a practical approach must be taken, namely through deradicalisation activities carried out simultaneously by involving all parties.

The need for deradicalisation is caused by the danger of radicalism which must be avoided. Deradicalization is an effort to neutralise radical ideas by implementing a multi-interdisciplinary approach strategy, social, cultural, religious, economic, political, legal, for those who fall into radicalism (Rokhmad, 2012; Apriliana et al., 2017)

Research on anti-radicalism through various activities has been carried out, including; Ghifari (2017) stated that technology, the internet, and social media contributed significantly to the spread of radicalism in Indonesia. Because according to Lubis & Siregar (2020), they will get information about radicalism through social media. Therefore, Syahputra (2020) stated that a movement was needed to fight the spread of radicalism on social media through the national ground coffee, regional coffee, social media readings, and scheduled activities to produce positive and viral content. Through this, according to FW & Royyan (2020) and Noorhayati (2020), the social media homepage will be filled with positively charged things so that radical understanding can be sidelined.

Baharun & Awwaliyah (2017) and Marzuki et al. (2020) said that a planned and systematic multicultural education is needed to overcome radicalism. Furthermore, Rozi (2019) said that religious radicalism could be prevented through moderate and quality Islamic education for students. According to Muqoyyidin (2013) and Badriah (2020), Islamic education with inclusive-multicultural nuances, and of course, according to Artina et al. (2021), interfaith solid youth leadership is needed to counter this radicalism. Sudjito & Muhaimin (2018), Rengkung & Lengkong (2020), Siagian (2020), Deti & Dewi (2021) say that it is also necessary to revitalise understanding and cultivate Pancasila values in everyday life. It has purposes to deal with cases of intolerance and prevent the growth and development of radical ideas that are very dangerous and threaten the integrity of the Unitary State of the Republic of Indonesia and the unity of Indonesia.

García & Antonio (2019), Mundiri et al. (2020), Syatar (2020), Kasdi et al. (2020) said that religious thought moderation and revitalisation in universities are needed to overcome radicalism. So, according to Kisbiyanto (2016) and Ekawati (2018), it is necessary to revamp the curriculum system in education that effectively prevents radicalism. In addition, according to Llorent-Bedmar et al. (2020), training and coaching for teachers are needed in anticipating acts of violence from radicalism.

Based on these studies, this research has a unique and novelty related to the contestation of deradicalisation discourse launched by the government through strengthening educational institutions in universities, such as IAIN Samarinda, STIT Balikpapan, and STAI Sangatta East Kutai, which became the site of this research. Along with the development of globalisation, the discourse of deradicalisation towards students as the millennial generation is experiencing enormous challenges, especially in dealing with students' heterogeneous character, unstable psychology, socio-political developments, and so on. This is because the deradicalisation program BNPT has spearheaded by cooperating with universities as partners seems to be still ineffective in tackling radicalism.

This fact is also exacerbated by the existence of "commodification of deradicalisation discourse," meaning that deradicalisation activities carried out by universities are only used as "mega projects" to disburse funds from the centre for personal and group benefits. On the other hand, the discourse of deradicalisation is used as a branding and imaging medium through which universities can introduce their institutions to the public. The anti-radicalism or deradicalisation program, which has very complex challenges, runs less than optimally, is less substantive, and begins to come out of the spirit of real anti-radicalism or deradicalisation education activities. Hence, it is necessary to reformulate deradicalisation in universities. This research is focused on

the reasons why anti-radicalism / deradicalisation education needs to be carried out on students at East Kalimantan higher education

METHODS

This study uses a qualitative case study approach to get an overview of anti-radicalism education conducted by Islamic religious universities in East Kalimantan to their students to prevent the spread of radicalism. The research sites are IAIN Samarinda, STIT Balikpapan and STAI Sangatta Kutai Timur as representatives of universities in East Kalimantan.

The researchers conducted interviews with ten informants consisting of lecturers and students, observations on various activities, and documentation to obtain information about the themes to be studied. Some of the data is analysed in stages, starting with presenting all existing data, then continued with data reduction concerning the research theme raised, and ending with the study's conclusion as a finding of this study.

FINDINGS AND DISCUSSION

The results showed that the reasons for the need for anti-radicalism or deradicalisation education at universities in East Kalimantan, which included IAIN Samarinda, STIT Balikpapan, and STAI Sangatta East Kutai as representatives of Islamic universities in East Kalimantan were;

Promising Resource Potential

East Kalimantan is listed as the most extensive province after Papua. East Kalimantan has the potential for abundant natural resources. Most of the proceeds from these natural resources are sent abroad. Therefore East Kalimantan is one of the country's leading foreign exchange earners, specialising in mining and forestry. East Kalimantan's mining products include oil, natural gas, coal, agriculture, tourism, and processing industries. This excellent resource then became one of the reasons for the importance of Deradicalization in East Kalimantan.

With such extraordinary natural potential, it will be straightforward for a person or group to use it as an excuse to enter the area or interact with people in East Kalimantan. This was conveyed by MI, the leader of IAIN Samarinda:

“One of the strong reasons why anti-radical education needs to be given to students is because East Kalimantan has such promising natural resources. Moreover, the result is that they are exported to foreign countries, automatically interacting with people outside (East Kalimantan) is very difficult to avoid, maybe even then making this the reason behind the concept of radicalisation that will be shown in the East Kalimantan region”.

KAS also conveyed the same thing as a lecturer at STIT Balikpapan:

"anti-radicalism education needs to be instilled in students from an early age because East Kalimantan has relatively large and promising resources, and it can be a boomerang for this province."

As a lecturer at STAI Sangatta East Kutai, AS said that the spread of radical ideas that leads to terrorism, such as the ISIS armed group, needs to be anticipated. East Kalimantan is a conducive area; geographically, it is directly adjacent to several neighbouring countries.

The informant's statement shows that the resource factor owned by the region can have a significant impact on the spread of radicalism in the East Kalimantan region. Therefore, radicalism or deradicalisation education needs to be carried out from an early age to students as the millennial generation in universities, hoping that students of the nation's next-generation have an inclusive, moderate, and multicultural perspective.

People's Heterogeneity

East Kalimantan is an area that is very vulnerable to being influenced by teachings and terrorist and radical groups, considering that students in universities in East Kalimantan are very

heterogeneous. They consist of several tribes, languages, customs, and beliefs. This is as stated by MM, who said that students in East Kalimantan are very heterogeneous. They consist of many tribes, languages, religions, and cultures entering into radical understanding. Therefore, multiculturalism education is needed from an early age so that students avoid misleading and exclusive deals.

The multicultural and heterogeneous social conditions of the people in East Kalimantan are caused by the indigenous people of East Kalimantan and immigrants. They come from several areas and settle there. RSA said that the heterogeneity of the people's social life in East Kalimantan was due to many migrants from several regions and settled here, such as the Javanese and Bugis. They could more easily accept new things or also meet newcomers. This fact can then become an opportunity for radical groups to carry out their actions.

The informant's statement shows that the arrival of the Javanese and Bugis people has resulted in an unequal proportion of the number of indigenous people, namely the Dayak and Banjar tribes and the immigrant communities. This imbalance will make East Kalimantan an area that is easily spread by radicalism so that deradicalisation is very much needed for students in higher education. AM said that the importance of deradicalisation is instilled in students from an early age because the population in East Kalimantan is inhabited by the majority of immigrants and students in several campuses spread across this province. Of the newcomers, we do not know their intentions one by one. It could be that one of them has a desire to spread radical ideas. Not accusing but better be careful.

This statement is very reasonable because the community and immigrant students have different orientations in their lectures, especially when faced with senior students who invite them to participate in various activities that lead to radicalised movements. Its activities are planned, systematic and massive in spreading its radicalism movement. And this must be watched out for by all leaders and policymakers in Islamic universities

The hideout of the terrorists

As the second-largest province in Indonesia, East Kalimantan is vulnerable to becoming a hideout for terrorists. Incredibly geographically close to neighbouring countries. This is evidenced by the number of terrorist actors caught in East Kalimantan. KW said that the East Kalimantan region is often used as a terrorist hideout because of its strategic geographical location. Moreover, there have been several times that radical actors have been found in this area. Of course, this threatens East Kalimantan from terrorist attacks because it is used as a hiding place from police pursuit.

Although famous for its heterogeneous social life, East Kalimantan is a peaceful province far from radical issues and conflicts. This is also the reason why terrorists make this area a hiding place. LA stated an area that is always peaceful, so the terrorists took advantage of that label and hid in this area. They thought that the police would not know their tracks by hiding in this area, but they were finally caught thanks to the solid cooperation between the community and the security forces.

The province of East Kalimantan was used as a hideout for terrorists because this province was a place for foreigners to pass. IA said that East Kalimantan was used as a hiding place for theorists due to geographical factors, where this area became a place for foreign citizens to pass. This shows that radicals are looking for a safe and comfortable position to hide and spread their ideas to the local community. Likewise, students become easy targets in several universities because they are considered unstable people in determining the direction of their lives. Therefore, considering East Kalimantan as a target and hiding place for terrorists, universities must be careful in carrying out the Tri Dharma activities of higher education so that their students are safe from the onslaught of radical ideologies that are starting to target students.

Neutralising Thoughts of Radicalism and Extremism

Deradicalization is one of the programs that Islamic religious universities must carry out to tackle radicalism in East Kalimantan. This is because the deradicalisation carried out can and can neutralise radicalism thoughts among students. EM said that the East Kalimantan community is a group of people with a high level of multiculturalism. This is very vulnerable to radical ideas and does not even rule out being one of the drivers of these revolutionary ideas. Therefore, deradicalisation is a strategic and practical step in neutralising extreme understanding among students. Through this deradicalisation activity, it is hoped that students will be wiser in sorting and choosing information or knowledge that is radical or not. With this understanding, they will be less likely to be attacked by revolutionary ideas.

Universities in East Kalimantan are higher education institutions that have a role in shaping the character and behaviour of each student. Higher education functions as an educational medium in developing knowledge and being the frontline in fighting radicalism that threatens the existence of state ideology. AS said that deradicalisation is essential for all circles, especially for students. The students who are suspected of being easy targets by radicals can neutralise the information and knowledge they have acquired, whether this information is obtained during class learning when they join an organisation or wherever they are, considering that students are student figures who have complete access to the material. MI said that the radical movement had filled many universities, such as students, lecturers, staff, and leadership. If the lecturers have an extreme understanding, the learning process will more or less lead to the radicalisation and detribalisation of their students. This is, of course, very dangerous if left unchecked. Therefore, it is necessary to deradicalise to be wiser in thinking and act early in higher education.

Some of these statements show that the danger of radicalism among students as the millennial generation is very concerning. The millennial generation embedded in these students is a generation that is currently around 15-34 years old. They spend much time on digital media, so information technology strongly influences their daily behaviour (Pratiwi & Asyarotin, 2019). This generation also often carries out online activities to fulfil their daily needs, such as online shopping, online consultations, online discussions, and so on (Syahputra, 2020; Fahyuni et al., 2020).

The hallmark of this millennial generation is its unique characteristics. The character of each individual is determined by when and where they were born and raised, their family's social strata, and their economy. This generation's communication model is more comprehensive than the previous generation; they actively use social media because their lives are affected by information and communication technology developments (Fauzi et al., 2018; Bustamin et al., 2020). Given the characteristics and characteristics of the millennial generation, it is essential to provide anti-radicalism education early on to university students to avoid exposure to radicalism and extremism, which are very dangerous for their personalities, thoughts, and attitudes in their daily actions. The seeding of radicalism ideology among students has taken place through various conventional and modern channels, no longer through direct face-to-face forums but through self-routinisation by utilising information and technology tools. Therefore, anti-radicalism education is intended so that students have broad insight into their religion, understand the existence of plurality, are moderate-minded, which are shown through their thoughts, attitudes, and actions in their daily lives.

Society in East Kalimantan cannot be separated from the heterogeneous and plural label; perhaps it can be understood that there is no singularity of national and state life regarding ethnicity or race. With this statement, the possibility of showing homogeneity in culture or other matters is closed. A plural and heterogeneous society condition becomes understood as a gift and colour in life (Ali, 2017). There are inevitably differences in plurals and differences in intensity regarding their diversity (Kesuma, 2017).

The people of East Kalimantan, which are plural and heterogeneous in terms of gender, race, ethnicity, or duration of their culture, are historical facts that cannot be denied. This is

because the number of indigenous people is less than the number of immigrants. East Kalimantan is an area that is very vulnerable to being influenced by the teachings and groups of terrorists and radicals because the population is multicultural and plural. This later became one of the reasons for the need for deradicalisation actions or programs in East Kalimantan. The goal is as a form of vigilance or caution from radicalisation attacks.

The meeting of the community with radical understanding is not something that exists by itself. However, radicalism exists because of the communication process with several extreme networks outside the region (Mahardika et al., 2020). Thus, the radical movements that have lived so far are trying to make changes by recruiting them as influential circles. In this way, there will be an impression that ordinary people only embrace radicalism and will fade by itself.

With the various potentials possessed by the region, it will be straightforward for a person or group of people to use that as an excuse to enter the area or interact with people in East Kalimantan. Radical groups can then utilise this potential in infiltrating their teachings with various motives. This could be one of the reasons for the need to promote deradicalisation in East Kalimantan as a form of vigilance against things that smell like radicalisation (Fay, 1967).

This understanding of radicalism develops against the background of shallow religious experience in all circles, its development is supported by the immaturity of people's mindsets, and there is considerable curiosity. The whole community, including the apparatus, needs to be motivated to direct and guide the community to avoid the development of radical understanding (Tamtanus, 2018).

Crimes that begin with polluting ideology, the door of the solution must also be in the form of things or things that can neutralise this understanding. Some ways that can be done as a form of resistance to ideological pollution with extreme versions provide comparative knowledge in which people must have Islamic thinking options, especially regarding the concept of jihad and the establishment of an Islamic caliphate.

Anything related to an ideology will need a deep understanding to make it neutral in people's mindsets hoping that people will not be affected. In this case, educational institutions need to be invited to cooperate in preventing the spread of radicalism. The community must be at the forefront of avoiding forums and media for spreading extremism (Fikri, 2019). The main thing is that the party or the role of the family must be a solid defence because the ideological filter can start from the family.

In dealing with terrorism and radicalism, solidarity and willingness of all parties are needed so that the space for radicalism and terrorism becomes narrower and disappears. In the context above, the role of East Kalimantan and educational institutions in it, which is used as a hiding medium by terrorists, is vital in stopping the rate of radicalisation. Education and educational institutions are likely to be dispersers of the seeds of radicalism and, at the same time, an antidote to radical understanding (Zulfaizah, 2018; Mahardika et al., 2020).

Deradicalization carried out by universities aims to open students' horizons to be more moderate, open, and flexible-minded. They have a high awareness of differences, pluralism, and the need for mutual respect and respect for differences (Ulum & Azhari, 2018). Through this, the potential for students who are attacked by radicalism will be smaller.

Deradicalization will narrow the space for radical groups that have infiltrated the East Kalimantan region. Therefore, educational institutions in East Kalimantan do not need to be closed; on the contrary, they must be open to various inputs, suggestions, and differences in the scope of education or the broader field. In stemming radicalism, it is necessary to have a multicultural foundation in Islamic educational institutions to build awareness of differences and respect (Mahmud & Zamroni, 2014; Darlis, 2017; Ilyasin & Tohet, 2020).

Deradicalization is defined as an attitude that can prevent terrorists. Also understood as a program or activity that can understand radical and neutral views carried out with a soft power

approach (Bachtiar, 2013). Deradicalization implies breaking and stopping the spread of ideology. Deciding, in this case, can be understood as something that encourages individuals and groups who have a radical understanding to tend to change their views in social cognition (Ekawati, 2018). They can abandon radical ideas and switch to new rules and notions that are not radical, which is the goal of deradicalisation (Suprpto, 2014).

Deradicalization is a regular effort to eliminate radical ideas. At the same time, the meaning of deradicalisation of cyberspace is to influence the views of readers and users so that they are not easily deceived by radical content (Fay, 1967). Deideology is the elimination of ideology in the name of religion, and religion is not seen as a political ideology (Rokhmad, 2012). However, religion can be understood as noble values that sow the message of peace. The meaning of the implementation of deradicalisation is long-term and not in a short time. Deradicalization targets a person or group's ideology to change radical doctrines within themselves and their groups.

One of the goals and reasons for the need for deradicalisation in higher education is to neutralise radical thinking and neutralise any developments in understanding radicals that are currently still developing without knowing the source and purpose (Muqoyyidin, 2013; Munif, 2018). In addition, it is hoped that deradicalisation can reach the layers of society, especially students, to get a correct understanding of radicalism and attitudes that are considered to deviate from teachings, especially the Islamic religion (Ikhsan, 1967). Because the age of 18-40 years is the age that is targeted by radicalism and terrorism groups, and students are the most strategic targets (Fay, 1967).

CONCLUSION

Anti-radicalism education has a vital role for universities as institutions that give birth to intelligent generations prepared to advance the nation to have a good civilisation. Anti-radicalism education or deradicalisation is very much needed in several Islamic universities in East Kalimantan. Considering that the area has Promising Potential Resources, the community is very heterogeneous. The area is used as a hiding place for terrorists, and anti-radicalism education aims to neutralise the Thoughts of Radicalism and Extremism who continue to live and thrive in higher education institutions.

Anti-radicalism education needs to be instilled in students from an early age. They do not readily accept various exclusive, closed thoughts and lead to truth claims in higher education. As a form of deradicalisation education for the millennial generation, the approach must be practical, planned, and systematic to achieve the desired goals to foster critical, open, and moderate thinking. Radical new ideologies do not easily influence students. They are protected from the trap of radical activists who actively sow the seeds of radicalism in universities, with students as the primary target.

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The Effect of Promotion on the Decision to Choose a Higher Education through the Brand Image of Education

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Abstract

Increasingly fierce competition from universities in getting new students requires universities to carry out marketing activities well, one of which is through promotion and formation of a good college image to influence the decisions of prospective new students in choosing a university. This research uses quantitative research, which consists of promotion variable (X1) as an exogenous variable, education image (Y1) as intervening variable, and decision to choose university (Y2) as an exogenous variable. This study uses primary data. It is obtained directly from respondents through questionnaires that have been tested for validity and reliability tests for each question item or statement that will be submitted to respondents. Data analysis technique to test the relationship between variables using structural equation modelling (SEM) using AMOS25. The sample of this study was 148 students of the Tarbiyah in an Institute. This study indicates that sales have a significant effect on choosing a college, and the image of education has a significant effect on college decisions. At the same time, the primary outcome variable can mediate the promotional education image variable on the decision to choose a college.

Abstrak

Persaingan yang semakin ketat dari perguruan tinggi dalam mendapatkan mahasiswa baru menuntut perguruan tinggi untuk melakukan kegiatan pemasaran dengan baik salah satunya melalui promosi dan pembentukan citra perguruan tinggi yang baik sehingga mampu mempengaruhi keputusan calon mahasiswa baru dalam memilih universitas. Penelitian ini menggunakan penelitian kuantitatif yang terdiri dari variabel promosi (X1) sebagai variabel eksogen, citra pendidikan (Y1) sebagai variabel intervening dan keputusan memilih universitas (Y2) sebagai variabel eksogen. Penelitian ini menggunakan data primer, diperoleh langsung dari responden melalui kuesioner yang telah diuji validitas dan uji reliabilitasnya untuk setiap butir pertanyaan atau pernyataan yang akan disampaikan kepada responden. Teknik analisis data untuk menguji hubungan antar variabel menggunakan structural equation modeling (SEM) menggunakan AMOS25. Sampel penelitian ini adalah 148 santri Tarbiyah. Hasil penelitian ini menunjukkan bahwa promosi berpengaruh signifikan terhadap keputusan memilih perguruan tinggi dan citra pendidikan berpengaruh signifikan terhadap keputusan perguruan tinggi, sedangkan variabel.

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INTRODUCTION

Higher education is part of the education system in Indonesia as an advanced level of upper secondary education. Programs in higher education are not only Bachelor (S-1) but also diploma programs, professional education, masters (S-2), and even doctorate (S-3). Academic units that organize higher education are state universities and private universities. This college consists of universities, institutes, colleges, polytechnics, academies, and community academies.

Promotion in the education field is essential to conduct. Kango (2021) states that promotion influences new students interest of *Madrasah Bertaraf Internasional (MBI)* Pacet, Mojokerto. Factors that affect the interests of the new students includes internal factor and external. Internal factors include motivation, ideas and talents. External factors include teachers, family, friends, environment and equipment facilities and promotion.

Universities have functions including a) developing capabilities and shaping noble national character and civilization in order to educate the nation's life, b) developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma, and c) developing Science and Technology by paying attention to and applying the values of Humanities. While the objectives are stated in Law no. 12 of 2012 concerning Higher Education, namely in Article 5. In-Law no. 12 of 2012, Article 5 mentions 4 (four) goals of higher education, namely as follows: a) developing the potential of students to become human beings who believe and fear God Almighty and have a noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation, b) the production of graduates who master the branches of science and technology to meet the national interest and increase the competitiveness of the nation, c) the production of science and technology through research that pays attention to and applies the values of humanities to be helpful for the progress of the nation, as well as the progress of civilization and the welfare of humanity and d) The realization of community service based on reasoning and research work that is useful in advancing the general welfare and educating the nation's life

Indonesia has many universities, so students who desire to continue their education have many choices to choose the college they will go to. Several types of research have been conducted about the promotion in education. Promotion can influence the decision in choosing a college, the image of the university, and the quality of education (Ahn et al., 2021; Sufirmansyah et al., 2021). Promotion is an activity to display the advantages of products or services owned by the general public, aiming to persuade customers to buy a product or service (Kotler, 2012; Kotler & Keller, 2012). The promotions carried out by IKHAC include visiting schools, installing banners, brochures and using social media research by (Gusdiandika & Sinduwiatmo, 2016), promotions consisting of advertising and direct marketing have an influence on school selection decisions by students of SMK 10 November Sidoarjo.

The image of the institution is formed through practical marketing activities. Universities must implement effective marketing in order to improve their image in front of consumers. A good image is expected to be able to influence consumer decisions in choosing universities. Research conducted by (Abuhassna et al., 2020; Yahya, 2020) shows results that the image of a university has a positive and significant influence on the decision to choose a university (Plungpongpan et al., 2016; R & Ummah, 2019). According to (Drugan 2013; Fuchs, 1979), quality is a comprehensive description and characteristics of goods or services that show their ability to satisfy the expected needs. In education, the notion of quality includes the input, process, and output of education. Promotion is an essential part of marketing. This is because producers' promotion provides information on a product produced in the form of goods or services that aim to seduce. According to (Sherly et al., 2020; Swastha, 2008), the promotion has four main objectives as follows 1) behaviour modification, namely the behaviour and image of consumers assessing a product to make a purchase, can be done through promotion; 2) notifying, namely informing the target and

the intended market segment about the company's offerings about a product; 3) persuade, namely, promotions influence buyer behaviour for a long time, then encourage consumers to make purchases; 4) Remind, namely to maintain the brand image in the hearts of consumers. It aims to maintain customer loyalty.

According to (Andrews & Shimp, 2017), promotion consists of all marketing activities that try to stimulate the action of buying a product quickly or the occurrence of purchase in a short time. Promotional dimensions include physical promotion, promotion through traditional media, and promotion through digital. Physical promotions are usually held during special activities or events such as exhibitions, festival bazaars, or edu fairs. This physical promotion has several advantages, namely being able to touch or reach potential consumers and directly interact about the advantages and disadvantages of the products or services presented. However, it has drawbacks such as minimal potential customers because these activities are carried out at certain times, specific events, and certain environments in the school or campus area (Sharma et al., 2013; Spangler et al., 1997).

Promotion through traditional media is via print media such as magazines, tabloids, the like, and electronic media such as television, radio, and outside the room, such as banner ads or billboards. Promotion through this media is superior to physical promotion because it can reach a broader range of potential consumers. At the same time, it has a disadvantage in that the costs incurred are huge because it involves large media such as television (Plumeyer et al., 2019). Promotion through digital media is conducted by using the internet, social media and social networks. This method is the most widely used because almost everyone makes it possible to view products or services through cell phones or laptops. The advantages of this media have an extensive reach while the costs incurred are relatively low. The drawback of this promotion is that digital media has many competitors.

This study's indicators of choosing decisions are need initiative, information seeking, evaluating offers, accuracy in deciding, and psychological impact. The researchers formulate the problem as follows: 1) Does promotion significantly affect choosing a university? 2) Does the image of education have a significant effect on the decision to choose a university? 3) Does promotion have a significant effect on choosing a university through the image of education?. This research aims to determine the effect of promotion on the decision to choose a university, the influence of the image of education on choosing a university, and the effect of promotion on choosing a university through the image of education.

METHODS

This study uses quantitative data analysis techniques with survey techniques to test hypotheses between hypothesized variables or explain the effect of clause relationships between variables through hypothesis testing. Hypothesis testing based on Singarimbun aims to explain the causal relationship between the research variables and the hypothesis testing formulated. The implementation of this research is located at the Kh. Abdul Chalim in determining the research location was based on the number of applicants who registered as students at the Kh. Abdul Chalim, with a location located at the foot of Mount Welirang. The researchers examine the factors that influence the decision to choose a college.

The variables in this study can be classified as follows: 1) Exogenous variable: Promotion (X_1) 2) Intervening Variable: Education Image (Y_1). 3) Endogenous Variables: Decision to Choose university (Y_2). The type of data in this study is primary data obtained directly from respondents using a questionnaire. The population in this study was all new students at IHKAC, Tarbiyah Faculty, on 2020/2021 academic year students. The sample is part of the number and characteristics possessed by the population. If the population is significant, and researchers cannot study everything in the population. According to Arikunto, if the subject is less than 100, it is better to take all of them. However, if the number of subjects is large or the research subjects are more

than 100, the number of samples can be taken using the Slovin formula. Furthermore, Prasetya and Lina stated that the sample size taken could be represented, and then it could be calculated using the Slovin formula below.

$$n = \frac{N}{1 + N \cdot (e^2)}$$

Information:

n = Sample Size

N = Population Size

e = Critical Value (limit of accuracy) desired (Percentage of allowance for inaccuracy due to errors in sampling).

The sample is part of the number and characteristics possessed by the population. If the population is large, researchers cannot study everything in the population. Sugiyono (2016). The instrument in this research has been tested for validity and reliability. The validity test using Pearson's product-moment correlates the values obtained from each question item with the total value. Pearson's product-moment correlation index (r) can be found using the following formula:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Information :

r = correlation coefficient

X = Item score

Y = Total score of items

N = number of samples (respondents)

Reliability test according to (Bentz & Shapiro, 1998) (Malhotra, 2010), an instrument is said to be reliable if the Cronbach alpha value is greater than or equal to 0.6. The Cronbach alpha formula is as follows:

$$r_i = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum ab^2}{\sigma t^2} \right]$$

Information :

r_i : Instrument reliability

k : The number of questions

∑ab² : Sum of item variance

σt² : Total variance

The measuring scale of this study uses a Likert scale of 1-5, 1 is used for answers strongly disagree (sts), 2 for answers that do not agree, 3 is neutral or undecided, 4 agrees (s) and 5 for answers strongly agree (ss). The data analysis technique of this research uses a quality model of the effect of exogenous variables on endogenous variables. To test the hypothesis proposed in this study, the SEM analysis technique is used with the AMOS (Analysis of Moment Structure) and SPSS (statistical product and service solutions) program packages version 25.

FINDINGS AND DISCUSSION

Validity test

The validity test was obtained by using the r product moment table, then determining df = n - 2, that is 148 - 2 = 146 with sig. = 0.05, then the two-sided r table is 0.159, the condition is that if r count is greater than r table, then the statement item is valid, it can be seen in table 1 shows the results of the promotional validity test. Tcount is greater than Rtable, which means that all question items are declared valid. Table 2 shows the results of the educational image validity test. Rcount is greater than Rtable, which means that all variable question items are declared valid.

Table 3 shows the results of the educational image validity test Rcount is greater than Rtable, which means that all question items or inconsistent statements are declared valid.

Tabel 1. Promotion validity test results

Variable	Rcount	Rtable	Explanation
X1.1	0,357	0,159	Valid
X1.2	0,524	0,159	Valid
X1.3	0,566	0,159	Valid
X1.4	0,663	0,159	Valid
X1.5	0,661	0,159	Valid
X1.6	0,642	0,159	Valid
X1.7	0,518	0,159	Valid
X1.8	0,588	0,159	Valid
X1.9	0,688	0,159	Valid
X1.10	0,519	0,159	Valid
X1.11	0,589	0,159	Valid

Table 2. Image validity test results

Variable	RCount	Rtable	Explanation
Y1.1	0,486	0,159	Valid
Y1.2	0,511	0,159	Valid
Y1.3	0,547	0,159	Valid
Y1.4	0,527	0,159	Valid
Y1.5	0,671	0,159	Valid
Y1.6	0,572	0,159	Valid
Y1.7	0,651	0,159	Valid
Y1.8	0,643	0,159	Valid
Y1.9	0,600	0,159	Valid
Y1.10	0,666	0,159	Valid
Y1.11	0,690	0,159	Valid

Table 3. The results of the validity of the decision to choose a university

Variable	RCount	Rtable	Explanation
Y2.1	0,536	0,159	Valid
Y2.2	0,641	0,159	Valid
Y2.3	0,599	0,159	Valid
Y2.4	0,504	0,159	Valid
Y2.5	0,687	0,159	Valid
Y2.6	0,630	0,159	Valid
Y2.7	0,585	0,159	Valid
Y2.8	0,598	0,159	Valid
Y2.9	0,650	0,159	Valid
Y2.10	0,691	0,159	Valid
Y1.11	0,626	0,159	Valid
Y1.12	0,672	0,159	Valid
Y1.13	0,610	0,159	Valid
Y1.14	0,536	0,159	Valid

Source: Processed primary data, 2021.

Reliability test

The reliability test was carried out using Cronbach's alpha. If the Cronbach's alpha value > 0.60, then the questionnaire was declared reliable. The results of the reliability test can be seen in table 4. The results of the Cronbach's alpha value of the promotion variable, educational image, and the decision to choose universities are greater (>) than 0.60. The question items from the three variables are declared reliable or can be used as a variable measuring instrument.

Table 4. Reliability Test

Variable	Cronbach's Alpha	Standard Reliability	Explanation
Promotion (X1)	0,742	0,60	Reliable
Education Image(Y1)	0,853	0,60	Reliable
Decision to choose a college (Y2)	0,753	0,60	Reliable

Source: Processed primary data, 2021

Structural equation modelling test

Confirmatory Factor Analysis of Exogenous Variables

Based on the value of the confirmatory factor analysis results, exogenous variables show the following results: The value of the promotion loading factor is the variable X1.1 = 0.84, X1.2 = 0.76, and X1.3 = 0.82. All loading factor values > 0.50, then the three indicators used together present unidimensionality to become a construct that forms the Promotion variable.

Confirmatory Factor Analysis Intervening Variables

Based on the results of confirmatory factor analysis, the intervening variable shows the following results: The value of the education image loading factor is Y1.1 = 0.42, Y1.2 = 0.65, Y1.3 = 0.81, Y1.4 = 0, 79 and Y1.5 = 0.81. All loading factor values > 0.50, then the five indicators used together present unidimensionality to construct the Education Image variable.

Confirmatory factor analysis of endogenous variables

Based on the confirmatory factor analysis results, endogenous variables show the following: The value of the loading factor for the decision to choose a university is the variable Y2.1 = 0.22, Y2.2 = 0.70, Y1.3 = 0.67 and Y1.4 = 0.83 and Y2.5=0.78. All factor loading values > 0.50, then the four indicators used together present unidimensionality to become the construct of the variable forming the decision to choose a university.

Full SEM model technique

This model is used to test the causality model that has been stated previously on various cause-and-effect relationships. The complete model analysis will show whether the model's suitability and the causality relationship built in the model being tested. The results of the Full Structural Model technique can be seen in picture 2.

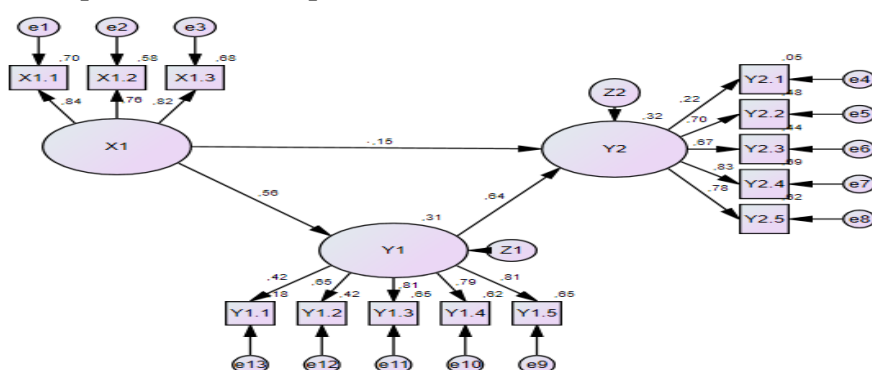


Figure 1. Full SEM Model

The complete SEM model analysis results show the value of the standard regression coefficient (in SPSS, it is called "beta" or β). The promotion coefficient on education image is 0.56, while the influence of education image on the decision to choose a university is 0.64. The value of the Promotion coefficient on the decision to choose a university is 0.15.

The results of the suitability test and statistical test for the full SEM model can be seen in table 5:

Table 5. Full Fit Test Results of SEM Model

Goodness of fit index	Cut off Value	Analysis Results	Model Evaluation
<i>Chi-Square</i>	Expected to be smaller than <i>Chi-Square</i> (X^2_{table}), with sig. $\alpha = 0,05$, and $df = 101$ then $X^2_{table} = 125,458$.	101,896	Good
<i>Probability</i>	$\geq 0,05$	0,001	Good
<i>CMIN/DF</i>	≤ 2.00	1,643	Good
<i>GFI</i>	$\geq 0,90$	0,904	Good
<i>TLI</i>	$\geq 0,95$	0,936	Good
<i>CFI</i>	$\geq 0,95$	0,993	Good

Source: Processed primary data, 2021.

The results of the model fit test show a chi-square value of $101.896 <$ from the chi-square table 125.458 with sig $0.010 > = 0.05$, which means the covariance matrix between predictions and observations is the same. In contrast, other results show that CMIN/DF, TLI, CFI, and GFI values correspond to the specified cut-off value. Based on the results obtained, it can be concluded that the SEM model used can be categorized as good to describe the causality relationship of the factors used.

Evaluation of the criteria of Goodness of fit

Sample size

This study has a sample of 148 people, and the number is by the criteria; namely, the minimum number of samples is 100 people.

Normality

In order to examine the distribution of data whether the assumption of normality has been met so that the assumption of normality is met so that the data can be further processed by SEM modeling, it can be seen in table 6:

Table 6. Normality Assumption Test Results

Variable	min	Max	skew	c.r.	kurtosis	c.r.
Y1.1	2,000	5,000	,243	1,206	,885	2,197
Y1.2	2,000	5,000	,459	2,279	,384	,952
Y1.3	1,000	5,000	,049	,241	,705	1,751
Y1.4	2,000	5,000	,138	,683	-,057	-,142
Y1.5	2,000	5,000	,005	,027	-,233	-,578
Y2.5	2,000	4,000	-,055	-,272	-,938	-2,330
Y2.4	2,000	5,000	,103	,510	-,715	-1,775
Y2.3	1,000	5,000	,002	,008	1,420	3,526
Y2.2	1,000	5,000	,020	,100	,247	,614
Y2.1	2,000	4,000	,011	,057	-,206	-,512
X1.3	1,000	4,000	-,063	-,310	-,382	-,949
X1.2	1,000	5,000	,292	1,448	,442	1,098
X1.1	2,000	5,000	,245	1,215	,121	,300
Multivariate					-1,780	-,548

Source: Processed primary data, 2021.

The normality test results show that all indicators on the variables studied have a value of c.r. Between -2.58-2.58, so that all items in the variable are normally distributed.

Outliers

Based on the Mahalanobis distance table, it can be seen that the farthest observation point is the 32nd point with a value of $Md = 26,830 < 48,267$. It can be concluded that if the farthest point is not an outlier, it can be concluded that all observation points are not outliers.

Observation number	Mahalanobis d-squared	p1	p2
32	26,830	,013	,858
4	23,932	,032	,951
13	22,531	,048	,974
38	22,135	,053	,958
11	21,766	,059	,941
99	21,713	,060	,884
108	21,435	,065	,850
8	21,175	,070	,815
129	21,135	,070	,720
110	20,880	,075	,685
91	20,646	,080	,648
2	20,596	,081	,547

Figure 2. Mahalanobis distance

Hypothesis Testing

Testing of the proposed hypothesis can be done based on the critical ratio value and sig level. contained in the regression weight, where the value of cr 2.00 and sig. = 0.05 as a condition for acceptance of the hypothesis. The result of the value of cr and the level of sig. Between hypothesized variables can be seen in table 7.

Table 7. Hypothesis Test Results

Endogen		Exogen	Estimate	S.E	C.R	P	Keterangan
Y1	<---	X1	0.037	0.018	2.076	***	Significance
Y2	<---	Y1	0.37	0.107	3.458	***	Significance
Y2	<---	X1	0.324	0.096	3.375	***	Significance

Source: Processed primary data, 2021.

Based on the results obtained, it can be proved as follows:

First Hypothesis Test Promotion affects the decision to choose a college. The critical ratio value obtained is more significant than two, which is a condition for accepting the hypothesis and p-value less than 0.05 is a condition for accepting the hypothesis. Based on this value, the first hypothesis, which suspects that promotion affects choosing a university, has a significant effect.

Test the second hypothesis Educational image affects the decision to choose a college. The critical ratio value of 3.458, which is greater than 2, is a condition for acceptance of the hypothesis, and the p-value is smaller than 0.05, which is also part of the requirements for accepting the hypothesis, so the second hypothesis which predicts that the image of education affects the decision to choose a college has a significant effect.

Third hypothesis test Promotion affects the decision to choose a college through the image of education. Testing the third hypothesis that promotion has a significant effect on choosing a university through the image of education can be seen through the direct relationship and the total effect in table 8.

Table 8. Effect Test Results

Variable	X1	Y1	Y2
<i>Standardized Direct Effect</i>			
Y1	0.037	0	0
Y2	0.324	0.37	0
<i>Standardized Total Effect</i>			
Y1	0	0	0
Y2	0.49	0.392	0

Based on table 8, it can be seen that the total effect is more significant when juxtaposed with the direct effect, so the third hypothesis has been tested. Promotion affects the decision to choose a university.: Promotion has been proven in the decision to choose a college. It can be explained that IHKAC students know a lot about this college through physical promotions such as Edu fair events and direct visits to schools by the IHKAC new student admissions team. The next influencing factor is through the use of digital media. Internet and social media. Promotion through traditional media such as banners, banners, and billboards is still quite effective in attracting prospective new students. This variable research supports the research conducted by Gusdiandika and Sinduwiatmo (2012) at SMK 10 November Sidoarjo.

The image of education affects the decision to choose a university: Besides promoting the image of education, it has a significant effect on the decision to choose a university. The school's image through word of mouth is the most significant reflection, which means that the more people tell about the advantages of IHKAC, the better it will be in the community. In this case, customer experience, students who have carried out education at IHKAC, impacts IHKAC. The experience includes academic services, teaching and learning activities, and infrastructure. This variable research is in line with the research conducted by Yahya (2020), where the university's image positively affects the decision to choose education.

Promotion affects the decision to choose a university through the image of education: Based on the results of SEM analysis shows that the total effect of promotion on the decision to choose a university through the image of education is greater than the direct effect of promotion on the decision to choose a university. Based on these results, the image of education becomes a mediating variable that effectively helps prospective new students choose a college.

The role of the image of education as a mediation of promotion is the spread of information through word of mouth. The experience of students who are currently studying, the experience of alumni after studying will form an image of education which indirectly helps the role of promotion.

CONCLUSION

Based on the promotional SEM test results formed by physical promotion, promotion of traditional media and promotion through digital media affects students' decisions in choosing colleges, with the highest value of physical promotion, followed by promotion through digital media, and the last is promotion through traditional media. The image of education reflected through advertising, public relations, physical image, word of mouth, customer experience has a significant effect on choosing a university with indicators of need initiative, information seeking, evaluating offers, accuracy in deciding, and psychological impact in deciding. The image of education can play a role as a mediation of promotion on choosing a university. When viewed based on the results of the sem test, word to mouth gets the highest score, followed by customer experience, which means that providing the best service is the best promotion in influencing the decision to choose a college.

The limitations of this study are that it was conducted during the covid-19 pandemic so that researchers could not meet with respondents to conduct interviews, and the number of samples

was relatively small, so the researchers suggested to further researchers to increase the number of samples and add variables related to education marketing.

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The Effect of Promotion on the Decision to Choose a Higher Education through the Brand Image of Education

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SEM

Abstract

Increasingly fierce competition from universities in getting new students requires universities to carry out marketing activities well, one of which is through promotion and formation of a good college image to influence the decisions of prospective new students in choosing a university. This research uses quantitative research, which consists of promotion variable (X1) as an exogenous variable, education image (Y1) as intervening variable, and decision to choose university (Y2) as an exogenous variable. This study uses primary data. It is obtained directly from respondents through questionnaires that have been tested for validity and reliability tests for each question item or statement that will be submitted to respondents. Data analysis technique to test the relationship between variables using structural equation modelling (SEM) using AMOS25. The sample of this study was 148 students of the Tarbiyah in an Institute. This study indicates that sales have a significant effect on choosing a college, and the image of education has a significant effect on college decisions. At the same time, the primary outcome variable can mediate the promotional education image variable on the decision to choose a college.

Abstrak

Persaingan yang semakin ketat dari perguruan tinggi dalam mendapatkan mahasiswa baru menuntut perguruan tinggi untuk melakukan kegiatan pemasaran dengan baik salah satunya melalui promosi dan pembentukan citra perguruan tinggi yang baik sehingga mampu mempengaruhi keputusan calon mahasiswa baru dalam memilih universitas. Penelitian ini menggunakan penelitian kuantitatif yang terdiri dari variabel promosi (X1) sebagai variabel eksogen, citra pendidikan (Y1) sebagai variabel intervening dan keputusan memilih universitas (Y2) sebagai variabel eksogen. Penelitian ini menggunakan data primer, diperoleh langsung dari responden melalui kuesioner yang telah diuji validitas dan uji reliabilitasnya untuk setiap butir pertanyaan atau pernyataan yang akan disampaikan kepada responden. Teknik analisis data untuk menguji hubungan antar variabel menggunakan structural equation modeling (SEM) menggunakan AMOS25. Sampel penelitian ini adalah 148 santri Tarbiyah. Hasil penelitian ini menunjukkan bahwa promosi berpengaruh signifikan terhadap keputusan memilih perguruan tinggi dan citra pendidikan berpengaruh signifikan terhadap keputusan perguruan tinggi, sedangkan variabel.

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INTRODUCTION

Higher education is part of the education system in Indonesia as an advanced level of upper secondary education. Programs in higher education are not only Bachelor (S-1) but also diploma programs, professional education, masters (S-2), and even doctorate (S-3). Academic units that organize higher education are state universities and private universities. This college consists of universities, institutes, colleges, polytechnics, academies, and community academies.

Promotion in the education field is essential to conduct. Kango (2021) states that promotion influences new students interest of *Madrasah Bertaraf Internasional (MBI)* Pacet, Mojokerto. Factors that affect the interests of the new students includes internal factor and external. Internal factors include motivation, ideas and talents. External factors include teachers, family, friends, environment and equipment facilities and promotion.

Universities have functions including a) developing capabilities and shaping noble national character and civilization in order to educate the nation's life, b) developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma, and c) developing Science and Technology by paying attention to and applying the values of Humanities. While the objectives are stated in Law no. 12 of 2012 concerning Higher Education, namely in Article 5. In-Law no. 12 of 2012, Article 5 mentions 4 (four) goals of higher education, namely as follows: a) developing the potential of students to become human beings who believe and fear God Almighty and have a noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation, b) the production of graduates who master the branches of science and technology to meet the national interest and increase the competitiveness of the nation, c) the production of science and technology through research that pays attention to and applies the values of humanities to be helpful for the progress of the nation, as well as the progress of civilization and the welfare of humanity and d) The realization of community service based on reasoning and research work that is useful in advancing the general welfare and educating the nation's life

Indonesia has many universities, so students who desire to continue their education have many choices to choose the college they will go to. Several types of research have been conducted about the promotion in education. Promotion can influence the decision in choosing a college, the image of the university, and the quality of education (Ahn et al., 2021; Sufirmansyah et al., 2021). Promotion is an activity to display the advantages of products or services owned by the general public, aiming to persuade customers to buy a product or service (Kotler, 2012; Kotler & Keller, 2012). The promotions carried out by IKHAC include visiting schools, installing banners, brochures and using social media research by (Gusdiandika & Sinduwiatmo, 2016), promotions consisting of advertising and direct marketing have an influence on school selection decisions by students of SMK 10 November Sidoarjo.

The image of the institution is formed through practical marketing activities. Universities must implement effective marketing in order to improve their image in front of consumers. A good image is expected to be able to influence consumer decisions in choosing universities. Research conducted by (Abuhassna et al., 2020; Yahya, 2020) shows results that the image of a university has a positive and significant influence on the decision to choose a university (Plungpongpan et al., 2016; R & Ummah, 2019). According to (Drugan 2013; Fuchs, 1979), quality is a comprehensive description and characteristics of goods or services that show their ability to satisfy the expected needs. In education, the notion of quality includes the input, process, and output of education. Promotion is an essential part of marketing. This is because producers' promotion provides information on a product produced in the form of goods or services that aim to seduce. According to (Sherly et al., 2020; Swastha, 2008), the promotion has four main objectives as follows 1) behaviour modification, namely the behaviour and image of consumers assessing a product to make a purchase, can be done through promotion; 2) notifying, namely informing the target and

the intended market segment about the company's offerings about a product; 3) persuade, namely, promotions influence buyer behaviour for a long time, then encourage consumers to make purchases; 4) Remind, namely to maintain the brand image in the hearts of consumers. It aims to maintain customer loyalty.

According to (Andrews & Shimp, 2017), promotion consists of all marketing activities that try to stimulate the action of buying a product quickly or the occurrence of purchase in a short time. Promotional dimensions include physical promotion, promotion through traditional media, and promotion through digital. Physical promotions are usually held during special activities or events such as exhibitions, festival bazaars, or edu fairs. This physical promotion has several advantages, namely being able to touch or reach potential consumers and directly interact about the advantages and disadvantages of the products or services presented. However, it has drawbacks such as minimal potential customers because these activities are carried out at certain times, specific events, and certain environments in the school or campus area (Sharma et al., 2013; Spangler et al., 1997).

Promotion through traditional media is via print media such as magazines, tabloids, the like, and electronic media such as television, radio, and outside the room, such as banner ads or billboards. Promotion through this media is superior to physical promotion because it can reach a broader range of potential consumers. At the same time, it has a disadvantage in that the costs incurred are huge because it involves large media such as television (Plumeyer et al., 2019). Promotion through digital media is conducted by using the internet, social media and social networks. This method is the most widely used because almost everyone makes it possible to view products or services through cell phones or laptops. The advantages of this media have an extensive reach while the costs incurred are relatively low. The drawback of this promotion is that digital media has many competitors.

This study's indicators of choosing decisions are need initiative, information seeking, evaluating offers, accuracy in deciding, and psychological impact. The researchers formulate the problem as follows: 1) Does promotion significantly affect choosing a university? 2) Does the image of education have a significant effect on the decision to choose a university? 3) Does promotion have a significant effect on choosing a university through the image of education?. This research aims to determine the effect of promotion on the decision to choose a university, the influence of the image of education on choosing a university, and the effect of promotion on choosing a university through the image of education.

METHODS

This study uses quantitative data analysis techniques with survey techniques to test hypotheses between hypothesized variables or explain the effect of clause relationships between variables through hypothesis testing. Hypothesis testing based on Singarimbun aims to explain the causal relationship between the research variables and the hypothesis testing formulated. The implementation of this research is located at the Kh. Abdul Chalim in determining the research location was based on the number of applicants who registered as students at the Kh. Abdul Chalim, with a location located at the foot of Mount Welirang. The researchers examine the factors that influence the decision to choose a college.

The variables in this study can be classified as follows: 1) Exogenous variable: Promotion (X_1) 2) Intervening Variable: Education Image (Y_1). 3) Endogenous Variables: Decision to Choose university (Y_2). The type of data in this study is primary data obtained directly from respondents using a questionnaire. The population in this study was all new students at IHKAC, Tarbiyah Faculty, on 2020/2021 academic year students. The sample is part of the number and characteristics possessed by the population. If the population is significant, and researchers cannot study everything in the population. According to Arikunto, if the subject is less than 100, it is better to take all of them. However, if the number of subjects is large or the research subjects are more

than 100, the number of samples can be taken using the Slovin formula. Furthermore, Prasetya and Lina stated that the sample size taken could be represented, and then it could be calculated using the Slovin formula below.

$$n = \frac{N}{1 + N \cdot (e^2)}$$

Information:

n = Sample Size

N = Population Size

e = Critical Value (limit of accuracy) desired (Percentage of allowance for inaccuracy due to errors in sampling).

The sample is part of the number and characteristics possessed by the population. If the population is large, researchers cannot study everything in the population. Sugiyono (2016). The instrument in this research has been tested for validity and reliability. The validity test using Pearson's product-moment correlates the values obtained from each question item with the total value. Pearson's product-moment correlation index (r) can be found using the following formula:

$$r = \frac{N(\sum X) - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] - [N\sum Y^2 - (\sum Y)^2]}}$$

Information :

r = correlation coefficient

X = Item score

Y = Total score of items

N = number of samples (respondents)

Reliability test according to (Bentz & Shapiro, 1998) (Malhotra, 2010), an instrument is said to be reliable if the Cronbach alpha value is greater than or equal to 0.6. The Cronbach alpha formula is as follows:

$$r_i = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum ab^2}{\sigma t^2} \right]$$

Information :

r_i : Instrument reliability

k : The number of questions

∑ab² : Sum of item variance

σt² : Total variance

The measuring scale of this study uses a Likert scale of 1-5, 1 is used for answers strongly disagree (sts), 2 for answers that do not agree, 3 is neutral or undecided, 4 agrees (s) and 5 for answers strongly agree (ss). The data analysis technique of this research uses a quality model of the effect of exogenous variables on endogenous variables. To test the hypothesis proposed in this study, the SEM analysis technique is used with the AMOS (Analysis of Moment Structure) and SPSS (statistical product and service solutions) program packages version 25.

FINDINGS AND DISCUSSION

Validity test

The validity test was obtained by using the r product moment table, then determining df = n - 2, that is 148 - 2 = 146 with sig. = 0.05, then the two-sided r table is 0.159, the condition is that if r count is greater than r table, then the statement item is valid, it can be seen in table 1 shows the results of the promotional validity test. Tcount is greater than Rtable, which means that all question items are declared valid. Table 2 shows the results of the educational image validity test. Rcount is greater than Rtable, which means that all variable question items are declared valid.

Table 3 shows the results of the educational image validity test Rcount is greater than Rtable, which means that all question items or inconsistent statements are declared valid.

Tabel 1. Promotion validity test results

Variable	Rcount	Rtable	Explanation
X1.1	0,357	0,159	Valid
X1.2	0,524	0,159	Valid
X1.3	0,566	0,159	Valid
X1.4	0,663	0,159	Valid
X1.5	0,661	0,159	Valid
X1.6	0,642	0,159	Valid
X1.7	0,518	0,159	Valid
X1.8	0,588	0,159	Valid
X1.9	0,688	0,159	Valid
X1.10	0,519	0,159	Valid
X1.11	0,589	0,159	Valid

Table 2. Image validity test results

Variable	RCount	Rtable	Explanation
Y1.1	0,486	0,159	Valid
Y1.2	0,511	0,159	Valid
Y1.3	0,547	0,159	Valid
Y1.4	0,527	0,159	Valid
Y1.5	0,671	0,159	Valid
Y1.6	0,572	0,159	Valid
Y1.7	0,651	0,159	Valid
Y1.8	0,643	0,159	Valid
Y1.9	0,600	0,159	Valid
Y1.10	0,666	0,159	Valid
Y1.11	0,690	0,159	Valid

Table 3. The results of the validity of the decision to choose a university

Variable	RCount	Rtable	Explanation
Y2.1	0,536	0,159	Valid
Y2.2	0,641	0,159	Valid
Y2.3	0,599	0,159	Valid
Y2.4	0,504	0,159	Valid
Y2.5	0,687	0,159	Valid
Y2.6	0,630	0,159	Valid
Y2.7	0,585	0,159	Valid
Y2.8	0,598	0,159	Valid
Y2.9	0,650	0,159	Valid
Y2.10	0,691	0,159	Valid
Y1.11	0,626	0,159	Valid
Y1.12	0,672	0,159	Valid
Y1.13	0,610	0,159	Valid
Y1.14	0,536	0,159	Valid

Source: Processed primary data, 2021.

Reliability test

The reliability test was carried out using Cronbach's alpha. If the Cronbach's alpha value > 0.60, then the questionnaire was declared reliable. The results of the reliability test can be seen in table 4. The results of the Cronbach's alpha value of the promotion variable, educational image, and the decision to choose universities are greater (>) than 0.60. The question items from the three variables are declared reliable or can be used as a variable measuring instrument.

Table 4. Reliability Test

Variable	Cronbach's Alpha	Standard Reliability	Explanation
Promotion (X1)	0,742	0,60	Reliable
Education Image(Y1)	0,853	0,60	Reliable
Decision to choose a college (Y2)	0,753	0,60	Reliable

Source: Processed primary data, 2021

Structural equation modelling test

Confirmatory Factor Analysis of Exogenous Variables

Based on the value of the confirmatory factor analysis results, exogenous variables show the following results: The value of the promotion loading factor is the variable X1.1 = 0.84, X1.2 = 0.76, and X1.3 = 0.82. All loading factor values > 0.50, then the three indicators used together present unidimensionality to become a construct that forms the Promotion variable.

Confirmatory Factor Analysis Intervening Variables

Based on the results of confirmatory factor analysis, the intervening variable shows the following results: The value of the education image loading factor is Y1.1 = 0.42, Y1.2 = 0.65, Y1.3 = 0.81, Y1.4 = 0, 79 and Y1.5 = 0.81. All loading factor values > 0.50, then the five indicators used together present unidimensionality to construct the Education Image variable.

Confirmatory factor analysis of endogenous variables

Based on the confirmatory factor analysis results, endogenous variables show the following: The value of the loading factor for the decision to choose a university is the variable Y2.1 = 0.22, Y2.2 = 0.70, Y1.3 = 0.67 and Y1.4 = 0.83 and Y2.5=0.78. All factor loading values > 0.50, then the four indicators used together present unidimensionality to become the construct of the variable forming the decision to choose a university.

Full SEM model technique

This model is used to test the causality model that has been stated previously on various cause-and-effect relationships. The complete model analysis will show whether the model's suitability and the causality relationship built in the model being tested. The results of the Full Structural Model technique can be seen in picture 2.

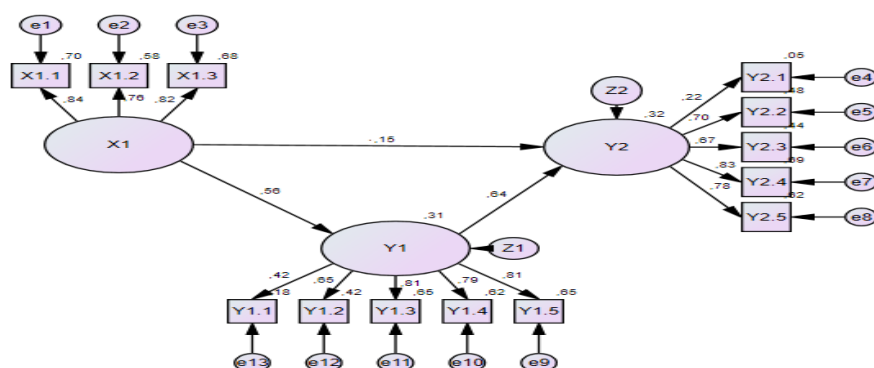


Figure 1. Full SEM Model

The complete SEM model analysis results show the value of the standard regression coefficient (in SPSS, it is called "beta" or β). The promotion coefficient on education image is 0.56, while the influence of education image on the decision to choose a university is 0.64. The value of the Promotion coefficient on the decision to choose a university is 0.15.

The results of the suitability test and statistical test for the full SEM model can be seen in table 5:

Table 5. Full Fit Test Results of SEM Model

Goodness of fit index	Cut off Value	Analysis Results	Model Evaluation
<i>Chi-Square</i>	Expected to be smaller than <i>Chi-Square</i> (X^2_{table}), with sig. $\alpha = 0,05$, and $df = 101$ then $X^2_{table} = 125,458$.	101,896	Good
<i>Probability</i>	$\geq 0,05$	0,001	Good
<i>CMIN/DF</i>	≤ 2.00	1,643	Good
<i>GFI</i>	$\geq 0,90$	0,904	Good
<i>TLI</i>	$\geq 0,95$	0,936	Good
<i>CFI</i>	$\geq 0,95$	0,993	Good

Source: Processed primary data, 2021.

The results of the model fit test show a chi-square value of $101.896 <$ from the chi-square table 125.458 with sig $0.010 > = 0.05$, which means the covariance matrix between predictions and observations is the same. In contrast, other results show that CMIN/DF, TLI, CFI, and GFI values correspond to the specified cut-off value. Based on the results obtained, it can be concluded that the SEM model used can be categorized as good to describe the causality relationship of the factors used.

Evaluation of the criteria of Goodness of fit

Sample size

This study has a sample of 148 people, and the number is by the criteria; namely, the minimum number of samples is 100 people.

Normality

In order to examine the distribution of data whether the assumption of normality has been met so that the assumption of normality is met so that the data can be further processed by SEM modeling, it can be seen in table 6:

Table 6. Normality Assumption Test Results

Variable	min	Max	skew	c.r.	kurtosis	c.r.
Y1.1	2,000	5,000	,243	1,206	,885	2,197
Y1.2	2,000	5,000	,459	2,279	,384	,952
Y1.3	1,000	5,000	,049	,241	,705	1,751
Y1.4	2,000	5,000	,138	,683	-,057	-,142
Y1.5	2,000	5,000	,005	,027	-,233	-,578
Y2.5	2,000	4,000	-,055	-,272	-,938	-2,330
Y2.4	2,000	5,000	,103	,510	-,715	-1,775
Y2.3	1,000	5,000	,002	,008	1,420	3,526
Y2.2	1,000	5,000	,020	,100	,247	,614
Y2.1	2,000	4,000	,011	,057	-,206	-,512
X1.3	1,000	4,000	-,063	-,310	-,382	-,949
X1.2	1,000	5,000	,292	1,448	,442	1,098
X1.1	2,000	5,000	,245	1,215	,121	,300
Multivariate					-1,780	-,548

Source: Processed primary data, 2021.

The normality test results show that all indicators on the variables studied have a value of c.r. Between -2.58-2.58, so that all items in the variable are normally distributed.

Outliers

Based on the Mahalanobis distance table, it can be seen that the farthest observation point is the 32nd point with a value of $Md = 26,830 < 48,267$. It can be concluded that if the farthest point is not an outlier, it can be concluded that all observation points are not outliers.

Observation number	Mahalanobis d-squared	p1	p2
32	26,830	,013	,858
4	23,932	,032	,951
13	22,531	,048	,974
38	22,135	,053	,958
11	21,766	,059	,941
99	21,713	,060	,884
108	21,435	,065	,850
8	21,175	,070	,815
129	21,135	,070	,720
110	20,880	,075	,685
91	20,646	,080	,648
2	20,596	,081	,547

Figure 2. Mahalanobis distance

Hypothesis Testing

Testing of the proposed hypothesis can be done based on the critical ratio value and sig level. contained in the regression weight, where the value of cr 2.00 and sig. = 0.05 as a condition for acceptance of the hypothesis. The result of the value of cr and the level of sig. Between hypothesized variables can be seen in table 7.

Table 7. Hypothesis Test Results

Endogen		Exogen	Estimate	S.E	C.R	P	Keterangan
Y1	<---	X1	0.037	0.018	2.076	***	Significance
Y2	<---	Y1	0.37	0.107	3.458	***	Significance
Y2	<---	X1	0.324	0.096	3.375	***	Significance

Source: Processed primary data, 2021.

Based on the results obtained, it can be proved as follows:

First Hypothesis Test Promotion affects the decision to choose a college. The critical ratio value obtained is more significant than two, which is a condition for accepting the hypothesis and p-value less than 0.05 is a condition for accepting the hypothesis. Based on this value, the first hypothesis, which suspects that promotion affects choosing a university, has a significant effect.

Test the second hypothesis Educational image affects the decision to choose a college. The critical ratio value of 3.458, which is greater than 2, is a condition for acceptance of the hypothesis, and the p-value is smaller than 0.05, which is also part of the requirements for accepting the hypothesis, so the second hypothesis which predicts that the image of education affects the decision to choose a college has a significant effect.

Third hypothesis test Promotion affects the decision to choose a college through the image of education. Testing the third hypothesis that promotion has a significant effect on choosing a university through the image of education can be seen through the direct relationship and the total effect in table 8.

Table 8. Effect Test Results

Variable	X1	Y1	Y2
<i>Standardized Direct Effect</i>			
Y1	0.037	0	0
Y2	0.324	0.37	0
<i>Standardized Total Effect</i>			
Y1	0	0	0
Y2	0.49	0.392	0

Based on table 8, it can be seen that the total effect is more significant when juxtaposed with the direct effect, so the third hypothesis has been tested. Promotion affects the decision to choose a university.: Promotion has been proven in the decision to choose a college. It can be explained that IHKAC students know a lot about this college through physical promotions such as Edu fair events and direct visits to schools by the IHKAC new student admissions team. The next influencing factor is through the use of digital media. Internet and social media. Promotion through traditional media such as banners, banners, and billboards is still quite effective in attracting prospective new students. This variable research supports the research conducted by Gusdiandika and Sinduwiatmo (2012) at SMK 10 November Sidoarjo.

The image of education affects the decision to choose a university: Besides promoting the image of education, it has a significant effect on the decision to choose a university. The school's image through word of mouth is the most significant reflection, which means that the more people tell about the advantages of IHKAC, the better it will be in the community. In this case, customer experience, students who have carried out education at IHKAC, impacts IHKAC. The experience includes academic services, teaching and learning activities, and infrastructure. This variable research is in line with the research conducted by Yahya (2020), where the university's image positively affects the decision to choose education.

Promotion affects the decision to choose a university through the image of education: Based on the results of SEM analysis shows that the total effect of promotion on the decision to choose a university through the image of education is greater than the direct effect of promotion on the decision to choose a university. Based on these results, the image of education becomes a mediating variable that effectively helps prospective new students choose a college.

The role of the image of education as a mediation of promotion is the spread of information through word of mouth. The experience of students who are currently studying, the experience of alumni after studying will form an image of education which indirectly helps the role of promotion.

CONCLUSION

Based on the promotional SEM test results formed by physical promotion, promotion of traditional media and promotion through digital media affects students' decisions in choosing colleges, with the highest value of physical promotion, followed by promotion through digital media, and the last is promotion through traditional media. The image of education reflected through advertising, public relations, physical image, word of mouth, customer experience has a significant effect on choosing a university with indicators of need initiative, information seeking, evaluating offers, accuracy in deciding, and psychological impact in deciding. The image of education can play a role as a mediation of promotion on choosing a university. When viewed based on the results of the sem test, word to mouth gets the highest score, followed by customer experience, which means that providing the best service is the best promotion in influencing the decision to choose a college.

The limitations of this study are that it was conducted during the covid-19 pandemic so that researchers could not meet with respondents to conduct interviews, and the number of samples

was relatively small, so the researchers suggested to further researchers to increase the number of samples and add variables related to education marketing.

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Social Networking Trend in Improving Educational Leadership Competency in Higher Learning: Systematic Data Analysis

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Article Info

Abstract

*Social Networking;
Educational Leadership;
Learning outcomes;
Data analysis*

This study examined social network trends in improving educational leadership quality and higher learning outcomes through systematic data analysis. Forward or backwards, the quality of human resources and scholarly output in the academic environment is closely related to social networking, which is increasingly becoming a phenomenon today. The researcher has carried out a series of data collection through electronic searches in several international publications in various scientific communication contexts to understand this. Furthermore, the analysis process includes understanding the study questions, coding, analysis, and in-depth interpretation to obtain valid and reliable study findings that answer this study's questions. Our e-search, especially on the Google Scholar data source, ERIC publications, and other online data sources from the 2010 to 2021 publications, was prioritized. Based on the discussion of results and observations of current social networking trends, it can be concluded that social networking brings benefits such as building social relationships, communication, keeping up with renewal, more personal relationships, more genuine connections, advertising, and other networking among educational leaders worldwide.

Abstrak

Kata kunci:
*Jaringan Sosial;
Kepemimpinan
Pendidikan;
Hasil Belajar;
Analisis Data*

Studi ini meneliti tren jejaring sosial dalam meningkatkan kualitas kepemimpinan pendidikan dan hasil belajar yang lebih tinggi melalui analisis data yang sistematis. Maju atau mundur, kualitas sumber daya manusia dan keluaran keilmuan lingkungan akademik sangat eratnya dengan jaringan sosial yang semakin menjadi fenomena saat ini. Untuk memahami hal tersebut, kami telah melakukan uji coba data melalui pencarian elektronik di beberapa publikasi internasional dalam berbagai konteks komunikasi ilmiah. Selanjutnya proses analisis pemahaman permasalahan studi, sistem coding, analisis, dan interpretasi mendalam untuk mendapatkan temuan studi yang valid dan reliabel. Penelusuran elektronik, terutama pada sumber data Google Cendekia, publikasi ERIC, dan sumber data online lainnya dari publikasi 2010 hingga 2021, diprioritaskan. Berdasarkan pembahasan hasil dan pengamatan tren jejaring sosial saat ini, dapat menunjukkan bahwa situs jejaring sosial membawa manfaat seperti membangun hubungan sosial, komunikasi, menjaga pembaruan, hubungan yang lebih pribadi, koneksi yang lebih asli, periklanan, dan jejaring lainnya antara pemimpin pendidikan di seluruh dunia.

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INTRODUCTION

Social networks are considered more important than professionals in improving educational leadership in higher education practice. (Tess, 2013; Aslan, 2019). The reason is, this social networking trend can present specific practical ways to support the potential of educational leadership, both those who work in academia and industry. Kabilan et al. (2010) noted that networking platforms such as Facebook as an online application to improve English communication widely used in higher education institutions are developing rapidly. Through social networks, they can support each other. (Duffett, 2015). Another reason may be that this particular social network, academic and professional community can strengthen their relationships with other people who share the same interests, make new friends, and make new networking sites showcase relevant ideas. In contrast to other forms of internet connectivity, people are increasingly using mobile devices, believing that the network can significantly impact future education, including policymaking in the hands of most leaders in universities as a practical interaction digital communication. (Ahlquist, 2014).

Regarding social networking sites, this platform provides a platform for communities of various backgrounds and expertise outside the station to share experiences through online meetings. That's how social networking is good for the community in an educational setting. He & Harris (2020) say that social networks appear to have more benefits, especially in pandemic times where more public gatherings and face-to-face interactions have been restricted by the authorities to control and manage pandemic restrictions (Gostin & Wiley, 2020; Aslan et al., 2020). The community will have opportunities so that more academic organizations and other educational professionals can meet and connect during online sessions. Brady et al. (2010) note that the use of alternative social networking sites in higher education settings is the reason why online social forums help increase the quality of human resources in education and other disciplines as well as a means of limited educational interaction such as face-to-face forums, which are very practical and relevant to be applied in the current COVID-19 situation.

Social networks' effectiveness as a means of communication and their superiority in the interaction was assisted as the technological means. The social networking facility is a social networking platform for online meetings or meetings because it is made for anyone who wants to join in and share without hesitation, like students and teachers, who sometimes it is impossible to get the same information and updates instantly. Not only that, changes in the latest news in exchanging ideas are carried out by individuals and professionals when they meet in person on social networks (Baruah, 2012; Siddiqui & Singh, 2016; Pindayi, 2017; Amalia & Suprayogi, 2019). According to Ranieri et al. (2012), how teachers engage in social networks will be constructive because professional networks will have implications for their future learning and building professional nets. According to a professional site, and is still a social network with a professional network of several social networks.

Another network function is where a professional community can meet and develop things like learning English, this side job, and excellent online opportunities. Meanwhile, Pimmer et al. (2012) recognized Facebook as a learning and teaching site by studying the appropriateness of small social networking spaces in many developing countries that use less online learning. Many professionals are now starting to make friends by creating websites and building professional careers and networks. Several social networks experienced people can use for life, such as the best real-time publishers and many more to take advantage of besides their drawbacks. Another website for social networks that we call connected data aids. An excellent social network with people worldwide can exchange information between communities where they can learn about good use of data and suggest ideas and discuss what professionals will discuss in front of people. However, this is very good for building on each other's progress—discipline and expertise (Chang et al., 2012; Tuten, 2008).

Good social media networks in education and leadership practices improve educational performance, much needed by the community. This friendship website allows more people to join saints and social situations, called meetings, is also an excellent network for professionals with many professionals (Fraser & Dutta, 2010). This is an opportunity to build and enhance a network of other professionals. Also, it is an excellent opportunity for people around the world to share a standard view of education and other advances where they are and with anyone. Likewise, other people can also find partners with this website for social. It is the perfect leadership coaching site where they can have a great website that is very good to maintain and develop a career in leadership qualities in a relaxed and social manner (Mergel & Greeves, 2012). Another application anyone can join is TweenTribune (Mathew & Guru, 2017; Di Pietro et al., 2012), which students can learn via social media to keep up with the latest developments and information worldwide. Other social media, such as learning buddy seekers, can join, such as the Blackboard application. Krouska et al. (2019) said through a social network-based education system using a new ISO-based network. This friendship learning application is a course management system or a place to work as a teacher in learning so that this social media is prepared for educational purposes. For example, other networks can also be done, such as EDU2.0, which is made for teachers looking for opportunities to develop themselves and integrate with the system. Management systems such as media Blackboard and starting EDU22.0 offer more convenient features to build their respective abilities. Individuals to become better professionals (Chunyan et al., 2014).

Regarding the social networking forum community from various expert backgrounds and facts and expertise outside the station and sharing experiences and touches online, social networking is suitable for educational leaders (Li et al., 2012). Many say that social networks appear to have more benefits, especially during a pandemic where the authorities restrict more public services to control and manage pandemic restrictions. So that through this social network, there will be opportunities so that more educational professional academic communities can meet and connect during online sessions (Mackey & Evans, 2011). Online social forums are perfect for improving human resources in education and other disciplines and being a valuable tool between business people and the limited action and face-to-face interaction. This kind of forum is efficient and relevant to be applied. Akram & Kumar (2017) said that social networking platforms benefit from online meetings because this profile is for anyone to join. On the side, every one is professional to students can get instant information and updates and the latest changes in the exchange field. Ideas carried out by each individual and professional face to face could never happen in real life.

According to Jordan & Weller (2018), there are similarities and relationships between academic performance and social networking applications. The benefits, solutions, and tension in both personal and professional interactions during online social networking sessions. They added that this professional social networking site lived a social networking site with several professional social networks. Other networking jobs where the world of the professional community can meet and start there for everything they want, such as a name in learning, this side job, posting jobs, and online opportunities are plentiful (DuFour & DuFour, 2013). Some may build friendships like centres, work on websites outside of life and careers, and network. There are many social networks for professionals who can live it like the best use of real-time for the public, for example, many other things related to self-development.

The functions and advantages of social media in the world of education are well known. As a consequence of social networks and education, a new image has emerged. For example, through friendship on social networking, many people can interact socially and genuinely. For example, students, instructors, and parents benefit from using social networking in education. It allows them to access more relevant material and connect with study groups and other education systems that make learning more accessible. Social networking technology can help students and institutions

improve their learning techniques in several ways. Thus, the parties will be able to improve leadership skills in the fields they play. A lecturer will have the opportunity to understand his students and vice versa; students will have the opportunity to learn their leadership potential (Daly et al., 2019).

Because the benefits of social networking for educators and students have been stated above, there is no reason for students and lecturers not to use social networks. Through this network, efforts to maintain contact with each other's friends can be maintained, which in the end, they communicate with each other and even collaborate on the interests they like. To make it easier for them to communicate, they keep each other up to date with the latest headlines in real-time (Poell & Van Dijck, 2015). So to engage on a more intimate level, networking media will be beneficial. Make friends with their "likes" and interests. For the sole purpose of free publicity. To express themselves artistically so that the leadership potential of their respective fields can be continuously improved. On this basis, this study is conducted to gain a deeper understanding (Singh et al., 2016).

METHODS

This study aimed to analyze how social networking trends in improving educational leadership competencies in higher education. We believe that communication and interaction on social networks will increase the opportunities for leadership competence for academics in higher education through systematic data analysis. Through a review of more than 60 publications, we have understood the quality of human resources and scientific production in the academic environment, closely related to the social networks, which is increasingly becoming a current phenomenon. We have collected data through electronic searches in several international publications in various scientific communication contexts to examine this. We get data by typing keywords in databases such as Google Books, Sagepub, Taylor & France, and the publication Academy. The keywords we mean are, for example, "educational leadership," "social networking," "improving competency." Then the analysis process includes understanding the research questions, coding, critical analysis, and in-depth interpretation to obtain valid and reliable research findings that answer this research question. Our electronic search and secondary data sources from 2010 to 2021 were carried out. We follow all research processes and report design. We followed the direction of descriptive qualitative experts (Gholami-Kordkheili et al., 2013).

FINDINGS AND DISCUSSION

Social Networking in Leadership Change

As emphasized at the beginning of this paper, this study aims to determine social networking trends according to media experts and learning innovation. Boholano, (2017) to increase educational leadership competence in higher education. So through an in-depth analysis of journal data for scientific publications, we will understand the evidence of the study results and how to apply them to future developments.

The first evidence is Leonardi (2014), where his research states that social media is a means of sharing information and innovation, especially human resources in universities. Now under half of the staff use web-based media for guidance. The younger workforce reported 55.7% more use of social media than more experienced staff. Staff in the arts and humanities demonstrated higher utilization of web-based media than all orders. The safety and honesty of online surrogate entries emerged due to personnel limitations in using web-based media. There is a strong relationship between personnel use for proficient and instructive purposes, which are more frequently used for personal reasons than instructional purposes. Most use social media more often for individual purposes because authentic learning is personalized rather than classroom learning with conventional formality and nuances. Al Hashimi et al. (2019) also see this social media approach as

a pedagogy-based tool that effectively enriches creativity in art, design, and students' digital media globally, part of the new technology acceleration of modern-day learning.

Foreign language skills are also potentially critical in enhancing the quality and instructional leadership of higher education leaders. Xodabande (2017) study at the adequacy of online media network cables in demonstrating English articulation to EFL departments' academic quality in Iran. This study analyzes a telegraphic web-based media network's adequacy in demonstrating English fluency to EFL students and teachers among native English-speaking academics. Analysts found no irregularities when academic comas interacted on social media networks. A critical increase in the expression of members in the trial group from the final test to the deferred test was conducted a month later. According to scientists, the side effect of social media networks' study found that leveraging web-based media networks to direct foreign language highlights can be powerful and promising. Exams are distributed in scientific diaries on the pronunciation of English as a foreign language. This research proves how social networking proves that quality leadership among academics can be helped. (Ahmmed & Salim, 2019) in their study of website-based social media's impact on youth leadership. Findings understand web-based media capabilities in higher education through study, development, and instrument approval. This study combines 28 items and four measures—specific ease of use, content translation, content age, and expected reflection collected from a sample of 622 students. The instrument can assess and improve web-based media's fitness level in further education, say the creators. The investigation found that the devices did not indicate flaws in the legitimacy or unshakable quality. In other words, this evidence clearly shows the superiority of social networks in increasing the competence of their users. (Dewey et al., 2012).

Holder-Ellis (2015) attests to web-based media innovation tools in educational guidance and leadership in high and secondary schools. Educators at Western Caribbean universities occasionally use web-based media tools for teaching, learning, exams, and seminars. This contextual investigation tends to involve actual employees of online media innovation tools in continuing education guides. The proposal for this business study can help implement and coordinate the web-based media tools in the direction. This effort adds to social change through employees' more down-to-earth understanding of the supportive elements and barriers that prevent their heavy use of principles, say the creators. The findings from this investigation will spread results to partners to initiate cooperative interactions centred on using social media tools in training and learning. (Emeagwali, 2011).

Lim et al. (2016) examined the means, commitment, and survival of professional scientists through a deliberate survey of assessment systems used in the advancement of well-being through the purpose of long-distance informal communication and networking. The purpose of everyday communication (SNS) is becoming an increasingly prominent place for welfare advancement. Welfare improvement mediation is often not formally assessed. This exam is expected to illustrate the assessment exercises used in the SNS of welfare progress. Barriers to grading include low interest rates, high fixed losses, unclear representation, and no exam meetings. Almost no examination has the option of evaluating the use of mediation. The setting and while surveying the feasibility of intercession with thorough research, the investigation found success in increasing intellectual professionalism and leadership in higher education (Roeser et al., 2012).

Improving Leadership Skills

Siddiqui & Singh (2016) searched to understand how social media increasing leadership resources' social benefits bring more benefits. They believe that social media can give different colors to cognitive and affective. Their findings are part of technology and international collaboration for professionals in evidentiary studies with social media networking applications. Social media platforms for professionals are not only for discussing social issues but also for exchanging opinions and scientific findings related to their careers and professions. Previously,

many people thought that the social media aspect was for people to have fun. However, now, many people already know what social media is for business and career advancement. This computer-based networking allows professionals to share or exchange data, insights, images, video content, and even more direct interaction with each other through various digital-based platforms. They conclude that social media has become a beautiful network for professional development in all social aspects with more positive but less negative impacts. With discussion of specific fields such as business activities, education, change-loving societies, and millennial youth. Their paper has explained how this proven media network influences professional users on a massive and spontaneous basis.

Another way of improving leadership in higher education is Moorley & Chinn (2016) by making nursing administration in online media. Web-based media may be an instrument to maintain authority today. Officers with appropriate positions of power within the association, for example, the National Health Service, are starting to use online media. Web-based media and formal nursing initiatives need not conflict with each other, but they can both work in a friendly manner because legal and online authorities are adaptable. Using information and web-based media listening tools for nursing pioneers can seek understanding and knowledge into a wide variety of problems. Web-based media also places parenting pioneers in honest and open situations as a good example (Ahlquist, 2014).

This is evident from Erçetin & Bisaso, (2016) study, which involved women's initiatives in complex web-based media and informal long-distance communication frameworks. Authority is possibly the central angle in human change events and perhaps the most vital foundation of amiability. The hardships experienced and how pioneering women can create due to the confusing online media and interpersonal organizations' world are critical issues for teachers, pioneers, and analysts alike. This paper positions itself as a deliberate attempt and activity to investigate the tests presented by web-based media to initiatives, especially women's authorities, from a very plausible angle (Ahlquist, 2014).

Cullen-Lester et al. (2017) examined how to join interpersonal organizations into events turnover initiatives and applied models and exploration and practice assessments. Multilevel and social perspectives on administration are increasingly becoming the focal point of the advancement of authority. The study said three ways to deal with the progress of the network upgrade administration could raise the limits of the initiative. The test outperformed research enhancement initiatives as far as consolidating networks, they said. They intend to enhance future exploration by explaining each organisation's goals, objectives, and basic system, improving the improvement administration approach in our model that makes sense (Daly et al., 2019).

The latest findings from Sutanto et al. (2011) were the new authority in virtual cooperation arrangements with an interpersonal, organizational investigative approach. Social programming frameworks, such as virtual universes and chat rooms, present immense freedom to organizations today. This exam attempts to encourage our efficient understanding of social programming frameworks for information sharing practices. The best developing pioneers expect intervention rather than coordinating or observing passages during virtual co-efforts, which is predictable across the two social programming frameworks explored. Investigations assume that informal community development is an excellent indicator of someone being seen as a frontrunner by other virtual peers (Kratochwill et al., 2013).

This section will discuss the results of a study of efforts to understand networking media's effectiveness in the potential for educational leadership in higher education. Of the 50 published papers that we studied confirming the effectiveness of social media networks, it has been proven to increase the professionalism of leaders in the higher education environment. Because of the impact of networking on the formation of powerful and effective leadership potential. When leaders join the social media environment, they can make it a networking medium to communicate management, innovation, and entrepreneurial skills, especially in higher education. This web-

based social platform has had a significant impact on academics, the business world, and other non-profits. Findings of this kind are proven by many other studies (Poore, 2015). In working papers on social media use in the teaching and education process. Another finding that demonstrates not only in the education circle will be right on the environment. Bhanot (2012) companies reach their customers and suppliers.

Each study certainly brings results and implications in the world of its respective fields. Likewise, our research has sought new insights into social media's effectiveness in increasing leadership resources among university academics. In terms of efforts to increase leadership capacity in higher education and line with trends in the world of websites in all sectors, there is no mistaking it for decision-makers to switch to alternative solutions that involve networking in increasing academic resources. What's more, the world of social media is now, in fact, no longer a tool for the world outside of professionals. All professions are increasingly turning to the world of social media because of the benefits and effectiveness of social networking. For example, Moorhead et al. (2013) say a new dimension of the world of health. Through the review, they proved the usefulness, benefits, and limitations of social networking networks.

So if the context of other professions is sure of the data from the study results, then it is not wrong for academics to understand the effectiveness of networking in increasing the human resource skills of the academic environment. As researchers, we are dedicated to getting verified information. However, we also understand that we are not involved in original scientific research, we also examine what the experts outside of educational studies say so that we can refer to the evidence of evidence in the academic and social media community to help people evaluate and retrieve the data we get through the study. Bond et al. (2020) review mapping studies in academic engagement and instruction technology on sustainability education so that more people can enjoy the findings from the latest educational technology studies among universities. Judging from the trend of increasingly down-to-earth social networks, it seems unlikely that the academic world will stick to the conventional way, namely increasing leadership resources through formal educational channels. The author believes that social networks will increasingly become a world university that will explode in popularity in the coming years. As online and smartphone technology-based social media users proliferates in emerging markets, it will drive growth. (Marjanovic et al., 2013). People will be in all sectors through mobile devices and social media, not except in increasing the capacity of academic resources connected to social networks. Digital advertising and expanded internet connectivity across multiple devices have influenced the media patterns of social networks, like mobile videos that are on the rise. Mader et al. (2013) back up this claim by monitoring the network's progress between higher education institutions and global actors.

CONCLUSION

Finally, the study of social network trends in improving educational leadership competence in higher education settings through review and analysis of published data has produced results similar to what we have planned. Namely, of the 60 papers that we have systematically reviewed, it has confirmed a deep understanding of the involvement of professional scientists in social media networks to increase the capacity of knowledge in the academic line. The reason for this connection is evidenced by the number of studies that say that more and more professionals are joining the world of social media. On the grounds of this website-based media's effectiveness and practicality, which allows the use of various layers of knowledge to be together and share their expertise and interest. It also contributed that E-learning and social networking are closely related. It is an arena of talent and infinite resources for higher education.

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Strengthening the Twenty-first Century Skills of University Students in Facing ASEAN Economic Community

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Abstract

This study aims to determine the strengthening of the 21st Century Skills of UPBJJ Pekanbaru and Pangkal Pinang students in dealing with the ASEAN economic community (MEA). The 21st Century Skills strengthening study was motivated by the low competition in economic politics in Indonesia. The study involved 379 students selected based on study programs at the Pekanbaru Open University and Pangkal Pinang. Data in the form of opinions and statements were collected using a questionnaire in the form of a questionnaire and essay. Data obtained were analyzed qualitatively and quantitatively. The results showed that UPBJJ Pekanbaru and Pangkal Pinang students were qualitatively ready to perform 21st-century skills, including digital era literacy, inventive thinking, memorable communication, high productivity, and spiritual norms and values. Based on quantitative data, there is no significant difference in strengthening the 21st Century Skills of UPBJJ Pekanbaru and Pangkal Pinang students.

Abstrak

Penelitian ini bertujuan untuk mengetahui Penguatan Keterampilan Abad 21 Mahasiswa UPBJJ Pekanbaru dan Pangkal Pinang dalam menghadapi Masyarakat Ekonomi Asean (MEA). Kajian penguatan Keterampilan Abad 21 dilatarbelakangi oleh rendahnya persaingan dalam politik ekonomi di Indonesia. Penelitian ini melibatkan 379 mahasiswa yang dipilih berdasarkan program studi di Universitas Terbuka Pekanbaru dan Pangkal Pinang. Data berupa pendapat dan pernyataan dikumpulkan dengan menggunakan angket berupa angket dan karangan. Data yang diperoleh dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa secara kualitatif mahasiswa UPBJJ Pekanbaru dan Pangkal Pinang sudah siap menampilkan keterampilan abad 21 meliputi literasi era digital, pemikiran insentif, komunikasi yang mudah diingat, produktivitas tinggi, serta nilai dan norma spiritual. Berdasarkan data kuantitatif tidak terdapat perbedaan yang signifikan dalam penguatan Keterampilan Abad 21 Mahasiswa UPBJJ Pekanbaru dan Pangkal Pinang.

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INTRODUCTION

Indonesian students have joined the twenty-first century, which requires fundamental talents or skills such as digital literacy, critical thinking, effective communication, high productivity, and adherence to values and spiritual norms. These competencies or talents now address the issues of the fourth industrial revolution, which necessitates innovative education that prepares students to participate in the ASEAN Economic Community (AEC). The ASEAN Economic Community (AEC) is a Southeast Asian free-market organization designed to boost the ASEAN countries' economies. The ASEAN Economic Community's mission is to enhance economic stability in the ASEAN region, which has a direct impact on the development of a free market in investment, commodities and services, as well as human resources (HR) 2015 (Andriani); 2016 (Utami); 2018 (Sofi'i). Observed that Indonesia's membership in this community resulted in the emergence of workforce-level competencies and the capabilities and problems that must be overcome (Prayitno, 2016); (Ummah et al., 2019).

The ability that the students must possess is essential knowledge. The knowledge is obtained with various skills of the five pillars of education described by (Nurman et al., 2018). The five pillars of education include learning to believe in God, know, do, learn to be, and live together. The 21st century requires critical thinking, creative, collaborative, metacognitive, communication skills, information technology literacy, being lifelong learners based on good emotional, social and spiritual intelligence and as citizens of the world (Santyasa, 2018); (Wulan et al., 2018). The development and the implementation of the students' activities in the institution of higher education, as expressed by (Dinata et al., 2016), are intended to be a strategy to increase the competence of its graduates, which cover: Reasoning and Science, Talent and Interest, Welfare, and Social Activities.

Student activity aims to prepare the quality human resources in facing the AEC. Therefore, it requires the relationship between academic culture and organizational management systems. There are five dimensions as a way of building the relationship between those two: dimensions of authority, dimensions of schools, dimensions of quality, dimensions of recognition and dimensions of generosity (Ninlawan, 2015). The 21st-century skills are about attitudes, skills and knowledge, and technology and critical thinking that counterbalance (Martini, 2018).

One of the 21st-century skills is to support student motivation and interest in entrepreneurship. The skills needed for the advancement of the nation and state are the 21st Century Skills integrated and designed within the learning activities to deal with current or future challenges (Lukitasari et al., 2017). The 21st-century skills must be mastered by the students in the globalization era (Wulan et al., 2018), the teachers are the spearhead in preparing quality human resources (Maryani & Damayanti, 2016). In addition, the 21st-century educators are expected to be capable of designing innovative learning to create a comfortable and peaceful learning atmosphere and make it easier for students to realize their ideas as a renewal in the world of education in which they can compete in the international world (Hasibuan & Prastowo, 2019).

The problem currently faced is the low skill of the community, especially students, college students, teacher candidates and higher education institutions, in supporting the electability of human resources. The quality of Indonesian human resources is low due to a lack of quality education (Rizal, 2016). Learning at the college level has not been specifically designed to train 21st-century student skills (Lukitasari et al., 2017). Furthermore, institutions' ability to implement knowledge sharing, productivity, mastery of English and expertise is still low (Lufiana et al., 2018). In addition, the research results conducted by (Nurman et al., 2018) showed that the students' metacognitive skills were in the very risk category, and the students' scientific attitude was in a low category.

The inability to improve the quality of human resources creates impacts such as low ability to think, organization, and literacy, which even increases the unemployment rate. The impact caused

low students' critical thinking skills, low ability to solve student problems, students' ability to communicate ideas that are not yet optimal, and students have not been able to access scientific information accurately (Lukitasari et al., 2017). Entrepreneurial student interest is still low, and entrepreneurship campaigns are also not adequate (Putra et al., 2018).

According to Parker and Lazaro's assertion, 21st-century talents are more vital than basic and technical skills (Vebrianto et al., 2020). Malik (2018) reports that in science, problem-solving, innovation, and communication classrooms, 21st Century Skills are prioritized. Nonetheless, some educators expressed concern about the evaluation process in The 21st Century Skills. This is because digital integration into the learning process must consider the student's interest in the process (Lin et al., 2017). In 2020, Indonesia and Malaysia will confront economic issues due to the Asia Pacific Free Trade Area's (FTA-AP) economics (Rahmah, 2015). In Malaysia, the strengthening of The 21st Century Skills for digital literacy, imaginative thinking, effective communication, high productivity, and the norm and spirituality of teacher candidates is more than in Indonesia. In both countries, norms and spiritual values are classified similarly (strongly agree). The findings of this study indicate that there are only minor differences in the possibilities for Indonesian teachers compared to Malaysian teachers, particularly when it comes to abilities such as digital literacy, imaginative thinking, effective communication, and high productivity (Vebrianto et al., 2020).

Considering the influence and inability of higher education to increase human resources, a study was done at UPBJJ Pekanbaru and Pangkal Pinang to determine the uniqueness of students' 21st-century knowledge in outer and primary sectors. The issues examined relate to the 21st-century skills in which NCREL and Metiri Group are engaged, including digital era literacy, imaginative thinking, effective communication, high productivity, and spiritual standards and values (Arnentis, 2018).

METHODS

This study employed a quantitative design using a survey research method on strengthening 21st Century Skills of UPBJJ Pekanbaru and Pangkal Pinang students. The instrument used for this study was The questionnaire of 21st-century skills. The questionnaire on 21st-century skills was developed based on the skills listed on the enGauge 21st-century skills by The Metiri Group (NCREL) (Tuan Soh et al., 2010).

The questionnaire for 21st-century skills is 30 items to represent the five constructs (Digital Age Literacy, Inventive Thinking, Effective Communication, High Productivity and moral Values and Spirituality). Since the instrument was adopted from previous studies, we can consider this instrument valid. In addition, a pilot study was conducted to obtain the reliability index of the instrument was 0.84. it is considered acceptable to good (Mallery & George, 2016) since the closer the alpha is to 1, the greater the internal consistency of the items. This study was conducted on 373 students. Data collection techniques used questionnaires on a Likert and essay scale. The data obtained were analyzed descriptively and tested quantitatively testing by SPSS version 20.

FINDINGS AND DISCUSSION

This research was conducted from July to August 2019 participated by 272 students of UPBJJ Pekanbaru and 101 students of UPBJJ Pangkal Pinang. The data obtained is the result of a questionnaire given to the students with several assessment components. Based on the assessment components of strengthening students' 21st century skills, including digital literacy, inventive thinking, effective communication, high productivity, norms and spiritual values, it shows that the students of UPBJJ Pekanbaru and Pangkal Pinang are ready to face the Asean Economic Community. The results of the data will be described and discussed as follows.

Digital Literacy Skill

The questions are given to determine the students' digital literacy skills include (B1) MEA Concepts, (B2) Articles, (B3) Information, (B4) Essay Writing, (B5) Ideas, (B6) Knowledge, (B7)

Productivity, (B8) Product Principle, (B9) technology literacy, (B10) Issues and (B11) Concern which can be seen in the following Table 1.

Table 1. Digital Literacy of UPBJJ Pekanbaru dan Pangkal Pinang Students

Question	UPBJJ Pekanbaru			UPBJJ Pangkal Pinang		
	Average	Question Average	Question Category	Average	Question Average	Question Category
B1	3.7			3.8		
B2	3.7			3.7		
B3	3.7			3.8		
B4	3.4			3.6		
B5	3.6			3.7		
B6	3.8	3.7	Agree	4.0	3.8	Agree
B7	3.7			3.7		
B8	3.5			3.7		
B9	3.7			3.8		
B10	3.5			3.6		
B11	4.2			4.0		

Table 1 shows that the highest questions assessment is found in B11, 4.2 and 4.0, concerning the awareness of the AEC issues. It is then followed by B6 = 4.0 and 3.8, B1, B3 and B9 = 3.8 and 3.7, B2, B7 = 3.7, B5 = 3.6 and 3.7, B8 = 3.5 and 3.7, B10 = 3.5 and 3.6 and B4 = 3.4 and 3.6. The lowest number is on B4, which is the essay writing about AEC. In addition, the total average of UPBJJ Pangkal Pinang is 3.8, which is higher than Pekanbaru with 'agree' for each question category.

The low score or value of UPBJJ Pekanbaru and Pangkal Pinang students on B4 for writing essays about the AEC issues becomes the thing that should be worried about. It is a line of research conducted by (Kahar, 2018), the level of digital literacy of students is very low on the component of looking for local potential information and sharing information. This is likely based on the inability to use technology and the internet (Sukor et al., 2010) that the economy influences social status, i.e. those in the high economy get higher scores of internet use than those in the low economy.

The economic factors are not entirely a problem since the research results by (van Laar et al., 2017) show that the 21st-century skills are not necessarily supported by the use of information and communication technology. The low interest in writing essays is influenced by internet usage that is not too intense. The students who access the internet 5 hours a day almost use the internet for social media and instant messaging (Adiarsi et al., 2015). This is the basis of the low interest of the students in writing essays on the Asean Economic Community (AEC).

One of the efforts needed to deal with this problem is to use the SCL method in each course taken by the students. The teaching and learning process can combine the SCL method with a concept map in which the students can understand reading materials and write scientific papers to be competent in the AEC era (Thahroni & Hartati, 2018).

Inventive Thinking Skill

The assessment of students' creative thinking skills includes (C1) Revolutionary, (C2) Problem Solving, (C3) Design, (C4) Interests, (C5) Assignments Acceptance, (C6) Flexible thinking shown in Table 2. It shows that the highest value is on C3 and C2, 4.2, 4.1, and 4. Those are then followed by C3 = 4 and 3.9, C1 and C6 = 3.9 and 3.8 and C5 = 3.6 and 3.7 with 'agree' for each question category. The lowest assessment value lies on question 5, which is the assignment acceptance even though they do not have the confidence to face it. The fact is that the students are also required to think inventively, like creative thinking, to find the innovation or new creativity. It pointed out that creativity can generate new thoughts useful for any field (Atmadja & Saputra, 2018).

Table 2. Inventive Thinking Skill of UPBJJ Pekanbaru and Pangkal Pinang Students

Question	UPBJJ Pekanbaru			UPBJJ Pangkal Pinang		
	Average	Question Average	Question Category	Average	Question Average	Question Category
C1	3.8			3.9		
C2	4.0			4.1		
C3	3.9	3.8	Agree	4.0	4.0	Agree
C4	4.0			4.2		
C5	3.6			3.7		
C6	3.8			3.9		

Inventive thinking is very much needed in 21st-century skills, as explained by (Ali, 2014). Inventive thinking is one of the 21st-century skills that is important for gaining insight for educated citizens. Creativity with some flexibility components is obtained by the Construction Principle, The Reality Principle, and The Self-Assessment Principle. Creativity as the result of inventive thinking is intended to face the AEC, so it needs the competence explained by (Haryati, 2016) that personality / intrapersonal skills and social competence / interpersonal skills or commonly called soft skills are needed because the character is more important than technical knowledge and skills.

The institution of higher education has to train the students and the prospective educators to face the AEC with inventive thinking. MoEYS in (Vong & Kaewurai, 2017) explained that educational institutions must train competent human resources to have high capacities, knowledge skills, morality, creative and inventive ideas, and critical thinking. Besides, the use of technology by teachers in the Technological Pedagogical Content Knowledge (TPACK) component is still essential in this era (Kurniawan et al., 2018).

Effective Communication Skill

The assessment of students' practical communication skills includes (D1) Organization, (D2) Communicative, (D3) Community Problems, (D4) Responsibility, (D5) Sosuli as shown in Table 3 below.

Table 3. The Effective Communication of UPBJJ Pekanbaru dan Pangkal Pinang Students

Question	UPBJJ Pekanbaru			UPBJJ Pangkal Pinang		
	Average	Question Average	Question Category	Average	Question Average	Question Category
D1	4.1			4.2		
D2	3.9			4.1		
D3	3.6	4.0	Agree	3.9	4.1	Strongly Agree
D4	4.0			4.2		
D5	4.1			4.2		

Table 3 shows that the highest assessment value of questions is in D1 and D5 with 4.1 and 4.2, followed by D4 = 4.2 and 4, D2 = 4.1 and 3.9, and the lowest assessment value is found in D3 with 3.9 and 3.6. There is a difference in the category of UPJJ Pekanbaru (agree) and Pangkal Pinang (strongly agree). The lowest value is found in D3, which is resolving conflicts that arise between group members. This issue is the basis for the need for ways to overcome problems in practical communication skills.

The conflicts which are difficult to overcome indeed become complex problems that require different efforts for each cause. Many problems faced in the 21st century related to work, technology, and solutions have not yet been found (Fayomi et al., 2019). The use of social media can influence the damage to effective communication between groups or communities. Emoticons can be used to reinforce message content, provide support, insinuate someone, express feelings of sadness, express feelings of shame, give encouragement, apologize, express feelings of

disappointment, and express feelings of gratitude. Therefore, WhatsApp emoticons may not be used carelessly (Alfian Cholis Purnomo, 2018).

Realizing effective communication requires the encouragement of group institutions and social organizations in the form put forward by (Astuti, 2018) which sets out the forms of social interaction according to the number of perpetrators. b) Interaction between an individual with the individual. c) Interactions between individual and group, d) Interaction between group and group. The purpose of communication between groups is to motivate entrepreneurship skills. Mia et al. (2018) pointed out that emotional intelligence contributes effectively to entrepreneurial motivation.

High Productivity Skill

High Productivity Skills observed include (E1) Designing Schedule, (E2) Reflection, (E3) Technology Literacy, (E4) Product Assessment. The results can be seen in Table 4.

Table 4. High Productivity Skill of UPBJJ Pekanbaru dan Pangkal Pinang Students

Question	UPBJJ Pekanbaru			UPBJJ Pangkal Pinang		
	Average	Question Average	Question Category	Average	Question Average	Question Category
E1	3.9			3.9		
E2	3.9			3.9		
E3	3.9	3.9	Agree	4.1	4.0	Agree
E4	3.8			4.0		

Table 4 shows that the assessment value of E3 is higher at 4.1 and 3.9 in technology literacy. It is followed by E4 = 3.8 and 4.0, and E1 and E2, which get 3.9 with the 'agree' category.

E1 and E2 have the same average number, but they are lower than E4 and E3. E1 and E2 show a low value in setting the time to prepare and reflect on each task. The use of technology is still low, which makes the problem solving using information sources is not yet optimal. It then becomes the basis that the teachers or prospective teachers are still self-taught towards the use of technology to answer all the problems they face as revealed by (Faizatul Amalia, Adam Hendra Brata, Rizki Tri Sulisty, 2018) that most teachers know the information, not from those around them, but curiosity in finding technology that can be used in his work.

Technologies such as social media and others are already utilized in everyday life. However, the students are still unable to reflect on all the problems given, even though smartphones make it easier for them to ask friends and even lecturers. Prijama et al. (2018) and Ekie et al. (2019) revealed that the use of smartphones and internet access or online information affects academic achievement, which increases academic values and quality.

Norms and Spiritual Values Skill

The norms and spiritual values skill become additional assessment to see the students' spiritual attitudes, including (F1) Science and Technology with God, (F2) Islamic Values, (F3) Human Interaction, (F4) Skills Enhancement. The data obtained are shown in Table 5 below.

Table 5. Norms and Spiritual Values of UPBJJ Pekanbaru dan Pangkal Pinang Students

Question	UPBJJ Pekanbaru			UPBJJ Pangkal Pinang		
	Average	Question Average	Question Category	Average	Question Average	Question Category
F1	4.1			4.3		
F2	4.0			4.1		
F3	4.1	4.1	Strongly Agree	4.2	4.2	Strongly Agree
F4	4.2			4.3		

Table 5 shows that the highest value is found in F4 with 4.3 and 4.2 to improve skills. It is then followed by F1 = 4.3 and 4.1, F3 = 4.2 and 4.1, and the lowest assessment value of all questions found in F2 = 4.1 and 4 with ‘strongly agree’ for all categories.

The lowest value on F2 shows that the science lecturers are still lacking in connecting science and Islamic values. A curriculum innovation or scientific integrity with religion is needed. The efforts to improve the quality of Islamic education formats and curriculum are needed to improve the quality of graduates in the ASEAN region (Samsul Nizar, 2016); (Marlina & Iswati, 2018). In addition, the local Islamic wisdom has also been applied, as revealed by (Hunaepi, E Susantini, L Firdaus, T Samsuri, 2018), that inquiry learning tools integrated with local wisdom can be used in learning activities.

The assessment of 21st-century skills issues becomes a reflection for academic institutions to improve the quality of human resources. At the end of the assessment, the students are given the response essay to 21st Century skills consisting of (G1) Knowledge of AEC, (G2) Preparation, (G3) Relationship Skills, (G4) Expected Opportunities and (G5) Role and Benefits of UT UPBJJ. The results are shown in Table 6 below.

Table 6. The Response Average of UPBJJ Pekanbaru dan Pangkal Pinang Students

Average Correspondence Essay	
G1	Free trade between ASEAN countries
G2	Increasing Knowledge and Skills in the Use of Technology
G3	Science and Technology
G4	Exports of Goods and Services
G5	Increasing Knowledge

The data that has been described is then analyzed using SPSS 20 to find out the differences and significance between strengthening the 21st-century skills of UPBJJ UT Pekanbaru and statistics is widely applied in the SPSS (Statistical Package for the Social Sciences) program used in quantitative data processing (Zein et al., 2019). The results of the data obtained can be seen in Table 7 and Table 8 below.

Table 7. Variation of the 21st Century Skills in UPBJJ Pekanbaru and Pangkal Pinang

Levene's Test of Equality of Error Variances ^a				
	F	df1	df2	Sig.
Digital Literacy	0.771	1	6	0.414
Inventive Thinking	1.500	1	6	0.267
Effective Communication	0.794	1	6	0.407
High Productivity	2.455	1	6	0.168
Norms and Values	0.500	1	6	0.506

Based on Table 7, the variance of strengthening the 21st-century skills is significant > 0.05, which indicates the same variance. It shows homogeneity between UPBJJ Pekanbaru and Pangkal Pinang with the same data. A trial to find out the differences in strengthening the 21st-century skills can be seen in Table 8 below.

Table 8. The 21st Century Skills Differences of UPBJJ Pekanbaru and Pangkal Pinang

Tests of Between-Subjects Effects				
Source	Dependent Variable	df	F	Sig.
Corrected Model and Area	Digital Literacy	1	1.263	0.304
	Inventive Thinking	1	3.857	0.097
	Effective Communication	1	1.485	0.269
	High Productivity	1	3.429	0.114
	Norms and Values	1	3.947	0.094

Table 8 shows a significant value > 0.05 , which proves no significant difference between UPBJJ Pekanbaru and Pangkal Pinang. The preparation of Indonesian human resources needs to be done consistently and sustainably through increasing primary and secondary school Gross Enrollment Ratio (GER), university GER; work training; improvement of English language skills; and the holding of professional certification as an effort to recognize the competence of Indonesian human resources (Prayitno, 2016).

The strategy of developing the quality of the education system must at least; 1) oriented to the development of international scale academic or ASEAN regional scale so that the academic and social needs for national and regional scale have been automatically able to be fulfilled; 2) implement an education management system based on quality improvement; 3) as an effort to internationalize education, the network of cooperation in developing educational institutions must be more comprehensive (international academic networking) in order to support the development of superior, innovative and productive domestic human resources, therefore, in the future, the educational institutions can reduce unemployment while creating graduates (row input) who are competent in various fields (Ginanjar, 2016).

CONCLUSION

Based on the results of the research, it can be concluded that: 1) strengthening the 21st-century skills of UPBJJ Pekanbaru and Pangkal Pinang students are already in line with the expectation to create quality human resources; 2) based on the results of the Manova trial, it was found that there was no significant difference between strengthening the 21st-century skills of UPBJJ Pekanbaru and Pangkal Pinang students. In fact, the differences between the strengthening of the 21st Century Skills was still low. This, considering that the results of relations between the two regions had almost the same statistical relationship.

For this reason, special attention is needed for educational institutions in preparing 21st-century skills for students to be ready to compete in any form and anywhere. This illustrates that knowledge and science are essential factors in facing the challenges in this era. This is an opportunity for further researchers to develop clearly how to implement 21st-century skills in the form of training and development for students in their institutions.

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Moral Analysis in the Videos of *English Fairy Tales* Channel and Its Relevance to Narrative Text Learning in Senior High School

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Abstract

This study analyzes the moral values of legends and fairy tales on the *English Fairy Tales* YouTube channel and examines its relevance to narrative text learning in schools. The approach used is qualitative research, with descriptive type. The sample videos taken from the *English Fairy Tales* channel are five videos. According to theory, analysis of moral values is carried out by looking at video samples and describing them. In contrast, relevance analysis will be carried out by reviewing the applicable learning syllabus. The research found that the videos analyzed contain values always to be grateful to God, care for others, be diligent, be brave, help each other, keep promises, and never give up. In addition, the moral values found in legends and fairy tales on the *English Fairy Tales* YouTube channel have relevance to the teaching of narrative texts in class X of Senior High School because the moral values contained in legends and fairy tales on the *English Fairy Tales* YouTube channel can support the use of *English Fairy Tales* channel videos as learning media that is in line with the learning competence.

Abstrak

Penelitian ini bertujuan untuk menganalisis nilai moral pada legenda dan dongeng di kanal Youtube *English Fairy Tales*, serta menganalisis relevansi dari nilai moral yang ditemukan dengan pembelajaran narrative teks di Sekolah Menengah Atas. Pendekatan yang digunakan adalah penelitian kualitatif, dengan jenis deskriptif. Sampel video yang diambil dari kanal *English Fairy Tales* berjumlah 5 video. Analisis nilai moral akan dilakukan dengan cara mencermati sampel video dan menjabarkannya menurut teori, sedangkan analisis relevansi dilakukan dengan cara meninjau silabus pembelajaran yang berlaku. Dari penelitian yang dilakukan, didapatkan hasil bahwa video-video yang dianalisis mengandung nilai untuk selalu bersyukur kepada Tuhan, peduli terhadap sesama, rajin, berani, tolong-menolong, menepati janji, dan pantang menyerah. Nilai-nilai moral yang ditemukan pada legenda dan dongeng di kanal Youtube *English Fairy Tales* memiliki relevansi dengan pembelajaran narrative teks di kelas X Sekolah Menengah Atas, karena nilai moral yang terkandung pada legenda dan dongeng tersebut dapat mendukung penggunaan video kanal *English Fairy Tales* sebagai media pembelajaran yang sejalan dengan kompetensi pembelajaran.

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INTRODUCTION

Technological developments affect humans' social and economic fields and the field of education that has become an essential part of the learning process in and out of the class. Implementation of digital technology in education is an urgent thing and a good strategy in this era. Technology has influenced almost all of society's aspects, and it dramatically changes society's segments (Ahmadi, 2018). Quoted from Technology and Communication Board Website (2020), technology in education can provide convenience and benefits for teachers and students. Among them are (1) easy access, (2) affordable cost: (3) more flexible study time, and (4) opportunity to gain broader insight. Of course, these conveniences are supported by the many platforms that support technology-based learning, such as Brainly, Edmodo, Schoology, Google Classroom, WhatsApp, and YouTube.

According to the several platforms mentioned above, YouTube is the most famous platform and has many users. YouTube is a free web-based service that allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users (Srinivasacharlu, 2020). People's needs for video content that support their daily activities can be found on YouTube. YouTube can be used as learning support because there is a lot of content on YouTube with educational value. For example, the range of learning Mathematics, the content of chemistry formulas, and any kinds of language content in the form of stories. From the educational content on YouTube, the author is more interested in fairy tale content. One example of a YouTube channel that contains fairy tale content is the *English Fairy Tales* channel. *English Fairy Tales* is a YouTube channel that broadcasts fairy tales that are popular in the world. This channel was founded on June 6, 2016. As of July 12, 2021, *English Fairy Tales* already has a following of 2.14 million accounts, with a video view duration of approximately 597.5 million times. This channel has the English language of instruction and many versions of the channel from various countries, such as Arabic, German, Greek, Indonesian.

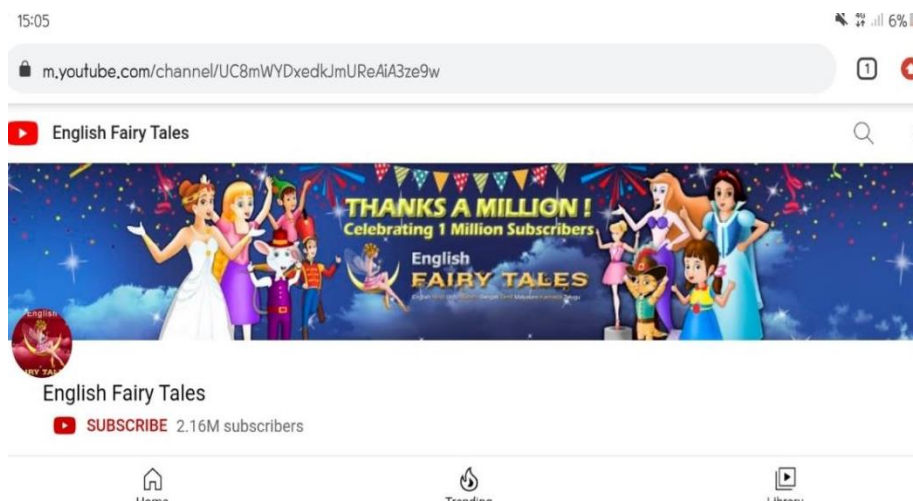


Figure 1. English Fairy Tales Homepage View
(<https://youtube.com/watch?v=-JPJzc2CKc8>)

If it is related to education, the existence of the English Fairy Tales channel will be beneficial as a media to support learning, which serves to convey material to students. One of the learning materials that English Fairy Tales will help with is narrative text material. Sulisty (2013) defines a narrative as a story. Most narratives are imaginary stories, but sometimes narratives can be factual too. The narrative includes fairy tales, fables, mystery, stories, science fiction, romance, horror, etc. Furthermore, Langan (in Lubis, 2014) states that narrative text is a legendary story that aims to

entertain the reader. From the two previous definitions, it can be concluded that narrative text is a fictional text that seeks to engage the reader and provide moral values.

Morals in literary works usually reflect truth values from the author's view and what the author wants to deliver to readers (Susana, 2018). According to Barcalow (1994), moral value is an ethical norm that may be evaluated as good or bad, right or wrong, acceptable or unacceptable, prohibited or permitted regarding the actions, attitudes, obligations, morals, manners, etc. In other words, moral values are beliefs and values of people that conform to the usual standards of what is right and what is wrong. Thus, moral values in narrative texts could be a good measurement for readers to determine the positive and negative sides of things that happened in real life and become a standard to think about the consequences before deciding something and acting.

On the other hand, the narrative text becomes genres studied in high school, especially in the tenth grade. The existence of narrative texts in students' learning is in line with the 2013 Curriculum base, which aims to develop students' morals. Every narrative story has moral values that could be a good example to enhance students' morality. Santoso et al. (2021) state that the learning competence in the 2013 Curriculum aims to develop student character.

This research describes the moral values in the English Fairy Tales channel videos and their relevance to narrative text learning in Senior High School. Using the English Fairy Tales channel videos in the narrative text course could motivate students to read texts in a foreign language by making reading enjoyable. The videos provided in the channel are entertaining, attractive, well delivered, and appeal to the imagination of virtually all readers. Thus, the researcher conducts the present study. Then, the theory of moral values used is the theory of Keraf. Keraf (in Laksono, 2015) classifies values into several kinds, such as individual value, social value, and religious value. Individual value includes self-sacrifice, courage, honesty, fairness, hard work, and caution in behaviour. Social value includes cooperation, helpfulness, harmony, peace, giving advice, and caring for others. Meanwhile, religious value includes believing in God, surrendering to God (putting his trust), and asking for forgiveness. The purpose of this research is to examine the moral values in the English Fairy Tales channel video, its relevance to narrative text learning in high school, and to enrich the scientific treasures of moral education and English language learning.

Similar research that has been done is the research of Santoso et al. (2021) entitled *Moral Analysis in The Videos of Dongeng Kita Channel and Its Relevance to Indonesian Learning*, and Hariandi's et al. (2020) research entitled *Moral Analysis in the Animated Films of Nusa Rara and Upin Ipin as Educational Shows*. Santoso's et al. research aims to analyze the moral values of the *Dongeng Kita* channel videos and find their relevance in learning Indonesian. In contrast, Hariandi's et al. research examines the moral values of the animated films *Nusa Rara* and *Upin Ipin* as educational shows. If compared, it is found that the two previous studies and the research to be conducted both analyze the moral values in the video. However, there are differences in terms of the video sources used. The previous studies used *Dongeng Kita Channel* and TV Channel as subjects, while the present study uses the *English Fairy Tales* channel. Then, the previous studies analyzed narrative text, specifically folklore and animated films. Meanwhile, this study analyses narrative text in general. In addition, the research that was conducted also analyze the relevance to narrative text learning in the X class of Senior High School, which was not done in the two previous studies.

METHOD

This research was designed in a qualitative descriptive form. Mantra (in Siyoto & Sodik, 2015) defines qualitative methods as research procedures that produce data in words or words from the people observed. Meanwhile, according to Kuntjojo (2009), descriptive research is research conducted to describe the variables studied. This research was designed in a qualitative

descriptive. A qualitative descriptive design was used in this research because the analysis focused on descriptive analysis in the form of moral values in the English Fairy Tales channel videos and its relevance to narrative text learning in Senior High School at X grade.

The data source in this study is *English Fairy Tales channel* videos, with data in the form of five randomly selected fairy tale videos. The titles of the videos chosen are *The Cheerful Granny Story*, *Mother Hole in English*, *The Golden Headed Fish*, *The Lady and The Lion*, and *The Legend Of The Waves*. The videos were chosen because they are considered capable provide various moral values so that the analysis results are more diverse. The data collection method used is observation and documentation. The researcher conducts observation digitally, in which the subject that will be observed is in the form of digital data, which is *English Fairy Tales channel* videos. Digital observations were made to see the state of the *English Fairy Tales channel*, along with its videos. Meanwhile, documentation was carried out to determine the relevance of the English Fairy Tales video channel with narrative text material in English learning for Senior High School, X class, contained in the syllabus.

The data analysis technique used in this study is the Miles and Huberman model. The elements contained in this model include (1) data reduction, (2) data presentation, and (3) verification (Sugiyono, 2017). Data reduction is carried out by sorting out important data obtained from data collection. If there is data that is not needed, it will be deleted. The presentation of the data is done by presenting the research results. In this study, the presentation of data is done by presenting and discussing the moral values found and their relevance to narrative text learning. Verification is concluding. In this research, verification is done by concluding the data presentation that has been done.

FINDINGS AND DISCUSSION

Moral Values in English Fairy Tales Channel Videos

Based on the analysis that has been conducted on five videos on the English Fairy Tales channel, there are eight moral values which are identified, namely grateful (religious morals), caring for others (social morals), humble (individual morals), diligent (individual morals), brave (individual morals), help the others (social morals), keep promises (personal morals), and never give up (individual morals). The following is an analysis of moral values.

Table 1. Moral Values Found

No.	Title	Moral Values	Story Snippet
1	<i>The Cheerful Granny Story</i>	Always grateful for God's gift (religious moral) and always care for others (social morals)	An older woman found a jug in the forest while looking for firewood, and it was filled with gold. She brought it home and intended to share the gold with his neighbours. Halfway, the gold in the jar turned to silver, charcoal, and a big stone until the jug's house turned into a cotton beast. Despite experiencing many changes, she is always grateful and does not complain about what she has got. Suddenly, everything that had changed in the jug was found in her house. Then she distributed the gold she got to her neighbours.
2.	<i>Mother Hole in English</i>	Diligent (individual morals)	Stella is a diligent and hardworking girl, while her sister, Bella, is a lazy girl. One day Stella accidentally dropped the spindle into the well. She jumped in and took the spindle into the well, then she found herself in another lovely place. Stella met Mother Hole and helped Mother Hole that Mother Hole gifted her a beautiful dress made of gold. Bella also wanted to follow what Stella did, but Mother Hole did not reward her because she was very lazy. She gave her a punishment instead for what she had done.
3.	<i>The Golden Headed Fish</i>	Courageous (individual morals) Please help (Social Morals)	A prince in Egypt is looking for The Golden-headed fish for his father's recovery. He must find the fish within 100 days. After seeing the fish, he decided to let it go because he felt sorry to kill it. As a result of his actions, he went to prison to get

			punishment. The mother releases him from prison. He found a brave and very loyal guard by his side until he married a princess. Then the prince returned to his father's kingdom, and it turned out the bodyguard was the incarnation of the golden-headed fish he had saved.
4.	<i>The Lady and The Lion</i>	Keeping Promises (Individual Morals)	The Marchant met a lion while looking for a bird for his beloved daughter, Amelia. The bird brought by Marchant belonged to a lion which turned out to be a prince. The Marchant promised to give him whatever he first saw when he got home in exchange for the bird. Then, Amelia was the first person she saw when she got to her house. Following the promise he had made, the merchant finally gave Amelia to the lion and married.
5.	<i>The Legend Of The Waves</i>	Never Give Up (Individual Morals)	Zaenko is a poor young man who likes to sing while playing the guitar on the beach. He doesn't have much money to marry any women. One day, his singing is heard by the King of the sea and is enjoyed by the inhabitants of the sea. The sea king gave him a present, and he became rich. However, he still couldn't find the right woman to marry. Then, Zaenko dives to the sea palace and fills his promise to sing for the sea King, every time Zaenko plays music. The sea king always dances to shake the sea. As a reward, the sea King asks Zaenko to marry one of his daughters. Then, finally, after all his efforts to find his true love and money in his whole life, he marries the youngest daughter of the sea King and becomes the prince of the sea.

Moral Values of Being Grateful

When talking about gratitude, people will more often find that appreciation refers to time and consistent character. However, that does not mean that gratitude cannot develop; instead, gratitude influences determining a person's character (Emmons & McCullough, 2004). As conveyed in the story entitled *The Cheerful Granny Story*, this older woman is grateful every day. Finally, she becomes a person who has a kind character and also likes to share.

It is also stated by Wood, Froh, & Geraghty (2010), that gratitude and social integration sequentially enhance each other. When someone owns gratitude, the social value that is in him will develop. As told in this video, an older woman was happy to get gold; when the gold turned silver, she did not complain and remained grateful. Even though the silver eventually turned into a cotton beast, he did not feel disappointed and still accepted whatever was given by God. Because of the gratitude he had, God gave him more than he imagined. Finally, he was able to distribute gold to his neighbours as a form of gratitude to God. The moral message that everyone grateful can take from this story is that when someone is grateful for God's gift, God will give more than what we ask for, and do not forget to share with others.

Moral Values of Care to Each Other

The reality of tolerance and social care showed by students is marked by respecting the opinions of others, being friendly without distinguishing ethnicity and religion, mutual respect, controlling emotions, not mocking friends, designing and carrying out various social activities, respecting school officials, helping each other, visit sick friends, and mourn when a student's parent dies (Sari, 2014). As exemplified in the video entitled *The Cheerful Granny Story*, where an older woman who gets gold shares it with her neighbours as a form of caring for others. The older woman feels what other people feel so that care arises in her. Social care in children can be interpreted as an attitude of understanding the conditions of others according to the views of others, not according to their opinions (Tabi'in, 2017).

Moral Values of Being Diligent

A diligent attitude must be cultivated from an early age because many things people will get when they become diligent people. According to Sari (2019), there are several benefits that we get if we have a diligent attitude, including being able to grow patience in ourselves, the work being done will feel fun, a diligent attitude can certainly make a work optimally, of course, when a work is maximal, people will trust us to do our best. In addition, a diligent attitude can lead to motivation to develop, and a diligent attitude will create a sense of conscientiousness and improve skills. In the story Mother Hole in English, we can imitate the diligent attitude shown by Stella. Stella, who is used to doing housework, makes her a patient girl even though her mother is mistreated every day. In addition, because of his diligent attitude, he won the trust of Mother Hole to do the work he ordered so that he received a gift in the form of a dress made of gold. This story hopes that the children will emulate Stella's diligent attitude, diligently helping with homework and diligently studying.

Moral Values to Be Brave

Courage is an attitude against the fear that is in us. Dare to be one of the character education that must be instilled in every individual. Certainly be brave in terms of goodness, not in terms of evil, such as daring to fight parents or teachers when reprimanding us when we make mistakes. According to Ma'rufi et al. (2018), Courage is an attitude to do something without worrying too much about bad possibilities. Courage can also be interpreted as the nature of defending and fighting for the truth by facing all possible risks. As exemplified by the Prince in Egypt in the story The Golden Headed Fish, who dared to release the fish he had been looking for 100 days for his father's treatment. He felt sorry for the fish because he knew that the fish would be killed, even though he must be punished for what he had done. In the end, the Prince's father managed to recover without killing the fish, and the Prince was rewarded with kindness for releasing the fish. When we dare to uphold the truth, then goodness will continue to exist within us.

Moral Values of Help the Others

The young generation must have a character that reflects the nation's personality, namely an attitude of caring, helping, and having a human spirit (Prahesty & Suwanda, 2016). People are social beings who need each other. One of the social forms of human behaviour is to help. Please help those in society shape the nation's mentality to become more characterized and give birth to many noble values beneficial for life (Putra et al., 2018). In the video, The Golden Headed Fish is taught to help anyone. It is told that the Prince helps a fish killed for his father's treatment, and it turns out that this fish can transform into a human and become the Prince's loyal guard. Time passed, the Prince's father could recover without having to kill the fish. Finally, the Prince returned to the palace and lived happily. The moral message that we can take from the story is that please help in goodness will bring goodness to us.

Moral Values of Keeping Promises

The attitude of keeping promises is an attitude obtained by trusted people. When someone has the right attitude, that person is someone who can be charged. This is because the right attitude to promise has a relationship with a trustworthy attitude (Heraningrum et al., 2015). In the story of The Lady and The Lion, everyone can imitate the King in an attitude of keeping his promise. He got it because the Lion King believed in him. The King promised the lion because he had taken the lion's singing bird. The King kept his promise to give up whatever he first saw when he returned home and in giving up his daughter to marry a lion who unexpectedly he was a human. From this

story, everyone can take a lesson always to be a person who keeps promises to gain the trust of others.

Moral Values of Never Give Up

Never giving up is an attitude related to hard work and strong motivation to achieve success. According to Mayasari (2014), unyielding is a mental attitude to bounce back from difficult situations. In the legend, the waves, the uncompromising attitude is exemplified by Zaenko, who never gives up on his life. He struggled to eat when he had nothing until he finally met the King of the sea, who gave him a diamond. Zaenko used the gift to open a business to become a rich man. Young people can emulate Zaenko's unyielding attitude not to give up easily achieving what they dream of.

Relevance to Narrative Text Learning in Senior High School

The narrative text is one of the learning materials at the Senior High School level in X class and is taken during semester 1. One of the essential competencies in this learning is to capture the meaning of oral and written narrative texts in simple legends. Some aspects of indicators in this learning are as follows.

- a. Cognitive Aspect. The cognitive aspect is a domain that includes mental activities such as thinking, understanding, memorizing, applying, analyzing, synthesizing, and developing skills (Nurbudiyani, 2013). In this case, students are expected to be able to analyze the meaning contained in the legend.
- b. Affective aspect. According to Krathwohl (in Nurbudiyani, 2013), the affective element is related to attitudes and values. In this case, students can pay more attention to learning, be. They were disciplined in following the learning process, being motivated to learn, and so on.
- c. Psychomotor aspects. Psychomotor aspects are skills or acting after a person receives a particular learning experience (Nurbudiyani, 2013). In this case, students can imitate the values or moral messages contained in the legend.

Based on the indicators and aspects above, the design of narrative learning in the form of a legend uses learning media in the English Fairy Tales channel. This learning design has been adapted to the application of distance learning in the COVID-19 pandemic situation. The application used as a class is WhatsApp Group, with a time allocation of 2x40 minutes. An example of the video used is The Legend of The Waves.

YouTube is one of the alternative learning media during the COVID-19 pandemic. This is because YouTube contains various learning resources if someone good at sorting them out. One of the YouTube channels that can be used as a source of student learning is the *English Fairy Tales* channel. The channel contains many folk tales and legends that can be studied for their meaning. Of course, the video is very relevant for learning narrative text. Folk tales and legends in the form of digital videos on the English Fairy Tales channel could attract students' curiosity, increase their interest, create wonder, and elicit a powerful emotional response and personal involvement. Using digital forms of texts could make it easier for students to understand the stories and motivate them to know the meaning of the content. The exciting features of the *English Fairy Tales channel* videos, such as animation, dubbing, and subtitles, could attract students attention in learning narrative text. The features also help students increase their reading and listening comprehension. Besides, video learning can motivate students to be more enthusiastic (Santoso et al., 2021). So, this learning is a form of innovation from online learning, which only sends assignments without discussion. Students can learn while analyzing the meanings contained in stories or legends by

reading and listening. This is also following the essential competencies that students must take in narrative text learning.

Table 2. Lesson Plan using *English Fairy Tales Videos*

LESSON PLAN	
Main Material: Narrative Text	
Subjects: English	
Class/Semester : X/Odd	
A. Learning Objectives	Students are expected to be able to find the meaning of the narrative text in the form of a legend contained in the video
B. Media/tools, Materials and Learning Resources	Media: Worksheets or worksheets (students), assessment twins Tools/Materials: Laptop/ Handphone Learning Resources: <i>The Legend of The Waves</i> video, Whatsapp Group
C. Learning Steps	
1. Introductory Activity (15 Minutes)	
-	The teacher opens the lesson by greeting and praying
-	Teacher checks student attendance
-	The teacher asks questions related to the material to be delivered to stimulate students
-	Teacher Delivers learning objectives and benefits
-	The teacher explains the things that will be studied, the achievement of competencies, and the learning methods are taken.
2. Core Activities (60 Minutes)	
-	The teacher gives the Youtube link of the video entitled The Legend Of The Waves on Chanel English Fairy Tales
-	Students are allowed to watch the video.
-	Students are asked to identify the meaning of the video.
-	Students are allowed to ask questions that have not been understood related to learning.
3. Closing Activities (10 minutes)	
-	Teachers and students make conclusions about the things that have been learned.
-	The teacher closes the lesson with prayers and greetings.
D. Assessment of Learning Outcomes	
a. Individual task	
b. Activity	

The important one is that students could take moral values contained in each story as their character development. The moral values of the stories could help students to decide and act more carefully in their lives. Characters in narrative texts are either good or bad. The sharp division between good and bad characters help students to take the values that good people will always be rewarded, while bad people will always be punished. It could awaken their desire to behave in the same positive way. Therefore, narrative texts could contribute significantly to the students' social education as well. The moral values contained in some of the stories from the *English Fairy Tales* channel are as follows, (1) the attitude of always being grateful to God for all His gifts so that an attitude is formed not to complain easily; (2) caring for each other to form a generation that is not selfish; (3) diligent in learning to be able to create an intelligent generation; (4) the attitude of having the courage to make decisions with all responsibilities to form a generation that is not afraid to make the right decisions; (5) the attitude of helping each other in terms of goodness to create a generation that upholds the value of togetherness; (6) always keep the promise to form a disciplined and trustworthy generation; and (7), unyielding attitude to develop a generation that is not easily discouraged. From all those moral values, it can be concluded that each story has a moral value that can be taken and used as guidelines to think and act in real life. The *English Fairy Tales channel* helps teachers and students digitally access many narrative stories and learn many things

through them, such as reading, listening, and getting moral values in exciting ways. Thus, the *English Fairy Tales channel* could be an effective alternative for teaching narrative text for tenth-grade students during school from home.

CONCLUSION

Based on the analysis above, it can be concluded that the stories contained in the *English Fairy Tales* channel provide an excellent moral message for the audience. The moral values contained in some of the stories from the *English Fairy Tales* channel are as follows, (1) the attitude of always being grateful to God for all His gifts so that an attitude is formed not to complain easily; (2) caring for each other to form a generation that is not selfish; (3) diligent in learning to be able to create an intelligent generation; (4) the attitude of having the courage to make decisions with all responsibilities to form a generation that is not afraid to make the right decisions; (5) the attitude of helping each other in terms of goodness to create a generation that upholds the value of togetherness; (6) always keep the promise to form a disciplined and trustworthy generation; and (7), unyielding attitude to develop a generation that is not easily discouraged. *English Fairy Tales* channel is one of the channels on YouTube that can be used as a learning medium. In addition, the video also has relevance to narrative text learning at the Senior High School level in X class. *English Fairy Tales* channel is one of the channels on YouTube that can be used as a learning resource. Digital videos on the *English Fairy Tales channel* could attract students' curiosity, increase their interest, create wonder, and elicit a robust emotional response and personal involvement of students. Using digital forms of texts could make it easier for students to understand the stories and motivate them to know the meaning of the content. The exciting features of the *English Fairy Tales channel* videos, such as animation, dubbing, and subtitles, could attract students attention in learning narrative text. The features also help students increase their reading and listening comprehension. English teachers in schools are expected to take advantage of the *English Fairy Tales* channel as a learning resource.

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Kuhnian's Paradigmatic Analysis Method As a Solution of Abstract Thinking Difficulties in Social Studies

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Abstract

In general, the intelligence possessed by students is different from one another. The factors influence intrinsic factors, maturity, formation, interests, and freedom. In addition, environmental and educational factors also play a role in the formation of intelligence. This study aims to describe Kuhnian's paradigmatic analysis as a solution to the difficulties of abstract thinking in social studies learning. This study describes the discussion by utilizing a literature study. The research results are described in a paradigmatic analysis. Kuhn thoroughly examines each expert's thoughts and scientific works and reveals his contribution to the scientific revolution. Social studies learning dimensions are explained in the form of social action. Social studies are learning conditions of abstract thinking in the process of causality. The reconstruction to solve the problem of difficulty in abstract thinking in social studies subjects in junior high schools is carried out as follows: 1) Teaching social studies as integrative social studies, 2) implementing social studies learning using a trans-disciplinarity approach, 3) conveying that social studies learning is "advanced knowledge." 4) Applying the inquiry model, and 5) Integrating influential social studies learning.

Abstrak

Pada umumnya kecerdasan yang dimiliki siswa berbeda satu dengan yang lainnya. Hal ini karena ada faktor yang mempengaruhi faktor bawaan, kedewasaan, pembentukan, minat, dan kebebasan. Selain itu, faktor lingkungan dan pendidikan juga berperan dalam pembentukan kecerdasan. Penelitian ini bertujuan untuk mendeskripsikan analisis paradigmatis Kuhnian sebagai solusi atas kesulitan berpikir abstrak dalam pembelajaran IPS. Penelitian ini mendeskripsikan pembahasan dengan memanfaatkan studi kepustakaan. Hasil penelitian yang diuraikan dalam analisis paradigmatis, Kuhn mengkaji secara utuh pemikiran dan karya ilmiah masing-masing pakar dan mengungkapkan kontribusinya terhadap revolusi ilmiah. Dimensi pembelajaran IPS dijelaskan dalam bentuk tindakan sosial. Pembelajaran IPS

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mengkondisikan berpikir abstrak dalam proses kausalitas. Adapun rekonstruksi untuk menyelesaikan permasalahan kesulitan berpikir abstrak pada mata pelajaran IPS di Sekolah Menengah Pertama, dilakukan seperti: 1) Mengajarkan IPS sebagai *integrative social studies*, 2) Menerapkan Pembelajaran IPS menggunakan pendekatan *trans-disciplinarity*, 3) Menyampaikan bahwa Pembelajaran IPS sebagai "*advance knowledge*", 4) Menerapkan Model inquiry, dan 5) Mengintergrasikan Pembelajaran IPS yang *powerfull*.

INTRODUCTION

Every individual who has taken the education taught is expected to face and solve problems in life and develop self-potential. Therefore, education is the principal means for all individuals to obtain teaching to mature knowledge. Education can be obtained anywhere, both formal and non-formal, but it will be more dominant if it is obtained formally in schools, especially in learning (Tilaar, 2002). The passage of education must experience a transition (transitional period) of knowledge that finally satisfies what he knows at that time. So the education system should be able to stimulate creative-productive thinking, attitudes, and behaviour, in addition to logical thinking and reasoning (Depdiknas, 2008).

In general, the intelligence possessed by students is different from one another. This is because factors influence intrinsic factors, maturity, formation, interest, and freedom. In addition, environmental and educational factors also play a role in the formation of intelligence. A simple analysis is then presented by Piaget (1886-1980), where humans grow, adapt, and change through physical development, personality development, socio-emotional development, and cognitive development. Specifically development primarily depends on how far children can manipulate and actively interact with their environment (Hergenhahn & Olson, 2010).

Various subjects respond to the reasoning mechanism without exception in Social Sciences. It adopts an inter and transdisciplinary to help students gain abstract thinking skills. This is because IPS allows students both individually and in groups to actively seek, explore, and find concepts and principles holistically and authentically (Supardan, 2014). The concept becomes a fundamental component in social studies learning. However, it is challenging to think abstractly for students who study social studies in junior high school. In case it becomes a problem while students can not explore their ability to think abstractly. One method that can explain the problems is the paradigmatic Kuhnian method.

According to Kuhn, the paradigm knows social reality constructed by a particular mode of thought or inquiry, producing a specific mode of knowing (Kuhn, 2008). Paradigm becomes a fundamental view of a scientific discipline about the subject matter that should be studied. Therefore, it can be concluded in a nutshell that the notion of a paradigm is the whole constellation of beliefs, values, and techniques possessed by a scientific community in viewing something (a phenomenon). Paradigms help formulate what should be studied, what questions should be answered, and what rules should be followed in interpreting the answers obtained. In particular, Kuhn describes the paradigm in two senses. First, a paradigm means a whole constellation of beliefs, values, techniques that members of a particular scientific community share. Second, the paradigm shows a kind of concrete puzzle-solving element which, when used as a model, pattern, or example, can replace explicit rules as the basis for solving normal problems and puzzles of unfinished science (Kuhn, 2008).

This study aims to describe Kuhnian's paradigmatic analysis as a solution to the difficulty of abstract thinking in social studies learning. The difficulty of abstract thinking can be seen in the framework of philosophy. Kuhn interpret and identify the paradigm in learning theory as a schema. Kuhn himself defines a schema as a mental structure or cognition by which a person intellectually adapts and coordinates surrounding the environment (Kuhn, 2008; Zubaedi, 2007). Children face new stimuli or experiences that do not follow the existing schemes in their learning development

and cannot assimilate their new experiences with their schemes. This paper is prepared to study complex abstract thinking for students, especially in social studies subjects in junior high school, using the Kuhnian paradigmatic analysis method

METHODS

This study describes the discussion by utilizing a literature study. Literature study, known as the literature review method, is used to identify, measure, and interpret all the results that are the topic of research (Hennink et al., 2020; Park & Park, 2016). The strategy in literature search used by researchers is to find, select, and choose which information is needed from a large amount of information published first (Azwar, 2004). Search for data, journals, or ebooks, because based on the level of difficulty, it takes a lot of free time in the search process. Sources of data obtained by researchers in this study contained search results on Google Scholar and Ebook using the keywords Kuhnian paradigmatic analysis, abstract thinking, and social studies learning (Alma, 2015). The results of the collection of literature refer to the conclusion that the Kuhnian paradigmatic analysis method is a method that examines the problem of revolutionary scientific development. Kuhnian's paradigmatic analysis begins with paradigm 1, anomaly, crisis, revolution/reconstruction, paradigm 2, and verification.

FINDINGS AND DISCUSSION

Carroll, in taxonomy, think found evidence of differences in cognitive abilities in general based on factor analysis (Kuswana, 2011). Based on the results of the analysis, the factors were identified based on three ability strata, namely general (applies to all cognitive tasks), broad (related to about ten special abilities), and narrow (many special abilities in specific ways). Difficulty in abstract thinking is closely related to children's developmental schemes. In a theoretical context, this matter is described by Piaget. According to Piaget, children are born with several sensorimotor schemata, which provide a framework for their initial interactions with their environment (Hergenhahn & Olson, 2010). These sensorimotor schemata determine the child's early experiences. In other words, only events that can be assimilated to the schemata can the child respond to, and therefore the incident will determine the boundaries of the child's experience. However, through experience, the initial schemata were modified.

Each experience contains unique elements that the child's cognitive structure must accommodate. Through interaction with the environment, cognitive structures will change and allow continuous development. Intellectual growth begins with the child's reflexive response to the environment continuing to develop to the point where the child can think about potential events and mentally explore possible consequences (Hergenhahn & Olson, 2010).

Interiorization results in the development of operations that free the child from the need to deal directly with the environment because, in this case, the child can carry out symbolic manipulation. The development of operations (interiorized actions) provides the child with complex ways to deal with the environment. Therefore, the child can perform more complex intellectual actions because the child's cognitive structure is more articulated, likewise, children's physical environment. It is said that the cognitive structure of children constructs the physical environment (Hergenhahn & Olson, 2010).

The stages of children's cognitive development are divided into 4 phases. This paper explicitly discusses why children have difficulty thinking abstract, social studies learning at the junior high school level. Phase fourth which is then called the formal operational stage, actually appears in children aged 12 years and over. This period is marked by the child's ability to operate a series of concrete operations into complex operations (Jarvis, 2011). Progress in children during this period is that he does not need to think with the help of concrete objects or events. Instead, he can think abstractly. Children can understand the form of argument and are not confused by the side of the argument and are therefore called formal operations.

Ideally, the scope of Social Studies Subjects is based on Permendikbud No. 58 of 2014. In studying social studies, students are given the ability to think abstractly through studying the concept that describes social science and humanities concepts. This is because the younger generation fosters cultural nationalism (cultural nationalism), which means recognition of diverse ethnic cultures, which were born and developed in Indonesian society (Abbas, 2017; Bagus, 1996). After that, it is necessary to manage natural resources to ensure the nation's welfare based on science and technology and the principles of social justice and increase the competitiveness of goods and services products by improving the quality of human resources as subjects in competition.

Social studies subjects take on the role of providing a broad and in-depth understanding of related fields of science, namely: (1) Introducing concepts related to people's lives and their environment; (2) To equip basic skills for logical and critical thinking, curiosity, inquiry, problem-solving, and skills in social life; (3) Fostering commitment and awareness of social and human values; and (4) Fostering the ability to communicate, cooperate, and compete in a pluralistic society, both at local, national and global levels. The scope of social studies is humans' social, economic, and cultural behaviour in society in the context of changing space and time (Abbas, 2015; Al Muchtar, 2007). Therefore, the community becomes the primary source of IPS.

The difficulty of students in abstract thinking is based on three main problems. First, the social studies learning pattern is not optimal. The optimization in question provides critical thinking space based on the habituation of value experiences that involve students. Second, based on the research results presented by Karima and Ramadhani (2018), the increase in abstract thinking skills in social studies learning is weakened by the memorization concept (not the meaning of the concept). This is accused of being a failure in social studies learning at the junior high school level. Suppose we trace from the framework of cognitive development. Participants educate who are educated in Junior High School aged 12 years and over. They are included in the formal operational thinking stage category, where concrete operations are used to form more complex operations. The main characteristics of their development are hypothesis, abstract, deductive, and inductive, and logical, and probability (Abbas, 2020a; Ritzer, 1980).

In addition, students' difficulty in abstract thinking is due to verbalize learning and low cognitive-oriented evaluation. Second, verbalized learning always uses oral delivery in learning, or what we often call lectures. Teachers who constantly lecture in class quickly make students bored so that learning is no longer effective. According to Wina Sanjaya, the lecture/verbalizes method presents lessons through oral narrative or direct explanations to a group of students (Sanjaya, 2007).

Third, low cognitive-oriented evaluation, only at the cognitive level one (C1) and cognitive two (C2) or at the level of knowledge and understanding, not at the level C3-C6 (application, analysis, synthesis, evaluation). It also does not cover the affective and psychomotor aspects of students. For example, suppose we examine the Basic Competencies of subjects in Junior High School starting from C2 (in Grade 7). However, the next one is at C3-C4. Based on Permendikbud Number 64 of 2013 concerning Content Standards, the competency level VII – VIII is 4. While in class IX, it is 4A. This difference is based on the Competency Level, a generic competency achievement criteria that students must meet at each grade level to achieve Graduate Competency Standards. Competency Level 4A is the ability to transition level education Basic to secondary education, and Competency Level 6 is the ability to transition from secondary education to higher education.

The problem of difficulty in abstract thinking in Social Studies Learning in Junior High School because three main problems, namely:

1. Social studies learning that has not optimized critical thinking skills through the meaning of concepts.

2. The orientation of learning is dominated by verbalizes.
3. Evaluation oriented to low cognitive.

Based on Kuhnian's paradigmatic analysis, it is a paradigm. In the central context of the scientific revolution is the paradigm. To describe this problem, Kuhn has based his ideas on the comprehensive role of history. According to Kuhn, history is not just a purely descriptive or normative discipline but is more than purely descriptive normative. Kuhn has used history as a basis for constructing his paradigm ideas. History has helped him discover the constellation of facts, theories, and methods stored in science textbooks. In this way, Kuhn discovered a process of theory development which he later referred to as a revolutionary paradigm development process (Abdullah, 1995).

In Kuhn's line of thought regarding paradigmatic analysis, a paradigm is a primary element in the progress of science. Scientist always work with a particular paradigm, and scientific theories are built on the fundamental paradigm. Through a paradigm scientist able to solve difficulties born within the framework of his knowledge, there were so many anomalies that could not be included in the framework of his knowledge that required a paradigmatic revolution to the science. Thus, according to Kuhn, science can develop in an open-ended manner (its nature is always open to being reduced and developed).

The flow scheme think described by Kuhn is a form of criticism of the Cartesian - Newtonian method where weaknesses affect the study results. Science experts prioritize evidence over values for decision-making in their research (Wiriaatmadja, 2012). Kuhnian paradigmatic analysis can indeed be implemented in various problem areas, without exception. The following is the flow of Kuhnian's Paradigmatic Analysis of the problem of abstract thinking in social studies learning in junior high school:

Table 1. Kuhnian's Paradigmatic Analysis Thought

Paradigm I	Normal Science	Anomaly	Crisis	Revolution/ Reconstruction	Paradigm II
Middle school students have difficulty thinking abstractly	<ol style="list-style-type: none"> 1. Middle school students aged 11-12 years and over 2. The 11-year-old child is in stages of formal operational cognitive development. 3. Middle school social studies learning emphasizes mastery of concepts 	<ol style="list-style-type: none"> 1. Children do not understand the concept of social studies learning. 2. a Child only memorizes concept definition. 3. The low social studies were learning outcomes in schools (below the KKM). 4. The lack of children's participation in social studies learning discussions. 	<ol style="list-style-type: none"> 1. Children are not able to improve abstract thinking skills. 2. Children are not able to decipher facts to support abstract thinking skills. 3. Social studies learning is only considered as learning memorization. 	<ol style="list-style-type: none"> 1. Teaching social studies as integrative social studies, Applying Social Studies Learning using a trans-disciplinary approach. 2. Social studies were learning as "advance knowledge." 3. Application Inquiry Model 4. Integrate Powerful social studies learning as delivered by NCSS. 	<ol style="list-style-type: none"> 1. It strengthens the abstract thinking of junior high school students in social studies learning. 2. We implemented influential social studies learning.

(Source: Kuhn, 1973:43-111, with modifications, in Wiriaatmadja, 2012)

Kuhn tried to make the theory of science more suitable to the historical situation, so it was hoped that the philosophy of science would be closer to the reality of science and science activity real scientific. Paradigms help a person formulate what to learn, what questions to answer and what rules to follow in interpreting the answers obtained. Kuhn's line of thought is described to shift the theory of Geocentrism to Heliocentrism (later known as the Copernican revolution).

In paradigmatic analysis, knowledge, and science that was developed before the scientific method (Cartesian-Newtonian), the truth is recognized as a science called normal science, formed through simple observations or experiments and recognized by the experts of the time to be the basis for further developments. InperspectiveScientific developments, Social Studies education is taught as an integrated discipline, namely Discipline Education (PDIPS) or Discipline Education in the Field of Study (PDBIPS) (Abbas, 2020b; Supardan, 2014). In several kinds of literature, the names of educational disciplines in the field of study are often referred to according to the discipline's origin, such as science education, IIS (Social Science Education), Language Education, Engineering, Sports. The philosophical foundation and approach to the development of PIPS as a scientific discipline (Brameld, 1996).

Paradigm reconstruction is carried out as a paradigm leap in the Kuhnian model. Reconstruction is carried out by modifying and innovating theories based on social phenomena in a new cultural framework. In table 1, Kuhnian's paradigm of paradigm analysis shows that the problem of thinking difficulties for junior high school students is not only seen from the stage of development. Reconstruction in social studies learning is needed as a form of strengthening. It is understood that social studies education is a synthetic discipline that seeks to organize and develop the substance of social sciences scientifically and psychologically for educational purposes (Somantri, 2001). The meaning of synthetic discipline is that PIPS not only synthesizes relevant concepts between educational sciences and social sciences but also correlates with social problems,

Social studies study material is a combination or integration of various branches of social sciences and humanities. It is more meaningful and contextual if the social studies material is designed in an integrated manner. Concepts formed in a multidisciplinary manner, such as multiculturalism, environment, urbanization, peace, and globalization, are derived from traditional discipline concepts and enrich social studies (Supardan, 2014). Social studies materials are in the form of facts, concepts, and generalizations related to aspects of cognitive, affective, psychomotor, and spiritual values (Somantri, 2001).

An epistemological study of the ideas and thoughts of social studies education experts in Indonesia, especially regarding the definition of social studies education as a field of study, scientific discipline, school program, and profession, is an academic necessity. In his epistemology of the scientific and scientific revolution, Kuhn thoroughly examines each scholar's thought and work and reveals his contribution to the scientific revolution. According to Saxe and Nelson in Farisi and Malik (2015:129), epistemologically, it is a fundamental issue related to clarity and certainty for each member of the PIPS community regarding ways of seeing the world and practising science in it and a change towards a new paradigm with further implications. To the need for a new and more rigid definition of the field (Kuhn, 2008).

Abstract thinking is an absolute thing that students must have in social studies learning. The togetherness of information held between one fact with another fact can happen. Because the amount of information held will always be limited and may not be entirely the same. However, it must be realized that a fact does not always have the same information as another fact, even though it is still related to the same human activity. Based on the facts that have been collected, a concept is formulated. In formulating a concept, we look for togetherness that is owned between one fact and another.

Efforts to seek togetherness require the ability to think abstractly. The ability to think abstractly required in formulating a concept is higher than when formulating facts. Therefore,

higher abstract thinking skills are required in formulating generalizations and theories. In the diagram, it is stated simply that generalizations are developed from concepts. In the procedure, expected new generalizations can be developed after research. Before the research, the generalization could only be said to be a hypothesis (quick answer).

An abstract thought process occurs when formulating generalizations into concepts and the information needed for the studied concepts. It requires thinking that something general becomes something special, called the deductive thinking process (Jarvis, 2011). Abstract thinking is also needed when undergoing the causality process. Causality is used when a hypothesis is formulated. In particular scientific views, the existence of such a law of causality is questionable. However, developing a hypothesis still requires questions about the nature of the relationship between existing concepts (Kuswana, 2011; Wiriaatmadja, 2012). Likewise, with the development of theory is a description of the connection between generalizations and concepts.

The solutions to solve the problem of difficulty in abstract thinking in social studies subjects in junior high school can be done as follows:

1. Teaching social studies as integrative social studies, not as a disciplined education, as an applicative-oriented education, developing thinking skills, learning abilities, curiosity, and a caring and responsible attitude towards the social and natural environment. In addition, the purpose of social studies education emphasizes knowledge about the nation, the spirit of nationalism, patriotism, and community activities in the economic field in the space or space of the Republic of Indonesia.
2. We are applying Social Studies Learning using a trans-disciplinarity approach where the boundaries of scientific disciplines are no longer visible because the concepts of scientific disciplines are intermingled and related to the problems encountered around them. These conditions facilitate social studies learning into contextual learning.
3. Conveying that Social Studies Learning is "advanced knowledge," the knowledge structure is then developed, corrected, and improved on an ongoing basis to explain the past, present, and future and help solve problems social life through the best thoughts and attitudes and actions.
4. They apply the inquiry model in social studies learning to apply simple research methods to answer social problems.
5. Integrate Powerful social studies learning as mandated by the National Council for the Social Studies, namely: *meaningful*, integrative, value-based, challenging, and active) (Mutiani et al., 2021; Sapriya, 2009).

This abstract thinking ability is an essential aspect of intelligence, but not the only one. The aspect emphasized in thinking abstractly is the effective use of concepts and symbols in dealing with extraordinary situations in solving a problem. The ability to think abstractly cannot be separated from knowledge of concepts because thinking requires imagining or describing objects and events that are not always physically present. People who have good abstract thinking skills can easily understand abstract concepts well. In his study, the disciplines of the social sciences are always related to human social life. To a certain extent, human social life is a life that is free from external influences and can be said to be diverse and very creative.

Social life is a life that is much higher than biotic life for animals and plants. Suppose the pattern of biotic life is strongly influenced by hereditary life, the natural environment, and instincts. In that case, the pattern of social life can be said to be trying to do something different from what has been done for generations, trying to dominate the natural environment, and being influenced more by intelligence and feelings than instincts. Human social life cannot be separated from the ability of community members to think abstractly. All existing objects and equipment cannot be separated from existing abstract thinking.

What can be seen clearly, the symptoms/phenomena studied by social science are often impossible to know with the five senses even when using assistive devices. The phenomena of life that are developed in concepts such as love for the homeland, the spirit of nationalism, power,

strength, disappointment, and so on are abstract. Suppose a physicist can see the actual form of ions, neutrons, protons, and even the smallest micro-organisms with the help of an electronic microscope. In that case, social scientists can only see the actual parts connected to a concept based on abstract thought.

Concepts developed in the social sciences are always abstract. This thing that marks abstraction of thinking in the disciplines of social sciences is the distance between those who study the disciplines of the social sciences and the phenomena studied. The distance between those who study social science disciplines and the phenomena studied can occur because of the time element and geographical elements. Those who study the disciplines of the social sciences learn about an event that occurred in the past, which often has no direct connection between the present and is no longer recognizable. Likewise, those who learn something beyond their geographical reach must study social systems elsewhere.

Kuhnian's paradigmatic analysis method is part of the scientific revolution initiated by Thomas Kuhn. This method emphasizes transforming the old paradigm into a new paradigm that brings more alternatives. The process described in the development of science is a cycle of how normal science has dominated all scientific problems to date. The paradigms here are played by scientists that dominate the paradigm. According to Kuhn, there are two meanings. First, paradigm means the whole constellation of beliefs, values, and techniques shared by particular scientific community members. Second, the paradigm shows a kind of concrete puzzle-solving element which, if used as a model, pattern, or example, can replace explicit rules as the basis for solving problems and standard unfinished puzzles of science.

The usefulness of the Kuhnian paradigmatic analysis method as a solution to describe the problem of abstract thinking difficulties in children in junior high school is described as follows:

1. Researchers can see that the capacity of the paradigm can be used to anticipate problems faced by the community.
2. Provide an understanding that the paradigm is the primary element in the development of science.
3. Provide a new perspective that certain groups of scientists can oppose every paradigm supported by normal science due to new phenomena in society.
4. Describing the problem in a sequence is not only based on evidence but also based on values.
5. It gives the view that the scientific revolution was opened by a growing awareness marked by a subdivision view of the scientific community that tends to be narrow, namely not enable another old paradigm.
6. Contribute the thinking process to science so that it is open-ended. So the theory is used according to the situation of community activities.

CONCLUSION

Social studies subjects take on the role of providing a broad and in-depth understanding of related fields of science, namely: (1) Introducing concepts related to people's lives and their environment; (2) To equip basic skills for logical and critical thinking, curiosity, inquiry, problem-solving, and skills in social life; (3) Fostering commitment and awareness of social and human values; and (4) Fostering the ability to communicate, cooperate, and compete in a pluralistic society, both at the local, national and global levels. The scope of social studies is humans' social, economic, and cultural behaviour in society in the context of changing space and time. Therefore, the community becomes the primary source of Social Studies. The problem of difficulty in abstract thinking in Social Studies Learning in Junior High School because three main problems, namely: 1) Social studies learning that has not optimized critical thinking skills through the meaning of concepts; 2) Learning orientation is predominantly verbalized, and 3) Evaluation is oriented towards low cognitive. Kuhn examines each scholar's thought and work in detail in paradigmatic

analysis and reveals his contribution to the scientific revolution. Epistemologically, this is a fundamental issue related to clarity and certainty for every member of the PIPS community regarding ways of seeing the world and practising science in it and a change towards a new paradigm which has further implications for the need for a new and more rigid definition of the field. Social studies learning dimensions are explained in the form of social action. Social studies were learning conditions of abstract thinking in the process of causality. The reconstruction to solve the problem of difficulty in abstract thinking in social studies subjects in junior high schools is carried out as follows: 1) Teaching social studies as integrative social studies, 2) implementing social studies learning using a trans-disciplinarity approach, 3) conveying that social studies learning is "advanced knowledge, 4) Application inquiry model, and 5) Integrate Powerful social studies learning.

Kuhnian's paradigmatic analysis method is a method that examines the problem of revolutionary scientific developments. Kuhnian's paradigmatic analysis begins with paradigm 1, anomaly, crisis, revolution/reconstruction, paradigm 2, and verification. Paradigm is meant by unified idea is accepted by a commitment by a community of scientists within a certain period. Then, as a result of the emergence of new symptoms, this old paradigm will fall into several stages of the development process, namely anomaly, crisis, downfall (revolution), and finally, the emergence of new ideas that replace the position of the old paradigm with a closing process, namely verification of the objective probabilities. In terms of usefulness, Kuhnian's paradigmatic analysis method is: 1) see that the capacity of the paradigm can be used to anticipate problems faced by the community; 2) Provide an understanding that the paradigm is the primary element in the development of science; 3) Provide a new point of view that every paradigm supported by normal science can be opposed by new phenomena (anomaly); 4) Describe the problem sequentially not only based on evidence but also based on values; 5) the scientific revolution was opened by growing awareness, and; 6) Contribute the thinking process to science so that it is open-ended.

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Attitudes towards Thai English: Indonesian Pre-service Teachers Lenses During Teaching Practicum in Thailand

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Article Info

Abstract

Keywords:

Thai English;
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Over the last few decades, World Englishes have shifted the paradigm of how both native and non-native speakers view English as a lingua franca. This paradigmatic shift has attracted scholars to conduct a plethora of investigations on the roles of English as an international language. However, scrutinizing the pre-service teachers' attitudes towards Thai English amid their teaching practicum in Thailand remains under-explored, notably viewed from Indonesian perspectives. This study investigated Indonesian pre-service teachers' attitudes towards Thai English within their teaching practicum in Thailand to fill this gap. Four Indonesian pre-service teachers performing teaching practicum at diverse Thai schools were recruited as the participants. The data were garnered through semi-structured interviews and analyzed with qualitative data analysis framework. The findings revealed that Thai English was less intelligible. Besides, they contended that Thai English enables them to experience emotional shifts. Eventually, Thai English has adapted from the English and Thai language. With these in mind, understanding and employing Thai English practically offers the Indonesian pre-service teachers another variety of English to communicate in the classroom.

Abstrak

Kata kunci:

Thai English;
Guru praktikan;
Praktik mengajar

Selama beberapa dekade terakhir, Bahasa Inggris Dunia (World Englishes) telah mengubah paradigma tentang bagaimana penutur asli dan penutur asing bahasa Inggris memandang bahasa Inggris sebagai *lingua franca*. Pergeseran paradigma ini telah menarik para ilmuwan untuk melakukan sejumlah penelitian tentang peran bahasa Inggris sebagai bahasa internasional. Namun, penelitian mengenai sikap guru praktikan terhadap Bahasa Inggris Thailand di tengah praktik mengajar mereka di Thailand masih kurang dieksplorasi, terutama dilihat dari perspektif guru praktikan Indonesia. Untuk mengisi kesenjangan ini, penelitian ini bertujuan untuk menyelidiki sikap-sikap guru praktikan Indonesia terhadap Bahasa Inggris Thailand selama praktik mengajar mereka di Thailand. Empat guru praktikan Indonesia yang melakukan praktik mengajar di sejumlah sekolah Thailand direkrut sebagai peserta. Data dikumpulkan melalui wawancara semi terstruktur dan dianalisis dengan kerangka analisis data kualitatif. Temuan mengungkapkan bahwa bahasa Inggris Thai kurang dimengerti. Selain itu, mereka berpendapat bahwa bahasa Inggris Thai memungkinkan mereka mengalami perubahan emosi. Yang terakhir, bahasa

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Inggris Thai merupakan adaptasi dari bahasa Thai dan bahasa Inggris. Berdasarkan hal tersebut, memahami dan menggunakan Bahasa Inggris Thai secara praktis menawarkan kepada para guru prajabatan Indonesia variasi bahasa Inggris yang berbeda untuk berkomunikasi di dalam kelas.

INTRODUCTION

The advanced development of globalization has spread English throughout the world rapidly and reshaped the dynamic of English. As a result, the number of 'non-native speakers' of English increased significantly over the 'native speakers.' In 2003, it was estimated that there were 320-380 million English native speakers, 300 to 500 million English as second language speakers, and 500 million to one billion nonnative English speakers (Crystal 2003, as cited in Curran & Chren, 2017). This indicates that English is used as a communication tool among native speakers of English and English non-native speakers. Since the beginning of the nineteenth century, Britain and the USA had sent English by economic and political imperialism (Crystal, 2012). In particular, Asian countries put English as a subject in educational settings (Curran and Chern, 2017). This implies that many Asian countries consider English as an essential role in their education systems.

Regarding the division of English usage across the globe, Kachru (1985), as cited in Al-Mutairi (2019), introduced three concentric circles: the inner circle (countries where English is used as a native language), the outer circle (countries that have old historical British colonial relations and use English for communicational, institutional, and official purposes), and the expanding circle (the rest of the world where the spread of English has reached) to show that no superior variety of English and as the fundamental for respecting English varieties. These diverse areas have been shaped differently, which affect various responses by other speakers from different circles. This could bring both positive or negative attitudes towards English and its users.

Thailand belongs to the expanding circle in the English spread classification by Kachru (1985), which indicates that Thailand has no history of colonization by British and English is taught as a foreign language (EFL) and used for communication, particularly with foreigners (Sarmah, Gogoi, & Wiltshire, 2009). In addition, the use of English in Thailand is frequently utilized for personal interests such as travel, socialization, and enjoyment. Hence, English is generally used as an international lingua franca (Trakulkasemsuk, 2018). Moreover, the 'Thai English' term has been used in several studies recently (Watkhaolarm; Sarmah et al., 2009; 2005Kim, 2018).

Few distinctive characteristics found in Thai English which shifted from their first language background, culture, rhetorical style, and norm of communication, thus Thai speakers use English as their way in presenting their identity (Trakulkasemuk, 2012; Abdullah & Lulita, 2018). The distinctive features of Thai English gathered from written data and phonological features. Distinctive features of Thai English obtained from autobiography as the literature written in English by a native Thai has been explored by Watkhaolarm (2005). He mentioned that language contact processes that affect Thai English are *transfer*, *translation*, *shift*, *lexical borrowing*, and *hybridization*. *Transfer* shifted the social and cultural element into English. An example of a cultural element is 'Cousin Chinn'; they use the term of kinship with names. The social element addresses people buying titles, birth rank, and social status, such as *Kroo Nil*, *Kroo* means teacher. *Translation* features found are very common in Thai literature. Translation from Thai into English leads to a different collocation from native English writing. For instance, The Abbot was pleased with Father's service; he often referred to him as "*white elephant from the jungle*." (p. 149). In Thai Buddhism, a white elephant is related to the ability to attract such divine beings. Meanwhile, the Thai writer *shifts* a Thai writing style to English. This feature uses Thai proverbs and old sayings. An example of the shift is that His folks used to tell their children that if someone stole food after he died and been reborn, *his mouth would be as small as a needle hole*. Regarding lexical borrowing, it is used to give authenticity. Moreover, lexical borrowing is also followed by translation to clarify the story: 'Friday is the annual *Poy Tai Kwa Suk* ceremony at Homong, and Khun Sa has asked me to invite you and Mandy to

attend.” “Jimmy, I know Burmese, but I don’t know what ceremony you’re talking about,” Mandy interrupted. “*It means ‘sending the brave ones off to battle’ in the Shan language,*” replied Jimmy (p. 153). The last is *hybridization*. There are Thai terms of hybridized items. For example, the term “*farang*” is used for Caucasian or something Western.

Furthermore, the investigation of phonological features of Thai English was conducted by Tsukada (2008). He explored the comparison of phonetic characteristics of English vowels, four monophthongs, /ɪ ʊ ʌ æ/, and two diphthongs /eɪ oʊ/ spoken by Australian English speakers and Thai English speakers lived in Australia for an average of 3.2 years. The results showed no significant difference between the Australian speakers for monophthongs in terms of vowel quality, proven by formant measurement. Nonetheless, the distinctive difference found in their production of diphthongs, Thai speakers associated the English diphthongs /eɪ oʊ/ with the long / e: o:/. In the further study, Tsukada (2009) expands the monophthongs /ɪ/ and /i/ used by Thai speakers in terms of the duration. The words chosen are beep, beat, beak, feet, seep, seat, seek for /i/, kit, kick, lip, lit, lick, sip, sit, sick for /ɪ/. The study highlighted different durational differentiation between /ɪ/ and /i/ for Australian and Thai speakers. Thai speakers produced /ɪ/ shorter than Australian speakers do; contrastively, vowel /i/ produced longer. Although Thai English speakers produced dissimilarity with Australian speakers, it did not lead the pronunciation of Thai English to become unintelligible for other speakers. It only might lead the Thai English speakers to sound distinct and foreign to the speakers of native English (Trakulkasemuk, 2012; Andriani & Abdullah, 2017).

The great distinguishing feature of Thai English lies in the consonants. In the pronunciation of Thai English speakers, the consonants sound significantly different since there are numerous English consonants not produced in Thai, and even Thai speakers replace the consonants with the ones that exist in Thai (Trakulkasemuk, 2012). The main distinctive characteristic in pronunciation of English consonants in Thai English has been discussed by Kuatracue (1960), as cited in Trakulkasemuk, 2012). He stated that English consonants such as /tʃ/, /θ/, /ð/, /ʃ/, /dʒ/, /ʒ/, do not exist in Thai. “Therefore, /tʃ/, /ʃ/ and /ʒ/ are normally found substituted by Thai /tʰ/ “. “Also, Thai speakers usually substitute the Thai consonants /t/, /tʰ/, or /s/, for /θ/”. Afterward, in Thai English, /d/ is used for /ð/. Furthermore, /v/ is usually substituted with /w/ and /z/ with /s/. To sum up, Thai English has unique features that distinguish it from other English varieties. These distinctive features would impact diverse attitudes performed by people interacting with its users, specifically international teachers teaching in Thailand.

In the field of study, there were Indonesian English pre-service teachers from one state university in Indonesia joining the international teaching practicum (ITP) program in southern Thailand for five months. They encountered the fact that they communicated and worked with individuals from different cultural backgrounds. However, the former issue found that the Indonesian English pre-service teachers assumed Thai English was ‘funny’ and ‘weird’. Underpinning this preliminary assumption, this study explores the Indonesian English pre-service teachers’ attitudes toward Thai English to understand better how they behave when communicating with Thai English users during the ITP program. Theoretically, the term ‘attitude’ in this context refers to the concept coined by Triandis (1971) as cited in Dwyer (1993, p.2), noting that attitude has three “components: (a) a cognitive component (the idea or beliefs), (b) an effective component (the emotions), and (c) a behavioral component (the action).” Attitude, therefore, is defined in three components, first is the cognitive component as the ideas and beliefs that pre-service teachers have about the English speakers. The second is the affective component, which refers to feelings owned by pre-service teachers when they interact or hear their students speak English. Lastly, the behavioral component deals with the action (Hidayati, Dewi, Nurhaedin, & Rosmala, 2020) in how pre-service teachers act or react to English speakers.

Even though a plethora of studies have accentuated English as a lingua franca (e.g., Jenkins, 2007; Jenkins, Cogo, & Dewey; 2011; Taguchi & Ishihara, 2018; Hidayati & Santiana, 2020; Wang,

Jiang, Fang & Elyas, 2021), World Englishes (e.g., Kachru, 1992; Kachru, & Nelson, 2006; Marlina, 2017; Lim, 2020; Hamid, Hoang & Nguyen, 2021), insufficient attention has been given to Thai English (e.g., Sirivedin, Soopunyo, Srisuantang & Wongsothorn, 2018; Rajprasit, 2021). Moreover, the topic of English teachers' attitudes toward English varieties has gathered researchers' attention in the past decade (Ahn, 2014, 2015; Curran & Chern, 2017; Sadeghpour & Sharifian, 2017; Sa'd, 2018; Lee, Lee, & Drajadi, 2019; Rezaei, Khosravizadeh, & Mottaghi, 2019). From the pre-services' perspective, Ahn (2015) examined Korean and English teachers' attitudes toward Asian English varieties (Singaporean, Indian, Chinese, and Japanese English). The result showed that the lack of awareness of four selected Asian Englishes led to the teachers' rejection and negative attitude towards those Asian Englishes. The study concerning students' attitudes toward English varieties (British, American, African American Vernacular, Persian, and Australian English) has been pointed out by Rezaei, Khosravizadeh & Mottaghi (2018). However, a few studies documented pre-service English teachers' attitudes toward English varieties along with Thai English. In particular, it lays a gap of empirical research on attitudes toward English varieties taking part during international teaching Practicum. Even none of the empirical scrutinies focuses on the Indonesian pre-service teachers' cognition, affection, and behavior towards Thai English. Against this background, the present study aims at probing the Indonesian pre-service teachers' attitudes towards Thai English amid their teaching practicum in Thailand.

Pedagogically speaking, the current investigation attempts to extend the scholarship in World Englishes, notably Thai English as an English variety, from the Indonesian educational perspective. Likewise, this scrutiny provides insights and opens new minds that Thai English is a representation of English variety accommodating diversities of its speakers' backgrounds (e.g. identity, culture, ideology and socio-history), particularly English teachers to develop contextual teaching materials, choose an appropriate assessment mechanism and instruments and generate the students' awareness on assorted cultural identities, faith traditions and current practices of English speakers around the world. More importantly, the present study leads non-native speakers to consider English as a heterogeneous global language rather than an exclusive language of its native speakers (native speakers).

METHODS

A descriptive case study was chosen as the design of this qualitative scrutiny. The participants of this study were four Indonesian English pre-service teachers from one of the state universities in Indonesia who had joined an international teaching practicum (ITP) program in four different schools in Nakhon Si Thammarat Province and Krabi Province, southern Thailand, for five months. There were two males and two females with an age range between 21-22 years old. Their cognitive intelligence was relatively high, proven by the GPA ranging from 3.47 – 3.99 out of 4.00. The data was collected from semi-structured interview since it was designed to ensure subjective responses from the participants regarding a particular phenomenon that they had experienced, and it also could make the participants feel free to answer the whole questions given related to their own experience (McIntosh & Morse, 2015;). The questions were divided into three aspects. The first aspect was to investigate participants' cognitive attitudes. The second aspect was made to investigate affective attitude. The third aspect was designed to investigate participants' behavioural attitudes. The interviews were conducted from 25th – 30th of March 2020 by WhatsApp voice recorder and reconfirmed via the WhatsApp text feature. After collecting the data, it was furthermore analysed and analyzed using the data analysis method by Miles, Huberman, & Saldaña (2014). The framework employed for this study was based on the three components of attitude theory; cognitive, affective, and behavior (Triandis, 1971; Ma'arif, Abdullah, Fatimah, & Hidayati, 2021). The data analysis included the following activities: 1) Data condensation, selecting data chunks to strengthen the data. 2) Data display, creating matrix display to present complete data set in the exact location and

arranged systematically. 3) Conclusion drawing and verification interpreting the findings to create a conclusion.

FINDINGS AND DISCUSSION

Three emergent themes are present to answer the research question, what is the Indonesian pre-service teachers' attitude towards Thai English during a five-month teaching practicum in Thailand? Those are 1) Lack of intelligibility of Thai English, 2) emotional shift experiences and hybridity of Thai and English. More detailed elicitation is outlined subsequently:

Lack of Intelligibility of Thai English

Lack of intelligibility of Thai English is the first empirical evidence discovered when the participants dealt with Thai students' English pronunciation. To illustrate, most of them highlighted their Thai English accents, which made it difficult to comprehend what those Thai students verbalized. Viewed from the cognitive component of attitudes, most participants perceived that Thai English was hard to understand. P1 uttered, Thai English accent was "hard to understand" so he could not comprehend what the speakers were saying. Furthermore, P2 expressed, "their accent was also kind of hard to understand for me", she could not always understand Thai English speakers because sometimes she found herself did not get the point of the utterances. Different from other participants, P3 mentioned, "Thai students didn't understand what I was saying". Her students did not understand her speech. Moreover, P4 reported, "I could not notice her English". He was not familiar with English uttered by Thai English speakers and fell not to understand. Those participants also informed that the difference in pronunciation primarily caused the difficulty in understanding Thai English speakers:

- P1: "...**Some words** or some **sounds** are **different** with us... at the first is kind of **weird** maybe for the first time like 'what did they say?' I **could not understand** it"
- P2: "...sometimes there was **different pronunciation** made me sometimes **understand** sometimes **I don't.**"
- P3: "As I arrived at the class and I observed, and wow, the fact that their [Thai English speakers] pronunciation was like this, and it was funny for me at the first time 'why is it like this maybe it was their characteristic."
- P4: "...there are **two letters they cannot pronounce** well for example /v/ became /w/ 'how's your life and they said 'wery wew huh 'wery wew'? /l/ becomes /n/ sometimes, for example, 'I will go to schoon'..."

As P1 mentioned, 'some sounds are different' and stated that it was weird, resulting in him not understanding what Thai English speakers said. Furthermore, P2 expressed that some words were differently pronounced by Thai English speakers and confused her to understand them. In addition, P3 mentioned the utterance of the word of Thai English speakers was 'funny.' Moreover, the data above showed that P4 noted Thai English features. He revealed that Thai English substituted some English consonants, which made him hard to catch.

Most participants agreed that they had a problem understanding Thai English speakers because they could not recognize English words uttered. According to the definition of 'understanding' in the interaction between speaker and listener by Smith and Nelson (2020), the recognition of words and sentences from speakers' utterances is called 'intelligibility'. From the explanation, it can be inferred that participants assumed that Thai English lacks intelligibility. They also believed that the difference in Thai English pronunciation caused difficulty in understanding Thai English speakers. Since the interaction took place at an International program, as Kirkpatrick (2007) stated, English in one region or country may sound and look very different from the language (cited in Nelson, 2011; Hidayati, 2018). In addition, according to Blake et al. (2019), English pronunciation varieties may be influenced by home language and impact the intelligibility in English.

Moreover, the Thai English system studies indicated that Thai English rhythm and vowels were strongly influenced by the substrate Thai resulting in Thai English is distinctive from native English (Sarmah, Gogoi, & Wiltshire, 2009). The Thai language affected how Thai English speakers pronounce English words, which led the participants not to understand it. Bautista and Gonzales (1996) suggest that even though 99% of the students in Thailand learn English at schools, not many succeed in acquiring much English proficiency. Moreover, Sarmah, Gogoi, and Wiltshire (2008) mention, “pronunciation was rarely the focus of instruction” (p. 198).

Emotional Shift Experiences

Another finding showcased emotional shift experiences. All participants felt that their emotions changed dynamically when interacting with their students, such as worry, shock, exasperation, and surprise. These phenomena were categorized as a part of the affective component of attitude.

The questions concerning emotion in interacting with Thai English speakers were given to the participants to examine the affective component of attitude during the ITP program for six months. The results indicated that complete participants held negative attitudes while interacting with Thai English speakers at the beginning and shifted to positive attitudes.

- P1: “more to feel **worried**”
- P2: “Kind of **shocked**”
- P3: “sometimes I felt **exasperated**”
- P4: “I was very **surprised**”

The interview showed that the fear experienced by P1 led him to be unable to respond to the students. This could decrease his students’ desire to communicate with him. In addition, P2 expressed that she was worried that her limited ability to communicate with Thai English speakers could bring misunderstanding. Moreover, she stated that she was pessimistic about surviving in the ITP program. Likewise, P3 felt exasperated and sad when a Thai English speaker could not understand what she meant then fell to miscommunication. In addition, P4 mentioned that he was surprised when communicating with Thai English speakers because he could not notice their English words. Nevertheless, as time passed by, the result showed that participants experienced emotional shifts. Then they tended to have a positive attitude since they could overcome their difficulty in communicating with Thai English speakers. P1 uttered, “I felt relieved.” Further, P2 mentioned, “I felt enjoyed, felt like I had no burden.” Moreover, P4 shifted to more positive feelings, “I felt more comfortable and I felt more confident”.

Having more language contact with American and British English as inner-circle varieties is one reason for holding a negative cognitive attitude towards Thai English, which they were not familiar with. According to Munro et al. (2006), Inner Circle Englishes were always more intelligible than others. People tend to work hard at understanding non-Inner Circle varieties of English and are more likely to exhibit prejudice towards them. The recent study was similar to Ahn (2015) reporting that Korean and foreign English teachers who had a problem in understanding Asian Englishes used in Singapore, India, China, and Japan and inability to communicate with Asian English speakers leading them to have a negative attitude toward Asian English in their experience going to overseas.

Unsuccessful communication experienced by participants led them to hold negative emotions towards Thai English speakers. In line with Ahn (2015), experiencing a problem in understanding Asian Englishes resulted in frustration. However, familiarity with a variety of English speakers plays a crucial role in understanding interlocutors. As Nelson (2020) mentioned, one has more familiarity with speakers of different English varieties, either native or non-native speakers. Becoming familiar with Thai English during the ITP program led participants’ negative emotions to shift to positive ones. Briefly stated, an English teacher should be able to contextually position himself/herself to the encountered classroom situations and students’ attitudes to be accepted by students. With this in

mind, students' engagement can be maintained while performing classroom teaching practices (Rianti, Hidayati, Pertamina, Andriani, & Abdullah, 2020).

The result of the recent study is similar to Shim (2002) identifying the attitude changes of the Korean people toward English varieties. The result showed that at first watching non-native English speakers, they could not understand what he was saying, resulting majority of Korean people were not ready to accept his speech. However, there were more favorable responses to non-native Englishes and a significant awareness increase of English varieties slowly. Therefore, this enables teachers to promote students' critical language awareness when communicating with English (Hidayati, Mohnawawi, & Ramdhani, 2019).

The Hybridity of Thai and English

The last fact generated from the data analysis results is that Thai English is viewed as a hybridity of Thai and English. For instance, the participants performed code-mixing and code-switching (English and Thai) when teaching English to their students. This was conducted due to the Thai students' inability to comprehend English fully. They acknowledged that teaching English to Thai students requires them to develop and enrich their insights towards the Thai language and cultures (e.g., learning Thai to facilitate them communicate to their Thai students). This occurrence was classified as the behavioral component of attitude. The entire participants showed positive attitudes, and there was no rejection of the use of Thai English. Moreover, they learned the Thai language to overcome their limited access in communicating with Thai English speakers.

P4: "... I overcome this [difficulty to communicate with Thai English speakers] by learning Thai from anyone, from kids, my colleges ... I cannot force them to speak English that's why I decided to learn the Thai language very hard or seriously..."

In addition, it was also pointed out that the vocabulary learned by participants was used when using English. For example, P1 stated that he spoke 'okay *mai?*', *mai* means 'not'. This short interrogative sentence is an agreement expression like 'is it ok or not?'. Moreover, P2 mentioned that she mixed Thai vocabulary and English when communicating with Thai English speakers. Further, P3 uttered that she used Thai language and English to explain the materials to her students while teaching. And P4 used the word '*lin*' as the Thai language mixed with football as the English word, he said '*lin* football'.

P1: "for example, I said 'Ok mai?' mai means not, and I used 'riyan' means studying and 'sedlew mai?' means have you finished"

P2: "So also mixed [Thai language and English]"

P3: "When I explained the materials I mixed with the Thai language."

P4: "I said 'lin football' means play football."

Furthermore, in the classroom situation, the result noticed that the entire participants did not force students not to use Thai English, and surprisingly, they used English mixed with Thai to have clear instruction. As uttered by P1, though, as an English teacher, he wanted his students to pronounce 'veh' sound. However, he understood their condition. Thus he did not force his students to pronounce it properly, and he accepted their way of pronouncing English words. Moreover, P2 reported that she learned Thai and used it in teaching-learning activities. It can be indicated that she was welcome to Thai English even in the classroom. In addition, P3 stated that she learned Thai to adapt with her students because she believed it was necessary to use students' native language for teaching.

P1: "As a teacher, I want [my students] able to pronounce some sounds, for example, able to pronounce 'veh'. But I didn't make it as a reason to force

-
- them, because I understand their condition. They already learn about it, but at the end they still [use their way to pronounce it]"*
- P2: *"Day by day **my Thai vocabulary increased** and I **could use** it in **the instructional process.**"*
- P3: *"When we are **teaching without [students' native language]** is **difficult**, whether I want it or not, **I have to learn it.**"*

To overcome problems in understanding Thai English speakers, all participants decided to learn the Thai language. What they have acted is called convergence. Referring to Ogay & Barbara (2005), convergence is defined as a strategy where individuals adapt their communicative behaviour in such a way as to become more similar to their interlocutor's behaviour. For example, they used lexical items from the Thai language in speaking English like 'Ok *mai*'. This is included in the Thai English feature called 'Hybridization'. The Thai English user put Thai lexical items when using English (Watkhaolarm, 2005). It can be concluded that the participants spoke Thai English.

In sum, learning the Thailand language to overcome problems in understanding Thai English speakers instead of forcing Thai students to use English like native means the participants held a positive behavioral attitude. According to Ahn (2015), the international experiences and experiences of being unable to communicate with Asian Englishes are likely to have more positive attitudes toward English varieties than those who do not. Teachers' attitudes toward Asian English have been examined (Tandiana, Abdullah, Komara, 2018). Ahn (2014), in South Korea, conducted a study into the attitudes of English teachers, either Korean or non-Korean, toward Korean English regarding behavioral component of attitude varied. The result showed that the overwhelming majority of participants reported a negative attitude toward the implication of Korean English in the classroom, yet reported a positive attitude toward using Korean English by others for communication.

CONCLUSION

The present study examines the Indonesian pre-service teachers' attitudes towards Thai English amid their teaching practicum in Thailand. The findings reported that the Indonesian pre-service teachers' attitudes to Thai English were lack of intelligibility, emotional shift experiences and hybridity of Thai and English. These attitudes represent cognitive, affective, and behavioral components while participating in Thailand's International Teaching Practicum program (ITP program). Cognitively, they enable to extend their knowledge about English language varieties, especially Thai English (e.g., lexical choices, syntactical features, sociopragmatic meanings and discourse orientations). Affectively, they undergo a significant paradigmatic shift where successful communication in English does rely on accentedness but mutual intelligibility. Behaviourally, they become aware that English does not only refer to its native speakers (the inner circle) but also outer and expanding circles in which non-native speakers of English outnumber native speakers. With these in mind, the way how to view non-native speakers of English, a typical English variety (e.g., Thai English), and English language teaching and learning practices can be adjusted to the backgrounds of the language users viewed from their identities, cultures, beliefs, attitudes, and socio-history. The pre-service teachers' awareness to maintain their backgrounds and appreciate English as the non-native language (English as a second language and English as a foreign language) can be established. Equally important, this enables to mitigate the native speakers fossilized in the paradigm of the non-native speakers of English. Hence, mutual intelligibility becomes the ultimate goal of communication.

Though this study provides valuable contributions, it indicates some limitations. First, the present study only deployed a sole data collection technique, namely semi-structured interview. Future studies should involve various data collection techniques as a manifestation of triangulation (e.g., document analysis, questionnaire administration, and observation). Second, the participants of this study were only recruited from Indonesia. Further studies should embrace other participants,

such as those from Thailand, where Thai English is widely used and native speakers of English to explore the notion of mutual intelligibility from their perspectives. Lastly, this study merely deployed a descriptive case study to portray the investigated phenomena and participants comprehensively. Future studies can utilize a survey to cover more participants and a holistic description of participants' attitudes.

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Teachers' Influence on Students' Independence in Elementary School

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Abstract

Teachers' role in moulding the character of primary school students is the focus of this study, as is student behaviour in applying autonomous character ideals in the classroom. Learning and character development can only be achieved via effective teaching. When it comes to shaping pupils into citizens who can serve their country, a teacher plays a crucial role in doing just that. By conducting a survey, this study employs a quantitative descriptive method. This study was carried out in the fourth grade of elementary school. In this study, data was gathered through interviews, observation, a questionnaire, and documentation. Results of this study reveal that the teacher's role in shaping the autonomous character of fourth-grade children is as follows: the teacher is more than just a science teacher; he or she is also in charge of the students' behaviour. Through teaching and learning activities, teachers instil values and character traits in students. Motivators, the teachers' role in helping children to develop character values

Abstrak

Penelitian ini bertujuan untuk menganalisis peran guru dalam membentuk karakter siswa di sekolah dasar dan perilaku siswa dalam menerapkan nilai karakter mandiri di sekolah. Peran guru sangat penting untuk mencapai suatu tujuan dalam proses belajar maupun dalam membentuk karakter pada dalam diri peserta didik. Guru merupakan seseorang yang membentuk jiwa serta watak peserta didik dan membentuk kepribadian seorang peserta didik menjadi berguna bagi nusa dan bangsa. Penelitian ini menggunakan metode deskriptif kuantitatif dengan menggunakan survei. Penelitian ini dilakukan pada kelas IV Sekolah Dasar. Teknik pengumpulan data dalam penelitian ini adalah wawancara, observasi, kuesioner, dan dokumentasi. Hasil penelitian menunjukkan peran guru dalam pembentukan karakter mandiri siswa kelas IV adalah sebagai berikut: 1) Pendidik, guru tidak hanya menjadi seseorang yang mengajarkan ilmu pengetahuan, namun guru juga bertanggung jawab terhadap perilaku dari para peserta didiknya, 2) Pengajar, guru mengajarkan nilai-nilai karakter melalui kegiatan belajar mengajar, 3) Motivator, peran guru dalam pembentukan karakter peserta didik dengan cara mendorong mereka untuk memiliki nilai-nilai karakter.

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INTRODUCTION

The teacher's responsibility is to ensure that students adhere to the rules and regulations in schools and other public locations. This position is held to help students grow and develop (Maemunawati, 2020: 08 and Juhji, 2016: 16). For the teacher to be effective, they have primary responsibilities; providing students with a sense of urgency, displaying the efficacy gained through reading reviews, and providing feedback to students. It is also possible that the teacher's role can lead the teacher's stance is to direct, calculate, instruct, educate, and do other things (Kirom, 2017: 72). The position resulted from the teacher's role in the development of students' personalities. The educator's position as a teacher is to lead the formulation of the education plan. The teacher must have a thorough understanding of the curriculum. Learners are taught to adhere to the rules and regulations of the school to develop a disciplined character (Anisa, 2021).

Teachers serve as instructors, motivators, learning resources, and facilitators in addition to their other responsibilities (Ratnawati, 2016: 16). Teachers must fulfil their responsibilities as guides. Teachers guide learners in education to understand, and teachers help learners if students get into conflict with the teacher or other students. In addition, the teacher urges students to take responsibility for what they are supposed to be given. The instructor's stance serves as an example, and the teacher advises students on how to comply with school regulations. Teachers have an additional responsibility to excite their students so that they are engaged in education and follow the rules and regulations of the school. Teaching methods include sharing an example that students must follow, such as getting to school on time and dressed fashionably. The role of lower school teachers in the implementation of individualized learning in primary schools is described. Recognize the values of one's personality and what needs to be done (Hariandi and Yandi, 2016)

When learners become more focused on this maturation process, which is connected with an increase in the quality of graduates or the consequences of learning, educators can be observed continuing to play the function of teachers (Idzhar, 2016). Teachers must captivate students' attention in order to attain the greatest possible grades and desired results. Individuals, as researchers, as catalysts for creativity and thought generation, as everyday employees, as camp organizers, as news anchors, as actors, as emancipators, as preservers, as culminates, as evaluators, as models and role models, as individuals, as researchers (Juhji, 2016). Personality development promotes the development of personality values composed of information and behaviours that reflect these values (Nova, 2015; Zubaedi, 2011). When it comes to personality development, it is converting values that begin as early as feasible in children. It provides multiple benefits from a variety of perspectives, whether a family, a school, a social, or a government perspective (Dian, 2019)

Since 2013, university students have been practising at the elementary school where this research is being conducted. Throughout the research, researchers have identified a deficiency in independent values because there are still many students who have not demonstrated separate values, for example, 1) when the education process is in the question and answer stage, learners are unsure of themselves to respond to problems from teachers, 2) students cheat friends when doing exercises given by teachers, and 3) students are still waiting for the results of the research.

A previous study has been conducted on students' independent character. Ghufroon (2010) researched integrating the nation's personality values into educational activities. Then, Hulu (2021) conducted a study on the position of instructors in shaping personality in learning. The researcher looked into the function of teachers in shaping the personalities of students. Tanti (2020) investigates teachers' roles as opposed to earlier studies, and this study investigates the role of teachers in developing students' sense of self-reliance and independence. There are still many children in this elementary school who have not demonstrated independent grades until they reach grade IV. Student's lack of confidence in answering questions from teachers is evident in the question and answer session, where students are still relying on their friends to help them complete the exercises given by the teacher. They are still waiting for the teacher to prepare his stationery first.

This research aims to examine the role of elementary school teachers in developing students' independence.

METHOD

Quantitative descriptive research is a type of study that uses this technique. SDN 004 Koto Kombu, Hulu Kuantan Subdistrict, Kuantan Singingi Regency was the site of this investigation. Elementary school character education and autonomous character behaviour will be examined in this study. Statistical tests will be used to classify the data, which will subsequently be used in quantitative research. Purposive sampling is the sampling approach used in this study. Three grade IV teachers and thirteen fourth-graders comprised the study's sample. Character education has been a part of every student's education since the first day of school for children in grade IV. Because of this, the pupils are accustomed to and comfortable with each other. The study's instruments include interview instructions (for administrators and teachers) and questionnaires, which require participants to answer and fill out a series of questions about their experiences in public education (students). (1) Instructors as educators; (2) Teachers; and (3) Motivators are signs of the role of teachers. When it comes to character traits, (1) self-assurance and (2) a high level of intrinsic motivation stand out (3). In a position to make their own decisions (5). Ingenious and creative (6). Be responsible and (7) flexible in your responses to the surrounding circumstances. Interviews and questionnaires are used to gather data. To collect data about the role of instructors in moulding students' independent character, interviews and direct observations are used to describe what data is already available. Analyzing and interpreting the survey data in a narrative or descriptive manner is also part of the process. Here's a breakdown of the percentage of descriptions that are true or false.

Table 1. Percentage Description

Percentage Range	Quality
$X \geq M + SD$	Good
$M - SD \leq X < M + SD$	Enough
$X < M - SD$	Low/Less

(Source: Saifuddin Azwar, 2012: 149)

FINDINGS AND DISCUSSION

Teachers' Role in Developing Self-Reliance

Based on interviews and data, teachers are able to shape the autonomous character of fourth-grade children's personalities. Educating, teaching, guiding, concentrating, train, and evaluating pupils as part of the teaching and learning process to meet the goals specified by the official institution are all teacher's responsibilities. A teacher's job is to inspire and guide their students toward becoming the kind of citizens the country hopes for when they graduate from high school or college. A teacher's employment is a vocation. A teacher was tasked with a monumental assignment. Teaching is a specialized field that necessitates specialized training. The instructor is a force that instils positive values for learners, corrects bad attitudes so good, and concentrates on what must be tried and what should not be tried in grade IV students. Educators also work on honing their public speaking so that fourth-graders can stand on their own two feet.

Teachers are heroes in the classroom until the knowledge offered by teachers impacts students' performance in the school due to the teaching and learning process in school. A teacher is someone who is commended because he has shared information with students, according to Jamarah (2015: 31). In the eyes of residents, teachers are persons who steer students to specific locations, not only within the school but also outside the school. Teachers have a tight relationship with their students. The teacher and the student have a strong bond that is difficult to break in the classroom. Students are not disarmed as a result of this close contact; rather, it is a relationship that encourages the individual desire of students to study. Teachers as educators, teachers, motivators, learning

resources, and facilitators are all examples of how the teacher's duty of informing the autonomous personality of students can be divided into many types. Teacher's role is described as follows by Kirom (2017): demonstrator; class manager; mediator; facilitator; teacher; coach; mentor; learning manager; carried out at a specific time through advice; tutorials tried in the school area; teachers also as communicators; motivators as sources of inspiration and encouragement; guidance and development of behaviour; and values so as not to follow existing social norms. Teachers' responsibilities in quality teacher education include, among other things, the recognition and mastery of their responsibilities as well as their application in the execution of education. Teachers have a very important role in the classroom: educate, teach, and guide the decimeter in the right direction.

The findings of the preceding research are also bolstered by Ratnawati's (2018) study, which found learners establish the following positions for teachers; educator's teacher, the educator is a motivator, the source of learning, teacher as facilitator. For teachers, developing an independent personality in a student is not easy. Several internal and external factors contribute to the development of an independent personality in students in grade IV elementary school; the external factor is a lack of communication between learners' parents and teachers; on the other hand, the internal factor is a lack of teacher motivation, good advice, and direction.

Students' Character Scores

Thirteen students in grade IV of elementary school completed questionnaires on their own personality values, which were used to compile this data. a) self-confidence; b) excellent intrinsic motivation; c) the ability and daring to ascertain your own options; d) creativity and innovation; e) taking responsibility and familiarizing yourself with the region are some of the student's self-character values markers examined in this research. Here are the findings of a series of personality tests administered to pupils.

Table 2. Descriptive test results

		Statistics						
		Student Self-Character	Confident	High Intrinsic Motivation	Able and Brave to Make Your Own Choices	Creative and Innovative	Responsible	Adjust to the Environment
N	Valid	13	13	13	13	13	13	13
	Missing	0	0	0	0	0	0	0
Mean		71,23	12,00	10,69	11,85	12,23	12,23	12,23
Std. Error of Mean		2,421	,358	,414	,373	,611	,579	,579
Median		72,00	12,00	12,00	12,00	12,00	12,00	12,00
Mode		72	12	12	12	12	12	12
Std. Deviation		8,729	1,291	1,494	1,345	2,204	2,088	2,088
Variance		76,192	1,667	2,231	1,808	4,859	4,359	4,359
Range		33	6	3	4	8	7	7
Minimum		51	9	9	10	7	8	8
Maximum		84	15	12	14	15	15	15
Sum		926	156	139	154	159	159	159

Source: *Processed Data Spss 22*

According to the table above, there are 13 reliable facts. There are a total of 13 bits of information that are considered valid. The instructors' involvement in fostering the autonomous character of fourth-grade kids is under-appreciated, though. In terms of average scores, the median value is 72.00; the frequently occurring value is 72.00; the optimal value is 84.00, and the minimum value is 51.00. Create a value that you are sure about. 9.00 is the minimum value, and 12.00 is the average; the median is 12.00; the frequently appearing value in the data is 12.00, and the best value is 15.00. There are values that frequently rise to 12.00; the highest value is 12.00, and the minimum

value is 9.00 while establishing a high intrinsic motivation value. The average value is 11.85; the median value is 12.00; values whose mode is 12.00; the ideal value is 15.00, and the minimum value is 9.00. These figures are based on values whose mode is 12.00. Make an effort to think outside the box. Grade IV students in elementary and middle schools were asked about 17 different aspects of their character development, including their sense of self-assurance, their ability and courage to take responsibility for their own choices, their creativity and innovation, and their sense of responsibility and familiarity with the surrounding area. There were 13 participants in this study.

Table 3. Distribution of Independent Character Category

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X > 79.95$	2	15.38%	Good
2	$62,501 < X < 79.95$	9	69.23%	Enough
3	$X < 62,501$	2	15.38%	Low/Less
Sum		13	100%	

From the data in the table above, it appears that students with good independent character tend to be in the two-person minority (15 per cent), whereas the majority of the population—nine persons (69 per cent)—belong to the nine-person category (15 per cent). There is no doubt that SDN 004 Koto Kombu students have a fair amount of independence. Students who fall into this category have demonstrated the importance of developing a strong sense of self-worth and character traits such as self-assurance, a strong sense of self-determination, the courage to make their own decisions, creativity, and the ability to adapt to their surroundings.

Categories are sufficient when the value of student self-personality learning (self-confidence value, great intrinsic motivation, able and brave to ensure their options, creative and innovative, responsible and familiar with the area) has been implemented, but there are still some students who have not implemented it or practised it. The lesser type can be said if the value of learning the student's independent personality (self-confidence value, great intrinsic motivation, able and brave to ensure their own options, creative and innovative, responsible and familiar with the area) if a small percentage of students who have practised it in the school area and at home. Here's an analysis of information per indicator of a student's independent personality value.

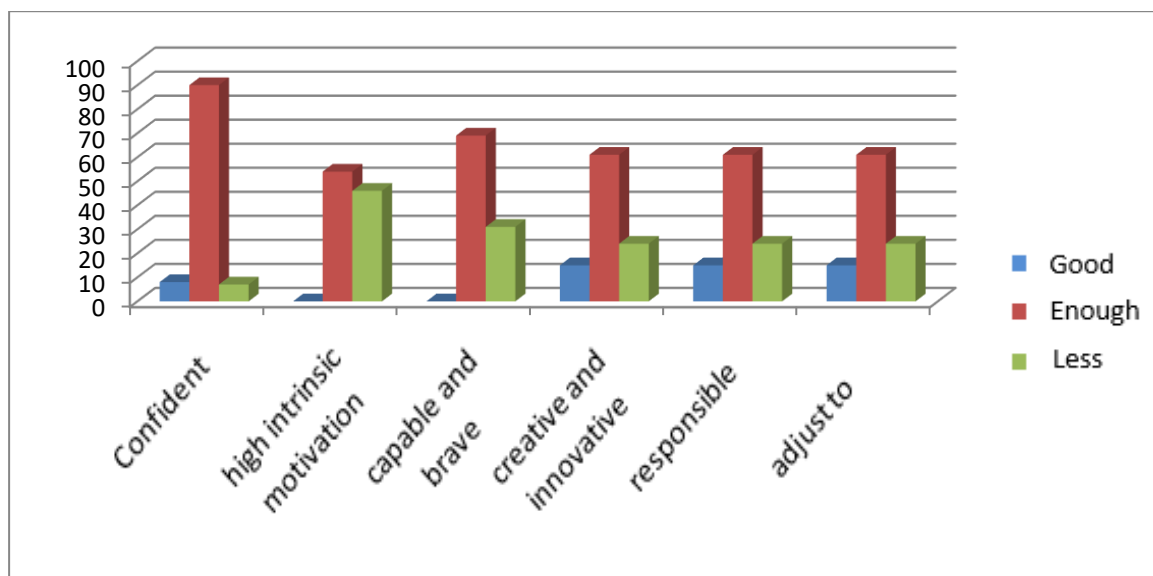


Figure 1. Student Self-Character Value Indicator

The value of independent markers of learners, as depicted in the photo above, is largely in the fair type; nevertheless, a very significant value is a self-assured value, which has a value of 84. Sixty-one per cent of pupils have begun asking questions during their education. An intrinsic motivation marker has a very low value, so it is called such. 84 per cent of these grades have a lower degree of desire among students due to a lack of teacher pressure. The importance of intrinsic motivation is strong for students as much as 53 per cent in these grades. As many as 69.23 per cent of respondents believe that it is important to be able and daring to ensure the choice of its own learners. Creativity and imaginative students account for as many as 61 per cent of all students. The worth of learners in terms of responsibility is as high as 61.53 per cent. Grades can help you become more familiar with the student area by as much as 61.53 per cent. The outcomes of this presentation can be used as an evaluation tool for the school to improve the importance of personality values in the school's students. Based on the findings of (Sa' diyah, 2017; Budiyanto, 2014) have found that independent behaviour in large compulsory students is associated with greater freedom in their environment. A student must become accustomed to doing everything without relying entirely on others; students are taught to carry out activities by themselves not to cause disturbance; by practising this subject, learners can carry out activities without relying on others. According to Rahmayani (2019), a person's independent character significantly impacts their ability to acquire learning outcomes, which includes. The student's total independents must be improved in this case after attempting the correlation test because the level of independent students themselves wish to influence the student's learning achievement. This matter appears to be less master of the material first before learning from his learners than in the previous case. Although the learner has a desire to learn on his or her own, the learner is simply waiting for the teacher to explain what is being explained at that time, and when the process takes place, students are too lazy to ask questions. As a result, personality values in learners are still listed quite a bit and need to be strengthened again in order for learners to achieve optimal results. According to (Wuri et al., 2016 and Maryono et al., 2018), the self-installed personality is still less than optimal because some obstacles limit the implementation of independent personality; the obstacle is that teachers have not been able to optimize this independent personality at various points in the education process, according to the authors.

Other research findings indicate that the following factors contribute to the inability of class IV learners to develop values of independent personality learning: 1) parents' inability to cooperate with their children in the manner expected by the school; 2) habituation at home is not in line with habituation at school; 3) external aspects and aspects from the inside are not supportive. In addition to these efforts, the school makes efforts to overcome the problem of developing independent personality values, which include: 1) holding tutoring activities at school, 2) counselling guidance if there are things that must be completed quickly, and 3) intensive communication of classroom guardians to parents about the problems of students in natural schools.

CONCLUSION

According to the initial review, some of the positions of teachers involved in the development of independent personalities in grade IV pupils are as follows: 1) Educators, teachers are not only responsible for directing science, but also for their students' behaviour; 2) Teachers, teachers instil personality values in students through teaching and learning activities; 3) Motivator, teachers' role in developing students' personalities is through their urgent methods to develop personality values. Teachers can instil good behaviour and morality in students through the use of personality development at this school. This research can be a reference for teachers about the importance of the role of elementary school teachers in instilling student character values from an early age. The other researcher can research the importance of developing independent character for elementary school students in the future.

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The Role of Teachers in Simple Sentence Writing Learning for Primary School Students

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Abstract

The purpose of this study was to determine the role of teachers in the development of primary school pupils' ability to compose basic phrases. The descriptive qualitative research approach was adopted in this study. The information was gathered through observation, interviews, and the review of records. Participants in the study were first-grade instructors at SDN 151 Pekanbaru, in the province of Riau. Data triangulation is used in the data credibility test because it allows researchers to double-check their findings by comparing them to other sources. According to the Miles and Huberman data analysis model, there are three steps: (1) data collection (data collection), (2) data presentation (data presentation), and (3) conclusion formulation and verification (conclusion drawing). The findings of the study indicate that the teacher's role in helping grade I students at SDN 151 Pekanbaru learn to write basic sentences has been going fairly well, with numerous stages, such as being a teacher, mentor, trainer, and learning manager, all of which have been quite successful. In addition to improving the quality of the teaching and learning process by providing adequate learning facilities, the findings of this study have broader ramifications.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peran guru dalam pembelajaran menulis kalimat sederhana bagi siswa Sekolah Dasar. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumen. Partisipan penelitian adalah guru kelas 1 di SDN 151 Pekanbaru, Riau. Uji kredibilitas data menggunakan triangulasi data karena peneliti dapat *merecheck* temuannya dengan jalan membandingkannya dengan sumber. Analisis data model Miles dan Huberman, yaitu; (1) reduksi data (*data reduction*); (2) paparan data (*data display*); dan (3) penarikan kesimpulan dan verifikasi (*conclusion drawing*). Temuan penelitian menunjukkan bahwa Peran guru dalam pembelajaran menulis kalimat sederhana siswa kelas I di SDN 151 Pekanbaru sudah berjalan cukup baik dengan diadakannya beberapa tahap seperti sebagai penagajar, pembimbing, pelatih, dan manajer belajar beberapa peranan ini sudah ada diterapkan dalam diri guru. Implikasi penelitian ini terlihat pada peningkatan kualitas cara melakukan proses pengajaran dan pembelajaran dengan fasilitas belajar yang memadai.

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INTRODUCTION

Teachers have a vital role in building the success of the teaching and learning process. Moreover, in the learning process in elementary school for grade 1 level, the teacher has a very big role. At this stage, students still need complete guidance from the teachers. The role of the teacher is as a facilitator in providing services to students to make it easier for students to receive learning materials. Teachers have many functions in the learning process. In the implementing role, the teacher carries out ready-made activities. In the redesign role, the teacher collaboratively redesigns an existing activity, and in the co-designer role, the teacher collaboratively designs a new activity. In each role, the teacher carries out learning activities (Cviko et al., 2014). Moreover, in the era of increasingly advanced technology and the Covid-19 pandemic, teachers are required to be able to manage online learning (Yengin et al., 2010), as well as to design the need for teaching materials for learning (Ananda & Ashadi, 2021; Bouckaert, 2019).

The teacher's role is significant in helping students develop independence in learning and other important functions, such as management and teaching (Bajrami, 2015). In this case, the teacher's role can also be said as a leader in the classroom in developing learning (Cheng & Szeto, 2016). Teachers bring an internal, external and collaborative orientation to their professional learning. The beliefs and practices associated with this orientation were also shown to have a moderate effect, via path analysis, on changes in teacher learning defined as the combined outcome of changes in beliefs, practices, and students (Opfer et al., 2011). Teachers facilitate the resilience process of at-risk students by building empowering teacher-student relationships (Mu et al., 2017). Thus, active involvement in learning, including setting meaningful goals, selecting appropriate and task-specific strategies, monitoring motivation levels, and adapting based on feedback, are positively related to learning outcomes (Moos & Ringdal, 2012). So, the role of the teacher as a facilitator in providing services to students is to make it easier for students to receive learning materials.

As in this study, some interesting problems studied more deeply are the teacher's role in writing for grade 1 students. Writing sentences for grade 1 students is not an easy thing. The results of interviews conducted with first-grade teachers at State Elementary School 151 Pekanbaru on February 19, 2021, stated that students still had difficulties in writing due to a lack of vocabulary and not mastering sentence structure properly. The results of observations in class from February to March 2021 have shown students' difficulties in understanding writing material. In addition, other problems that arise are seen in the online learning process, which makes students less than optimal in receiving the material and practising. Although group learning activities are carried out to assist students, these group learning activities are limited to teachers.

It can be concluded from these issues that several issues became the impetus for conducting this research, including (1) students' inability to write simple sentences when the teacher dictated them; (2) students' inability to understand and distinguish the letters b and d when the teacher dictated them; and (3) students' inability to understand and distinguish the letters b and d when the teacher dictated them. Students' learning outcomes can be negatively affected if the teacher's attention is not focused on teaching them to write simple sentences; (3) Students continue to have a lot of writing that goes up and down and are unable to create simple phrases. It is possible to observe many different aspects in children's changes and behaviour, such as children who are having difficulty learning to write simple sentences. With the difficulties that students experienced during their first year at Pekanbaru's State Elementary School 151, it appears that their ability to write simple sentences remains low. This difficulty could be caused by teachers who did not deliver their lessons correctly or who did not know how to teach students to write appropriate sentences in the first place. When pupils are writing simple sentences, the majority of teachers do not provide any guidance. Students are only given assignments to teach practice questions from the book by their teachers. Teachers never use acceptable and appropriate media when they are instructing.

The teacher is less cautious when dictating simple sentences such that the sentences created by students do not appear to be their own words but rather are copies of what is in the text book instead.

The problems that have been described, this research is oriented to the study of the teacher's role in learning to write simple sentences because the success of each lesson is related to the way the teacher plays a role in guiding students in the classroom. Moreover, for grade 1 students, it is known that the teacher has a huge influence on the implementation of learning activities in the classroom. Therefore, this study shows a gap in studies related to its role in writing simple sentences for grade 1 students. This is in line with the results of observations in February 2021 which showed that grade 1 students still had many difficulties making simple sentences. Although many previous studies related to the role of the teacher. However, each teacher has a different way of managing the classroom in each school and in each role, the teacher carries out learning activities (Cviko et al., 2014). Teachers, architectural figures who can shape the soul and character of students and build students' personalities (Supardi, 2013). Teachers are human resources in the implementation of the 2013 Curriculum. The human resources used will determine the implementation and success of the policy (Krissandi et al., 2015). So, the basic skills of teachers in teaching in the classroom are demands that must be mastered and carried out by teachers, with the aim that learning in the classroom can realize good and fun learning. This shows the uniqueness of the research conducted.

Thus, the purpose of this study was to determine the teacher's role in learning to write simple sentences in grade 1 at SDN 151 Pekanbaru. Thus, the research results are expected to impact increasing the role of teachers in elementary schools in various lessons that school principals can develop through various training activities or seminars related to the class management model. In addition, this research can also be a recommendation for grade 1 teachers in guiding grade 1 students to make easy and simple sentences.

METHOD

The research approach used descriptive qualitative research. In this case, research is carried out to understand what phenomena are experienced by research subjects, such as behaviour, perceptions, motivations, actions, etc., holistically, and by describing them in the form of words and language, in a special context that is natural and natural. By utilizing various natural methods (Creswell & Creswell, 2018). This study explores the teacher's role in the learning process of writing simple sentences in elementary schools. The research was conducted at State Elementary School 151 Pekanbaru, Riau. The class involved in this study is class 1 because grade 1 students at State Elementary School 151 Pekanbaru have a variety of backgrounds. Students need teacher guidance assistance in learning so that this research can determine the extent of the teacher's role in the learning process in the classroom. The study was conducted from April – June 2021.

The data collection technique used the purposive sampling technique. Data were collected using observation, interviews and documentation. The source of the data is the grade 1 teacher. In this study, the validity of the data was obtained from the credibility test, which was carried out using data triangulation because the researcher could recheck the findings by comparing them with the source. This study uses the data analysis model Miles and Huberman (Miles & Huberman, 1994), namely; (1) data reduction; (2) data display; and (3) conclusion drawing and verification.

FINDINGS AND DISCUSSIONS

The results of data analysis showed that the first-grade teachers at SDN 151 Pekanbaru had very good roles as instructors, mentors, coaches, and learning managers in the classroom. The results of interviews and observations in the field it is illustrated in the following table.

Table 1. Findings of the Teacher's Role in Learning Simple Sentences in Grade 1

	Teacher's Role	Implementation of the Teacher's Role	Result
1	Teacher	<ol style="list-style-type: none"> 1. Be a role model for students 2. Having the professional ability to teach as an educator. 	<ol style="list-style-type: none"> 1. The teacher has mastered and knows the students' ability in writing. 2. The teacher has behaved professionally through the critical nature and thinking skills that are manifested in the teaching and learning process.
2	Trainer	<ol style="list-style-type: none"> 1. Fostering students in Learning Activities 2. Able to master the skills developed 	<ol style="list-style-type: none"> 1. The teacher has made efforts to provide guidance, direction, stabilization, improvement and direction on the patterns, attitudes and mentality of students in learning 2. The teacher carries out learning activities in the classroom in stages according to the lesson plan that has been made.
3	Advisor	<ol style="list-style-type: none"> 1. Help and develop the classroom atmosphere 2. Helping students grow student self-confidence 	<ol style="list-style-type: none"> 1. The teacher always builds a fun class by involving students in every learning activity, so that students have interest and confidence during learning. 2. The teacher fosters students' self-confidence through the use of language that contains the meaning of enthusiasm and encouragement to learn.
4	Manager	<ol style="list-style-type: none"> 1. Planning learning activities that are done in class 2. Plan and determine class management 	<ol style="list-style-type: none"> 1. The teacher prepares the theme book, lesson plans, and syllabus, as support in teaching, and the teacher also prepares a teaching material that will be used as an example for learning materials 2. Class management is carried out through student seating placement, division of discussion group teams.

Table 1 shows that the teacher's role in learning to write simple sentences is very good. However, the interview results found that the first-grade teacher also had a unique way of acting as a teacher. The teacher carries out activities that involve students' motor skills in making simple sentences. Overall, all roles have been carried out according to procedures in the learning and teaching process designed in the State Elementary School 151 Pekanbaru curriculum. Nowadays, the ability to write must be had by everyone. Being able and skilled at writing well and correctly is one of the learning objectives in schools, both formal and informal. By writing, students can read back the letters they wrote. In addition, students will be faster and longer-lasting to remember. In particular, at State Elementary School 151 Pekanbaru, grade I students are still very low in writing simple sentences in the early stages of learning. While sitting in class I

Writing activities can provide many benefits for students. Writing can train students' creativity and can also pour ideas into written form. One of the benefits of writing is a complex activity that involves all students' abilities. The complexity of writing lies in the demands of the ability to harmonize various aspects. This aspect includes knowledge of the topic to be written, which is adjusted to the reader's ability, and the presentation is by conventions or rules. Seeing the problems that occurred in class I at State Elementary School 151 Pekanbaru, in terms of learning to

write simple sentences, it still seemed low. This difficulty could be caused by teachers who did not deliver correctly or did not know how to learn to make appropriate sentences.

The findings also show that most teachers do not guide their students when writing simple sentences. Teachers only give assignments to students when writing simple sentences. Teachers only give assignments to students to teach practice questions in the book. They were often teaching teachers never to use the right and appropriate media. So that the sentences made by students do not arise from their own words but only copy what is in the book, and the teacher is less careful in dictating simple sentences. So, Grade I elementary school students still need continuous practice and are guided by the teacher so that writing simple sentences can come from the results of students' thinking processes.

In general, the teacher's role as an educator includes a teacher, a coach, a mentor, and a learning manager. A teacher also plays a role in assisting students in developing students' skills and knowledge. The teacher's development of teaching and learning has consequences for the teacher to increase his role. Because the role of the teacher largely determines the teaching and learning process and student learning outcomes. Competent teachers will be better able to manage their classes so that student learning results are at an optimal level. The teacher's role as a teacher is to convey subject matter to students. In this position, the teacher actively places himself as an actor, namely pouring teaching materials to students in the class. The teacher becomes a role model for his students in class by increasing discipline to work well and educating students with a good heart. Sincere, the attitude that teachers must have as educators to be a good role model for their students by giving the attitude that teachers must have, firmly authoritative, confident, consistent and understanding the activities of students in each class, one of the efforts possessed by the ability of professional teachers to teach. As an educator teaching students in class, the task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students. The way the teacher does in class when teaching as an educator is by being closer to students and going around to find out the situation of the class and students when they are learning and giving more attention to all students.

So, each teacher's role is not only as an implementer, redesigner, co-designer and contributes to the effectiveness of learning activities that can be utilized with technology (Cviko et al., 2014). The teacher also acts as a motivator who must build student motivation so that students have the desire to learn and improve skills (Rianawati et al., 2020). Thus, teachers and students have an alignment of roles to achieve learning goals (Kirom, 2017). Especially in the era of technological and knowledge advancement, the teacher's role is very large in the process of providing education (Juhji, 2016). So, the teacher is one of the main factors for achieving successful learning in the classroom, as stated in the Law on Teachers and Lecturers Number 14 of 2005 (Darmadi, 2016).

CONCLUSION

From the findings, it can be concluded that the first-grade teacher at State Elementary School 151 Pekanbaru has four main roles in learning to write simple sentences in grade 1, namely as a teacher, supervisor, coach, and learning manager. These four roles are carried out very well, but the teacher can improvise in various learning activities in the classroom during teaching and learning activities. Thus, the four roles function in tandem in every activity carried out as we know that grade 1 still needs the teacher who dominates the class. However, from the results of this study, the teacher still tries to involve students so that they are active in every learning process to write simple sentences.

This research is also limited to analysing the teacher's role in the classroom during the learning process. Therefore, this research can still be developed to determine the relationship between the role of teachers with learning outcomes or student achievement. So, future researchers can still develop the results of this study by linking it to other aspects. This study also recommends that schools facilitate the quality of teacher professionalism through various training activities and

seminars. Thus, teachers can maximize their role in the classroom. In addition, the principal can also evaluate the teacher's role as a form of teacher performance in schools.

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