PROCEEDINGS
4th GREEN DEVELOPMENT INTERNATIONAL CONFERENCE
Theme: Higher Education Institutions’ Roles on Sustainable Development Goals
UNIVERSITAS JAMBI
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Oct 1-2, 2022
4th GREEN DEVELOPMENT INTERNATIONAL CONFERENCE

Theme: Higher Education Institutions' Roles on Sustainable Development Goals

Subthemes:
1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life On Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals.

UNIVERSITAS JAMBI
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADAMASYARAKAT
Oct 1-2, 2022
Foreword

Representing the GDIC 2022 committee, we are honored and welcome the participants, which were held offline at Swiss-Belhotel Jambi and a virtual zoom meeting. GDIC this time, namely on Saturday, 01-02 October 2022; is the implementation of the 4th (fourth),

The Green Development International Conference 2022 is a form of scientific meeting which is held once every two years by the University Research and Community Service Institute. This activity was carried out as a vehicle for exchanging knowledge and a venue for disseminating research results. In holding the GDIC 2022, there were 5 speakers at the opening session of the seminar. and 4 rooms for offline parallel sessions and 6 rooms for online parallel sessions. The papers that have been presented will be published, after going through a review process. With the provisions of the standard review process and policies for each journal, as well as GDIC Proceedings (with DOI, ISSN, indexed). The implementation of GDIC would not have been possible without the dedication of many parties working in planning and organizing.

We would like to thank the organizers who contributed to the various processes of organizing this seminar. And it is hoped that the articles contained in this proceeding will be of benefit to the Indonesian people in general in improving the quality of human resources oriented towards sustainable development.

Jambi, Desember 2022
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Analysis Of the Affective Assessment in Terms Level Of Discipline And Responsibility Students Class X In Physics Subject At Senior High School 3 Of Jambi

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ABSTRACT
This study aims to determine the level of discipline and responsibility of students in the realm of affective assessment. The research sample used is purpose sampling, namely students of class X at senior high school 3 Jambi city. The sampling technique was in the form of a questionnaire. The research instrument used was a questionnaire. The data analysis technique used was descriptive. Based on the results of the study, that 15% of students stated strongly agree, 74% stated agree, 3% stated neutral, 9% stated disagree and 0% stated strongly disagree. So it can be said that most of the students at SMAN 3 Jambi City already have the ability to discipline and high responsibility in learning physics. Recommendations for the next research, physics teachers can teach students to be more aware of the importance of having a high attitude of discipline and responsibility for themselves and the environment.

Keywords: Affective Assessment, Analysis, Discipline, Responsibility.

1. INTRODUCTION

The accuracy of the selection of the assessment method will greatly affect the objectivity and validity of the results of the assessment which ends up being objective and valid information on the quality of education. On the other hand, errors in choosing and applying assessment methods also have an effect on invalid information regarding learning and education outcomes [1]. Assessment is a complex process of collecting information that is carried out on an ongoing basis to determine the ability or success of students in learning by assessing student performance both individually and in group activities. Aspects of assessment generally include the cognitive, affective, and psychomotor domains [2]. The affective aspect is one of the three very important aspects of learning in schools. The affective aspect is an attitude aspect that is embedded in students. A good attitude to students will make the teaching and learning process smooth, without obstacles, and meaningful. Attitude cannot be separated from values. Every attitude, will definitely be worth [3].

Attitude is a tendency to act like or dislike towards an object. Attitudes can be formed through seeing and imitating something positive, then through reinforcement and receiving verbal information. Changes in attitude can be observed in the learning process, the goals to be achieved, firmness, and consistency towards something. Attitude assessment is an assessment carried out to determine the attitudes of students towards subjects, learning conditions, educators, and etc [6]. Attitude assessment can be divided into several parts of the assessment including, first, attitudes towards the subject, whether students have an interest in learning because with an interest in learning it will be easier to absorb the subject matter. Second, the attitude towards the teacher, whether students ignore or pay attention. Third, the attitude towards the material from the subject matter, the material is the key to the success of the learning process. Fourth, the attitude of social relations, for example cooperation, kinship, etc [7]

The positive and negative attitudes that students have when learning physics also vary. Positive attitudes that
arise, for example, enthusiasm during teaching and learning activities, a sense of pleasure and curiosity about physics subject matter. Meanwhile, negative attitudes that arise such as lack of interest in following lessons, lazy to listen to explanations from teachers, not enthusiastic and bored during the physics learning process and etc [8]. The preparation of attitude assessment tools must pay attention to the signs for developing affective assessment tools, including: conducting an analysis of competency standards or basic competencies including: paying attention to technical instructions for content standard analysis, paying attention to technical instructions for syllabus development, drawing up assessment designs based on the affective characteristics of subjects and affective aspects involved. dominant in the subject, and informing the assessment design at the beginning of the semester to students [9]. Students' abilities in the affective domain are measured clearly and systematically. This can be seen from the real form of students' daily life in the learning process by looking at the existing characteristics. The characteristics of affective learning outcomes appear in students in various behaviors such as: attention to subjects, discipline in following the learning process, motivation in learning, appreciation or respect for teachers, etc. [10].

There are five levels in the affective domain, namely the first level, receiving or paying attention. This level is related to the willingness to accept or pay attention to the teacher. The keywords used include: hear, see, touch, smell, taste, look, choose, and pay attention. Second level, respond. In this level, students are involved satisfactorily in a particular subject. Keywords that can be used include: approval, interest, reaction, helping, participation, and involving oneself. The third level is awards. At this level, the behavioral aspects of students are consistent and stable. The keywords that can be used are: sincerely admitting, identifying oneself, believing, uniting oneself, willing to sacrifice, and responsibility. The fourth level, organizing. In this level, students form a value system that can guide behavior. The keywords that can be used are: consider, interweave, harmonize, and balance to form a philosophy of life. The fifth level is personal or character. This final level already has internalization, and values have got a place in the individual. Words that can be used include: objective, wise, fair, firm in stance, confident, and personable [11]. Menurut Suyanto dalam kutipan [12], neglect of the affective domain is detrimental to the development of students both individually and in society as a whole. The tendency is that students know a lot about something, but lack attitudes, interests, value systems and positive appreciation of what they know.

Someone with low affective ability will certainly have difficulty achieving optimal learning success. Therefore, educators must pay serious attention to the development of the assessment of the affective domain of students. According to the Ministry of National Education in Government Regulation number 32 of 2013 concerning National Education Standards, that affective assessment is an important assessment component that must be carried out by educators, in this case the teacher.[13]. Weaknesses in assessing the affective characteristics of students in schools are caused by several things, including: First, the lack of information in the process of assessment, consultation, and placement of students. Second, there are many paper and pencil based test instruments which consume a lot of time and are quite expensive. Third, the existing affective assessment instrument is not as valid and reliable as the cognitive assessment instrument. Fourth, the achievement of affective learning goals is not as easy as cognitive learning. This condition occurs due to the lack of ability of educators to describe indicators of achievement in the affective domain so that the assessments made to students so far do not describe the ability of students as a whole [14].

Lack of information regarding the assessment of students' affective characteristics is a serious weakness in the process of assessing, consulting, and placing students. Professionals (teachers) who play a role in developing students rarely measure these characteristics and rarely use them in the process of giving advice and doing placements. This is partly because many paper and pencil based test instruments are used to assess students' affective skills which require responses to hundreds of questions, thus consuming a lot of time and also quite expensive costs [15]. If the students have a negative attitude towards Physics learning, it will make the current learning, and there will be more Physics learning in the future difficult. Students' Attitude towards Physics can be seen by identifying social indicators of Physics, attitudes towards investigations in Physics, adoption of scientific attitudes, and interest to increase duration study Physics [16]. The problem in this case can be explained based on the previous explanation. How is the discipline and responsibility of class X Phase 7 students towards learning physics at SMA Negeri 3 Jambi City.

2. METHOD

The type of research used in this research is quantitative research with the research location in SMAN 3 Jambi City. The data collection used is a descriptive analysis research instrument. In this quantitative study, validity and reliability tests have been carried out. There are 20 valid statement items with a reliability level of 0.926. The sample used in this study is a purposive sampling technique.

The research instrument used in the form of a research questionnaire regarding student discipline and responsibility for physics subject. The subjects of this study were 34 students of class X Phase 7 at SMAN 3 Jambi City. Data was collected using a questionnaire instrument containing 20 statements. The type of questionnaire used is a closed questionnaire, so that
respondents can choose by giving a check mark in the statement table column. In data processing, it is carried out by descriptive analysis using SPSS software to identify the number of students who have discipline and responsibility in learning physics.

3. RESULTS AND DISCUSSION

Data Validity Test

**Tabel 1. Validity Test**

<table>
<thead>
<tr>
<th>Jenis Kelamin</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laki - laki</td>
<td>12</td>
<td>35.3</td>
<td>35.3</td>
<td>35.3</td>
</tr>
<tr>
<td>Perempuan</td>
<td>22</td>
<td>64.7</td>
<td>64.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the statistical reliability above, it can be said that the data that has been processed has a level of reliability. This is proven because the data above has met the reliability requirements. Where a data can be said to be reliable if the value of cronbach’s alpha > 0.6.

Frequency Distribution Test

**Tabel 2. Frequency Distribution Test**

Based on the data table above, it can be seen that the respondents at sman 3 jambi city are 22 female students with 64.7% and 12 male students with 64.7% and valid percent values is the same with percent values.

Descriptive Statistical Analysis Test

**Tabel 4. Descriptive Statistical Analysis Test**

The purpose of this study was to analysis whether the students of SMA N 3 Jambi City were Discipline and responsibility or not in learning physics. This research was conducted at SMAN 3 Jambi City with a total of 34 students. After conducting the research, the researcher then processed the data that had been obtained by conducting various tests to find out how to analyze the data from the sample results of class X Phase 7 students at SMAN 3 Jambi City which were discussed as follows:
Based on the data above, it can be seen that with 34 N statistics, the results of the statistical range, minimum value, mean, std. deviation and variance vary. Meanwhile, the maximum value remains 5.

Table 5. Percentase Data

<table>
<thead>
<tr>
<th>No</th>
<th>Skor</th>
<th>Kategori</th>
<th>Frekuensi</th>
<th>Percentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85-100</td>
<td>Sangat Setuju</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>66-84</td>
<td>Setuju</td>
<td>25</td>
<td>74%</td>
</tr>
<tr>
<td>3</td>
<td>51-65</td>
<td>Netral</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>4</td>
<td>36-50</td>
<td>Tidak Setuju</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>0-35</td>
<td>Sangat tidak setuju</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Referring to the data table that has been obtained, it can be seen that 15% of students stated strongly agree, 74% stated agree, 3% stated neutral, 9% stated disagree and 0% stated strongly disagree. So it can be said that most of the students at SMAN 3 Jambi City already have the ability to discipline and high responsibility.

Menurut Nopriyanti et al.,(2020), After percentage, then the numbers are interpreted with quantitative sentences, with several criteria, namely:

- Very Effective =80% - 100%
- Effective =60% - 79%
- Less Effective = 40% - 59%
- Ineffective = less than 39%

Rating scale is a data collection tool from respondents’ answers which are recorded in stages or graded. The reason the author uses a rating scale is because this rating scale is more flexible, not limited to measuring attitudes but can also measure respondents' perceptions of phenomena. In the rating scale there are levels of point measurement, namely points 1 to 5 which measure each item in the answer to the statement in the questionnaire. Respondents’ answers to each questionnaire item have a value, point 1 answers with very bad category and point 5 is the answer with very good category.

![Rating Scale Table](image)

CONCLUSION

So it can be said that most of the students at SMAN 3 Jambi City already have the ability to discipline and high responsibility in learning physics. Recommendations for the next research, physics teachers can teach students to be more aware of the importance of having a high attitude of discipline and responsibility for themselves and the environment.

AUTHORS’ CONTRIBUTIONS

The purpose of this study was to determine how high the level of discipline and responsibility of students in
physics subjects as one of the applications in the affective aspect

ACKNOWLEDGMENTS

The most important thanks from the researcher is addressed to the respondents who were present and would appreciate the time to fill out the questionnaire that had been distributed. Hopefully this research can be useful for readers and can be used as a reference source in further research.

REFERENCES


Analysis of the Correlation Between Students Learning Motivation and Thinking Skills After Covid-19 Epidemic at Dinniyah Al Azhar Junior High School Jambi

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ABSTRACT
This study aimed to explain the correlation between learning motivation and thinking skills of grade IX students based on student characteristics after the covid-19 epidemic at SMPIT AL AZHAR Jambi. This research is a qualitative descriptive study. This study collects information and data by conducting interviews and observations. The findings of this study, for the correlation between learning motivation and students thinking skills, increasing student learning motivation sharpens thinking skills, resulting in the formation of good student characteristic. This is showed by students active participation in the classroom, as well as their high curiosity and enthusiasm during classroom learning activities. It is hoped that future researchers who want to study learning motivation and students' thinking skills will be able to use other components.

Keywords: Motivation Learning, Student Characteristic, Thinking Skills.
1. INTRODUCTION

The evolution of human thought in providing limits on the meaning and understanding of education always shows a change. This change is based on various findings and changes in the field related to the expanding components of the existing education system. Education is a conscious effort to realize something of cultural inheritance from one generation to the next. Education transforms this generation into a role model for previous generations' teachings. Because of the complexity of its target, namely humans, education has no limit to fully explain its meaning. Because of its complexity, it is often referred to as the science of education. Education is continued through educational science. Education and educational science are both practical and theoretically related. So, in the course of human life, the two work together [1].

In essence, education is an effort to develop students' potential, which is developed through a complex process that changes in response to advances in technology and information. Rapid advances in technology and information have now been put to good use in the field of education, as seen during the Covid-19 pandemic, where the learning process was carried out online from home [2].

The spread of Covid-19 has caused numerous issues in various aspects of life, one of which is education. Many students have problems and difficulties when doing online learning, ranging from the difficulty of getting a signal to inadequate facilities such as cellphones and laptops. Furthermore, when students learn online, their motivation decreases. When participating in online learning, students become easily bored, lazy, and unfocused. Students' misunderstanding of the material being taught causes fear and lowers self-confidence, lowering student learning performance. Of course, obstacles can reduce students' effectiveness in understanding the material and impede learning [3].

Application-based online learning is more likely to take the form of assignments via applications. Students are given tasks to complete, which are then corrected by the teacher as a form of assessment and given comments as a form of evaluation. There is, of course, a difference between learning aided by platforms that support learning and face-to-face learning directly in front of the class. Students are less motivated to learn [4].

With the current global conditions and opportunities for a brighter future, it can be a significant capital for making changes. A great qualification in educational management is also required to achieve this great goal. The school has fulfilled a commitment in terms of quality improvement as well as management by improving the qualifications of human resources [5]. The recent global condition has been the spread of COVID-19, which has had a significant impact on the qualifications of human resources and education management.

Science education suffered a significant decline during the spread of covid-19. So that students put in less effort when learning science. This is also due to the negative impact of technological advancements; students no longer feel the need to understand deeper learning science because everything students do can be easily found in technology, resulting in their lack of understanding of science education. Recognizing the importance of science education, numerous efforts have been made to improve the quality of science learning in schools. This effort can be seen, for example, in the ongoing efforts to improve the curriculum, to improve the quality of teachers in the field of study, to provide and update textbooks, and to provide and equip science learning tools (laboratories). However, the achievement of science learning outcomes in schools in general remains below expectations [6].

One of the factors influencing the decline in student understanding is a decrease or absence of student learning motivation during the covid-19 pandemic. Motivation is a psychological process that reflects an individual's attitudes, needs, perceptions, and decisions. Motivation as a psychological process is caused by both internal and external factors [7]. High learning motivation is reflected in perseverance that is not easily broken in order to achieve success despite a variety of challenges. Motivation tends to cause or encourage the emergence of one's creativity [8].

Motivation in the sense that it develops in society is frequently equated with 'spirit,' and learning outcomes are the results obtained by an individual in developing his abilities through a process carried out with effort with his cognitive, affective, psychomotor, and mixed abilities. Motivation becomes the foundation for students to achieve maximum learning outcomes, with additional learning outcomes used to determine achievement of the expected competencies [9]. The presence of good motivation in the learning process will also produce positive results. In other words, if a person learns with diligence and a strong motivation, he will achieve good results because his thinking skills will improve. This means that the intensity of student motivation will greatly influence achievement and how they think about learning.
Learning motivation is the overall driving force within students that causes learning activities, ensures the continuity of learning activities, and provides direction to learning activities so that the desired goals can be achieved. Motivation is a crucial factor in learning activities. Motivation provides impetus that causes someone to perform an action. Motivation serves as a guide for learning activities, directing them toward specific goals that must be met. Students who are motivated in themselves have characteristics such as being diligent in completing tasks, being tenacious in overcoming difficulties, being more independent, being able to defend their opinions, being happy, and being able to solve problems [10].

Student learning motivation is classified as intrinsic or extrinsic. In the intrinsic motivation dimension, it comes from indicators of being diligent in doing tasks, which tend to be in the high category with a percentage of 59.80% where students' attitudes are in the frequent category. In the extrinsic motivation dimension, it comes from feedback indicators that tend to be in the high category with a percentage of 61.76% where students' attitudes are in the frequent category [11].

A good thought process will almost certainly have a positive impact on student achievement. Students' thinking processes can run smoothly if the teacher plays a role in assisting students in achieving good and correct results. For example, the teacher can participate by asking students to repeat their results based on what they are thinking [12]. Because learning was done online during the COVID-19 pandemic, teachers played a smaller role in assisting students.

Thinking is a human activity that involves the management and transformation of information in memory in order to form concepts, reason, think critically, and solve problems. The goal of critical thinking is to think with the goal of arriving at a reasonable decision that can lead to action. Critical thinking is concerned with comprehending something that is conscious and leads to a goal. Critical thinking has a goal, which is to be able to choose and weigh which one to choose in order to make a decision [13].

Thinking ability is an important factor for students to consider when learning. This is because thinking ability plays a critical role in developing intellectual potential. Meaningful learning can help you improve your thinking skills [14]. High levels of learning motivation are required for meaningful learning.

When online learning is done in group videos, some students are still preoccupied with their own activities and pay less attention to the explanations [15]. Students become bored and fall asleep as a result of this. Environmental factors also have an impact on the decline in students' learning motivation because they are distracted by the activities they create or are around.

This study aimed to determine the correlation between students' learning motivation and thinking skills after the pandemic, whether students' learning motivation increases or decreases, and whether there is a relationship between the two.

2. METHOD

This study is a descriptive study with a qualitative approach. The purpose of this study is to examine the relationship between students' learning motivation and their cognitive ability. The informant, one of the science teachers at Dinnyiah Al-Azhar junior high school in Jambi, was used as the source of the data in this study. Purposive sampling is a non-random sampling method in which the researcher ensures the citation of illustrations through the method of determining the special identity used. Suitable with the research objectives, so that it is expected to be able to respond to research cases [16].

Interviews and observations are two methods for gathering data. The data validity technique employs the triangulation of sources, theory, and time. The data analysis technique used in this study is data reduction and data display.

3. DISCUSSION

Pasca pandemic Covid-19 or current situation is the ideal time to restore students' learning motivation and thinking ability. The first stage is for the teacher to learn about the characteristics of students in terms of learning by categorizing them into three main learning variables: learning conditions, learning methods, and learning outcomes. Learning conditions are variables that influence the method's effectiveness in improving learning outcomes. Learning methods are various approaches to achieving various learning outcomes under various learning conditions. All effects that can be used as indicators of the value of using different learning methods under different learning conditions are considered learning outcomes. Real outcomes (actual outcomes) and desired outcomes are two types of learning outcomes (desired outcomes) [17].

Each class unit has unique characteristics. Teachers must deal with class heterogeneity as a necessity. As a learning designer, the teacher must incorporate student
characteristics into the planning and management of the teaching and learning process. The elementary school teaching and learning process differs from the secondary school teaching and learning process. Students’ characteristics correspond to the stages of student development. The complexity of the problems faced by the teacher will directly affect student development. Another reality that teachers must face is that, even when dealing with class groups of students of similar ages, teachers cannot treat differences in student characteristics equally. Each class unit has a unique learning motivation, learning ability, level of knowledge, background, and socioeconomic status. This necessitates that the teacher approach the class unit differently. Understanding student heterogeneity means accepting what they are and planning learning according to their circumstances. In analyzing student character, four important factors must be considered: (1) general characteristics; (2) initial competence or ability; (3) learning styles; and (4) motivation. In terms of motivation, students must be encouraged to participate in learning activities in order to become competent in the field being studied [18].

Motivation is defined as a person’s ability to increase their willingness to engage in an activity. Willingness originates both within the individual (intrinsic motivation) and outside the individual (extrinsic motivation). The strength of an individual’s motivation determines the quality of his behavior, both in the context of studying, working, and in other aspects of life.

When students are motivated to learn, the learning process will be successful. As a result, teachers must promote student learning motivation. Teachers must be creative in generating student learning motivation in order to achieve optimal learning outcomes. Because creative teachers move students in learning that students or students who are following the learning process will experience [19].

Based on interviews with one of the junior high school teachers at Dinniyah Al-Azhar Jambi, it was discovered that the pandemic had a significant impact on students’ learning motivation and thinking ability. This is because, during the pandemic, the lack of maximum supervision of students while studying resulted in students being negligent of learning materials, let alone relying on cellphones, because most students use cellphones during brave learning.

motivation is important as a driver of one’s soul to learn. Students will not be interested or serious about participating in learning unless they are motivated. Students with high motivation, on the other hand, will be interested, actively involved, and even take the initiative in the learning process; students with high motivation will do their best to learn [20].

Students’ learning motivation and thinking ability differ from person to person, but during the pandemic, students’ learning motivation and thinking ability decline. This is based on a teacher’s firsthand experience teaching after a pandemic. As a teacher, it is my responsibility to restore and improve the learning environment to what it was before the pandemic, if not better. The first step is to re-energize students’ learning motivation. The teacher is tasked with restoring students’ learning motivation so that the learning environment is more lively and student activity increases; once this is accomplished, students' thinking abilities will also increase due to learning motivation and activities that make the brain think more deeply.

This is consistent with what [21] stated, namely that the first factor is that students are not prepared. following the learning process Students’ lack of initiative in learning, as well as their lack of persistence in solving problem assignments, playing games in the learning process, and chatting about topics that are not covered by peer learning. The second factor that contributes to students’ low thinking skills is their literacy culture. Literacy culture encompasses not only reading and writing, but also thinking skills acquired through auditory, printed, digital, and visual information sources.

This means that students’ thinking abilities are closely related to their learning motivation. When students' learning motivation in class increases, their thinking skills increase indirectly, or the learning environment influences students’ learning motivation and thinking skills. Environmental factors such as family and school have a significant impact on students’ high-level skills. A supportive environment, for example, can improve students' higher-order thinking skills. A less supportive environment, on the other hand, can affect students' ability to drop at the lower level [22].

After learning, a person's scientific literacy varies depending on previous understanding, understanding during the learning process, and students’ ability to associate their understanding with other concepts or situations [23].

According to the findings of interviews with science teachers at Dinniyah Al Azhar Junior High School Jambi, the teacher’s role was very important in
restoring students’ learning motivation. This was evident because after returning to face-to-face learning, the development of students’ learning motivation began to be seen from their activeness in the classroom and how they solve problems with their friends. Indirectly, an increase in their learning motivation will result in improved student learning outcomes; this is a sign that students’ thinking skills are also improving.

Motivation is one factor that influences student achievement. Students who are motivated will study harder, be more tenacious, diligent, and possess complete concentration in the learning process. One thing that needs to be awakened in school learning efforts is the encouragement of motivation in learning. Science, as one of the subjects taught in school, can provide students with roles and experiences. Students’ motivation can also have a significant impact on their science learning outcomes. Internal and external motivation. Science learning is accomplished through a variety of means, one of which is by increasing learning motivation. In terms of student learning, students will succeed if they are willing to learn and have a desire or drive to learn, because with an increase in learning motivation, students’ attitudes and behavior in learning, in this case learning science, will be moved [24].

Education gradually improves as a result of a conducive environment that supports student learning activities. When students participate in face-to-face learning activities, it provides encouragement, which increases their learning motivation. When students do not understand learning, they easily ask questions, either directly to the teacher or to peers. According to the science teacher’s confession, reminding students of their future goals has a significant impact on their learning motivation. This is also consistent with research [25], which states that the desire factor that exists within itself, such as the desire to succeed and the sense of need, as well as external factors, such as the environment and learning environment, will influence the formation of learning motivation.

This will have an impact both in the short and long term because the relationships that emerge from this research indicate that education is progressing faster than it was during the pandemic.

One of the positive effects of COVID-19 is in the use of technology. Face-to-face learning is still practiced today, and technology is used for learning even though face-to-face learning has been discontinued. This demonstrates how educators combine direct interaction with the use of technology in their learning media. This has a significant impact on education in Indonesia. According to research [27] educational institutions, teachers, students, and even parents must be proficient in the use of computer technology. This learning process has the potential to hasten the transformation of educational technology in Indonesia. This is undoubtedly beneficial because the use of technology in education is consistent with the advancement of the Industrial Revolution 4.0 era.

Internal factors can also influence whether or not students are motivated to learn. Students’ learning motivation is influenced by their refusal to give up easily and their enjoyment of new challenges. This is evident during learning observations. Some students became lazy and reluctant to try to understand and master the learning material as a result of their failures and difficulties during the learning process. Even when the teacher tries to motivate and even provide assistance and repeat explanations related to a material, they tend to be withdrawn and passive [28].

It is possible to increase students’ learning motivation by emphasizing the learning process. Utilization of a Model Proper learning can help students achieve high levels of learning achievement and develop their potential, making them more motivated to learn [29].

To address these learning issues, efforts must be made, among other things, to improve learning strategies, specifically learning models that are expected to assist students in critical thinking and problem-solving skills in order to achieve maximum results. Problem-based learning is one of the physics learning models that is used [30].

A good expository method of teaching is the most effective and efficient way of imparting meaningful learning. This pattern for stimulating mathematical critical thinking skills is a common approach that also has advantages in stimulating the development of students' mathematical critical thinking skills. Teachers can directly plant concepts in students' minds by providing clear descriptions and explanations, as well as appropriate arguments and examples. For example, students can easily obtain material without having to search for it on their own. Thus, the contextual approach and the conventional approach, depending on their respective strengths and weaknesses, can both
improve students' mathematical critical thinking skills [31].

Students with broad insight will have skills in problem solving and decision making that are reasonable (reasonable), in-depth (in-depth), accountable (responsible), and based on intelligent thinking (skillful thinking). These abilities are part of critical thinking. Thus, mastery of good connection skills can help students think critically [32].

CONCLUSION

Based on the research, it can be concluded that there is a close relationship between students' learning motivation and students' thinking skills after the covid-19 epidemic, where after the pandemic everything returns to normal as before the pandemic, which means school is conducted face-to-face. In face-to-face learning, the teacher restores student learning motivation by providing words of reinforcement and reminding students of what they aspire to achieve good results on student learning motivation. Students achieve better learning outcomes when their learning motivation improves.

This indicates that as student learning motivation improves, so does students' thinking skills. The interaction of students with their friends, a supportive environment, and the role of the teacher, who is very influential on the students themselves, are all factors that influence the improvement of student learning motivation.

REFERENCES


Analysis Of The Skills Of Class XI Students In Learning Physics In State High School 1 Jambi City

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ABSTRACT
This study aims to analyze the skills of class XI students in learning physics. The subject of this study is SMA Negeri 1 Jambi City. The sample of this study was 31 students from high school mipa. The sampling technique used in this research is purposeful sampling technique. Analysis of the data used in this study is Miles and Huberman. The method used is descriptive quantitative, using a questionnaire instrument to collect data. The questionnaire used was as many as 20 statement items. Based on the results of the study, it was found that around 26 students got good enough results and about 5 students got poor results. The results show that class XI MIPA 1 already has fairly good skills such as the student being skilled at reporting results based on the observed data, the student being able to analyze the observed data, and the student actively asking questions and participating in group discussions very well. Students who have fairly good skills in the physics learning process allow these students not to experience difficulties when participating in physics learning, while students who have poor skills are expected to be more active in understanding learning so that they do not experience difficulties when participating in the physics learning process. The researcher recommends further research to conduct research at different levels such as class X and class XII.

Keywords: Analysis, Skills, Physics, Quantitative Descriptive.

1. INTRODUCTION

Education is a means to advance several fields of human life in Indonesia, such as in the fields of security, skills, noble character, welfare, economy, social, technology, culture and national glory. However, if national education is not accompanied by moral values, norms, and binding rules as a correction process for educational progress and challenges that come from within and outside. Value education as a means to control, evaluate, which is not desired by the world of education [6].

The real function of education is to provide facilities that can enable educational tasks to run smoothly, both structurally and institutionally. Structurally it demands the realization of an organizational structure that regulates the course of the educational process while institutionally it implies that the educational process that occurs in the organizational structure is institutionalized to better ensure that the educational process runs consistently and continuously according to needs. One of them in Indonesia is higher education as an example of physics education.

Physics is one of the subjects in school, basically physics cannot be separated from the way of thinking or how to investigate an object. The investigation or way of thinking can be in the form of finding out about the truth of an existing concept or can also conduct an investigation to find an existing concept. Learning physics means training students to understand concepts or formulas to solve a given problem, such as applying physics problems in daily life [5].

Physics also trains students' skills in the form of a practicum, the forms of these skills include the students being skilled at reporting results based on the observed data, the students being able to analyze the observed data, and the students actively asking questions and participating in group discussions very well. This is also known as the psychomotor domain or skills.

The psychomotor domain is related to learning outcomes that are achieved through manipulation skills that involve physical strength. At the stage of psychomotor results, five stages can be distinguished, including first, imitation which is the ability to perform simple activities by making them exactly the same as those seen or previously noticed, for example, students can write or repeat a word spoken by the previous teacher. Second, manipulation is the ability to carry out simple activities that have never been seen but are based on existing guidelines. For example, students can write or...
describe a picture or guide only based on the teacher’s explanation or from the theory that the student has read. The three precision, articulation, and naturalization [14].

Writing is the initial stage in witnessing one’s motor skills when entering school. This happens when the beginning of basic formal education, hand skills are really trained and continue to practice until they are able to write.

Assessment of psychomotor learning test results can be in the form of a test tool such as an action test. Assessment can also be done with an observation. Before doing our understanding, we first know what aspects must be assessed, such as aspects of understanding, aspects of intonation, aspects of appreciation, aspects of fairness, aspects of expression and so on.

The psychomotor abilities of students as a result of observations can be from students' abilities consisting of 7 indicators of experimenting skills (formulating a hypothesis, preparing experimental tools for practicum, carrying out activities such as assembling tools, observing, analyzing, and drawing conclusions from experiments) [7]. Psychomotor is closely related to a person's skill or ability in receiving a learning experience. Psychomotor results are closely related to the cognitive and affective domains. Where this psychomotor can be measured when students finish following the learning process such as taking tests after the learning process [12].

Psychomotor is another aspect that must also be developed as understanding, remembering, reasoning, and deciding. Gross motor refers to movements involving large, muscles, while fine motor refers to smaller muscles[19]. Assessment is one of the many ways to determine the ability of a student. Psychomotor is included in the assessment of activeness or practice in physics learning.

The outline of the psychomotor domain is: fundamental basic movements (locomotor, non-locomotor, and manipulative movements), reflex movements, perceptual skills (kinesthetic discrimination, visual discrimination, auditory discrimination, and tactile discrimination, physical skills, skilled movement and non-discursive communication). The ability of the psychomotor domain is in the category of less attention than the cognitive or psychomotor domains [16].

The psychomotor domain is a domain that deals with aspects of skills or skills, this realm also consists of readiness, imitation, getting used to, creating and adapting. When a student already understands the values of a subject in himself then, the next step is to implement or how a student is able to apply his understanding in everyday life through behavior or all forms of action [9].

There are several psychomotor aspects, including imitation, namely when the child understands the stimulus given so that he responds with movement in an exclusive way. The stages that must be passed are that the child will see the movement and then practice or imitate it. The ability to fake a child can be perfect or inaccurate. Imitation of movements can be done in a perfect way or even make adaptations. Imitation that is less than perfect will result in the assessment given to a child getting worse. The verbs used include, change, clean, position, construct, control, activate, and others.

The manipulation aspect is the ability to imitate something that has been studied with various supplements that seem different from what is learned. This is a form of manipulation in the learning process. Manipulation will be caught by the supervisor or teacher. This activity is simple and in accordance with the experience possessed by each individual. The verbs used in this stage are designing, correcting, demonstrating, mixing, training, repairing, identifying, filling, repairing, and others. This verb can be used as a sign of activities that carry out manipulation activities.

Psychomotor assessment is an assessment of all behavior that has been carried out by someone as a form of learning outcomes. Educators will observe things that are done by each student based on the grid and rubric that has been formed by the educator. Appropriate assessment will show an objective assessment of a design and see its application in psychomotor terms. Wherever a person is, they will experience a learning process, even if it is not formal.

Portfolio assignments are one of the psychomotor assessments that are in the school environment at the elementary, secondary, and higher education levels. This task is given after completing a cognitive role. Portfolio assignments can also be completed in certain topics. The results of the portfolio can be used as a basis for assessment in the learning process. Tasks that are done well can be said to have good motor skills. Cognitive possessed by a child will choose that ability. The better the result can be said to be more skilled.

Psychomotor is an aspect related to the knowledge process based on mental development. This aspect is also very useful to see student performance in a learning activity at school. The psychomotor domain also includes preparation, process and product, these three must be in harmony or must run in balance [2].

The psychomotor development includes many aspects of very complex development including motor, language, social and behavior. Psychomotor skills can be in the form of preparing tools, practicum materials. This practicum is also a student’s skill or skill in terms of the psychomotor aspect [3].

Psychomotor is one of the domains that considers the ability (skill) or the ability to do something after someone gets learning in a particular field. The results of motor learning will be seen when a person has learned and has been assessed in a cognitive way. The psychomotor domain is the achievement possessed by a person in the form of a manipulation ability that involves the performance of muscles and all physical strength. This
Assessment is a process of processing and gathering information to collect or measure the achievement of student learning outcomes. Assessment also has an important role in the learning process because this process can measure students’ skills in teaching and learning activities or can be called psychomotor [1].

Psychomotor plays an important role in a practicum because students carry out various experiments ranging from assembling practicum tools, making hypotheses, making observations to drawing conclusions [13].

Psychomotor can be interpreted as a physical activity that is closely related to mental and psychology, this skill is also related to the level of student understanding that needs to be applied, where this learning process starts from the critical thinking stage commonly called cognitive, then acting is usually called affective, then the last act is action, or so-called psychomotor [4].

Assessment is one stage in the learning process. One type of assessment is a psychomotor assessment. Where psychomotor is one of the evaluation domains that requires quite complex observation and evaluation instruments. Assessment cannot be done simply by answering questions but by designing activities that can demonstrate the abilities possessed.

The skill of a performance made by students when doing practicum is a very important thing that needs to be carried out by students because it can improve these psychomotor skills. This can also be used to improve conceptual mastery skills, as Kee said that demonstrations or laboratory practices are more effective than lectures [8].

Assessment of learning outcomes is essentially aimed at measuring the success of learning carried out by teachers and at the same time measuring the success of students in mastering competencies. For this reason, the assessment of learning outcomes is something very important. In this case, the teacher can reflect and evaluate the quality of the learning that has been done. Whether the methods, strategies, media, learning models and other things that are done in the teaching and learning process are appropriate and effective or vice versa can be seen from the learning outcomes obtained by students. The assessment system and teaching and learning activities are interrelated activities [10].

Based on the results of the study, it was found that about 26 students got quite good results and about 5 students got poor results. Where the skills of these students are lacking, from the 20 statements a question arises “Do the students of class XI mipa have good enough skills”. Thus, this study aims to analyze the skills or skills of class XI Mathematics and Natural Sciences, especially physics subjects at SMA Negeri 1 Jambi City.

2. RESEARCH METHOD

This research was conducted at SMA Negeri 1 Jambi City in October 2022. The subject of this study was SMA Negeri 1 Jambi City. The sample of this study was 31 students from high school mipa. The sampling technique used in this research is purposive sampling technique. Analysis of the data used in this study is Miles and Huberman. The method used is descriptive quantitative, using a questionnaire instrument to collect data. The questionnaire used as many as 20 statements regarding the skills or skills of the psychomotor domain of students in learning physics at school.

3. RESULTS AND DISCUSSION

This research was conducted in October 2022 at SMA Negeri 1 Jambi City. Before conducting the research, firstly make a questionnaire instrument and arrange for a school observation permit.

Psychomotor learning outcomes can be called individual skills or abilities to act. Psychomotor is sustainable from the cognitive and affective aspects, this will be seen when students carry out an activity or treatment in accordance with a meaning contained in the realm of both in the student’s daily life. This can improve the development of students who adapt to the school environment, can get along with peers or can develop various psychological potentials that affect success in learning. However, there are still a lot of educators who understand the potential of the psychomotor domain of children and psychomotor improvement strategies [18].

This psychomotor ability can be in the form of a skill or skill and act of an individual, this learning outcome can be a skill that shows a student's behavior and actions. This psychomotor is also supported by various learning models [17].

In addition to interest in learning, psychomotor abilities also measure a comparison of two media. The results of the student learning process can be divided into three categories: the cognitive domain, the affective domain, and the psychomotor domain. The subjects that focus on the psychomotor domain guide practical skills in the form of student practicums [20].

Factors at this level become important and very important, psychomotor is very important after attitude. Therefore, the failure of a learning process in a psychomotor domain greatly disrupts the development of students at the next level, for that it is highly recommended to study the psychomotor domain in depth [15].

Assessment of psychomotor learning test results can be in the form of a test tool such as an action test. Assessment can also be done with an observation. Before doing our understanding, we first know what aspects must be assessed, such as aspects of understanding, aspects of intonation, aspects of appreciation, aspects of fairness, aspects of expression and so on.
Data collection in the form of a questionnaire followed by 31 students of class XI Mathematics and Natural Sciences 1. The percentage of student learning activities can be obtained in the following table [11].

**Table 1. Criteria for Student Learning Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Active Percentage</th>
<th>Activity Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 - 100 %</td>
<td>Very active</td>
</tr>
<tr>
<td>2</td>
<td>60 - 80 %</td>
<td>Active</td>
</tr>
<tr>
<td>3</td>
<td>40 - 60 %</td>
<td>Active Enough</td>
</tr>
<tr>
<td>4</td>
<td>20 - 40%</td>
<td>Less Active</td>
</tr>
<tr>
<td>5</td>
<td>0 - 20%</td>
<td>Very Less Active</td>
</tr>
</tbody>
</table>

Based on the research, the percentage of activity activeness in observing in class XI Mipa 1 has been categorized as good because about 26 students have entered the percentage of very active or active and about 5 students who have a fairly active percentage.

**Table 2. Research Results Percentage of Student Learning Activity Criteria**

<table>
<thead>
<tr>
<th>No</th>
<th>Active Percentage</th>
<th>Activity Category</th>
<th>Research result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 - 100 %</td>
<td>Very active</td>
<td>11 Students</td>
</tr>
<tr>
<td>2</td>
<td>60 - 80 %</td>
<td>Active</td>
<td>15 Student</td>
</tr>
<tr>
<td>3</td>
<td>40 - 60 %</td>
<td>Active Enough</td>
<td>5 Student</td>
</tr>
<tr>
<td>4</td>
<td>20 - 40%</td>
<td>Less Active</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>0 - 20%</td>
<td>Very Less Active</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the research results obtained about 26 students get good results and about 5 students get bad results. The results show that class XI MIPA 1 already has fairly good skills such as the student being skilled at reporting results based on the observed data, the student being able to analyze the observed data, and the student actively asking questions and participating in group discussions very well. Students who have fairly good skills in the physics learning process allow these students to have no difficulty when participating in physics learning, while students who have poor skills are expected to be more active in understanding learning so that they do not experience difficulties when participating in the physics learning process. This could be due to a lack of student interest in the learning model a teacher applies to teaching.

**Table 3. Descriptive Statistics**

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Psikomotor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>31</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>61.23</td>
</tr>
<tr>
<td>Median</td>
<td>61.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.943</td>
</tr>
<tr>
<td>Variance</td>
<td>79.981</td>
</tr>
</tbody>
</table>

From the mean data in table 61.23 shows that the whole sample can be said to have skills in the physics learning process. This is very influential on the development of student skills in the future. Because physics is a science that is always found in everyday life. It can also increase students’ enthusiasm for learning in physics learning.

**CONCLUSION**
learning, while students who have poor skills are expected to be more active in understanding learning so that they do not experience difficulties when participating in the physics learning process. This could be due to a lack of student interest in the learning model a teacher applies to teaching.

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Analysis Spatial Determinants Filariasis And Malaria As A Neglected Tropical Diseases In Indonesia

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ABSTRACT

The purpose of this study was to analyze the spatial analysis of malaria and filariasis by region and to analyze the determinants of the disease. This research is a study with a spatial analysis design using thematic maps produced by ArcGIS 10.8 software by overlaying the dependent variable (Filariasis and Malaria) and the independent variable. The official data is taken from the Indonesia Health Profile 2021. The graduate color map is constructed from layers of dependent variables classified into five classes using the Natural Pause (Jenk) method. Class division for each independent variable aims to facilitate map reading, and can be used to assess the success of the program. The multilevel symbol map is constructed from layers of independent variables using the Manual method. The results of this study found that the prevalence of filariasis ranged from 0 - 1,055 per 1,000,000 population in 34 provinces, with an average of 75.7 per 1,000,000 population. In malaria mapping, the incidence of malaria ranges from 0.17 - 80.05 per 1,000 population in 34 provinces, with a mean of 0.14 per 1,000 population. The highest malaria cases were found in Papua, West Papua, and West Nusa Tenggara. Districts/cities that have implemented the Germas policy in 2021 are 232 districts/cities (45.1%). From 5 determinants analyzed, the highest filariasis was found in areas with low STBM coverage, did not meet GERMAS targets, high poverty rates and did not meet adequate water coverage according to WHO standards. Population density has no effect on high disease rates, because the geographical area is still in the form of forests and fields, which has the potential to increase the development of disease vectors such as mosquitoes.

Keywords: Filariasis, Malaria, Neglected tropical diseases
1. INTRODUCTION

Neglected Tropical Diseases is a disease that is commonly found in tropical and subtropical areas, where this disease spreads in population groups that tend to be marginalized such as having a low standard of living, poverty, not having access to good sanitation [1]. WHO has released 21 diseases that are included in the Neglected Tropical Diseases (NTD), one of which is Filariasis and Malaria [2].

Diseases caused by parasites make a high enough contribution to the incidence of Neglected Tropical Diseases. Filariasis is also known as elephantiasis disease and Malaria is also transmitted by mosquitoes. Filariasis disease does not cause death but causes deformities and disabilities so that it has a bad impact on socio-economics [3].

WHO has determined filariasis to be a disease that must be eliminated by 2030, with an estimated 1.3 billion people worldwide who are at risk of contracting this disease spread over 83 countries of which 60% are in Southeast Asia[4]. In Indonesia, the chronic incidence of filariasis continues to decline until 2021. However, there are still several provinces that become endemic filariasis[5]. Several provinces in Indonesia have even been free from malaria. The Indonesian government has set a target for malaria elimination by 2030 with various programs and strategies to accelerate the reduction in the number of malaria cases [6].

The purpose of this study was to map malaria and filariasis by region and to analyze the determinants of these diseases.

2. METHOD

This research is a research with spatial analysis design using thematic map generated by ArcGIS 10.8 software by creating an overlay of dependent variables (Filariasis and Malaria) and independent variables. Official data is taken from the Indonesia Health Profile 2021. The graduate color map is constructed from layers of dependent variables classified into five classes using the Natural Breaks (Jenk) method. Class division for each independent variable aims to facilitate map reading, and can be used to assess program success. Graduated symbol map is built from independent variable layer with Manual method. Each independent variable is classified as follows Population density is divided into two classes by geometrical interval method.

The coverage of STBM is divided into two classes: 100% and <100%, based on the indicators of the success of the program achievement of the Regulation of the Minister of Health of the Republic of Indonesia Number 3 of 2014. The implementation of GERMAS is divided into 2 classes: <35% and 35%, based on the Action Plan for Health Promotion and Community Empowerment Activities 2020-2024 [7].

The percentage of poor people is divided into 2 classes: 7% (meet the target) and >7% (does not meet the target), based on the target of the 2020-2024 National Mid-Term Development Plan [8]. Coverage of access to safe water: <74% (not meeting the target) and 74% (meeting the target), based on WHO targets[10].

3. RESULT

3.1 Determinant Analysis of Filariasis in Indonesia in 2021

The results of this study found that the prevalence of filariasis ranged from 0-1,055 per 1,000,000 population in 34 provinces, with an average of 75.7 per 1,000,000 population. The highest filarial prevalence was found in Papua Province and the lowest in North Kalimantan Province. Figure 1 shows the red zone in Papua, the orange zone in West Papua, the yellow zone in East Nusa Tenggara.
a. Analysis of Population Density and Filariasis Cases
   Based on filariasis prevalence and population density, DKI Jakarta has the highest population density and North Kalimantan has the lowest population density. Papua and West Papua, with a high prevalence of filariasis, actually have a lower population density compared to East Nusa Tenggara (yellow zone).

![Figure 2. Filarial Prevalence and Population Density in Indonesia, 2021](image)

b. Community Based Total Sanitation Analysis (STBM) and Filariasis Cases
   Based on filariasis prevalence and STBM coverage in each province, Papua (red zone), West Papua (orange zone), and East Nusa Tenggara (yellow zone) are areas that have low STBM coverage.

![Figure 3. Filarial Prevalence and STBM Coverage in Indonesia, 2021](image)

c. Analysis of GERMAS Application and Filariasis Cases
   Based on the prevalence of filariasis and the implementation of GERMAS in each province, Papua, West Papua and East Nusa Tenggara did not meet the target of GERMAS implementation. However, there are also areas that do not meet the target of GERMAS implementation with the lowest filariasis prevalence zoning, such as North Sumatra, West Sumatra, South Sumatra, South Sulawesi, North Sulawesi, and Maluk.

![Figure 4. Filarial Prevalence and Application of GERMAS in Indonesia, 2021](image)
d. Analysis of Poverty Levels and Filariasis Cases

Based on filariasis prevalence and poverty rate, Papua, West Papua, and East Nusa Tenggara are provinces with high poverty rates. However, there are still provinces with the lowest filariasis prevalence category that have a high poverty rate, such as North Sumatra, South Sumatra, Lampung, West Java, D.I. Yogyakarta, Central Java, East Java, West Nusa Tenggara, North Sulawesi, Gorontalo, South Sulawesi, Southeast Sulawesi and Maluku.

![Filariasis Prevalence and Poverty Rate in Indonesia, 2021](image)

**Figure 5.** Filariasis Prevalence and Poverty Rate in Indonesia, 2021

e. Analysis of Adequate Water Coverage and Filariasis Cases

Based on filariasis prevalence and adequate water coverage, only Papua does not have access to proper water according to WHO indicators.

![Filariasis Prevalence and Access to Safe Water in Indonesia, 2021](image)

**Figure 6.** Filariasis Prevalence and Access to Safe Water in Indonesia, 2021

3.2 Determinant Analysis of Malaria in Indonesia 2021

In malaria mapping, the incidence of malaria ranges from 0.17-80.05 per 1,000 population in 34 provinces, with a mean of 0.14 per 1,000 population. The highest malaria cases were found in Papua, West Papua, and West Nusa Tenggara. Figure 7 shows the red zone in Papua, the orange zone in West Papua, the yellow zone in East Nusa Tenggara..

![Malaria Incident in Indonesia, 2021](image)

**Figure 7.** Malaria Incident in Indonesia, 2021
a. Analysis of Population Density and Malaria Cases
   Based on the incidence of malaria and population density, Papua and West Papua, with high malaria incidence, actually have a lower population density than East Nusa Tenggara (yellow zone).

![Figure 8. Malaria Incidence and Population Density in Indonesia, 2021](image)

b. Community Based Total Sanitation Analysis and Malaria Cases
   Based on malaria incidence and STBM coverage in each province, Papua (red zone), West Papua (orange zone), and East Nusa Tenggara (yellow zone) are areas that have low STBM coverage.

![Figure 9. Malaria Incidence and STBM Coverage in Indonesia, 2021](image)

c. Analysis of the Application of Germas and Malaria Cases
   Based on the incidence of malaria and the implementation of GERMAS in each province, Papua, West Papua, and East Nusa Tenggara did not succeed in meeting the target of implementing GERMAS. However, there are also areas that do not meet the target of GERMAS implementation with the lowest filariasis prevalence zoning, such as Aceh, North Sumatra, West Sumatra, South Sumatra, West Sulawesi, South Sulawesi.

![Figure 8. Malaria Incidence and Population Density in Indonesia, 2021](image)
d. Analysis of Poverty Levels and Malaria Cases

Based on malaria incidence and poverty rate, Papua, West Papua and East Nusa Tenggara are provinces with high poverty rates.

![Figure 10](image)

Figure 10. Malaria Incident and Implementation of GERMAS in Indonesia, 2021

e. Analysis of Adequate Water Coverage and Malaria Cases

Based on the incidence of malaria and adequate water coverage, only Papua does not have access to proper water according to WHO indicators.

![Figure 11](image)

Figure 11. Malaria Incidence and Poverty Rate in Indonesia, 2021

![Figure 12](image)

Figure 12. Malaria Incident and Access to Safe Water in Indonesia, 2021

4. DISCUSSION

Neglected tropical diseases are longstanding diseases that burden and affect more than 11 billion people worldwide, mainly in tropical and subtropical climates and in neglected populations.(9). Transmission of this infectious disease can be caused by viruses, bacteria, worms and parasites. Two examples of NTDs caused by parasites are filariasis and malaria.

Filaria is a tropical disease caused by a parasitic infection that can cause permanent disability for the sufferer. This disease is transmitted by various types of mosquitoes that live in tropical and subtropical lands. Parasites that enter the lymph cause swelling of the legs or genitals, causing permanent disability [11].

In addition to filariasis, malaria is also caused by a parasite, namely Plasmodium, where this parasite will enter the bloodstream and infect the red blood cells of the sufferer. Certain types of malaria can cause complications that are quite severe and can even cause death [12].

From the map that has been produced, in Indonesia, almost most of the provinces in Indonesia are in the green zone. Some areas that were formerly endemic for filariasis and malaria, have now decreased and some have even managed to reduce to 0 cases. But there are still some areas that are still endemic, namely in eastern Indonesia such as Papua, West Papua and East Nusa Tenggara [13].
The Indonesian government has made several programs to control and eliminate Filariasis and Malaria. Provision of Mass Prevention Drugs is considered quite effective in reducing cases of Malaria and Filariasis in several areas [14].

In 2021, there are four provinces that are designated as malaria-free areas, namely DKI Jakarta, Bali, East Java, and Banten. In addition, there are three provinces where all regencies/cities have not had malaria elimination status, namely Maluku, West Papua, and Papua. However, there are several districts in the three provinces that have low endemic status. With an effective intervention, this status can be improved to be free of malaria. Malaria elimination can be pursued by increasing the percentage of confirmation of blood availability and the percentage of standard treatment. In the picture above, it can be seen that in 2021 as many as 67.5% of districts/cities in Indonesia or as many as 347 districts/cities have malaria-free status. The number of districts/cities with malaria-free status in 2021 is higher than in 2020 which was 318 districts/cities [15].

In Indonesia, in 2021 there will be 9,354 chronic cases of filariasis spread across 34 provinces. This figure seems to have decreased from the previous year's data because several cases of death were reported and there was a change in diagnosis after data validation/confirmation of chronic clinical cases reported the previous year. Provinces with the highest cases are in eastern Indonesia, namely Papua with 3,629 cases, East Nusa Tenggara with 1,307 cases, and West Papua with 620 cases. Provinces with <5 cases of filariasis, namely Gorontalo, Bali, DI Yogyakarta, and North Kalimantan [16].

In addition to mass drug administration, there are various risk factors that also influence the development of Malaria and Filariasis. The determinants are population density, Community-Based Total Sanitation Coverage, Germas Implementation, Poverty Rate and adequate clean water coverage [17].

Implementation of Community-Based Total Sanitation is a program from the Government of Indonesia with the aim of improving public health behavior by referring to 5 pillars, namely the behavior of stopping open defecation, washing hands with soap, managing drinking water and household food, managing household waste and managing liquid waste. Household [18]. The implementation of community-based total sanitation can effectively increase the number of prevention of morbidity and mortality due to a disease [19].

The implementation of the Healthy Living Community Movement (Germas) program has been launched by the Government of Indonesia since 2017. The main activities carried out in this movement are increasing physical activity, increasing clean and healthy living behavior, providing healthy food and accelerating nutrition improvement, increasing prevention and early detection. disease, improving environmental quality and increasing education on healthy living [20].

Districts/cities that have implemented the Germas policy in 2021 are 232 districts/cities (45.1%). There are 4 (four) provinces that achieve 100% of the Regency/City implementing the Germas Policy, namely North Maluku, West Nusa Tenggara, DI Yogyakarta and Bengkulu. Provinces with a low percentage of districts/cities implementing the Germas Policy are West Papua (7.7%), East Nusa Tenggara and Maluku (9.1%) while Aceh (13.0%). There is 1 province that has not implemented the Germas Policy, namely Papua [21].

The poverty rate can be measured using the level of income, level of expenditure, as well as a combination of both. Indonesia is one of the countries that measure poverty data using the level of expenditure per capita with the concept of the ability to meet basic needs (basic needs approach). Measuring the poverty rate using the expenditure poverty line method, both the non-food poverty line and the food poverty line. The poverty line shows the minimum amount of rupiah needed to meet the minimum basic needs for food which is equivalent to 2100 kilocalories per capita per day and basic non-food needs.

The number of poor people in September 2021 was 26.50 million people, decreased by 1.04 million people against March 2021 and decreased by 1.05 million people in September 2020. The percentage of poor people in September 2021 was 9.71 percent, decreased by 0.43 percent points against March 2021 and decreased by 0.48 percentage points against September 2020. The percentage of the urban poor in March 2021 was 7.89 percent, down to 7.60 percent in September 2021. While the percentage of the rural poor in March 2021 was 13.10 percent, down to 12.53 percent in September 2021 (4).

Provinces with the highest percentage of households with access to safe drinking water are
DKI Jakarta (99.86%), Bali (97.56%), and DI Yogyakarta (95.69%). Meanwhile, the provinces with the lowest percentage were Papua (64.92%), Bengkulu (67.39%), and the Bangka Belitung Islands (73.40%). The percentage of families with access to proper sanitation facilities (healthy latrines) in Indonesia in 2021 is 86.1%. Provinces with the highest percentage of families with access to proper sanitation facilities (healthy latrines) are DI Yogyakarta (100%), South Sulawesi (99.4%), and Central Java (96.1%). Provinces with the lowest percentages are Banten (3.7%), Papua (56.5%), and West Papua (69.9%).

Of the three regions, namely the Provinces of Papua, West Papua and East Nusa Tenggara, which are the 3 regions with the highest rates of Filariasis and Malaria, have not reached the coverage of Community-Based Total Sanitation in accordance with the target, have not implemented Germas, poverty rates are still high and clean water coverage and poor access to sanitation. The gap in facilities and infrastructure, health facilities, human resources can also be a factor in the delay in Eastern Indonesia to be able to eradicate these two diseases.

Population density does not affect the development of malaria and filariasis, which means that environmental influences and disease-causing agents are still high in Eastern Indonesia. Of course, improving environmental health will also have an impact on reducing cases of environmental-based diseases [22].

CONCLUSION

The highest filariasis and malaria is in Papua, West Papua and East Nusa Tenggara. Of the 5 determinants analyzed, the highest filariasis was found in areas with low STBM coverage, did not meet GERMAS targets, high poverty rates and did not meet adequate water coverage according to WHO standards. Population density has no effect on high disease rates, because the geographical area is still in the form of forests and fields, which has the potential to increase the development of disease vectors such as mosquitoes.

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REFERENCE


Application of Non- Directive Learning Model in Science Learning Class IX at SMPN 11 Jambi City

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ABSTRACT
This study aims to determine the application of the non-directive learning model used by class IX science teachers at SMPN 11 Jambi City. This study was designed using qualitative research methods. The research sample used by the researcher is one of the IX grade science teachers at SMPN 11 Jambi City. The technique used in sampling is purposive sampling technique. In this study, data were collected through structured interviews using an instrument in the form of an interview guide containing questions about the Non- Directive model in science learning for class IX. The data analysis technique used in this study is the research technique of Miles and Huberman. The research findings obtained indicate that the IX grade science teacher at SMPN 11 Jambi City applies a non-directive learning model in the learning process. In addition, the results of this study also show that in this non-directive learning model the teacher only acts as a facilitator who helps and guides students in the learning process. Meanwhile, students act as student centers who become active actors in the learning process, especially in science lessons. So, in this non-directive learning model, students are required to be active and have confidence in the learning process so that learning can be carried out properly as expected. The researcher suggests that further research be conducted by varying schools to find out how active the non-directive learning model.

Keywords: Non- Directive Learning Model, Science Learning, Students as Student Center, Teacher as Facilitator
1. INTRODUCTION

Education is an effort to create quality human resources, so it is important to improve education in Indonesia [1]. Education is one of the means to create quality human beings which in the process is always continuous from one generation to the next and cannot be separated from life [2]. Education is an effort made by a person to acquire knowledge, skills, and habits in life [3].

Education is a planned effort to provide guidance in developing self-potential [4]. Education plays an important role in advancing a country because it can improve the quality of human resources [5]. Education has a very strategic role in improving the quality and potential of human resources [6].

Education is a very important activity for all individuals, because education is able to change individual behavior and knowledge for the better [7]. Education does not only focus on teaching aspects of knowledge, but also aspects of behavior and character that need to be implemented properly [8]. Therefore, with this education, it is hoped that every individual can understand knowledge, be it cognitive, affective or psychomotor.

Teachers are professional educators who have the task of guiding, training, and building students' knowledge [9]. In essence, all the efforts and efforts made by the teacher aim to teach students, so it can be said that students are the main object in teaching and learning activities [10]. Learning is a cumulative process involving connections and reinforcement between various learning experiences that a person encounters in his life: at home, during school, and outside of society and the workplace [11].

The word learning is synonymous with educating which is the root of the implementation of the educational process [12]. Learning is interpreted as a process of changing behavior that is relatively permanent as a result of the process of individual interaction with the environment. These behavioral changes include cognitive, affective, and psychomotor aspects. So learning is not just memorizing and receiving subject matter but a mental process that occurs within the individual [13]. By learning each student is required to be active and think creatively. To make students want to think creatively and critically begins with applying a positive attitude towards science [14].

Science is a compulsory subject studied in Junior High School [15]. Natural science is closer to learning science and thinking scientifically on science subjects. Science subjects are learning whose scope of coverage is more to the natural surroundings and environment. Science connects ways to find out about natural knowledge systematically, so that science learning is an experiential process and results in mastery of knowledge in the form of understanding concepts [16]. In essence, science lessons are products, processes, attitudes and technology [17]. According to [18] by studying science students become active learners, students acquire scientific knowledge in a meaningful context, and they develop a style of inquiry and communication that will help students become effective lifelong learners.

Science subjects at the junior high school level, especially those that have a contribution to make students able to become a generation that has a scientific attitude in life and the environment. Science subjects also sometimes have special arguments among students. Students have positive or negative responses or students think that science subjects are fun or even scary [19]. Science learning is not only a place for mastering a number of knowledge, but also must provide sufficient space to be able to apply it in everyday life [20].

In the learning process, especially science learning, every teacher should have a learning model that can direct students to understand more about science learning materials. In relation to the learning process, it is better for the teacher to use a prototype of a theory or model. Called a model because it is only an outline or points that require a very rational development. In general, the term “model” is defined as a guide or reference in carrying out an activity [21]. The learning models themselves are usually arranged based on various principles or theories of knowledge. Experts develop learning models based on learning principles, psychological, sociological, systems analysis, or other supporting theories [22]. Therefore, every teacher should have the ability to develop effective learning models for students to make it easier for students to understand learning.

In an effort to improve students' critical thinking skills, it is necessary to have creative and innovative learning [23]. The success of learning cannot be separated from the ability of teachers to develop effective learning models, so every teacher must have
knowledge based on concepts and ways to use these models in the learning process [24]. One of the learning models used by teachers in the learning process is a personal learning model. The personal learning model is one that starts from humanistic theory, which is oriented to individual development where the teacher creates conducive classroom conditions, so that students feel free to learn to develop themselves both emotionally and intellectually [25].

The personal model emphasizes the process of developing each individual learner [26]. This model begins with the teacher directing the students about their respective understanding [27]. One part of the personal learning model used in science learning is the non-directive learning model. By applying this non-directive learning, it is hoped that there will be comfort for students in determining how to learn which is considered easier in mastering the material provided [28].

Non-directive model-based learning activities can be carried out to stimulate students to be able to follow the instructions of students in expressing what they feel concretely [29]. Non-directive learning is more often associated with approaches such as interest center, discovery learning, problem solving, cooperative learning, project learning, and so on [30]. The main goal is to help students achieve personal integration, personal effectiveness, and realistic self-esteem [31]. Therefore, learning should be based on the concept of human relations not on the concept of subjects, thought processes or other intellectual resources [32].

The teacher's role in this learning model is as a facilitator. Therefore, teachers should have positive personal relationships with their students, namely as guides for their growth and development. In carrying out this role, the teacher helps students explore ideas or ideas about their lives, their school environment and their relationships with other people [33]. This model illustrates the concept developed by Carl Roger for non-directive counseling, in which the capacity of students to treat their lives constructively is emphasized. Thus, in non-directive learning the teacher really cares about the students' ability to identify problems and formulate solutions [34].

This non-directive learning model is student-centered. Where the teacher must be able to provide adequate facilities so that students can learn comfortably. The non-directive learning model also requires teachers to guide students to feel comfortable with this non-directive learning model. So that students can have confidence and dare to express their opinions. Therefore, researchers conducted this study in order to find out how the application of non-directive learning models in science learning at the junior high school level.

2. METHOD

2.1 Types of Research

This study was designed with a qualitative research method that aims to determine the application of the Non-Directive learning model in science learning for class IX. Qualitative research is research that produces findings that cannot be achieved using statistical procedures or quantitative methods [35]. This research was conducted at SMAN 11 Jambi City which is located at Jln. Hos Cokro Aminoto, Selamat Village, Telanaipura District, Jambi-Jambi City. When the research was conducted in the odd semester on September 5, 2022.

2.2 Research Sample
The research sample used by the researcher is one of the IX grade science teachers at SMPN 11 Jambi City. The technique used in sampling is purposive sampling technique. Judgment sampling (also known as purposive sampling) is a sampling technique that is carried out based on the characteristics determined by the target population elements that are tailored to the objectives or research problems [36]. In this study, data were collected through structured interviews using an instrument in the form of an interview guide containing questions about the Non-Directive model in science learning for class IX.

2.3 Data Analysis Technique

The data analysis technique used in this study is the research technique of Miles and Huberman. The Miles and Huberman analysis technique consists of four stages, namely data collection, data reduction, data presentation and conclusion drawing. At the data collection stage, the researcher took data by interviewing the IX grade science teacher at SMPN 11 Jambi City. In the second stage, the researcher has reduced the data by selecting some data that is in accordance with the problems discussed. Then in the third stage, the researcher also presented the data in the form of a table of questions and answers. For the fourth stage, the researcher draws conclusions from all the problems discussed.

3. RESULTS AND DISCUSSION

3.1. Result

In this study, researchers conducted interviews in data collection. Where the data below is the data from interviews that have been reduced by researchers. Where initially there were 15 questions, but after reducing the results to 8 questions. The results of the interviews are described in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you use a non-directive learning model when doing the science learning process?</td>
<td>Yes, I use this non-directive learning model when I study science. However, it depends again on the situation and conditions whether it is possible or not.</td>
</tr>
<tr>
<td>2</td>
<td>Why do you use this non-directive learning model when carrying out the teaching and learning process?</td>
<td>Because this non-directive learning model can make students more active in the learning process.</td>
</tr>
<tr>
<td>3</td>
<td>What are the advantages and disadvantages that you experience when using the non-directive learning model?</td>
<td>Advantages: students can be more active and have the confidence to ask questions. Weaknesses: it takes a long time because teachers have to put more effort into helping students to adapt to this non-directive learning model.</td>
</tr>
<tr>
<td>4</td>
<td>In this non-directive learning model, students are required to have self-confidence, how do you deal with students who do not have self-confidence during the learning process?</td>
<td>Ask first what the problem is and how he feels, then give the child the opportunity to solve the problem.</td>
</tr>
</tbody>
</table>

Huberman analysis technique consists of four stages, namely data collection, data reduction, data presentation and conclusion drawing. At the data collection stage, the researcher took data by interviewing the IX grade science teacher at SMPN 11 Jambi City. In the second stage, the researcher has reduced the data by selecting some data that is in accordance with the problems discussed. Then in the third stage, the researcher also presented the data in the form of a table of questions and answers. For the fourth stage, the researcher draws conclusions from all the problems discussed.

3.2. Discussion

When conducting interviews with class IX teachers at SMPN 11 Jambi City, the researchers asked 15 questions. In this study using data analysis Miles and Huberman. Miles and Huberman divide there are three steps of activities in qualitative data analysis after the data collection process is complete, which consists of three flow activities that occur simultaneously, namely data reduction, data presentation and conclusion drawing/verification [37]. Therefore, in the data that has been presented there are only 8 questions and their answers. Because the data has been reduced to several answers that are in accordance with the research theme.

The non-directive learning model or often called the indirect learning model is a student-centered learning model. Where in this non-directive learning model, the teacher only guides students in the learning process without providing direct direction. Therefore, this study was conducted in order to find out how the application of non-directive learning models in science learning for class IX at SMPN 11 Jambi City.

Based on the results of the interviews above, this non-directive learning model emphasizes students to be active and have self-confidence. This non-directive
model is a personal teaching model that has several purposes. One of them is guiding students to have good mental strength and adequate emotional stability so that it is expected to be able to give birth to an attitude of confidence which in turn is able to foster an attitude of empathy towards others. This model comes from the needs and aspirations of the students themselves, involves all students in the process of determining what will be done and how to do it, developing thinking, creativity and expression in each student [38].

In interviews that have been conducted with IX grade science teachers at SMPN 11 Jambi City, this non-directive learning model is a distinct advantage because it can make students more active in the learning process. This non-directive learning model is also quite effective so that students can be more confident in expressing their opinions. Because this learning model is centered on students, so students can discuss and share with their friends. However, in addition to its advantages and effectiveness, this non-directive learning model also has the disadvantage that it requires a longer time because teachers have to put in more effort so that students can adapt to this learning model. In addition, students who do not have self-confidence will find it difficult to adapt to this non-directive learning model. Therefore, it is expected that teachers can approach students who are less confident.

The non-directive learning model comes from the concept of non-directive counseling. This learning model focuses on efforts to facilitate students in their learning activities. For this reason, teachers are expected to be able to act as facilitators and help students gain their own learning experiences according to the wishes of students [39]. Based on the questions and answers that have been described in the table above, in non-directive learning the teacher acts as a facilitator who facilitates students. Meanwhile, students act as student centers who actively determine their own subject matter. In facilitating students, teachers can carry out the learning process comfortably, namely by creating an inspiring environment, an effective and fun learning process, an interesting classroom atmosphere and ready-to-use learning aids so that students can learn according to their wishes.

Through interviews that have been conducted with 9th grade science teachers at SMPN 11 Jambi City, it was also found that in order for this non-directive learning model to work well, students can be formed in groups, so they can think or share to find creative ideas, in solving a theme or problem. Because usually students will be more comfortable asking their friends than the teacher. In addition, if this non-directive learning model is not implemented well, the teacher can do the first approach to students, second find out what the problem is, third look back at the learning model whether it is in accordance with problem-based material.

This non-directive learning model is also called the indirect learning model where students carry out the learning process independently without direct direction from the teacher. The indirect teaching model creates an environment that makes it easier for students and teachers to work together in the learning process. When applying this model, teachers should try to see the world that is in students' minds, creating an atmosphere of communication that is full of empathy so that students' personal direction and stance can be guided and developed [40]. Therefore, in this non-directive learning model, teachers and students can work together in the learning process so that the application of this non-directive learning model can be achieved.

Based on the interview table above, the IX grade science teacher at SMPN 11 Jambi City also applies independent learning to their students. The method used so that students can learn independently is by familiarizing themselves with peer assessment, guiding and guiding students to learn, accepting variations in learning styles, giving grades as feedback. Independent learning is learning on your own initiative and without coercion from anyone. In this non-directive learning model, students are required to be able to learn independently. Because students are the main actors in the passage of a learning process, where these students learn on their own without direct direction from the teacher. Therefore, students must have a high sense of awareness and introspection on the importance of independence for themselves.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the IX grade science teacher at SMPN 11 Jambi City applies or uses a non-directive learning model in science learning. However, this depends on the situation and conditions, whether it is possible or not in using this non-directive learning model. Because not all students can immediately adapt to this non-directive learning model, especially for students who do not have self-confidence.

In addition, based on the results of interviews regarding this non-directive learning model, it is also concluded that the teacher acts as a facilitator who helps provide direction and guide students in carrying out learning, especially science learning. Meanwhile,
students act as student centers, namely as active actors in the learning process who determine themselves the material to be studied.

Finally, regarding this non-directive learning model, it is also concluded that students must be able to learn independently. Independent learning which means learning without direct direction from the teacher so that in the learning process students determine for themselves how they will learn and what materials they will learn. Therefore, from the application of this non-directive learning model, it is hoped that each student can become a superior individual. Where students not only listen to what the teacher says, but also can express their opinions actively and have a sense of confidence in their opinions.

AUTHORS’ CONTRIBUTIONS

All authors have contributed to the final manuscript. The contribution of each author is as follows.

- Heravi Desinta Cahyani; contribute in sampling, writing and compiling journals, analyzing and interpreting the data obtained.
- Ivan Franztavia Situmeang; contributed in making the interview instrument, sampling and data collection.
- Yohana Esteria Sinaga; contributed in making the interview instrument, sampling and data collection.
- Charolin Aprilia; contribute as the subject being observed or interviewed.
- Haerul Pathoni; contribute to coordinating, collecting and developing sampling plans.

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Comparison of Religious Characters with Honest Characters in the Content of Islamic Religious Learning in Class V Elementary School

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ABSTRACT
This study aims to compare the religious character and honest character in Islamic religious learning. This type of research uses quantitative research. This research was conducted in class VA and VB at SD Negeri 221/II Talang Pamesun. This study uses religious character variables and honest character with a sample of 15 students. Data collection techniques using purposive sampling. Data analysis used descriptive and inferential statistics. The results of the research of each variable of religious character and honest character have a significant comparison, with a value of <0.05 and each dominant variable in the good category. Based on the results of the study, it was found that in Islamic religious learning there is an integrated character education. It also shows religious character and honest character which can be measured through Islamic religious learning. It is hoped that further research can use more diverse variables regarding similar research.

Keywords: Honest character, Islamic religious learning, Religious character.

1. INTRODUCTION
Education is an attempt to shape humans morally and physically. Education is able to shape the personality of students and change behavior and knowledge for the better [1]. Education is a continuous and never-ending process that brings quality on an ongoing basis [2]. In its context, education is a lifelong learning experience anywhere in the environment as human beings [3]. One of the efforts in distributing education is through learning activities.

Learning is an educational activity that occurs in students. In learning, there is an interaction between the various components of learning that are grouped into educators, teaching materials and, students [4]. Learning is a process, the process regulation and, organizing of the environment around students so that it can grow and encourage students to carry out the learning process [5]. Learning can be said as a process of behavior change resulting from the interaction of each individual with his environment in an effort to meet his life needs [6]. The teaching and learning process will be very influential with the components that support it. In the current implementation of the 2013 curriculum, character education is the main thing. This is because, one of the goals of education is to be able to form students who have good character.

Character education is an effort made to form ethical students. Character education is education to shape one’s personality through character education and is seen in behavior change [7]. One of the efforts made by the government is to carry out character education activities. The government then formed a program known as strengthening character education [8]. These efforts are realized by the government through thematic learning activities [9]. The 18 characters values that are expected to be possessed by students are: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love for the homeland, (12) Appreciating
Achievements, (13) Friendly/Communicative, (14) Peaceful Love, (15) Loves to Read, (16) Environmental Care, (17) Social Care, (18) Responsibility. The existence of these characters is expected to have a good influence on the lives of students.

One of character that is expected to be possessed by students is a religious character and an honest character. Religious character and honest character have a big influence in the lives of students [10]. Honest character is a character that reflects the behavior of someone who can always be trusted in words, actions, and work both towards oneself and to other parties [11]. Meanwhile, a religious character is a character that reflects the submission of a person's behavior based on divine values [12]. Religious character plays an important role in guiding students to have principles in the midst of the rapid pace of development of the times. Both religious character and honest character can be integrated in the content of Islamic religious learning in elementary schools.

The implementation of religious character and honest character is something that must be considered in learning activities. Religious character and honest character can be integrated in the content of Islamic religious learning [13]. Through the content of Islamic religious lessons, students are expected to be able to implement the values that exist in religious and honest characters in everyday life [14]. Religious character education is the initial foundation for creating a generation that has morals or character. The implementation of honest character in Islamic religious learning is aimed at being able to foster and shape and direct students to have values and morals such as being honest in words or acting well on themselves [15]. With the hope that students in applying these values and morals in everyday life.

Religious character and honest character can be presented in Islamic religious learning to become a benchmark for changing student behavior. Islamic religious education is defined as a process of transinternalizing Islamic knowledge and values to students. Islamic religious learning is directed at increasing belief (faith), understanding, appreciation, and learning experiences of the Islamic religion. Based on previous research conducted by Amazona and friends in 2016 with the title Implementation of Character Education in Hidayatullah Integrated Islamic Elementary School Yogyakarta. Previous research was conducted to identify and describe some of the existing character values.

Based on the description above, the researcher aims to see a comparison of religious characteristics characters in learning Islamic religious education to students

2. RESEARCH METHODS

This research is quantitative research. This research produces more measurable information. Quantitative research has the aim of testing a study. The sample used in this study amounted to 15 students who were selected using random sampling technique. This research was conducted in class VA and VB at SD Negeri 221/II Talang Pamesun. The instrument used is a religious character questionnaire and an honest character questionnaire with 10 questions each. The following is a grid of religious characters and honest characters.

<table>
<thead>
<tr>
<th>Religious Character Indicator</th>
<th>Number of Questions</th>
<th>Honest Indicator</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to perform worship well</td>
<td>1.2</td>
<td>Students can be trusted</td>
<td>1.2</td>
</tr>
<tr>
<td>Students do not do things that are prohibited by religion</td>
<td>3.4</td>
<td>Students don't do anything cheating</td>
<td>3.4</td>
</tr>
<tr>
<td>Students are able to apply gratitude</td>
<td>5.6</td>
<td>Students do not do inappropriate things in achieving something</td>
<td>5.6</td>
</tr>
<tr>
<td>Students do not offend others both in words and deeds</td>
<td>7.8</td>
<td>Students know the meaning of honest attitude</td>
<td>7.8</td>
</tr>
<tr>
<td>Students are able to behave well</td>
<td>9.10</td>
<td>Students are able to apply honest behavior</td>
<td>9.10</td>
</tr>
</tbody>
</table>

Data analysis used descriptive and inferential statistics. Descriptive statistics is a form of research data analysis to test the generalizability of research results based on one sample. Descriptive statistics are used to determine the minimum value, maximum value, mean, median, mode and also the
standard deviation. Meanwhile, inferential statistics are used to test assumptions and test hypotheses. The assumption test is carried out by calculating the normality test, homogeneity test and hypothesis testing using the T test.

3. RESULTS AND DISCUSSION

Religious character and honest character are characters that are very much needed by students in everyday life. The following are the results of descriptive statistics using SPPS 20 device calculations.

Table 2. Descriptive Statistics of Religious Character

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>mean</th>
<th>Min</th>
<th>Max</th>
<th>median</th>
<th>Standard Deviation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>interval</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71-72</td>
<td>3</td>
<td>71</td>
<td>79</td>
<td>75</td>
<td>2.434</td>
<td>20</td>
</tr>
<tr>
<td>73-74</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>75-76</td>
<td>4</td>
<td>75</td>
<td>79</td>
<td>75</td>
<td>2.434</td>
<td>26.66</td>
</tr>
<tr>
<td>77-78</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26.66</td>
</tr>
<tr>
<td>79-80</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the tolerance character has a good category with a percentage of 26.66% of 4 students with a total of 15 students. This shows that students already have a religious character that is embedded in them. In addition to religious character, the researchers also measured the honest character of students with SPSS 20.

Table 3. Descriptive Statistics of Honest Character

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>mean</th>
<th>Min</th>
<th>Max</th>
<th>median</th>
<th>Standard Deviation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>interval</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71-72</td>
<td>3</td>
<td>71</td>
<td>79</td>
<td>75</td>
<td>2.330</td>
<td>20</td>
</tr>
<tr>
<td>73-74</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>75-76</td>
<td>4</td>
<td>75</td>
<td>79</td>
<td>75</td>
<td>2.330</td>
<td>26.66</td>
</tr>
<tr>
<td>77-78</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26.66</td>
</tr>
<tr>
<td>79-80</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the descriptive table above, it can be seen that students have honest characters seen from the percentage results in the good category with 26.66% with 4 of 15 students.

Table 4. Normality and Homogeneity Test

<table>
<thead>
<tr>
<th>Normality test</th>
<th>Homogeneity Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>asymp. Sig. (2-tailed)</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>.718</td>
<td>.56750346</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the data in this study are normally distributed with a sig value. > 0.05. And the data is also homogeneously distributed on religious and honest characters in Islamic religious learning with a sig value. > 0.05. Then, a hypothesis test was conducted, namely the t-test to see the comparison of the two variables using SPSS 20.

Normality Test and Homogeneity Test

Normality and homogeneity tests were carried out by calculation using the SPSS 20 device. Following are the results of normality and homogeneity tests.
The t-test is used to determine the comparison of a variable with other variables. The following are the results of SPSS 20 to find out the comparison of the religious and honest characters of students.

**Table 5. T test**

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>Independent Samples Test</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene’s Test for Equality of Variances</td>
<td>t-test for Equality of Means</td>
<td>Levene’s Test for Equality of Variances</td>
</tr>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>.066</td>
<td>.004</td>
<td>.666</td>
</tr>
<tr>
<td>.666</td>
<td>27.978</td>
<td>.000</td>
</tr>
</tbody>
</table>

Religious character has a comparison that is seen in two different classes. Shown by the value of sig. > 0.05 where the data has a significant comparison. Furthermore, a comparison test was carried out on honest characters as follows using SPSS 20.
Based on the table above, it is known that honest characters have comparisons from two different classes. Judging from the value of sig <0.005 from the two classes studied. This means that there is a comparison between religious characters in class A and class B and a comparison of honest characters in class A and class B.

Islamic religious learning can measure various variables to be studied. This research was conducted using descriptive calculations so as to get the results of the religious character of the students in the good category and the honest character in the good category as well. Thus, it shows that the character of students can be developed and integrated with learning.

Previous research was conducted by examining the honest character through habituation which is integrated into daily activities. In addition, other studies also integrate religious characters in civics learning. Meanwhile, this researcher made a comparison between religious and honest characters in different classes.

The novelty in this study compares the religious character and the honest character in different classes. The implication of this research is to describe the comparison of the religious character and the honest character of students can also be measured in Islamic religious learning. This study describes a comparison and can be used as a starting material for developing and integrating various characters in Islamic religious learning.

**CONCLUSION**

Based on the results, research has found that Islamic religious learning can be integrated with character education. It also shows that religious character and honest character can be measured through Islamic religious learning. The application of Islamic religious learning can be one of the lessons that can measure the character of students. The character of these students becomes a special thing or uniqueness of students in regulating their attitudes and personalities.

**BIBLIOGRAPHY**


Comparison of the Character of Hard Work with National Spirit in Social Studies Learning
Class V in Elementary School


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ABSTRACT
The purpose of this comparative study is to compare the character of Work Hardness and character of the national spirit in social studies learning. Types of research using quantitative research. This study uses the variable character Work Hard and the spirit of nationalism with a sample of 15 students. This research conducted in class V SDN 145/1 Kampung Pulau. Data analysis using statistics descriptive and inferential. The result is every variable of creative character and character communicative has a significant comparison, with a value of sig < 0.05 and in each dominant variable in the good category. The results of this study indicate that the character Hard work has a comparison to the character of the national spirit in social studies learning with a value of sig < 0.05.

Keywords: Social Studies Learning 1, Hard Work 2, National Spirit 3.
1. INTRODUCTION

Education is an important role in improving the quality of a person. Education is one of the main things that becomes an unavoidable demand [1]. This is based on the needs of the current generation who are expected not only as users but also as creators. This is the basis that education has an important role [2]. In the world of education, there is a curriculum that becomes a reference for student learning, one of which is the 2013 curriculum.

The 2013 curriculum is a curriculum development that focuses on improving and balancing competencies. The 2013 curriculum was developed to be able to produce students who are productive, creative, innovative through strengthening the competence of integrated attitudes, skills and knowledge [3]. The 2013 curriculum is a curriculum that is applied after the 2006/KTSP 2006 education unit level curriculum [4]. The 2013 curriculum is structured by placing an emphasis on developing and strengthening attitudes, knowledge, and skills in a balanced manner [5]. The 2013 curriculum uses a teaching and learning approach that links several subjects in a theme so that students get a meaningful experience called thematic learning.

Thematic Learning has a function to provide convenience to students in understanding and exploring the concepts of the material contained in the theme. Thematic learning is a series of learning that combines subjects in one theme [6]. Thematic learning can increase students' learning motivation because the material studied is real material and has a meaningful experience [7]. Meaningful experiences are intended so that students can understand the concepts taught by educators through direct experience and can relate these concepts to other concepts they have understood. The importance of learning motivation in learning is very influential on the level of understanding of students [8]. Therefore, in thematic learning educators are expected to increase learning motivation in students.

Learning motivation is needed in the learning process to encourage students' enthusiasm for learning. Learning motivation is a driving force that grows from mental strength in students and the creation of good learning conditions to achieve learning goals [9]. Learning motivation is an important thing seen from its function which can encourage behavior and influence behavior change in students [10]. Increasing learning motivation can be adjusted to the characteristics and needs of students as well as the subjects taught by educators such as giving appreciation and appreciation to students [11]. Learning motivation can also affect the character of students, one of which is the character of the national spirit.

The spirit of nationality is one of the character values of the 18 character values of the Indonesian nation. The spirit of nationalism is an act of a person who is carried out to protect and safeguard his nation [12]. The spirit of nationality can train students to be motivated to learn so that they are able to become the nation's successors who are educated and have good character [13]. Implementing the values of the national spirit in the surrounding environment, namely the family, school and community environment greatly helps students avoid negative influences such as drugs, alcohol, free sex, cigarettes and so on [14]. If students can apply the values of the national spirit well, then the learning outcomes that students learn at school have been implemented well. So it can be concluded that the value of the national spirit is closely related to student learning outcomes.

The character of hard work can be exemplified by actions that reflect orderly behavior, obeying the rules that have been enacted. Hard work is one part of the value that students want to increase back in the learning process [15]. According to Lestari Khodijah & Suryana, the character of hard work shows a serious effort in responding to various problems found in learning activities [16]. In line with the sustainable opinion, the opinion of Siregar & Ulfa also suggests that the value of the character of hard work can be seen from the character of students who show seriousness in the learning process [17].

Learning outcomes are the results obtained by students from each subject matter studied. The learning outcomes achieved in the 2013 curriculum include aspects of knowledge, skills and attitudes of students at each meeting [18]. One of the expected learning outcomes is to produce the character of learning motivation in students [19]. The relationship between learning motivation and the spirit of nationalism in students is also an important thing in achieving learning outcomes [20]. Therefore, the relationship between learning outcomes of learning motivation character and national spirit needs to be studied further.

The character of learning motivation is a character that encourages students to increase enthusiasm and perseverance in learning. Research conducted by Risabethe and Astuti (2017) focuses on developing learning media to increase learning motivation and the character of the national spirit of fifth grade elementary school students [21]. In this study, the character of learning motivation can be compared with the national spirit of students. Researchers conducted research by describing the character of learning motivation as a comparison with the spirit of nationalism in social studies learning. Comparison of the character of learning motivation with the spirit of nationalism can be seen in the learning outcomes achieved by students.
Learning outcomes are one aspect that can be used as a benchmark for the level of understanding of the learning that students have learned. The learning outcomes obtained by students can be seen from the application of learning outcomes that apply the character of learning motivation with a level of national spirit. Based on this background, the purpose of this study is to describe the comparison between the character of learning motivation and the spirit of nationalism in social studies learning.

2. RESEARCH METHOD

Table 1. Questionnaire Grid of Hard Work Character and National Spirit

<table>
<thead>
<tr>
<th>Indicator of Hard Work</th>
<th>Number of questions</th>
<th>Indicator of National Spirit</th>
<th>Number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not easily discouraged</td>
<td>1,2,3</td>
<td>Singing the national anthem</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Listening to other people's opinions</td>
<td>4,5,6,7</td>
<td>Flag ceremony</td>
<td>4,5</td>
</tr>
<tr>
<td>Always foster curiosity to study</td>
<td>8,9,10</td>
<td>Following the commemoration of national</td>
<td>6,7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complying with regulations made by the government</td>
<td>8,9,10</td>
</tr>
</tbody>
</table>

Source: [22],[23]

The grid table for the questionnaire on hard work and national spirit above shows the indicators included in each question. The hard work indicator consists of 3 points, namely not easily discouraged, listening to other people's opinions, and always fostering curiosity to learn with a total of 10 questions. Furthermore, the indicator of national spirit consists of 4 points including: singing the national anthem, flag ceremony, following the commemoration of national holidays, and obeying the regulations made by the government with a total of 10 questions.

Data analysis used descriptive and inferential statistics. Descriptive statistics to determine the minimum value, maximum value, mean, median, mode and standard deviation. While inferential statistics for testing assumptions and hypothesis testing. The assumption test is carried out by calculating the normality test, homogeneity test and hypothesis testing using the T test.

3. RESULTS AND DISCUSSION

Creative characters and communicative characters are some of the students' characters needed in the implementation of learning. The following are the results of descriptive statistics using the calculation of the SPSS 20 tool.
Based on the table above, it can be seen that the attitude characteristics consist of very bad, not good, enough, good, and very bad attitudes. The character of hard work has a good category with a percentage of 46.6% of 7 students with a total of 15 students. This shows that students already have the character of hard work embedded in them. In addition to the character of hard work, the researcher also measured the character of the students' national spirit with SPSS 20.

Table 3. Descriptive Statistics of National Spirit

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39-42</td>
<td>Very not good</td>
<td>0</td>
<td>72.53</td>
<td>68</td>
<td>77</td>
<td>2,949</td>
</tr>
<tr>
<td>43-46</td>
<td>Not good</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>13.3</td>
</tr>
<tr>
<td>47-50</td>
<td>Fairly</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>33.3</td>
</tr>
<tr>
<td>51-54</td>
<td>good</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>46.6</td>
</tr>
<tr>
<td>55-58</td>
<td>Very good</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6.67</td>
</tr>
<tr>
<td>. total</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the descriptive table above, it is known that the students already have a communicative character seen from the percentage results in the good category with 46% with 7 of 15 students.

Table 4. Normality Test and Homogeneity Test

<table>
<thead>
<tr>
<th>Normality Test</th>
<th>Homogeneity Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>.534</td>
<td>1.09029564</td>
</tr>
</tbody>
</table>

The following are the results of the normality test and homogeneity test.

Based on the table above, it can be seen that the data in this study were normally distributed with sig. > 0.05. And the data is also homogeneously distributed on creative characters and communicative characters in thematic learning with sig values. > 0.05. Next, a hypothesis test was conducted, namely the t-test to see the comparison of the two variables using SPSS 20.
t-test

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>-2.852</td>
</tr>
</tbody>
</table>

T-test was used to determine the comparison of a variable with other variables. The following are the results of SPSS 20 to compare the character of Hard Work and the national spirit of students.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that social studies learning can be integrated with character education. Judging from the results of descriptive statistics, the character of hard work has a good category with a percentage of 46.6% of 7 students with a total of 15 students. Then the descriptive statistics of the spirit of nationality are known that students already have a communicative character seen from the percentage results in the good category of 46% with a total of 7 out of 15 students. Furthermore, based on the normality test and homogeneity test, the data in this study were normally distributed with a sig value > 0.05. And the data is also evenly distributed on creative characters and communicative characters in thematic learning with sig values > 0.05.

This shows that students already have the character of hard work embedded in them. It also shows that the character of hard work and the character of the student's national spirit can also be measured in social studies learning. The application of social studies learning can be one of the lessons that can measure the character of students. The character of the student becomes something special or unique to the student in regulating his attitude and personality.

BIBLIOGRAPHY


Comparison of the Character of the Spirit of Nationality with the Character of Love for the Motherland in Learning PPKn In Elementary School

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ABSTRACT
This study aims to determine the comparison of the character of spirit nationality and the character of love for the homeland in PPKn learning, the research method used is quantitative research with a sample of 15 students in grade II SD Negeri 185/1 Sialang Pungguk and the sampling technique is random sampling. The data collection instrument used is a questionnaire of national spirit character. The data obtained were then analyzed with descriptive statistics and inferential statistics. The results that will be obtained show that there is a relationship between the character of love for the homeland in students to the learning process of PPKn in elementary schools with a sig value of < 0.05. This shows that the character of the spirit of nationality and love for the homeland has a significant relationship with the learning process of PPKn in elementary schools. It is hoped that students can have these characters and apply them in everyday life.

Keywords: Character of the Spirit of Nationality, Love of the Motherland, PPKn.
1. INTRODUCTION

Education is a process of changing one's attitude and behavior. Education is an effort to develop a potential of students by guiding their activities [1]. Education beckons one to improve the quality of life [2]. That way efforts in improving the lesson, students must be active in a learning [3]. Students must study hard, so that learning and learning carried out will run smoothly. Therefore, students must be active in learning.

Learning is a process to nurture students to learn well. Learning is the process of rolling out a knowledge and knowledge of students [4]. learning can be interpreted as the main determinant of learner success [5]. That way students can better master learning activities [6]. In that case, educators also participate in a learning in order to shape students into someone with character.

PPKn learning in elementary schools can also improve character for students. In that effort, PPKn learning also directs students to become responsible persons [7]. With the learning of PPKn, students can master knowledge about the teachings of democracy and play a role in a community institution [8]. In that case, PPKn learning in elementary schools can grow and improve a student who has a potential as strong as nationality and love for the homeland [9]. Thus, the need for educators to guide learners to direct them to become more characterful persons.

Character is an attitude that must be applied to students. Thus, the importance of the character of the spirit of nationality in learners in elementary schools [10]. The character of the national spirit is a character that teaches students to be enthusiastic in learning for the progress of the nation and love for the homeland [11]. That way the importance of the attitude of the spirit of nationality and love for the homeland in PPKn learning so that students are able to apply it to social and state life [12]. That way the character of the nationality and love of the homeland must be put forward by students.

The character of the spirit of nationality and love for the homeland is also a character that is manifested in the attitudes and behaviors of students. With the character of the spirit of nationality and love for the homeland, students can be more enthusiastic in terms of obeying school regulations and educators while still in the school, class and community environment [13]. In everyday life, students are also asked to apply a character of the spirit of nationality and love for the homeland [14]. The character of the spirit of nationality and love of the motherland is closely related to the relationship between learners [15]. So that the character of the spirit of nationality and love for the homeland is indispensable in students.

The character of the spirit of nationality and love of the homeland is a character that can help students to be more enthusiastic about nationality in learning and love the homeland in. Research conducted by Priyambodo (2017). Implements the character of nationality and love of the homeland in students. In this study, the relationship between the character of the spirit of nobility and love for the homeland can be seen from the learning outcomes of students on the learning content of PPKn [16]. Researchers conducted a study by describing the relationship between character as nationality and love for the homeland to the learning outcomes of students.

Assessment of learning outcomes is to use one aspect that can be a reference for students to achieve learning outcomes in research activities. The application of national character and love for the homeland carried out for students are the main factors for the success of educators in providing learning. Based on this background, the purpose of this study is to describe the relationship between the character of nationality and love for the homeland to the learning outcomes of students on the learning content of PPKn.

2. RESEARCH METHOD

The method in this study is quantitative. Quantitative Research is research that uses quantitative data, namely data in the form of numbers or numbers [17]. This study aims to find out a relationship of several variables. This research was carried out on grade II students. The population used in this study was all grade II students of SD Negeri 185/1 Sialang Pungguk, with the sample selected using random sampling totaling 15 students.

The study was conducted using quantitative data obtained through the provision of questionnaires. The following is a questionnaire grid that will be used to measure the character of students' reading preferences.

<table>
<thead>
<tr>
<th>Character Indicators of the spirit of nationality</th>
<th>Number of Question Items</th>
<th>Character indicators of love of the motherland</th>
<th>Number of Question Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a national spirit on the agenda of the flag ceremony</td>
<td>1</td>
<td>Be proud of the Indonesian nation</td>
<td>1</td>
</tr>
</tbody>
</table>
Learn about national songs | 2 |
Providing aspirations to friends to develop the vision and mission of the school | 2 |
Work on tasks with passion | 3 |
Able to maintain existing facilities in the school | 3 |

Source: [18] [19]

Data analysis in this study used descriptive statistics and inferential statistics. In this study, descriptive statistics were used using maximum, minimum, mean and standard deviation values. Meanwhile, inferential statistics, it is an assumption test and a hypothesis test.

3. RESULTS AND REFRAINATION

Character education has been integrated into learning in elementary schools. One of the integrated education by researchers is the character of the spirit of nationality and the character of love for the homeland in students. This character of the spirit of nationality and the character of love for the homeland leads to the behavior of students towards the conditions that will be applied to elementary schools. The character of the spirit of nationality and the character of love for the homeland will be sought to be related to the learning outcomes of students.

The results obtained from the data collection that has been carried out are from the questionnaire of characters who like to read. Here are the descriptive statistical results that have been analyzed using SPSS 20.

Table 2. Descriptive Statistics of the Character of the Spirit of Nationality

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84-86</td>
<td>3</td>
<td>87,5</td>
<td>95</td>
<td>87,5</td>
<td>3,088</td>
<td>16,66</td>
</tr>
<tr>
<td>87-89</td>
<td>4</td>
<td>84</td>
<td>95</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>90-92</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16,66</td>
</tr>
<tr>
<td>93-95</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33,33</td>
</tr>
<tr>
<td>96-98</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,33</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the character of the national spirit has a good category with a percentage of 33.33% of 4 students with a total of 15 students. This shows that students already have the character of the national spirit that is embedded in them.

In addition to the character of the national spirit, researchers also measured the spiritual attitude of students with SPSS 20.

Table 3. Descriptive Statistics of Homeland Love Character

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sikap</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unkind</td>
<td>2</td>
<td>78,91</td>
<td>83</td>
<td>79,5</td>
<td>3,204</td>
<td>16,66</td>
</tr>
<tr>
<td>Bad</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16,66</td>
</tr>
<tr>
<td>Enough</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,33</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16,66</td>
</tr>
<tr>
<td>Excellent</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41,66</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the descriptive table above, it is known that students already have a spiritual attitude judging from the percentage results in the very good category with 41.66% with 5 out of 15 students.

Normality and homogeneity tests are carried out by calculations using the SPSS 20 device. The following are the results of the normality test and homogeneity test.

Table 4. Normality Test and Homogeneity Test
Based on the table above, it can be seen that the data in this study are normally distributed with sig values > 0.05. As well as data also distributed homogeneously on the character of the spirit of nationality and the character of love for the homeland in learning KDP with sig values > 0.05. Furthermore, a hypothesis test was carried out, namely the t test to see the comparison of the two variables using SPSS 20.

Table 5. T Test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.050</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>6,746</td>
</tr>
</tbody>
</table>

Honest characters have a comparison seen in two different classes. Indicated by the indigo sig < 0.05 where the data has a significant comparison. Furthermore, a comparison test was carried out on the character of the discipline as follows using SPSS 20.

Based on the table above, it is known that the character of the national spirit has a comparison of two different classes. Judging from the sig score of < 0.05 from the two classes studied. This means that there is a comparison between the character of the national spirit...
in class A and class B and the comparison between the character of love for the homeland in class A and class B.

KDP learning can measure various variables to be studied. The research conducted uses descriptive calculations so as to get the results of the character of the national spirit of students in the good category and the character of love for the homeland of students in the very good category as well. Thus, it shows that the character of learners can be developed and integrated with learning.

Previous research was conducted by examining the character of the national spirit integrated in PPKn learning Indonesian. Meanwhile, this researcher made a comparison between the character of the national spirit and the character of love for the homeland in different classes. The renewal of the study combines the character of the spirit of nationality and the character of love for the homeland in different classes. The implication in this study is to describe the comparison of the character of the spirit of nationality and the character of love for the homeland. This research illustrates the comparison and can be used as a starting material to develop and integrate various characters in PPKn learning.

CONCLUSION

Based on the results of research that has been carried out, it can be concluded that the comparison of the character values of the spirit of nationality and love for the homeland in KDP learning in elementary school students has a significant relationship. This shows that there is a relationship between the character of the spirit of nationality and the love of the homeland towards students in the learning process of PPKn in grade II at SD Negri 185/1 Sialang Pungguk with evidence of the value of sig<0.05 this shows that the relationship between the character value of the spirit of nationality and love for the homeland is side by side with pppkn learning in elementary school.

BIBLIOGRAPHY


Connection Character Tolerance Towards Student Learning Outcomes There is Social Science Learning in Elementary School

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ABSTRACT
The purpose of this research is to find out how social studies learning can be a meaningful learning for students and to find out the learning outcomes of tolerance character in social studies learning class V in elementary schools. This study uses a design, which is a case study whose purpose is to examine research problems that are inseparable from the phenomena and contexts that occur. The subjects of this study were the educators who were observed and the fifth grade students of the State Elementary School 40/I Muara Bulian totaling 12 students obtained from the technique random sampling. The data collection instrument was carried out by distributing questionnaires. Data analysis uses quantitative data analysis for the results of narrative study data on the research encountered. Based on the results of the research that has been done, it can be concluded that learning based on the character of tolerance in elementary schools has advantages and improves learning outcomes for students. Therefore, learning based on the character of tolerance is able to have a positive influence in the daily lives of students in the form of words and actions.

Keywords: Learning Outcomes, Social Studies Learning, Tolerance Character.
1. INTRODUCTION

Education is a person's efforts that are carried out consciously and have certain goals to be achieved. Education becomes something that has an important role for humans in an effort to develop their potential, with the hope of forming quality human resources [1]. Quality education will bring an atmosphere of effective learning. Effective education has an influence on the learning system that is implemented to support the achievement of student learning outcomes [2]. By the time the learning outcomes have been achieved properly, it can be concluded that the learning objectives and functions have been fulfilled. The purpose of education is to make people who have faith and devotion to God, have noble morals, are healthy, smart, feelful, have will, and are able to produce works [3].

Education in elementary school should not only include learning activities but also interspersed with play, because children in primary school age are very fond of play activities. Although learning is interspersed with games, it must still put knowledge first [4]. As the first level of formal education, primary school education is a determinant of direction in developing potential in students [5]. It can be concluded that education in elementary school is very closely related to play activities but plays an important role in developing the potential of students.

Play activities are closely related to the community environment and the subject related to this is social studies. Social studies subjects in elementary school consist of the concepts of geography, history, economics and sociology [6]. The subject matter of social studies material in elementary schools does not only include the subject matter, but there are also values that must be instilled in students [7]. Social studies lessons in elementary schools aim to develop the potential of students to care about social problems that exist around them, be able to overcome problems that occur in themselves and the community and have a positive mental attitude towards existing gaps [8]. With a discussion that is close to the environment and situations that are often encountered by students, it is hoped that this social studies learning will be able to create good and satisfying learning outcomes.

The activity of standardizing student learning outcomes carried out through two core activities, namely assessment and evaluation activities are referred to as learning outcome assessment activities [9]. Learning outcomes are skills that students have after they go through the learning process [10]. Good learning outcomes are characterized by increasing students' understanding of what they have learned and being able to apply it in everyday life. From these learning outcomes, educators are able to find out how far students understand the material they have learned [11].

Learning in schools not only aims to educate the nation's life, but also instills good character and ethics in students according to the age of the child. It is a must for the school to instill and grow the character of students so that a character with noble values is formed [12]. One of the characters that must be instilled in learners is the character of tolerance. Tolerance means nature and an attitude of respect [13]. There are several benefits of an attitude of tolerance in people's lives, including creating harmony, getting along well with fellow citizens, fostering a sense of community, peace and peace in social life [14].

Based on the explanation above, the researcher has the goal of connecting the relationship of learning outcomes to the character of tolerance in social studies learning in elementary schools. The character of tolerance must be applied to students in the school environment so that they are accustomed to and able to appreciate each other's differences that exist around them from an early age.

2. RESEARCH METHOD

This research uses quantitative research methods. The study was conducted at SDN 61/X Muara Bulian. The research sample was all grade 5 children of SDN 40/I Muara Bulian which totaled 12 people. The instrument used 10 items of questions regarding the relationship of student learning outcomes to the character of tolerance to social studies learning.

3. RESULT AND DISCUSSION

This research was conducted at SDN 40/I Muara Bulian in January 2022. In the implementation of the research, it begins with compiling an instrument one week before the research as well as communicating and making observations of places related to the research to be carried out. Before distributing the questionnaire, the researcher first takes care of licensing to the school and arranges a schedule for the research.
Table 1. Descriptive statistics connection character tolerance toward student learning outcomes there is social science learning

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Median</th>
<th>Standar Deviasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval</td>
<td>Attitude</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111-112</td>
<td>Not very good</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113-114</td>
<td>Not good</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>115-116</td>
<td>Enough</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>117-118</td>
<td>Well</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>119-120</td>
<td>Very good</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Normality test connection character tolerance toward student learning outcomes there is social science learning

<table>
<thead>
<tr>
<th>Uji Normalitas</th>
<th>Uji Linieritas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>Std. Deviation</td>
</tr>
</tbody>
</table>

Normality and linearity tests are carried out with calculations using SPSS 20 software. The following are the results of the normality test and the linearity test.

Based on the table above, it can be seen that the data in this study are normally distributed with sig values. > 0.05. As well as the data is also distributed linearly with a sig value. > 0.05. Furthermore, a hypothesis test was carried out, namely a correlation test using SPSS 20.

Table 3. Correlation test

<table>
<thead>
<tr>
<th>Character Likes to Read</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Learning Outcomes</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
</tr>
</tbody>
</table>

Table 4. Descriptive statistics connection character tolerance toward student learning outcomes there is social science learning

<table>
<thead>
<tr>
<th>Karakteristik</th>
<th>Mean</th>
<th>Min</th>
<th>Max</th>
<th>Median</th>
<th>Standar Deviasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval</td>
<td>Sikap</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111-112</td>
<td>Sangat tidak baik</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113-114</td>
<td>Tidak baik</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>115-116</td>
<td>Cukup</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>117-118</td>
<td>Baik</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>119-120</td>
<td>Sangat baik</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

116,4 111 120 116,5 3.423
Based on the descriptive table above, it is known that students already have a tolerance character judging from the percentage results in the good category with 2 of 12 learners.

Normality and homogeneity tests are carried out by calculations using the SPSS 20 device. The following are the results of the normality test and homogeneity test.

In learning, there is character education that must be possessed by students. Character education aims to improve the quality of educational processes and outcomes that lead to character education and noble character of learners in a complete, integrated, and balanced manner, in accordance with the competency standards of graduates in each educational unit [15]. The renewal of the learning system is designed by educators in such a way that the learning carried out in the classroom can be achieved its objectives. The purpose of learning can make students become active, creative, and characterful. This can be realized if you have educators who can carry out learning process activities effectively and efficiently.

The update of this study is to examine the relationship of reading character to the learning process of social studies content in elementary schools. Meanwhile, the previous research conducted research by examining the improvement of critical thinking skills and reading attitudes of students through a literacy-based Predict Observe Explain (POE) learning model. The implication of this study is to describe the relationship between reading and the distribution of questionnaires to students to the learning process of social studies content in elementary schools.

This research is useful for schools as a means of assessing and correcting student learning outcomes as well as evaluation material for educators to pay more attention to every character instilled in students, especially the character of reading.

**CONCLUSION**

Based on the results of research that has been carried out, it can be concluded that the character value of tolerance in thematic learning in elementary school students has an increase in tolerance from students in learning. Learning that is emphasized in learners is seen from cognitive, affective and psychomotor aspects. In addition, the influence of thematic learning in the 2013 curriculum fosters the development of skills and the character of hard work from within the learners. With thematic learning, educators can more easily deliver the subject matter, because the content of the lesson can be connected to the activities of daily life. So that this thematic learning is able to provide an increase and positive influence in the overall learning component.

**REFERENCES**


