

Factors Underlying Problems in Developing Ideas for Essays Writing: EFL Students' Perceptions

By: Jumariati
English Language Education Study Program, FKIP
ULM

CONTENT

1.

Background

2.

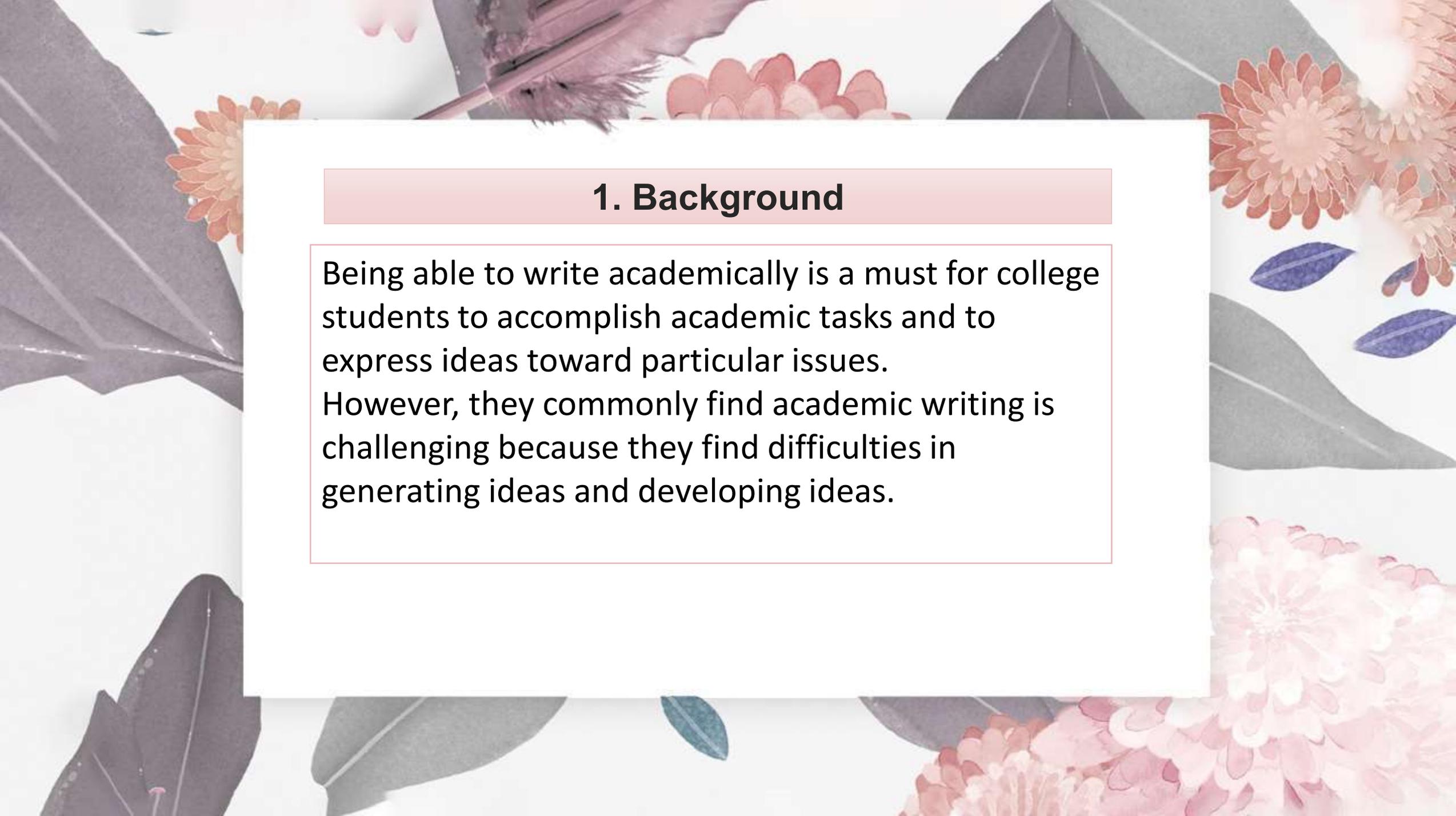
Method

3.

Findings and Discussion

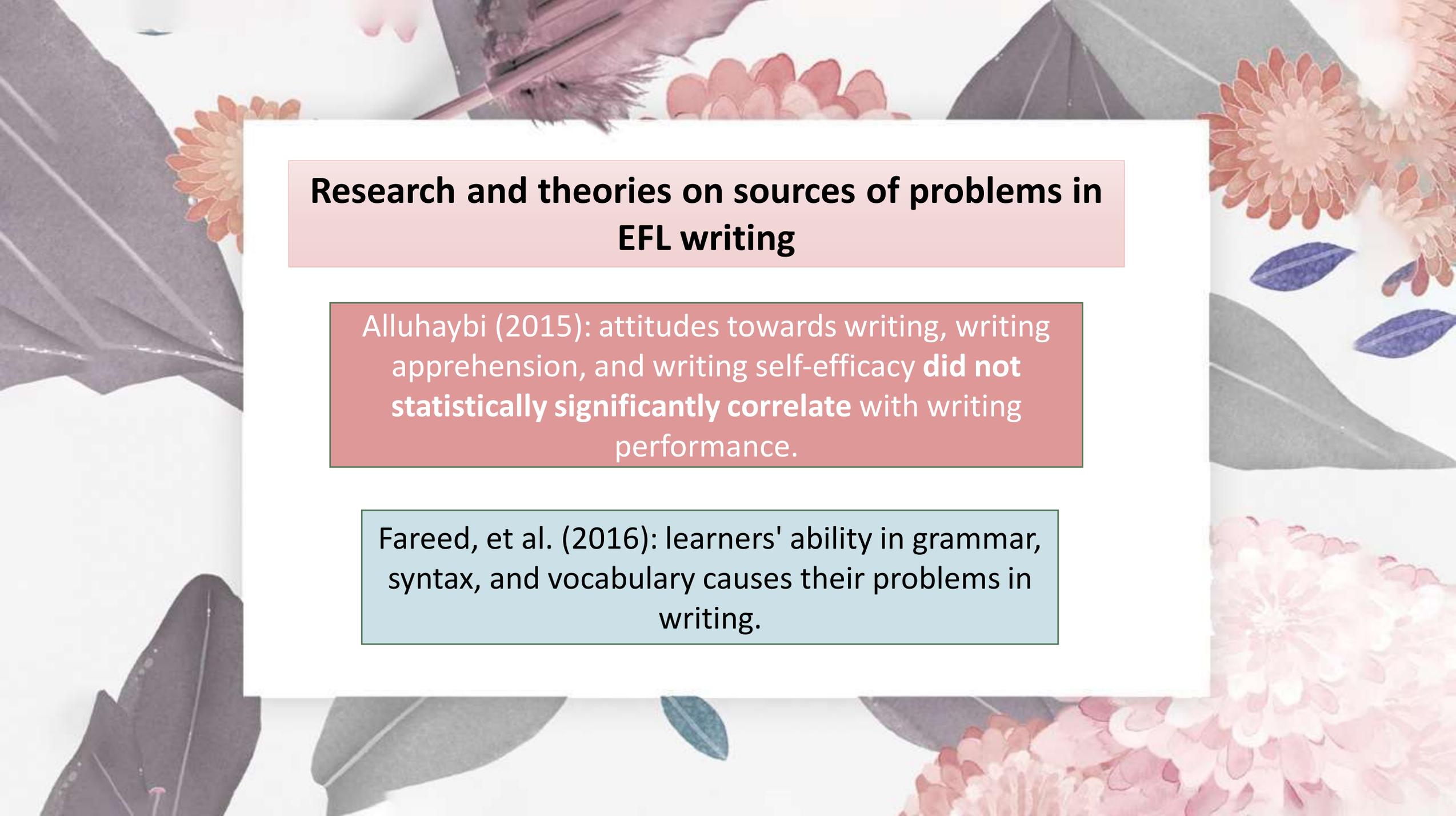
4.

Conclusion and Implication

The background of the slide is a decorative collage of various elements. It includes several large, stylized flowers in shades of orange, red, and pink. There are also green and blue leaves scattered throughout. A quill pen is visible in the upper left quadrant. The overall aesthetic is soft and artistic.

1. Background

Being able to write academically is a must for college students to accomplish academic tasks and to express ideas toward particular issues. However, they commonly find academic writing is challenging because they find difficulties in generating ideas and developing ideas.



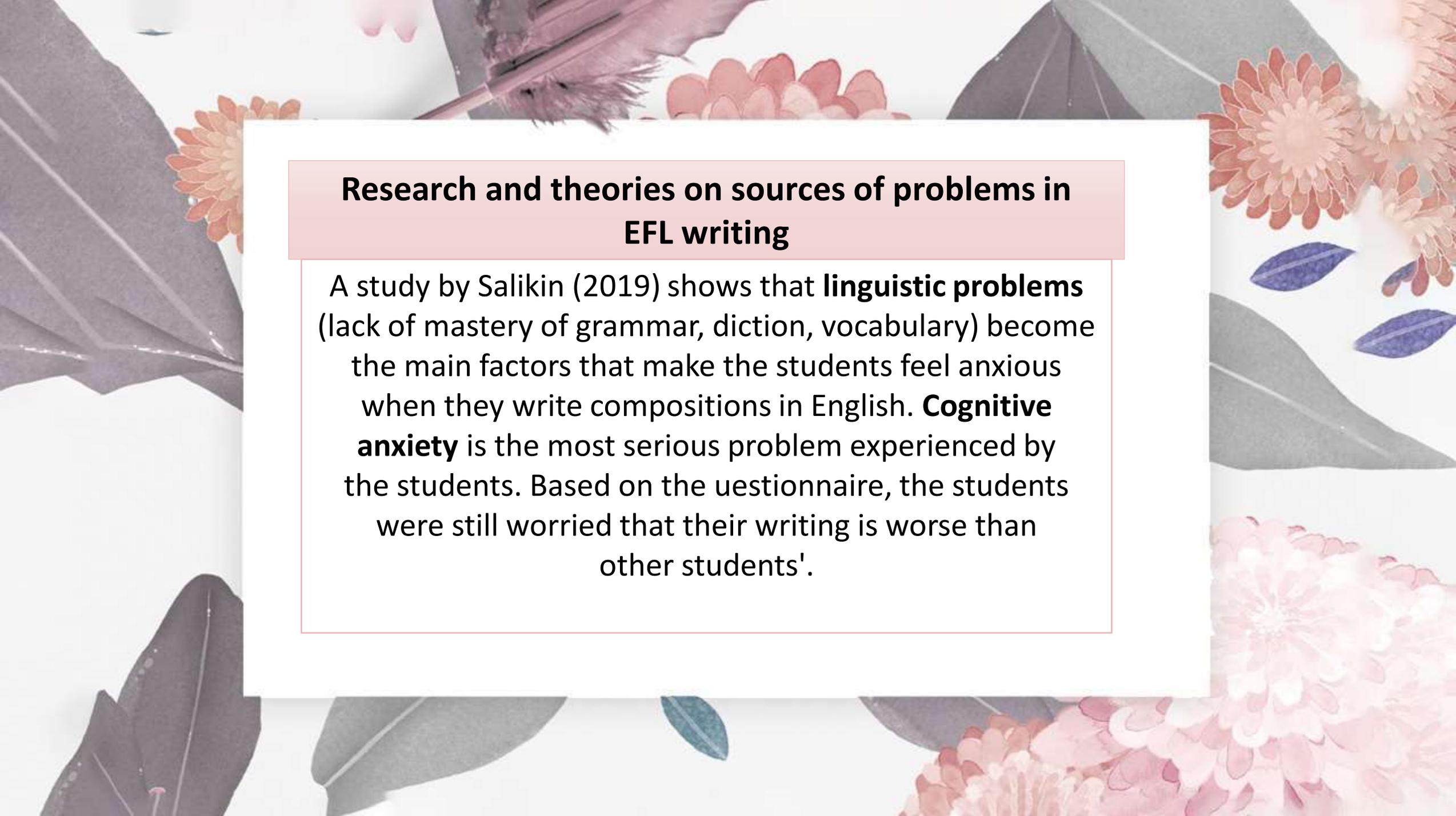
Research and theories on sources of problems in EFL writing

Alluhaybi (2015): attitudes towards writing, writing apprehension, and writing self-efficacy **did not statistically significantly correlate** with writing performance.

Fareed, et al. (2016): learners' ability in grammar, syntax, and vocabulary causes their problems in writing.

Research and theories on sources of problems in EFL writing

Kenta and Bosha (2019): 20 respondents (80%) confirmed that they **feel uneasy** when they express their ideas and thoughts in writing. In the interviews, the participants confirmed their **lack of vocabulary** made them hard to write.

The background of the slide is a soft-focus collage of various flowers and leaves. There are large, light-colored flowers with many petals, some in shades of pink and orange, and some in shades of purple and blue. The leaves are dark green and greyish-green, some with prominent veins. The overall aesthetic is clean and artistic.

Research and theories on sources of problems in EFL writing

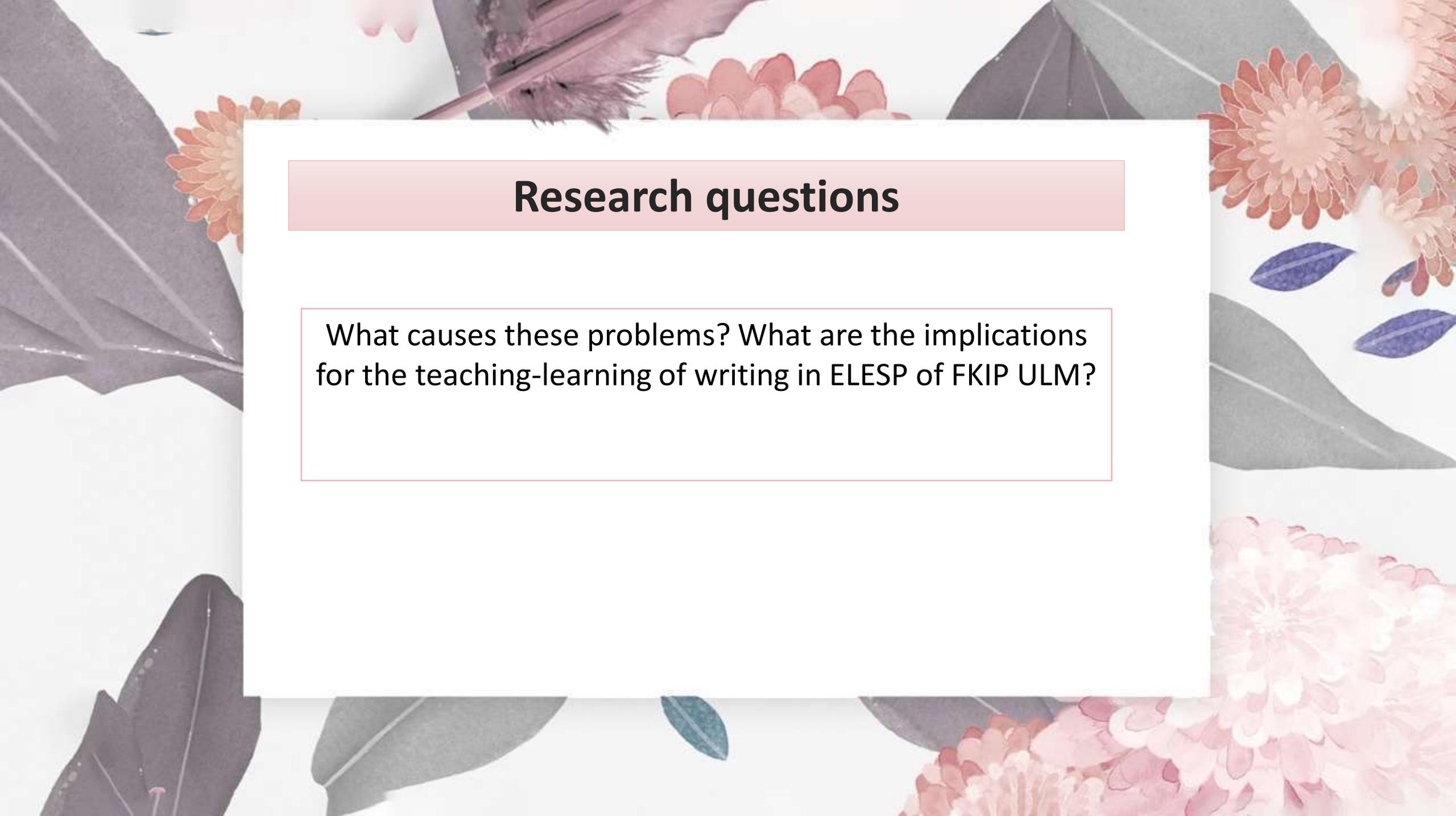
A study by Salikin (2019) shows that **linguistic problems** (lack of mastery of grammar, diction, vocabulary) become the main factors that make the students feel anxious when they write compositions in English. **Cognitive anxiety** is the most serious problem experienced by the students. Based on the questionnaire, the students were still worried that their writing is worse than other students'.

The preliminary study in ELESP of FKIP ULM

The overall students' ability in idea development was categorized as fair.

Some ideas were lacked of evidence while some were irrelevant.

Some paragraphs were short; it might indicate lack of knowledge on the topic or some other possibilities.

The background of the slide is a light-colored surface decorated with various botanical illustrations. There are several large, stylized flowers in shades of orange, red, and pink, along with green and blue leaves. A quill pen is also visible in the upper left corner.

Research questions

What causes these problems? What are the implications for the teaching-learning of writing in ELESP of FKIP ULM?

2. Method

Research design is descriptive with quantitative and qualitative approaches.

Research instruments: questionnaire and interview protocol.

Research subjects: the students of ELESF of FKIP ULM who are taking Advanced Writing course.

3. Findings and Discussion

No	Statements	Major results	Tentative Conclusion
1	It is easier to write familiar topics than unfamiliar ones	Strongly Agree 53.6% Agree 37.7%	Writing familiar topics are easier than unfamiliar ones
2	I write easily if the topics are interesting	Agree 58% Strongly Agree 31.9%	Interesting topics make the students write easily
3	I usually need much time to brainstorm ideas	Agree 46.4% Strongly Agree 30.4%	Students need much time to brainstorm ideas
4	Before writing, I make a plan (map/outline/free writing)	Sometimes 44.9% Often 26.1%	Students usually make a plan before writing

3. Findings and Discussion

No	Statements	Major results	Tentative Conclusion
5	I refer to the plan during writing	Sometimes 46.4% Often 34.8%	Students usually refer to the plan when they write
6	I change my plan in the middle of writing	Sometimes 49.3% Seldom 24.6%	Students sometimes change their plan in the middle of writing
7	I read sources to help me develop ideas	Always 56.5% Often 31.9%	Students almost always read sources to develop their ideas about the topics assigned
8	I have difficulties in writing supporting sentences	Sometimes 47.8% Often 36.2%	Students usually have problems in writing supporting sentences

3. Findings and Discussion

No	Statements	Major results	Tentative Conclusion
9	I have difficulties in elaborating the topic sentence	Sometimes 47.8% Often 31.9%	Students usually have problems in elaborating the topic sentence
10	I have troubles in using appropriate vocabulary	Often 39.1% Sometimes 37.7% Always 17.4%	Students have problems in using appropriate vocabulary
11	I have difficulties in English grammar	Sometimes 37.7% Often 33.3% Always 20.3%	Students have problems in English grammar
12	I have problems in using correct conjunctions	Sometimes 58% Often 18.8%	Students sometimes have problems in using conjunctions

3. Findings and Discussion

No	Statements	Major results	Tentative Conclusion
13	I feel hard to arrange my ideas into well-connected paragraph	Neutral 43.5% Agree 40.6%	Some students feel hard to arrange ideas into well-connected paragraphs
14	I feel that writing in English is difficult	Neutral 46.4% Agree 30.4%	Some students think that writing in English is difficult
15	I feel demotivated when I have essays writing assignments	Neutral 44.9% Disagree 37.7%	Some students do not feel demotivated while a few yes.
16	I'm worried that I will make mistakes in writing essays	Agree 52.2% Strongly Agree 24.6%	Students usually are worried that they will make mistakes in writing essays

3. Findings and Discussion

No	Statements	Major results	Tentative Conclusion
17	I feel not confident in expressing my own ideas	Agree 31.9% Disagree 29%	Some students feel not confident in expressing their own ideas
18	My essays are short because I don't know what else I can write about the topic	Sometimes 50.7% Seldom 23.2%	Some students' essays are short because they don't know what else to say about the topic



Focus Group Interview

Topics

Students confirmed that familiar and interesting topics make them enjoy writing essays because they know much about and can write more without worrying too much on the vocabulary.

Brainstorming and planning

Most students need much time to brainstorm ideas because they want their essays good. They usually make outline/map to list the details they want to write. Sometimes they change the plan because they come up with different ideas in the middle of writing or they realize that their plan is not correct.



Focus Group Interview

Read sources

Students mentioned that they almost always read sources to find experts' definitions and legal data to support their essays when the topic is like cause effect of smoking, the dangers of early pregnancy, online learning, and COVID-19.

Linguistics problems

Students confirmed that they have difficulties in elaborating topic sentence, writing supporting sentences, using vocabulary and grammar. They perceived that their abilities in linguistics aspects are not quite good.



Focus Group Interview

Psychological factors

Some students feel writing is difficult. They are not confident with their abilities and worried that they make mistakes in vocabulary, grammar, and content.

Psychological factors

A few students feel demotivated when they have essay writing assignments because they think writing is difficult. They tended to be worried, spend much time in writing, and got stuck with the vocabulary thus their essays were short.



Document Analysis

Some of the students' essays contain mistakes in vocabulary, grammar, and content.

A few essays were short even though they follow the format of 5 paragraph.

3. Findings and Discussions

The findings of this study are similar to the findings of the study by Fareed, et al. (2016) and Salikin (2019) ==> **linguistic problems** (lack of mastery of grammar, diction, vocabulary) become the main factors that make the students feel anxious/worried/not confident when they write compositions in English.

3. Findings and Discussions

The findings of this study are also similar to the findings of the study by Kenta and Bosha (2019): psychological factors and linguistic problems are the causes of students' problems in EFL writing.

The findings contradict with the study by Alluhaybi (2015): psychological factors **did not statistically significantly correlate** with writing performance.



CONCLUSIONS



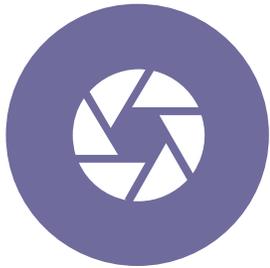
The causes of the problems of ELESP students of FKIP ULM in developing ideas for essays writings are psychological and linguistics factors.



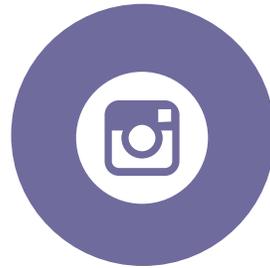
The psychological factors deal with feeling not confident with their abilities and worried to make mistakes in linguistics aspects. The linguistics factors consist of the aspects of vocabulary and grammar.



IMPLICATIONS



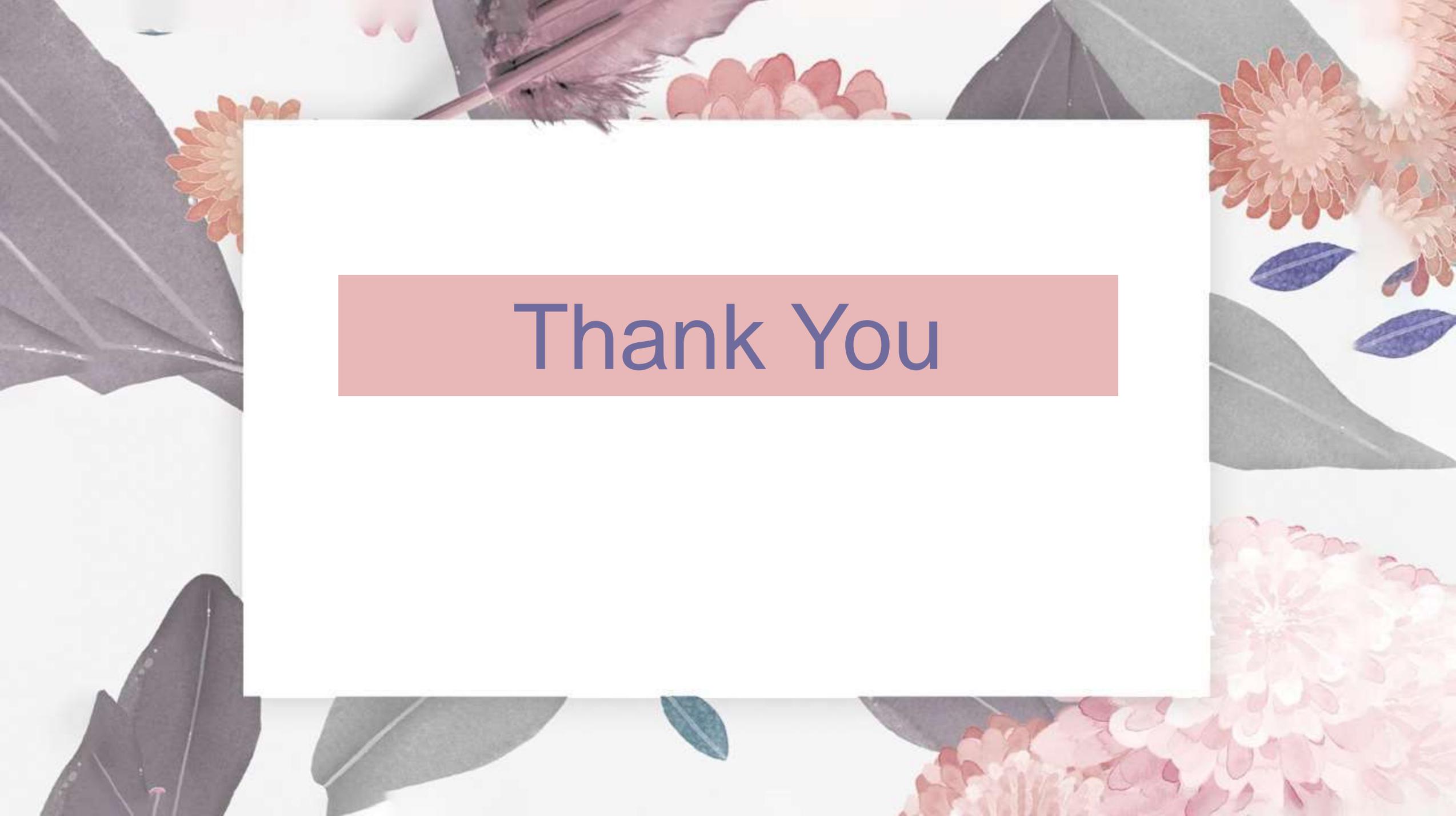
**Problems in
developing ideas
for essays
writings**



**The causes are
psychological
factors and
linguistics factors**



**The lecturers should use
appropriate strategies which
attract students' attention
and build self confidence
and improve their linguistics
abilities ==> quasi-
experimental studies**



Thank You



CERTIFICATE OF PARTICIPATION

No. 032/S-KEG/ICLIIm/FKIP-ULM/2020

This is to certify that

Jumariati

has participated in the

**1st International Conference on Learning Improvement (ICLIIm) 2020/
11th International Conference on Lesson Study (ICLS) 2020**

as

Presenter

Banjarmasin, 1-3 September 2020

President

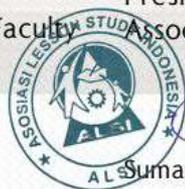
Association of Lesson Study Indonesia

Chairman of 1st ICLIIm/11th ICLS



Dean of Teacher Training and Education Faculty
Universitas Lambung Mangkurat

Dr. Chairil Faif Pasani, M.Si.



Sumar Hendayana, Ph.D.

**ICLIIm
Committee**

Dr. Atiek Winarti, M.Pd, M.Sc



Jumariati Jumariati <jumariati01@ulm.ac.id>

THE CONFERENCE SCHEDULE ON THE CONFERENCE PROGRAM BOOK

1 message

Mustika Wati <icli11ulm@gmail.com>
Bcc: jumariati01@ulm.ac.id

Sun, Aug 30, 2020 at 4:54 PM

Dear Presenters & Participants,

Thank you for your interest in The 1st International Conference of Learning Improvement/ The 11th International Conference on Lesson Study 2020.

Please read the following information carefully:

1. "To join The Opening Ceremony of The 1st International Conference of Learning Improvement/ The 11th International Conference on Lesson Study 2020, please click the link below"

https://zoom.us/webinar/register/WN_ULNPleUISeeq8tY_ib9kyw

2. To join the other sessions of this conference, we attached THE CONFERENCE SCHEDULE ON THE CONFERENCE PROGRAM BOOK. Please mark your calendar on September 1 - 3, 2020.

If you have further questions, please do not hesitate to contact us (Dewi Dewantara 082350875552) by mentioning your Name, Affiliation, and Question.

Best Regards,

ICLI/ ICLS Committee

 **Program Book fix 30.pdf**
1738K



Jumariati Jumariati <jumariati01@ulm.ac.id>

ICLIm 2020 / ICLS 2020 : Your Login Code

1 message

ICLIm 2020 / ICLS 2020 <automail-noreply@confbrite.org>

Sun, Aug 16, 2020 at 12:31 PM

Reply-To: icli11@ulm.ac.id

To: jumariati01@ulm.ac.id

Dear Dr. Jumariati Jumariati,

User ID: USER-22

Login Link : <https://confbrite.org/2020/icli/kfz>

Login Email: jumariati01@ulm.ac.id

Login Code : cPqTXvihef

Thank You.

Best Regards,

ICLIm 2020 / ICLS 2020 Organizing Committee

Website: <http://icli11.ulm.ac.id>

Email: icli11@ulm.ac.id

<https://konfrenzi.com> | Web Systems for Scientific Conferences



The 1th International Conference on Learning Improvement (ICLIIm) 2020
The 11th International Conference on Lesson Study (ICLS) 2020

Theme:
Creating Teaching & Learning Innovation based on Lesson study
during the Pandemic of Covid-19

Banjarmasin, September 1 -3, 2020

Key information

Conference Date: 1st – 3rd September 2020

How to attend the conference:

1. Download Zoom application (<https://zoom.us/download>)
2. Sign up for a zoom account (<https://zoom.us/signup>)
3. Make sure your microphone and headset/speaker work properly.
4. In the email you received for this conference, there will be direction about link for zoom conferences. Click the link.
5. Attend the conference on time to listen to the conference moderator's direction.

Registration:

During zoom meeting, a link to register will be posted by the Zoom Host. The zoom for opening ceremony will be started at 08.30 WITA (Check **Conference Agenda** at **page 100**)

Contact Person to help with conference issues:

Dewi Dewantara (+62) 082350875552

Website: <http://icli11.ulm.ac.id>

email: icli112020@gmail.com

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11th ICLS 2020

The 1st International Conference on Learning Improvement / The 11th International Conference on Lesson Study 2020

Dr. Hj. Atiek Winarti, M.Pd., M.Si
Coordinator of ICLIm/11th ICLS 2020

It is with great pleasure that I welcome you to the International Conference on Learning Improvement (ICLIm) which also hosts the 11th International Conference on Lesson Study (ICLS). We were grateful that we could finally hold this conference, even in the midst of the COVID-19 Pandemic. We are facing a new normal, where even conferences such as this cannot be held on-site. However, we still hope that through this conference, each academic and practicing teacher from different parts of the world could critically share, learn and discuss about the innovation and creativity within the area of learning improvement and lesson study, even in this difficult moment. This is as reflected in our conference theme: "Creating a Teaching & Learning Innovation Based on Lesson Study during the Pandemic of COVID-19."



We have arranged different programs for everyone to participate. In cooperation with Association of Lesson Study Indonesia (known as ALSI), we have invited remarkable keynote speakers to share their insight about our theme. For quality assurance, we have also invited other outstanding speakers to speak in different sessions of the conference, such as plenary sessions, symposiums, and doctoral roundtable. Thank you, Sumar Hendayana, Ph.D. from Universitas Pendidikan Indonesia, Prof. Dr. Masami Isoda from University of Tsukuba, Prof. Manabu Sato, Ph.D. from University of Tokyo, and Dr. Sui Lin Goei from Vrije Universiteit of Amsterdam. As for our Parallel session, we have received 82 different articles that have exceptional discussions about our themes. Besides that, we also have other programs that we are most excited about: the ALSI roundtable and Video Learning Observation session from 3 exemplary schools.

Finally, I hope you share our excitement and have an excellent experience that inspires and motivates you to innovate in your respective fields.

1st ICLIm/ 11th ICLS 2020

Teacher Training and Education Faculty, Lambung Mangkurat University

The Host of the Conference

Dr. Chairil Faif Pasani, M.Si.
Dean of Teacher Training and Education Faculty



On behalf of Teacher Training and Education Faculty Lambung Mangkurat University, I am delighted to welcome you as the host of the 1st International Conference on Learning Improvement / the 11th International Conference on Lesson Study. This is the first time that we held ICLIm, yet it is not our first time to host an International conference in education. Lambung Mangkurat University, especially Teacher Training and Education Faculty, dreams to become the higher education institution that could innovate educational practice not only through education but also through academic pursuits and service to the community. This means we were obliged to continuously provide space and facilitate researchers to grow and innovate for those interests. We hope through organizing conferences such as ICLIm/ICLS 2020, we could provide just that.

I encourage you to take advantage of this conference to share, discuss, and build a network for your professional or even personal growth by interacting with the speakers and other participants. The conference team has arranged some great programs with different themes, which I hope could ignite your academic interests. Our committee has also collaborated with Association of Lesson Study Indonesia (ALSI) and invites most renowned speakers of Lesson Study from their field. Through this collaboration, we believe we also facilitate all participants to access a wider Lesson Study community of practice.

My thanks go to everyone in our faculty's conference team, led by Dr. Hj. Atiek Winarti, M.Si., whom has tirelessly worked to ensure this conference was held according to plan, even in this current pandemic. My thanks also go to the ALSI for agreeing to be our collaborative partner for this conference. Their support is immeasurable. Finally, my deepest gratitude goes to participants of this conference, who have made this conference possible.

1st ICLIm/ 11th ICLS 2020

Lambung Mangkurat University

The Host of the Conference

Opening Speech

Prof. Dr. H. Sutarto Hadi, M.Si. M.Sc.
Rector of Lambung Mangkurat University



Assalamu'alaikum Warahmatullahi Wabarakatuh

Good morning,

Alhamdulillahirobbil alamin. All praise is given to Allah God the Almighty, the most gracious and the most merciful for His blessing to every one of us, so that we have an opportunity to attend this conference in good health. *Sholawat* and *salam* always be upon our Prophet Muhammad SAW, his family, companions, and those who follow his steps till the day of judgment.

I would like to start by wishing you and your family members my personal best for your health and safety in this difficult time. As a proverb is once stated "the show must go on", I appreciate everybody's effort to be together virtually in this conference. The 1st International Conference on Learning Improvement / the 11th International Conference on Lesson Study is held on 1 - 3 September 2020 with the theme "Creating a Teaching & Learning Innovation Based on Lesson Study during the Pandemic of COVID-19."

I especially thank the keynote speaker and invited speakers, Sumar Hendayana, Ph.D. from Universitas Pendidikan Indonesia, Prof. Dr. Masami Isoda from University of Tsukuba, Prof. Manabu Sato, Ph.D. from University of Tokyo, and Dr. Sui Lin Goei from Vrije Universiteit of Amsterdam for their involvement and presence to share their fruitful insight and knowledge for the success of this conference.

At last, my sincere gratitude and regards go to Dr. Chairil Faif Pasani, M.Si. Dean of Teacher Training and Education Faculty, Dr. Atiek Winarti, M.Si. as the Chair of this conference, President and members of ALSI, and all committee members of ICLIm/ ICLS 2020 for their work hard during the preparation and the running of this conference. By reciting *Bismillahirrahmanirrahim* I declare The 1st International Conference on Learning Improvement/ the 11th International Conference on Lesson Study open. I am sure you will have rewarding exchanges in the next few days, and I wish you every success with this important conference.

Thank you.

Wassalamu'alaikum Wr. Wb.

Banjarmasin, 29 August 2020

1st ICLIm/

11th ICLS 2020

Indonesia's Association of Lesson Study (IALS)

Association behind the conference

Lesson study is a specific activity system of inquiring teaching and learning conducted collaboratively and continuously by teachers along with other educators and school leaders. The practice of Lesson Study come originally from Japan, (also known as “Jugyo Kenkyu”), and was introduced in Indonesia through international education join program.



The development of Lesson Study in Indonesia has capitalized the notion of learning community: it serves not only as an approach to professional development, but also as an approach to the establishment of networked-learning in the education sector. It has also shown the importance of inter-stakeholders' collaboration for strategic partnership to improve teaching and learning. Therefore, the subsequent national projects have infused Lesson Study into their program such as BERMUTU (Better Education Through Reformed Management and Universal Teacher Upgrading); PIGP (Induction Program for Novice Teacher or Program Induksi Guru Pemula); and LEDIPSTI (Lesson Study Dissemination Program for Strengthening Teacher Education in Indonesia).

Although Lesson Study is now wide-spreading, there are possible deviating practices from its underlying principles. Having observed various trainings, seminars, or workshops claiming of 'practicing' Lesson Study, it is likely that current discourse on such practices touches Lesson Study only in the surface. Indeed, it is possible to contextualize Lesson Study into various settings. However, many Lesson Study activists began to realize how to anticipate the diversity of Lesson Study practices. They urged to establish a network that can be a medium for exchanging and sharing experience, and to guide the dissemination of Lesson Study in Indonesia. This idea came into fruition in form of Indonesian Association of Lesson Study (IALS). IALS were intended as medium for educational practitioners in Indonesia -from teachers, lecturers, principals, supervisors, trainers to leaders of education offices- to exchange information, experience, and best practices of Lesson Study in order to improve the quality of education in Indonesia. Therefore, anyone, both members and non-members of IALS, can utilize IALS to consult and to ask for advices about how to develop Lesson Study practice, so that the activity can run fruitfully, effectively and sustainably.

The establishment of IALS was started by setting a formatting team, consisted of 7 representatives from teacher education institutions, especially the ones located in Java Island. It was done so that the formatting team could immediately hold a meeting to establish and to prepare the organizational apparatus and to plan a meeting to establish the organizing members. Unanimously, the meeting decided to appoint Dr. Istamar Syamsuri, M.Pd and Dr. Ibrohim, M.Si (FMIPA of UM) to be the Head and General Secretary of IALS for 2012 - 2013 periods, and set FMIPA of UM as the joint secretariat of IALS.

1st ICLIm/

11th ICLS 2020

Conference's Event Summary*

Tuesday 1st September

09.00-10.00

Opening Speech

Dr. Hj. Atiek Winarti, M.Pd., M.Si
(Conference Chairman)

Dr. Chairil Faif Pasani, M.Si
(Faculty of Teacher Training and
Education, Univ. Lambung
Mangkurat)

Prof. Dr. Sumar Hendrayana
(IALS Leader)

Prof. Dr. Sutarto Hadi, M.Si.,
M.Sc (Univ. Lambung
Mangkurat, ID)

10.00-14.30

Keynote Speakers

Prof. Manabu Sato, Ph.D.
(University of Tokyo, JP)

Dr. Sui Lin Goei (Vrije Universiteit
Amsterdam, NT)

Prof. Dr. Sutarto Hadi, M.Si, M.Sc
(Univ. Lambung Mangkurat, ID)

14.30-16.30

Plenary Sessions

Room 1

Asim Das (Dhaka University,
Bangladesh)

Dr. Erlina Ronda (University of
Philippines, PH)

Kanako Kusanagi Ph.D
(University of Tokyo, JP)

Room 2

Dr. Jiang Heng (Nanyang
Institute of Education –
Singapore)

Dr. Aznan Che Ahmad (Universiti
Sains Malaysia, MY)

Arif Hidayat, Ph.D (IALS)
Room 3

Prof. Sungjoo Yoo (Seoul
National University, KR)

Prof. Dr. Ersis Warmansyah
Abbas (Univ. Lambung
Mangkurat, ID)

Dr. Sumardyono (SEAQIM)

Wednesday 2nd September

09.00-11.00

Keynote Speakers

Prof. Masami Isoda (Tsukuba
University, JP)

Prof. Dr. Sumar Hendayana
(ALSI)

11.15-12.30

Video Learning Observation

Room 1

Elementary School, SD
Muhammadiyah 8 Batu, Malang
Room 2

Junior High School, SMP Negeri 1
Jatinangor, Sumedang

Room 3

Senior High School, SMA Negeri
7 Banjarmasin

13.00-14.30

Symposium

Room 1

Dr. Sui Lin Goei (Vrije Universiteit
Amsterdam, NT)

Tina Hayati Dahlan (Indonesia
University of Education, ID)

Room 2

Kanako Kusanagi, Ph.D
(University of Tokyo, JP)

Yohana Dhita Mahayani (St.
Yoseph School - ID)

Room 3

Dr. Arif Sholahuddin, M.Si (Univ.
Lambung Mangkurat, ID)

Room 4

Yoshiaki Shibata (University of
Nagoya, JP)

Prof. Dr. Sumar Hendayana,
(Indonesia University of
Education, ID)

Fauzan Ahdan (University of
Nagoya, JP)

Room 5

Board of Education, School
Supervisor, and School Principal
of Sumedang District – Indonesia
(H. Agus Wahidin, S.Pd., M.Si.

Drs. Edi Suwardi, M.Pd.

Nunung Nurhayati, S.Pd.

Iis Timiyati, S.Pd.

Tuti sugiarti, S.Pd., M.Pd.)

Room 6

Dr. Ahmad Afif Supianto, Eng.
(Universitas Brawijaya, ID)

Arif Hidayat, Ph.D (Indonesia
University of Education, ID)

14.30-16.00

Doctoral Roundtable

Nagoya University
Seoul National University
Indonesia University of
Education

National University of Malaysia

Malang State University

Singa Perbangsa University

Hiroshima University

Vrije Universiteit of Amsterdam
Univ. Lambung Mangkurat

16.00-17.00

IALS meeting

Friday 3rd September

08.00-16.20

Parallel Session (check page 7)

Parallel Session: Table of Contents

No.	Topic	Title	Page
1	Improvement teaching and learning experience	[ABS-6] Training Critical Thinking Skills, Communication Skills and Self Efficacy Students Using Scientific Critical Thinking (SCT) Model <i>Rusmansyah (a*), Rizky Nur Analita (b), Almubarak(c), Abdul Hamid (d)</i> University of Lambung Mangkurat	18
2	Improvement teaching and learning experience	[ABS-7] Guided Inquiry Assisted by Metacognitive Questions to Improve Students- Metacognitive Skills and Conceptual Understanding <i>Syahmani, Parham Saadi, Devi Clarita</i> University of Lambung Mangkurat	19
3	Improvement teaching and learning experience	[ABS-9] Leadership style. A panacea for school Improvement in 4.0 Era <i>Peter Lameck Mduwile</i> Universitas Pendidikan Indonesia	20
4	Improvement teaching and learning experience	[ABS-11] Strategies to Improve the Quality of Online Indonesian Language Education in China During the Pandemic of Covid-19 <i>Zhang Lidong</i> Universitas Pendidikan Indonesia	21
5	Improvement teaching and learning experience	[ABS-12] Students Mathematical Literacy in Solving Wetlands Contextual Problems <i>Iskandar Zulkarnain, Taufiq Hidayanto, Kamaliyah</i> University of Lambung Mangkurat	22
6	Improvement teaching and learning experience	[ABS-13] Factors Underlying Problems in Developing Ideas for Essays Writing: EFL Students Perceptions <i>Jumariati Jumariati</i> University of Lambung Mangkurat	23
7	Improvement teaching and learning experience	[ABS-15] Development Of A Microteaching Learning Model Based On Experiential Learning Through The Role Of Models And Groups To Improve Teaching Skills <i>Yudi Supiyanto, Heni Sulistyaningrum, Henny Sri Astuty</i> Universitas PGRI Ronggolawe Tuban- Jawa Timur	24
8	Improvement teaching and learning experience	[ABS-16] PENGEMBANGAN PROGRAM BELAJAR DARI RUMAH PADA MASA PANDEMI COVID-19 MELALUI PEMBELAJARAN TEMATIK TERINTEGRASI BERBASIS PROYEK DI SMP NEGERI 3 TANJUNGSARI	25

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9	Improvement teaching and learning experience	[ABS-17] Inquiry Based Learning on Teaching Speaking to Students Second Semester of English Language Education <i>Dyah Kurniawati</i> University of PGRI Ronggolawe, Tuban, Indonesia	26
10	Improvement teaching and learning experience	[ABS-18] E-Learning Management to Enhance Student Learning Independence in the Pandemic Covid-19 Era <i>Dumiyati, Candra Aeni</i> Universitas PGRI Ronggolawe Tuban	27
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Parallel Session Abstracts

[ABS-6]

TRAINING CRITICAL THINKING SKILLS, COMMUNICATION SKILLS AND SELF EFFICACY STUDENTS USING SCIENTIFIC CRITICAL THINKING (SCT) MODEL

Rusmansyah, Rizky Nur Analita, Almubarak, Abdul Hamid*

Chemistry Education, FKIP, Lambung Mangkurat University,
Jln Brigjend H Hasan Basry KP 87 Banjarmasin
*rusmansyah@ulm.ac.id

Abstract

Chemistry School 1 is still not optimal in training students' critical thinking skills, communication skills, and self-efficacy. This can be seen from the student's inability to solve problems given by the lecturer, which requires critical thinking skills, communication skills, and student self-efficacy. The Scientific Critical Thinking (SCT) model can be applied to practice critical thinking skills, communication skills, and student self-efficacy on buffer solution material. This study aims to determine (1) critical thinking skills, (2) communication skills, and (3) self-efficacy towards the application of the SCT model to the buffer solution material. The method in this research is pre-experiment with pre-test post-test one-group design. The research subjects were 52 students of MK Chemistry School 1. The independent variable is the SCT model, while the dependent variable is critical thinking skills, communication skills, and self-efficacy. Data collection using test and non-test techniques. The data analysis technique used descriptive analysis. The results showed that there were: (1) increased critical thinking skills, (2) improved communication skills, and (3) increased student self-efficacy. Thus, the SCT model can train students' critical thinking skills, communication skills, and self-efficacy in studying buffer solutions.

Keywords: Critical Thinking Skills, Communication Skills, Self Efficacy, SCT model

Topic: Improvement teaching and learning experience

[ABS-7]
**GUIDED INQUIRY ASSISTED BY METACOGNITIVE QUESTIONS TO
IMPROVE STUDENTS- METACOGNITIVE SKILLS AND CONCEPTUAL
UNDERSTANDING**

Syahmani, Parham Saadi, Devi Clarita

Chemistry Education Study Program,
Faculty of Teacher Training and Education
Universitas Lambung Mangkurat, Jl. Brigjend. H. Hasan Basry, Banjarmasin
70123, Indonesia

Abstract

Metacognition is an aspect to build students' understanding of chemistry. Preliminary study conducted at SMAN 4 Banjarmasin showed that students' metacognitive skills in the learning process is still low. The Guided Inquiry Assisted by Metacognitive Questions (GIAMQ) is an alternative to improve students metacognition skills in the learning process. A research on the application of guided inquiry assisted by metacognitive questions on buffer solution learning material has been conducted to understand the following matters: (1) the implementation of teacher activity, (2) increased students activity, (3) enhancement of metacognitive skills, (4) enhancement of conceptual understanding- (5) students response to learning. This study implemented an action research model, consisting of several stages: planning, action, observation, and reflection. The subjects of research were students of class XI MIA 4 SMA Negeri 4 Banjarmasin with a total of 35 students. Research instruments in the form of test and questionnaires. Data were analyzed using quantitative analysis techniques and qualitative analysis. The results showed that (1) teachers ability to implement GIAMQ were improved, from good enough to good category, (2) students activity during GIAMQ were improved, from active enough category to active, (3) students metacognitive skills were improved from began to develop category in cycle I to already well developed category in cycle II, (4) conceptual understanding increased from 74.69% to 79.80%, (5) students response during in learning were categorized as good. Researchers concluded that implementation of GIAMQ can improve metacognition skills, conceptual understanding, activity and students.

Keywords: Metacognitive skills, conceptual understanding, guided inquiry, metacognitive questions

Topic: Improvement teaching and learning experience

[ABS-9]
LEADERSHIP STYLE. A PANACEA FOR SCHOOL IMPROVEMENT IN 4.0 ERA

Peter Lameck Mduwile

Universitas Pendidikan Indonesia
School of Postgraduate
Department of Educational Administration

Abstract

One of the challenges in the 4.0 era in which schools are facing is caused by poor leadership. This paper examined leadership styles that can be a panacea for/enhance school improvement. School Principals and teachers should be exemplary by providing leadership to schools, students, and community in general to accomplish their goals. A leadership style is a leader's way of providing direction for the school, implementing school plans and accomplishing school goals, and motivating teachers, students, and non-staff members in any school. Leadership styles that are known today like laissez-faire, transformation, democratic, transaction, coach-style, strategic, bureaucratic, and autocratic can be grouped into three broad categories of democratic, liberal leadership, or authoritarian leadership. For school improvement, this topic under discussion suggests the need for effective leadership styles in schools to improve. This discerns that for the schools to realize its aims, missions, and objectives, effective leadership styles must be applied. This study uses a qualitative approach where the design methods used is to combine the library research by reviewing various literature and documentations through collecting data related research results. School leadership can be classified as functional leadership because its leadership role is entrusted in teachers or Principals under their possession of certain education and administrative competencies to run schools as educational institutions.

Keywords: School Leadership, School Improvement, Leadership style, Principals, Panacea

Topic: Improvement teaching and learning experience

[ABS-11]
**STRATEGIES TO IMPROVE THE QUALITY OF ONLINE INDONESIAN
LANGUAGE EDUCATION IN CHINA DURING THE PANDEMIC OF COVID-19**

Zhang Lidong

Universitas Pendidikan Indonesia

Abstract

Recently, the pandemic of COVID-19 has broken out globally, and the education ministries of various countries have organized teachers and students to carry out online education. China's fluent Indonesian platform is still carrying out Indonesian online education as usual to solve the problem of students studying at home. However, in the process of online education, some problems and challenges have also appeared, such as (1) poor self-control of students, (2) insufficient experience in platform operation, and (3) insufficient ability of teachers to teach online. In response to the above issues, this article combines interviews and surveys, classroom observations, and own teaching experience to put forward strategies to improve the quality of Indonesian online education in China during the pandemic of COVID-19, such as (1) establish a correct online education concept, (2) build a multi-pronged online teaching, (3) improve the comprehensive ability of teachers, and increase the interest of courses. These strategies are proposed to correct the learning attitude of students, inspire students to participate in online education, improve the quality of online education, and promote cultural exchanges between China and Indonesia.

Keywords: Online Education, Indonesian Language Education for Foreigners in China, Teaching Strategies

Topic: Improvement teaching and learning experience

[ABS-12]
**STUDENTS MATHEMATICAL LITERACY IN SOLVING WETLANDS
CONTEXTUAL PROBLEMS**

Iskandar Zulkarnain, Taufiq Hidayanto, Kamaliyah

Mathematics Education, Universitas Lambung Mangkurat
Jalan Brig. Jend. H. Hasan Basry, Banjarmasin 70123, Indonesia
*kamaliy4h@ulm.ac.id
Universitas Lambung Mangkurat

Abstract

The research describes the students mathematical literacy in solving wetlands contextual problems. This research used the descriptive method and the subjects were 87 students in Pembelajaran Matematika SMP/MTs. class of mathematics education at Universitas Lambung Mangkurat in the 2019/2020 academic year. The students were tested with 10 items of wetlands contextual problems. The analysis of those data used descriptive statistics including mean, standard deviation, maximum and minimum score, and total score. The research finding reveals that the mean score of students' mathematical literacy was 18.55 (medium category). Individually, there were five students in very high, 14 students in high, 31 students in medium, 35 students in low, and two students in very low category. In addition, the students are weak in formulating the process.

Keywords: mathematical literacy- wetlands contextual problem

Topic: Improvement teaching and learning experience

[ABS-13]
**FACTORS UNDERLYING PROBLEMS IN DEVELOPING IDEAS FOR ESSAYS
WRITING: EFL STUDENTS PERCEPTIONS**

Jumariati Jumariati

University of Lambung Mangkurat, Jalan Brigjend Hasan Basry Kayutangi,
Banjarmasin, Kalimantan Selatan, Indonesia

Abstract

Being able to write academically is a must for college students not only to accomplish academic tasks or assignments but also to express ideas toward particular issues. However, they commonly find academic writing in a foreign language like English is challenging because they find difficulties in generating ideas, developing ideas, and expressing their ideas by following writing conventions like organization, vocabulary, grammar, and mechanics. This study aims to reveal students' problems in developing ideas when they write essays. The subjects of the study are 54 students of Advanced Writing Course of the English Language Education Study Program at the Faculty of Teachers Training and Education of University of Lambung Mangkurat. The instruments used for the study are questionnaire and interview protocol. Subsequent to the questionnaire distribution, an in-depth interview is conducted to selected subjects to explore information about the difficulties that they face in developing ideas for essays writing. The data is analyzed both quantitatively and qualitatively to find out the general themes of the reasons underlying students' problems in writing essays particularly in developing ideas.

Keywords: writing, idea development, problems

Topic: Improvement teaching and learning experience

[ABS-15]
**DEVELOPMENT OF A MICROTEACHING LEARNING MODEL BASED ON
EXPERIENTIAL LEARNING THROUGH THE ROLE OF MODELS AND GROUPS
TO IMPROVE TEACHING SKILLS**

Yudi Supiyanto, Heni Sulistyaningrum, Henny Sri Astuty

Universitas PGRI Ronggolawe Tuban- Jawa Timur

Abstract

This research is motivated by the anxiety of researcher toward the students of 7th semester which tend to face difficulties related with mastering and applying basic teaching skill or microteaching in their teaching practicum in some schools . One learning model that prioritizes direct experience is experiential learning. Experiential learning orientates learning to direct experience, this is in accordance with the objectives of microteaching courses. The purposes of the study are: 1. developing microteaching learning model based on experiential learning through the role of models and groups to improve qualified teaching skills / practical, and effective, 2. Developing supporting administration of microteaching learning model based on experiential learning through the role of models and groups to improve qualified teaching skills /practical, and effective. This research used developmental study using Plomp model which consisted of five stages, namely: .preliminary investigation, 2. design , 3. realization / construction , 4. test, evaluation and revision, and 5. implementation. Furthermore, to assess the quality of microteaching learning models based on experiential learning, Nieveen criteria was used to fulfill the practicality, and effectiveness. The results of the study were based on the practical aspects of management, lecturer and student activities on learning using microteaching learning models based on experiential learning through the role of models and groups with an overall average of 3.5 which is associated with very good indicators. It had very practical implementation. The result of the effectiveness data analysis which comes from tabulation of student learning outcomes, lecturer response questionnaire, and student response questionnaire to microteaching learning, having good average learning outcomes. The result of the effectiveness data analysis above which comes from tabulation of student learning outcomes, lecturer response questionna

Keywords: Micro Teaching- Experiential Learning, Teaching Skills.

Topic: Improvement teaching and learning experience

[ABS-16]
**THE DEVELOPMENT OF HOME LEARNING PROGRAM IN THE COVID-19
PANDEMIC PERIOD THROUGH INTEGRATED THEMATIC LEARNING BASED
ON PROJECT AT SMP NEGERI 3 TANJUNGSARI**

Asep Supriatna

SMP Negeri 3 Tanjungsari

Abstract

The Covid-19 pandemic forces students to study from home in Sumedang Regency. Sumedang Regency Government provides alternative modes of learning through online, offline, or visiting. This paper aims to report the progress of action research on the Learning From Home (BDR) program during the Covid-19 pandemic at SMP Negeri 3 Tanjungsari, Sumedang Regency. BDR applies Project-Based Integrated Thematic learning, where several Basic Competencies (KD) from several subjects are combined into one theme. There are five themes applied to BDR in one semester, namely: Covid-19 prevention efforts, patchwork mask making projects, Handsanitizer making projects from natural ingredients, verticulture plant projects, and cassava food processing projects. Learning management is carried out in groups of students, each group consisting of 6 combined students from grades 7, 8 and 9. Each group is guided by a worksheet (LK), which is reported once a week when the teacher visits the study group. Assessment is made on strengthening character and life skills. The supervisor during the visit observes group activities and reflects on learning as feedback for subsequent learning. The results of BDR learning with project-based students feel happy because they are recreational and do direct activities with their group friends compared to online learning that makes boring students, which indicates a positive response from students with project-based BDR.

Keywords: Learning From Home, Thematic, Project Based.

Topic: Improvement teaching and learning experience

[ABS-17]
INQUIRY BASED LEARNING ON TEACHING SPEAKING TO STUDENTS
SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION

Dyah Kurniawati Sasmiantini

Universitas PGRI Ronggolawe Tuban

dk80kurnia@gmail.com

Abstract

The aims of this study to determine the implementation of inquiry based learning strategy in learning speaking on the materials speaking for specific purpose and analyze students responses to the implementation of inquiry based learning strategy. This research is a type of field research, and the approach used is qualitative approach. The researcher obtained data by using the technique of observation checklist, questionnaires, and documentation. Then the researchers classified the data according to the identified problem. In addition, the data were compiled and then analyzed by using a descriptive analysis method. The results of this study indicate that the implementation of inquiry based learning strategy in learning speaking can be implemented well in accordance with the existing concept. Implementation was done through the activities of students looking for or digging information about learning materials, teachers provide stimulus and motivation to students followed by giving questions to students by teachers. The next step teacher provides opportunities to students in turns to provide responses or practice a conversation discussed by students in pairwork, and at the end of the teacher provide learning conclusions and reinforcement of learning materials that have been implemented. Students respond to the implementation of strategy inquiry based learning positively about the strategy applied in learning. It makes student learning outcomes become increased.

Keywords: inquiry based learning, students respond

Topic: Improvement teaching and learning experience

[ABS-18]
**E-LEARNING MANAGEMENT TO ENHANCE STUDENT LEARNING
INDEPENDENCE IN THE PANDEMIC COVID-19 ERA**

Dumiyati- Candra Aeni

Universitas PGRI Ronggolawe Tuban

Abstract

The spread of Covid-19 in Indonesian territory is increasing. In the context of preventing covid-19 transmission in the campus environment, learning methods in universities in all zones must be implemented e-learning for theoretical and practical subjects. However, when it comes to graduation and student competencies that cannot be implemented e-learning, these activities can be held while maintaining the health and safety of students and lecturers. On the other hand, not all students and lecturers are accustomed to doing e-learning. Therefore, problems will arise about how e-learning management can improve student learning independence in the Unirow Tuban Economic Education Study Program. This research is descriptive using a survey method. The research subjects were the head of the study program, lecturers, students and support technicians. Data collection techniques through questionnaires and documentation of e-learning implementation reports. Based on the data analysis, it was obtained: 1) the average planning score was 3.26, the average score of implementation was 3.53 and the average evaluation score was 3.67 and the average score for e-learning management was 3.49 (quite effective category) - 2) Students responded positively to online learning during the Covid-19 pandemic, namely 31.28% were satisfied with planning, 34.80% were quite satisfied with the implementation and 41.79% were very satisfied with the assessment and evaluation of e-learning- 3) independent learning in e-learning shows that 7.69% of students have low learning independence, 21.61% are less independent, 40.07% are quite independent and 27.63% have high independence. It can be prepared that e-learning management is quite effective in increasing student learning independence, but there are still some aspects that need to be improved, 1) Optimizing the readiness of lecturers in planning and implementing e-learning, 2) preparing a digital material repository that is easily accessible to students.

Keywords: management, e-learning, learning independence

Topic: Improvement teaching and learning experience

[ABS-20]
**THE DEVELOPMENT OF ENTREPRENEURIAL LEARNING MODEL BASED ON
PROJECT-BASED LEARNING DURING COVID-19 PANDEMIC ON
ECONOMICS EDUCATION STUDENTS OF UNIROW TUBAN**

Henny Sri Astuty, Yudi Supiyanto, Arif Unwanullah

Pendidikan Ekonomi FKIP Unirow Tuban

Abstract

This study aims to develop the entrepreneurial learning process during the COVID-19 pandemic using a project-based learning model. The development design was adopted from the Dick & Carey model which consists of an introduction, analysis, planning, development, and testing. Project-based learning was directed to making projects either independently or in groups to build knowledge in solving problems within the students. An acquaintance in solving problems can take the form of policy-making based on the analysis. The subjects of this study were 36 Economics Education Study Program students who had carried out entrepreneurial activities both online and offline. The problem that students faced was the management of funds when selling credit. While the instruments and data collection techniques were done through a questionnaire in the Google form that directs students towards understanding and practicing credit problems as they carry out sales activities. The data obtained were processed through non-performing loans to determine the level of the soundness of the credit carried out. The results obtained during the process of developing a project-based entrepreneurship learning model were reduced levels of boredom, increased creativity, also the students were able to describe the importance of knowing credit sales management with a non-performing loan analysis so that the funds owned are always well managed.

Keywords: Entrepreneurship, COVID-19 pandemic, models of learning, project based learning

Topic: Improvement teaching and learning experience

[ABS-21]
**EDUCATION IN THE PANDEMIC TIME OF COVID-19 THROUGH LEARNING
FROM HOME (BDR) AT SMPN 1 JATIGEDE, SUMEDANG DISTRICT**

Sofwan Gozali, S.Pd., M.Pd.

SMP 1 Jatigede, Sumedang Regency

Abstract

Educating is a medium-term or long-term framed activity. The results of education cannot be seen instantly. Education is an integrative activity of thinking, feeling, and working in synergy with the development of students' level of reasoning. Teaching is a daily technical activity of a teacher. Learning outcomes can be measured by verbalistic behavior change instruments. Not all education is learning, on the contrary not all learning is education. The difference between educating and teaching is very thin, it can be said that good teaching is educating. In other words, educating can use the teaching process as a means of achieving maximum results in achieving educational goals. In responding to education for students who must continue to run even though students cannot learn at school, the teachers of SMPN 1 Jatigede, Sumedang Regency decided to carry out Project-Based Integrated Thematic Learning for the odd semester of the 2020/2021 school year. This was decided because it refers to the independent learning program, SE No.15 of 2020 concerning BDR and SE Kadisdik Sumedang 29 May 2020 as well as the results of discussions with the Sumedang Regency LS Forum. The aim of the program is to increase the creativity, collaboration and communication of students through mastery of numeracy and character education. This paper tells about the planning process, implementation and student learning outcomes of the BDR program which has only been running for two weeks and tells the process of reflecting on activities so that there are changes from the initial planning due to constraints experienced by teachers in the field. The authors hope that the analysis of the ongoing BDR program can improve the sustainability of the program and hopefully can inspire improvements to similar programs in other schools.

Keywords: Covid-19 Pandemic Period, Education, Learning from Home

Topic: Improvement teaching and learning experience

[ABS-22]
**LESSON STUDY: A MODEL OF RECONSTRUCTION OF TEACHER-S
PEDAGOGICAL EXPERIENCES**

Sudirman Sinring

Faculty of Education, PGSD, State University of Makassar, South Sulawesi

Abstract

The teacher-s pedagogical experience is the basis for improving the quality of learning. This study aims to reconstruct the pedagogical experience, especially for elementary school teachers in Bone District through the Learning Community Approach by Lesson Study (LCLS) Model. A total of 20 teachers were directly involved in this study, an elementary school principal and a supervisor as well. Stages of activities include the identification of problems, designing solutions, modeling, reflection, re-design and remodeling. The results were grouped into two categories, namely quantitatively and qualitatively. Quantitatively 90% of participants stated that lesson study was very appropriate to reconstruct the teacher-s pedagogical experience, precisely was 0%, less precise and incorrect was 0% each. Whereas qualitatively, lesson study could improve the quality of pedagogical competencies, strengthen solidarity, foster professional character, and increase social sensitivity to individual interests. Thus, the Lesson Study model of community learning approaches were very effective to be used to reconstruct the pedagogical experience of elementary school teachers in the district of Bone to become more qualified. The main advantage of lesson study is the desired change through direct events. It is recommended for teachers to do the lesson study model as one of the professional solutions to reconstruct more qualified teachers of the teacher's pedagogical experience.

Keywords: learning community, lesson study, experience, pedagogy, model

Topic: Improvement teaching and learning experience

[ABS-23]
**CORRELATION OF MOTIVATION WITH STUDENT LEARNING OUTCOMES
OF TEACHER PROFESSIONAL EDUCATION IN CHEMISTRY IN ONLINE
LEARNING**

Iriani Bakti (a) , Harja Santana Purba (b), Nur Amelia Anggreyeni (a)*

a) Chemistry Education Department Lambung Mangkurat University
Jalan Hasan Basry, Banjarmasin 70123, Indonesia.

irianib_kimia@ulm.ac.id

b) Computer Education Department Lambung Mangkurat University

Abstract

Research has been conducted on the Correlation of Motivation with Student Learning Outcomes of Professional Teacher Education in Chemistry in Online Learning. This study aims to find out (1) Correlation between motivation and chemistry learning outcomes of students in Professional Teacher Education in the field of chemistry, (2) Student response to the Chemistry Teacher Professional Education Program about PPG online learning. The research subjects were PPG students in Chemistry in FKIP, University of Lambung Mangkurat Banjarmasin in 2018. The research instrument was non-test. Data were analyzed by qualitative descriptive analysis techniques and correlation tests. The results showed that (1) the correlation between the motivation of students with positive learning outcomes was very low (0.177), the motivation of PPG students in Chemistry in online learning as a whole was included in the very high category (82.96) and the average learning outcomes were very high (86.92). (2) Student responses state that online learning is very useful, module problems, formative tests and summative tests can be completed.

Keywords: online learning, learning outcomes, motivation

Topic: Improvement teaching and learning experience

[ABS-25]
EXTENSIVE READING: IS MISSION POSSIBLE?

Cayandrawati Sutiono

English Language Education
Faculty of Teacher Training and Pedagogy
Lambung Mangkurat University
Banjarmasin

Abstract

In extensive reading learners are supposed to read large quantities of material and they are expected to read for pleasure as stated by Kredausova (2009). Iqbal (2017) added that we should not be in doubt that extensive reading can be the best strategy to achieve to become fluent, self-sufficient and independent English readers with highly skilled reading comprehension abilities. The objective of this research is to explore how well the students of Extensive Reading read large quantities of materials and how the ER activities help them become fluent and independent readers. This research is qualitative in nature. The data were mainly collected through in depth online interviews and the researcher also used documentations to complete the interview data. The findings showed that the Course of Extensive Reading did not provide sufficient time and materials to give opportunities for the students to read a lot for pleasure, since there were many factors influencing the students' reading activities during the pandemic, such as finding the reading sources, time to discuss the contents of the reading materials with their friends because of limited networking, not enough time to read for pleasure, and the limited vocabulary they had which greatly hindered them to enjoy reading independently. Lastly, lecturers had problems monitoring some students doing their reading activities because they are hard to be contacted online.

Keywords: activities, Extensive Reading, fluent, independent readers. materials

Topic: Improvement teaching and learning experience

[ABS-27]
ONLINE METHOD OF THERMAL COMFORT LEARNING IN ARCHITECTURE

Akbar Rahman (1,2), Ibnu Saud (1)

1 Program Studi Arsitektur Fakultas Teknik Universitas Lambung Mangkurat
2 Co-Founder Zero Waste Kalimantan Selatan

Abstract

Learning thermal comfort in architecture students is difficult during the covid-19 pandemic. Thermal comfort learning materials require calculations from various physical components. Physical components of a building related to thermal comfort such as dimensions, shape and air system in the room. The building-s thermal system must include values such as temperature, humidity, wind speed and solar radiation. This learning material must be understood by students so as to produce a good design. The 19th pandemic of joint architecture lecturers was more creative in learning, because there was a ban on offline lectures. Making online learning aims to make students continue to receive teaching such as offline conditions. The online method needs to be assisted by various applications that can also be used by students. The difficulty of thermal comfort calculations can be solved by online calculation methods that can be accessed by students for free. This application helps students calculate time, location of buildings, and calculation of Mean Radian Temperature (MRT). This application is of international standard with an ASHRAE license or The American Society of Heating, Refrigerating and Air-Conditioning Engineers. Online methods using various applications allow students to directly make calculations and understand architectural design methods related to thermal comfort.

Keywords: Online Method, Learning, Thermal Comfort.

Topic: Improvement teaching and learning experience

[ABS-29]
**INEVITABILITY OF INTERACTIVE LEARNING MEDIA BASED ON WRITING
SKILLS IN THE NEW CIVILIZATION ERA**

K, Kustyarini, Sri Utami, Endang Koesmijati

Universitas Wisnuwardhana Malang

Abstract

Inflammation of the pandemic covid-19 left a sadness on the society. Such conditions are not necessarily forgotten and avoided from the construction of thought in the world of education today. Learning from / at home (BDR) is the latest solution to keep the spread of covid-19 from becoming more widespread and avoiding the disease. During the new civilization in our education world, it is very necessary to package new learning models. While learning Indonesian in the 2013 curriculum uses a text-based approach. This text-based learning trains individuals to solve the problems they face and think critically according to what is in real life. In this study, researchers focused on learning by using edutainment-based interactive learning media in learning to write Indonesian to facilitate the learning process of children or teachers in the condition of Learning from / at Home (BDR). At present, the lack of Indonesian language learning is still the use of monotonous learning. The teacher is as the main source in classroom learning activities. Besides the existing learning media only in the form of textbooks. Textbooks only provide a little explanation, and this era of new civilization is no longer possible for such learning models. This research is important in the present and future conditions because this edutainment-based interactive learning media is very practical and easy to apply in the learning process anytime, anywhere and by anyone. The main objective in this research development is to produce an Edutainment-Based Interactive Learning Media CD based on learning principles and learning objectives that are appropriate to the characteristics of individual needs. As a result, this learning media is very effective in increasing motivation and individual learning outcomes in writing and developing creative ideas.

Keywords: inevitability, interactive learning media, edutainment

Topic: Improvement teaching and learning experience

[ABS-33]
**DESCRIPTION OF THE PSYCHOLOGICAL IMPACT OF ENTREPRENEURSHIP
EDUCATION ON VOCATIONAL VOCATIONAL STUDENTS**

Novita Maulidya Jalal (a), Muliana (b)*

- a. Faculty of Psychology , Universitas Negeri Makassar
- b. Faculty of Psychology, Universitas Negeri Makassar

Abstract

Vocational High School is one of the lines of school education that is made an alternative to overcome unemployment is the education of vocational education. This study aims to find out how the psychological impact of entrepreneurship education for Vocational students in Vocational Schools. The method used is library research with keywords psychological impact, entrepreneurship education, and vocational schools. Literature sources used from 12 journals obtained, then selected the most relevant. The results of this study are entrepreneurship education can influence the growth of entrepreneurial interest in vocational students. Soul and entrepreneurial interest have an impact on entrepreneurial attitudes. However, the implementation of entrepreneurship education has not supported by adequate training / practice facilities and infrastructure- 2) the pattern of cooperation in organizing entrepreneurship education between SMKs and the business and industry (DUDI) has not been formulated operationally- and 3) the organizers of vocational education have not been optimally managed, especially in terms of cooperation and sharing of various learning tools..
Keywords: Psychological Impact, Entrepreneurship Education, Vocational School

Keywords: Psychological Impact, Entrepreneurship Education, Vocational School

Topic: Improvement teaching and learning experience

[ABS-36]
**IMPROVEMENT OF LEARNING OUTCOMES THROUGH PLAY LEARNING
MODELS IN MATERIALS OF BIG BALL GAME**

Ramadhan Arifin, Mita Erliana, Ahmad Faisal

Lambung Mangkurat University

Abstract

The purpose of this study is the application of play group learning models in order to improve the learning outcomes of large ball games for grade III students of SDN 1 Landasan Ulin Tengah Banjarbaru. The method used in this study is classroom action research (CAR), namely researchers as observers. Observation during the teaching and learning process takes place. The subjects of this study were students of class III (three) at the State Elementary School 1 in the Middle Ground of Uling Tengah Banjarbaru in the 2019/2020 school year, which numbered 27 students, consisting of 16 sons and 11 girls. The process of improving the ability of learning outcomes in the manipulative motion material of large ball games by emphasizing the play group learning model, get good results based on the predetermined KKM of 75. Defined results through the play group learning model can improve the learning outcomes of students in manipulative motion material of large ball games with an average as follows: Observation of the first meeting is the average value of 70.1 the number of students who reached KKM 75 amounted to 9 students with a percentage of 33.33% and the number of students not reaching the KKM amounted to 18 students with a percentage of 66.67%. and at the second meeting the average value of 85.5 the number of students who reached KKM 75 amounted to 27 students with a percentage of 100% and the number of students who did not reach the KKM amounted to 0 students with a percentage of 0% so that this study was stopped at the second meeting (II) .

Keywords: Learning Outcomes, Manipulative Motion Big Ball Games, Play Group Learning

Topic: Improvement teaching and learning experience

[ABS-40]
**IMPROVEMENT OF CREATIVE THINKING SKILLS AND COGNITIVE
LEARNING OUTCOMES IN THE IMPLEMENTATION OF GUIDED INQUIRY
LEARNING MODELS**

Elvira Harum Permatasari (a), Ibrohim (a), Amy Tenzer (a)*

a) Department of Biology, Faculty of Mathematics and Science
Universitas Negeri Malang
Malang, Indonesia
*ibrohim.fmipa@um.ac.id

Abstract

Abstract- The aims of this research are: (1) improve creative thinking skills and cognitive learning outcomes, (2) give information about the relationship between creative thinking skills and cognitive learning outcomes in the guided inquiry learning model of biology students in XI class at SMA Laboratorium UM. The type of this research is classroom action research (CAR) based on Lesson Study which is continued by multiple correlation analysis. The research approach is qualitative-quantitative. The study was conducted in two cycles. In the first cycle on KD 3.7 and 4.7, and the second cycle on KD 3.8 and 4.8. The subjects of this study are students of XI MIPA 2 SMA Laboratorium UM Malang. Data collection techniques using the test. The result of this research showed that N-Gain students' creative thinking skills increased from 0.66 (medium) in the first cycle to 0.70 (high) in the second cycle. N-Gain cognitive learning outcomes in the first cycle is 0.62 (medium), in the second cycle up to 0.73 (high). The relationship between creative thinking skills on cognitive learning effective contribution of variable X with Y is 34,2 %. The conclusion of this research is the application of guided inquiry models can improve creative thinking skills and cognitive learning outcomes. There is a strong relationship between creative thinking skills with students' cognitive learning outcomes in the Lesson Study based guided inquiry learning model. Related to the guided inquiry can be used as an alternative to improve creative thinking skills and cognitive learning outcomes.

Keywords: creative thinking skills, cognitive learning outcomes, guided inquiry, lesson study.

Topic: Improvement teaching and learning experience

[ABS-41]
**IMPROVEMENT OF SCIENCE LITERACY AND COGNITIVE LEARNING
OUTCOMES IN THE IMPLEMENTATION OF GUIDED INQUIRY LEARNING
MODELS**

Nanda choirun nisa zahrotul mufida (a), Ibrohim (a), Abdul ghofur (a)*

a)Department of Biology, Faculty of Mathematics and Science
Universitas Negeri Malang
Malang, Indonesia
*ibrohim.fmipa@um.ac.id

Abstract

The aim of the research is: (1) improving science literacy and cognitive learning outcomes in the application of guided inquiry learning models (2) knowing the relationship between these variables in the SMA Laboratorium UM. This type of research is Class Action Research based on Lesson Study. The subjects of this study are 34 students of class XI MIPA 3 SMA Laboratorium UM. The analysis method used descriptive and continued with multiple correlations. Data literacy science and cognitive learning outcomes were obtained through essay tests which were analyzed using a scoring rubric that contains indicators of each skill. The results showed that there was an increase in scientific literacy from 0.57 in the first cycle to 0.71 in the second cycle and cognitive learning outcomes from 0.54 in the first cycle to 0.72 in the second cycle. There was a relationship between scientific literacy and cognitive learning outcomes in the guided inquiry learning model. Science literacy contributes to cognitive learning outcomes by 42.9%. Concerning these results, it can be concluded that the application of inquiry learning models can improve students' scientific literacy and cognitive learning outcomes and there is a correlation between scientific literacy and cognitive learning outcomes.

Keywords: Cognitive Learning Outcomes, Guided Inquiry, Science Literacy

Topic: Improvement teaching and learning experience

[ABS-42]
**IMPROVEMENT OF CRITICAL THINKING SKILLS AND COGNITIVE
LEARNING OUTCOMES OF XITH GRADE STUDENTS SMAN 2 MALANG
THROUGH GUIDED INQUIRY LEARNING MODELS**

Risma Afrida Rosania (a), Ibrohim (a), Nursasi Handayani (a)*

a) Department of Biology, Faculty of Mathematics and Science Universitas Negeri
Malang
Malang, Indonesia
*ibrohim.fmipa@um.ac.id

Abstract

The objectives of this study were to 1) improve critical thinking skills and cognitive learning outcomes in the application of guided inquiry models, 2) determine the relationship between critical thinking skills and cognitive learning outcomes in guided inquiry models. This type of research is Classroom Action Research based on Lesson Study, this research was conducted in two cycles. KD 3.7 about the digestive system for the first cycle and KD 3.8 about the respiratory system for the second cycle. The subjects in this study were 32 students of class XI MIPA 2 SMAN 2 Malang even semester 2019/2020 academic year consisting of 14 male students and 18 female students. Research data collection techniques using essay tests (pretest and posttest) for critical thinking skills and cognitive learning outcomes. Based on the results of data analysis, it shows that there has been an increase in the n-gain value of students' critical thinking skills by 29.9% and student cognitive learning outcomes by 22.9%. After the correlation analysis was carried out, there was a relationship between critical thinking skills and cognitive learning outcomes with a correlation coefficient (r) of 0.721. The degree of relationship between critical thinking skills and cognitive learning outcomes is strong. This study concludes that there is an increase in critical thinking skills and cognitive learning outcomes of students who are taught using guided inquiry learning models and there is a strong correlation between critical thinking skills and cognitive learning outcomes.

Keywords: Cognitive Learning Outcomes, Critical Thinking Skills, Guided Inquiry.

Topic: Improvement teaching and learning experience

[ABS-43]
**IMPROVEMENT OF METACOGNITIVE SKILLS AND COGNITIVE LEARNING
OUTCOMES OF XITH GRADE STUDENTS SMAN 2 MALANG AT BIOLOGY
SUBJECTS THROUGH GUIDED INQUIRY LEARNING MODELS**

Aini Fathiyyatur Rohmah (a), Ibrohim (a), Amy Tenzer (a)*

a)Department of Biology, Faculty of Mathematics and Science
Universitas Negeri Malang
Malang, Indonesia

*)ibrohim.fmipa@um.ac.id

Abstract

The objectives of this study were to: (1) determine the improvement of metacognitive skills and cognitive learning outcomes in the application of guided inquiry learning models- (2) determine the relationship between metacognitive skills and cognitive learning outcomes. The subjects in this study were 33 students of class XI MIPA 1 SMAN 2 Malang for the 2019/2020 school year. The type of research used is Classroom Action Research (PTK) based on lesson study, this research was conducted in two cycles. KD 3.7 on the digestive system for the first cycle and KD 3.8 on the respiratory system for the second cycle. The data collection technique using essay test instruments. The data in this study were analyzed using descriptive and followed by correlational analysis to determine the contribution of the predictor variables to the criterion variables. The results showed that N-Gain metacognitive skills increased from 0.6874 in cycle I to 0.8151 in cycle II. N-Gain cognitive learning outcomes increased from 0.6014 in cycle I to 0.8088 in cycle II. The correlation coefficient (r) is 0.668. The conclusion of the research obtained is that the application of guided inquiry learning can improve students' metacognitive skills and cognitive outcomes. The degree of association between metacognitive skills and cognitive learning outcomes is strong.

Keywords: Cognitive Learning Outcomes, Guided Inquiry, Metacognitive Skills

Topic: Improvement teaching and learning experience

[ABS-44]
**COGNITIVE-BEHAVIOURAL COUNSELLING WITH MODELLING AND SELF-
MANAGEMENT TECHNIQUES AS PREDICTOR SELF-AFFILIATION**

*Zummy Anselmus Dami, Yanjumseby Yeverson Manafe, Marlon Butarbutar,
Yenny Anita Pattinama, Sri Wahyuni*

Universitas Persatuan Guru 1945 NTT, Sekolah Tinggi Teologi Ebenhaezer

Abstract

There is a student who seems difficult to influence and convince a friend because there is a lot of silence, outside of class students are also difficult to approach his friend because it is difficult to reply to a smile from his friend. Students are also hard to believe teachers to be endowed with learning tasks, difficult to convince friends to do the task. On the other hand, some students demonstrate the attitude of being less able to hang out, quarrel, hostile to friends, indifferent without doing something with his friends and like to look for problems. Some students look no matter the surrounding environment and demonstrate a reluctant and antipathy attitude to tell his personal experience in front of the crowd. The purpose of this research is to investigate the difference of self-affiliation using modeling techniques and self-management strategies in the cognitive-behavioural counseling model of the gender perspective. The research method used in this research is Quasi-Experiment with Two Factor Design Research or often called 2 X 2 factorial design. The population of this study is all students of grade X SMA PGRI Kupang, which amounted to 423 students, with samples of 100 students. Every single group consists of 25 students, where each group is divided into male and female groups. The results showed that: (1) There were no differences in the student's self-affiliation based on modelling and self-management techniques- (2) There is no difference in the student's self-affiliation based on student gender- and (3) there is no interaction of modeling and self-management techniques with the gender of students in determining the needs of self-affiliation students.

Keywords: cognitive-behavioural counseling, modeling, self-management, self-affiliation

Topic: Improvement teaching and learning experience

ABS-45]
**THE EFFECTIVENESS OF ONLINE LEARNING MODELS BASED ON THE
COOPERATIVENESS AND LANGUAGE POLITENESS IN INDONESIAN
LANGUAGE LECTURE**

Dina Mardiana

FKIP Universitas Palangka Raya

Abstract

In general, the online learning model in the implementation of lectures during the 2019 coronavirus 19 disease (Covid-19) pandemic is more focused on the use of digital learning strategies or application devices which are used as learning media. In fact, effective communication strategies in lecture activities should also receive special attention. The use of polite and cooperative language in the communication is one of the factors supporting the success of the online lecture process. This study aims to describe the effectiveness of using online learning models based on cooperativeness and language politeness in Indonesian Language lecture in the PGSD Study Program. The effectiveness is measured by the level of student learning outcomes throughout the lecture. As many as 40 students of the fourth semester of the 2019/2020 academic year were used as the data source in the implementation of this research. The research method used was the R&D method with one-group pretest-posttest design which was carried out in three treatments. From the result of data analysis, it can be concluded that the online learning models based on the cooperativeness and language politeness is effectively used in Indonesian language lecture at the PGSD Study Program.

Keywords: online learning models, language cooperativeness, language politeness, Indonesian language lecture

Topic: Improvement teaching and learning experience

[ABS-46]
**ETHNOMATHEMATICS OF THE JAMI MOSQUE SUNGAI JINGAH AS A
SOURCE OPTION FOR STUDENT MATHEMATICS LEARNING IN PANDEMIC
TIME COVID 19**

Fajriah, Noor- Suryaningsih, Yuni

Lambung Mangkurat

Abstract

Abstract- The Jami mosque Sungai Jingah was a historic building for the Muslim community in Banjarmasin, which used for religious, social, and educational activities. During the COVID 19 pandemic in Banjarmasin, mosques played an active role in providing places for students who wanted to use the free wifi. Students can study in the mosque quietly without thinking about quotas and can also worship in the congregation. One of the subjects that were quite difficult to discuss at this time was mathematics. Because mathematics was an abstract idea, it should convey to students by using a contextual approach. Ethnomathematics was a contextual approach that uses the environment and culture. The study aims to explore the relationship between mathematics and the Jami mosque Sungai Jingah culture in mathematics learning and provide ethnomathematics options as a learning resource for students during the COVID 19 pandemic. This study uses an ethnographic approach, which is an empirical and theoretical approach to obtain an in-depth description and analysis of a culture based on field notes that have been obtained from the results of data collection. The results showed that there are a lot of components, ornaments, and objects in the Jami mosque Sungai Jingah containing many mathematical concepts, especially in the field of geometry. During the COVID 19 pandemic, the teacher gave students the task of looking for information and observing pictures of the Jami mosque Sungai Jingah. Activities that students can do are: (1) identify the types and properties of flat shapes (2) use contextual problems related to these flat shapes, (3) here are combined flatways at the Jami mosque Sungai Jingah that can generate creative thinking skills students.

Keywords: ethnomathematics, Jami mosque Sungai Jingah, learning resources, mathematics.

Topic: Improvement teaching and learning experience

[ABS-48]

DEVELOPMENT OF PICTORIAL BOOKLETS AS A LEARNING RESOURCES OF HUMAN MOTION SYSTEM

Noorhidayati, Maulana Khalid Riefani, Eisyah Hanina Hidayati

Biology Education Department, Faculty of teacher training and education,
University of Lambung Mangkurat

Abstract

Abstract-Learning resources can support the success of learning and improve the quality of learning in the classroom. Booklets are learning resources and learning media to describe difficult concepts, like 'human motion system'. This study aims to describe the feasibility of a pictorial booklet on the concept of human motion systems. The development of pictorial booklets was adapted from the model of Thiagarajan, et al. (1974). The feasibility of pictorial booklets is obtained from appropriateness of instructional content, feasibility of instructional content, and the student's responses. The results show that the pictorial booklet is very appropriate (mean score of 4.86) and very feasible (mean score 4.80) to explain the human motion system. Picture booklets get positive responses from students. The development of pictorial booklets made the learning process more meaningful.

Keywords: Research and development- pictorial booklets- learning resources- human motion system

Topic: Improvement teaching and learning experience

[ABS-49]
**META-ANALYSIS OF THE IMPACT OF HYBRID PROJECT BASED LEARNING
MODEL ON CRITICAL THINKING SKILLS OF LEARNERS**

Hena Dian Ayu, Ahmad Muttaqin, Riska Setyo Utami, Risa Dewi Munika

Universitas Kanjuruhan Malang

Abstract

The purpose of this study is to determine the influence of a hybrid project based on learning critical thinking skills and the information communication of technology of learners. For the critical thinking aspects of the analyst are limited based on the critical thinking theories expressed by Facione, Paul and Ennis. This type of research is meta analysis. While the method used in descriptive research. Researchers conducted an analysis of 50 articles which are indexed in Scopus and Sinta. The effect size value of 0.97 indicates that the learning model of hybrid project based learning affects critical thinking skills.

Keywords: Meta-analysis, Hybrid project based learning, Critical thinking

Topic: Improvement teaching and learning experience

[ABS-50]
CRITICAL THINKING ABILITY OF STUDENTS IN MATRIX COURSE

Chairil Faif Pasani, Kamaliyah

Mathematics Education, Universitas Lambung Mangkurat
Jalan Brig. Jend. H. Hasan Basry, Banjarmasin 70123, Indonesia
*kamaliy4h@ulm.ac.id

Abstract

The study aimed to assess the critical thinking skills of students in Matrix course in the Mathematics Education Study Program, Universitas Lambung Mangkurat. This study used a descriptive method of research. Seventy three students of the Mathematics Education Study Program in the 2018/2019 academic year were selected as the subjects of the study. The data were collected using a critical thinking ability test about rank, canonical matrix, adjoint of square matrix, and invers of matrix. The statistical tools used for analyzing the data were frequency, percentage, mean, also maximum and minimum score. It was found out that the level of critical thinking ability of students in Matrix courses is good. Moreover, based on the critical thinking indicator, students considered have difficulty in solving the problem related to advanced clarification (poor category).

Keywords: critical thinking- matrix

Topic: Improvement teaching and learning experience

[ABS-51]
**VALIDITY OF SCIENTIFIC APPROACH-BASED LESSON PLAN: BUILDING
THE CHARACTERS OF CURIOSITY AND RESPONSIBILITY OF LEARNERS IN
JUNIOR HIGH SCHOOL**

Chairil Faif Pasani, Ratna Yulinda, Rizky Febriyani Putri

FKIP Universitas Lambung Mangkurat

Abstract

Building the value of Indonesian characters can be done through learning. This research aims to produce a product of a lesson plan that is loaded with the character of curiosity and responsibility with a scientific approach and knowing the validity of the product. Research and Development (R & D) adopted the Borg & the Gall model. Characteristics of the Learning Implementation Plan (RPP) developed in the syntax/learning steps are based on the indicators of the curiosity character and responsibility with scientific approaches. The results showed that the study implementation plan (RPP) scientific approach can be used to build the character of curiosity and responsibility for grade VII students in Junior High School.

Keywords: validity, scientific approach, lesson plan, student character

Topic: Improvement teaching and learning experience

[ABS-52]
**LFH DURING THE COVID-19 PANDEMIC BASED ON PJBL INTEGRATED
BASIC IPA COMPETENCIES TO FOSTER CREATIVITY AND INDEPENDENCE
OF STUDENTS IN CLASS VIII D SMPN 4 SUMEDANG**

Ai Deti Heryanti

SMPN 4 Sumedang

Abstract

This research is motivated by policies related to online learning from the Ministry of Education and Culture, during the Covid -19 Pandemic, to provide a meaningful learning experience, without being burdened with demands to complete all curriculum achievements. This study aims to increase students' creativity and independence through a project of planting plants around the students' home gardens. This study uses a PjBL model with a Quasi Experimental research method. Learning from home (LFH) integrates the concept of human movement systems, plant tissue, food substances (digestive system), and additives. The data collection technique was carried out by observation through photo and video documentation, questionnaires, and document analysis in the form of manuscripts about planting plants. Data were analyzed in stages: data collection, data reduction, data presentation, as well as drawing conclusions and verification, then tested its validity using triangulation. The results showed that there was an increase in the creativity and independence of students.

Keywords: LFH, PjBL, Creativity and Independence

Topic: Improvement teaching and learning experience

[ABS-53]
**MATHEMATICS COMMUNICATION SKILLS OF STUDENTS IN
MATHEMATICS LEARNING USING THE MODEL DISCOVERY LEARNING**

Iskandar Zulkarnain, Elli Kusumawati, Siti Mawaddah

Mathematics Education Department
Lambung Mangkurat University
Banjarmasin, Indonesia

Abstract

This research aims to describe the communication skills of students in class XI MAN 1 Banjarmasin in mathematics learning using discovery learning model at 2018/2019 academic year. The method used in this research is quantitative descriptive. The object of study is students' mathematical communication skills. Data collection techniques using test techniques. The instrument used was a written test in the form of description to measure students' mathematical communication skills in mathematics learning using models discovery learning. The results showed that students' mathematical communication skills in learning mathematics using models discovery learning in class XI MAN 1 Banjarmasin 2018/2019 academic year were in good qualifications.

Keywords: mathematics communication skills, discovery learning

Topic: Improvement teaching and learning experience

[ABS-54]
**ANALYSIS OF NUMBER SENSE CAPABILITIES FOR PROSPECTIVE
MATHEMATICS TEACHERS**

Siti Mawaddah- Rahmita Noorbaiti- Aliya Ulfah

University of Lambung Mangkurat

Abstract

The number sensitivity of an individual and his/her calculations is called number sense. This study aims to (1) analyze the number sense ability of prospective mathematics teacher students, (2) determine the mathematics learning achievement of prospective mathematics teacher students, and (3) analyze whether there is a relationship between number sense ability and mathematics learning achievement of prospective mathematics teacher students. The method used in this research is a descriptive quantitative method. The population in this study were students of the Mathematics Education Study Program FKIP University of Lambung Mangkurat Banjarmasin in the odd semester of 2019/2020 academic year. The sample in this study were students of the Mathematics Education Study Program Class of 2018. Data collection techniques were tests and questionnaires. The data obtained were analyzed with descriptive and inferential statistics. The results showed that (1) the students number sense ability of prospective mathematics teachers was in sufficient qualification. (2) the average learning achievement of prospective mathematics teacher students is 2.62 on a scale of 4, and (3) there is a relationship between number sense ability and mathematics learning achievement of prospective mathematics teacher students.

Keywords: number sense ability, prospective mathematics teacher

Topic: Improvement teaching and learning experience

[ABS-56]
**EMOTIONAL SOCIAL DEVELOPMENT OF 4 YEARS OLD CHILDREN IN
PANDEMIC TIME (COVID 19)**

Dewi Ratih Rapisa, Hayatun Thaibah

Faculty of Teacher Training and Education
Universitas Lambung Mangkurat
Banjarmasin, Indonesia

Abstract

Not every child can successfully pass his duties in social emotional development at an early age, so that various obstacles may occur. As educators and parents, it is fitting to understand the social emotional development of children as a provision in providing guidance to children so that they can develop their social and emotional abilities properly. This pandemic period, so that the process of children's social emotional development is less than optimal. The purpose of this study was to determine the social emotional development of children aged 4 years during the pandemic (Covid-19). This research method includes quantitative descriptive research. This research design uses a structured research design, obtaining answers through a process of observation and closed questionnaires. The place of research conducted is in the Tarbiyatul Athfal East Banjarmasin District Integrated Early Childhood Center. The research sample taken was 15 students aged 4 years. The data analysis technique used is descriptive quantitative. The results showed that the aspect of interacting with his friends was 15 children (100%). The friendly learning and intense interaction aspects, 14 children (93.3%) and 1 child (6.66%), are still unknown. On the friendly aspect and starting to adapt more easily, 5 children (33.3%) were able to develop, 9 children (60%) are underprivileged, and 1 child (6.66%) is still unknown. In the aspect of being able to show a cooperative attitude, participating in group activities and playing drama, there are 6 children (40%) who are capable, 8 children (53.33%) are listed as not capable and 1 child (6.66%) is still unknown. This shows that during the pandemic (Covid 19) the interaction aspect with his friends was very good. Although there are still children whose development period is not yet known.

Keywords: Keywords: Social Development, Emotional, 4 year olds

Topic: Improvement teaching and learning experience

[ABS-59]
**HOW TO TRAIN PROBLEM SOLVING SKILLS IN PHYSICS USING
AUTHENTIC LEARNING**

Mustika Wati, Safiah, and Misbah

Pendidikan Fisika FKIP Universitas Lambung Mangkurat Banjarmasin

Abstract

Based on early observation, it is known that problem solving skills of students on SMAN 6 Banjarmasin are still low. So, it conducted research and development to produce modules of dynamic fluid with authentic learning to train student's problem solving skills. The objective of this study was to describe the validity of modules. This research using 4D models (Define, Design, Develop, and Disseminate) with the subject are 30 students XI IPA 2 SMAN 6 Banjarmasin. Data was collected and analyzed from validation sheets that were rated by practitioner and expert in physics education. Result show validity of module has 82.29% in valid categories. It can be concluded that the dynamic fluid module with authentic learning is worth it to use in physics learning to train students problem solving skills.

Keywords: Module, Authentic learning, Dynamic Fluid, Problem solving skill

Topic: Improvement teaching and learning experience

[ABS-60]
**RESEARCH TREND ON SCIENTIFIC LITERACY IMPROVEMENT IN
INDONESIA: A BIBLIOMETRIC STUDY**

Sauqina, Ellyna Hafizah, Syahmani*

Universitas Lambung Mangkurat
Jl. Brigjen H. Hasan Basry, 70123 Banjarmasin

*sauqina@ulm.ac.id

Abstract

Scientific literacy has become one of the main aspects discussed within science education, including in Indonesia. Recently, many researches were conducted regarding the improvement of scientific literacy in Indonesia. The authors conducted a bibliometric study to describe the research trend of the topic of 'improvement of scientific literacy in Indonesia'. This study was conducted using the Publish or Perish application to find published scientific journal articles indexed in Google Scholar that contain the following keywords: 'scientific literacy', 'improvement' and 'Indonesia'. The search results were managed using Zotero, and then visualized using VOS Viewer. With a total search result of 1882 articles since 1970 to 2020, this study shows that the amount of research conducted related to Improvement of Scientific Literacy has doubled in the last 6 years. Along with this increase, it is also found that the trend of scientific journal article discussion about the topic has shifted from global and general discussion about literacy improvement that commonly found before 2013 to national, subject-specific, and practical discussion about scientific literacy improvement after 2013. This finding also indicated that there were more Indonesian researchers who were interested in discussing scientific literacy improvement, yet, not many of them have engaged in global discussion of scientific literacy improvement.

Keywords: Scientific literacy, improvement, bibliometric, published journal article

Topic: Improvement teaching and learning experience

ABS-61]
**IMPLEMENTATION OF THE SCIENTIFIC APPROACH TO POETRY
APPRECIATION LEARNING AT SMP NEGERI 1 BANJARMASIN**

Ahsani Taqwiem, Rahmat Syafari

Lambung Mangkurat University

Abstract

2013-curriculum applied in Indonesia uses a scientific approach to learning. This approach emphasizes the activity of students in the learning process. Teachers are required to understand and apply this approach to learning design. The scientific approach relates the scientific approach to authentic assessment. An authentic assessment requires several aspects of assessment, aspects of attitudes, aspects of knowledge, and aspects of skills. The purpose of this research was to describe the implementation of the scientific approach to poetry appreciation learning in class VIII I of SMP Negeri 1 Banjarmasin. The method used in this study is a qualitative descriptive method. The results of the study showed that authentic learning and assessment in appreciation learning at the SMP Negeri 1 Banjarmasin went well but needed to be improved. Aspects that become the spotlight, for example, in asking questions that are not optimal. Student learning outcomes are good, but there are still not enough people who achieve the minimum completeness criteria that determine the school. This research also found several factors, such as the limited time that makes the authentic assessment stage cannot be carried out according to ideal standards.

Keywords: learning process, Bahasa, scientific approach

Topic: Improvement teaching and learning experience

[ABS-62]
**THE USE OF LESSON STUDY TO ENHANCE PROSPECTIVE TEACHERS’
QUESTIONING SKILLS IN THE INTERNSHIP PROGRAM**

Noor Eka Chandra

Faculty of Teacher Training and Education, Lambung Mangkurat University

Abstract

Prospective teachers need to develop in the school culture and framework, further build up their expert personality and instructional method. One instructing expertise that must be obtained by the prospective teacher is addressing questions to the students in the class. Questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students’ understanding. These questioning skills are also learnt by the prospective teachers in their internship program. Therefore this study concerns the implementation of lesson study in prospective English teacher education Internship Program. The lesson study model implemented in this study consists of three stages: plan, do, and observe. This research employed a case study design. This research finds that the lesson study enhances prospective English teaching skills especially on questionings skills as well as improving their knowledge. On the ^plan^ stage, understudies in a gathering of four arranging the exercise together. On this stage they share knowledge and ideas, improve their lesson plan, collaborate in teaching aids and assessment preparing, and enhance their confidence. On the ^do^ stage modelling, the prospective teachers played out the exercise while the other gathering part watched the exercise and spotlight in transit how the model teacher utilized their scrutinizing abilities on the way toward instructing English. Reflection is the last stage which provides the modelling teacher with positive feedback to improve their questioning skills as well as improving the lesson.

Keywords: prospective teachers, questioning skills, lesson study, internship program

Topic: Improvement teaching and learning experience

[ABS-63]
**SPECIAL NEEDS EDUCATION: A PERCEPTION ON THE STUDENTS
DIFFICULTIES IN ENGLISH LANGUAGE LEARNING**

Dini Noor Arini, Raisa Fadilla

Lambung Mangkurat University

Abstract

In order to equip the students of special needs education, English subjects are obliged to be taken in the first two semesters of the study. This is aimed to provide English competence for the students- as well as to prepare their productive and receptive skill of English competence to compete in this globalization era. This study is conducted in order to investigate the difficulties in learning English as a foreign language for the special needs students. It is hoped that this study will help the educators in teaching English to be able to decide the appropriate teaching methods and strategy to mitigate the learning obstacles. The approach and the design of this study is descriptive qualitative. The data will be analyzed qualitatively using content analysis. The instruments of this study are questionnaire and interview to 2 students with special needs, a student with hearing impairment and a student with learning difficulty, of the special needs education study program in Lambung Mangkurat University who has taken the English subject.

Keywords: Special needs students, difficulties, English language learning

Topic: Improvement teaching and learning experience

[ABS-64]
**LITERATURE STUDY OF THE IMPLEMENTATION OF PROBLEM BASED
LEARNING (PBL) TO STUDENT SCIENCE LITERATION ABILITIES**

Ellyna Hafizah, Siti Nurhaliza

Science Education Department, Faculty of Teacher Training and Education
Lambung Mangkurat University Banjarmasin

Abstract

Education today makes scientific literacy one of the targets for the achievement of science learning that prioritizes the ability to think scientifically related to issues of natural phenomena and surroundings as a scientific literate. This target can be achieved from the right target science learning design and making scientific literacy an aspect of learning outcomes. This research is a literature study using descriptive qualitative research with library research which attempts to describe the implementation of PBL on students' scientific literacy skills. In this literature study research the author uses various written sources such as articles, journals and documents relevant to the study in this study. The results of the study show that PBL-based learning is considered to be able to foster students' scientific literacy skills from an authentic problem solving process

Keywords: scientific literacy- problem based learning

Topic: Improvement teaching and learning experience

[ABS-65]
**FIELD GUIDE BOOK OF BIRDS IN THE SHORE AREA AS INDEPENDENT
LEARNING RESOURCE**

Maulana Khalid Riefani (a), Mochamad Arief Soendjoto (b), Nurul Hidayati Utami
(a)*

(a). Biology Education Department, Faculty of teacher training and education,
University of Lambung Mangkurat, Banjarmasin, Indonesia.

*maulanakriefani@ulm.ac.id

(b). Master Program of Biology Education, Postgraduate Program, University of
Lambung Mangkurat, Banjarmasin, Indonesia.

Abstract

Abstract-Control of the learning material needs to be supported by the availability of learning resources, learning tools, and choosing the right strategy. The surrounding environment can be used as a learning resource that provides real experiences for students. The direct interaction of students with learning objects can increase knowledge and motivation to students. One of the environments that can be used as a learning resource is the shore area and the organisms that use it (like birds). This study aims to describe the feasibility birds^ field guide book. Research and development using the 4D model. The feasibility of the field guide book is obtained from Expert appraisal and Developmental. The field guide books are very appropriate and very good for readability. Development products have been made attractive, easy to understand and use. Based on an ideal score, this field guide book is suitable for use.

Keywords: Research and development- field guide book- birds- shore area- learning resources

Topic: Improvement teaching and learning experience

[ABS-66]
THE ANALYSIS STUDENT SKILL FOR USING MICROSCOPE AND VISUAL REPRESENTATIONS

Nurul Hidayati Utami, Maulana Khalid Riefani

Biology Education Department Universitas Lambung Mangkurat Banjarmasin,
Indonesia
email nh.utami@ulm.ac.id

Abstract

Biology learning consists of aspects of the process, products, and attitudes. One of the skills that is often used is using a student microscope because it is related to observing and experimenting in Biologist activities in the classroom. This study aims to identify student skill for using a microscope and its relationship with students' visual representations of objects. This study was using a quantitative method of descriptive research. This sampling was students with different characteristics at 3 territories in south Kalimantan. based on research known that the students' ability for using a microscope is a good category. Students' visual representation abilities fall into the medium category, and the student's ability to use a microscope with visual representations is that there is no significant relationship.

Keywords: analysis, microscope, visual representations,

Topic: Improvement teaching and learning experience

[ABS-70]
**HOW TO DEVELOP HOTS PROBLEMS WITH WETLAND ENVIRONMENTAL
CONTEXT?: A CASE ON MATHEMATICS IN JUNIOR HIGH SCHOOL**

Karim1, a, Agni Danaryanti1, b, Asdini Sari1, c, Andriyani2, d

1) Universitas Lambung Mangkurat, Banjarmasin

2) Universitas Ahmad Dahlan, Yogyakarta

a) karim_fkip@ulm.ac.id- b) agnimath@ulm.ac.id- c) dini.sari@ulm.ac.id

d) andriyani@mpmat.uad.ac.id

Corresponding author: karim_fkip@ulm.ac.id

Abstract

One of the demands of the implementation of the curriculum in 2013 at junior high mathematics learning is the application of mathematical learning processes that involve higher-order thinking skills (HOTS). To support the implementation of the learning process, it is necessary to support the availability of HOTS mathematics problems. The problem faced by teachers and students is the limited HOTS math problem that is available in teacher and student books. The use of context in mathematical problems is expected to help them in understanding the given problem. Especially if the context used is the context that is around the daily lives of students. Since most areas of South Kalimantan and Indonesia are wetlands, the use of the context of the wetland environment is expected to present a real situation for students. The purpose of this study was to develop HOTS questions in a wetland context for grade 7 junior high school mathematics. The research method used is the method of development (Research and Development) with the 4D four D model. Mathematical questions developed in the form of essay and objective tests. Mathematical material used as the object of problem development is grade VII mathematics in junior high school. The results obtained 7 pieces of valid and reliable HOTS junior high school mathematics questions. The results of interviews with students showed that to solve objective test questions, there was a tendency for students to answer them speculatively. The implication of this research is the implementation of mathematics learning that can involve higher-order thinking processes

Keywords: HOTS mathematics problem, wetland environment

Topic: Improvement teaching and learning experience

[ABS-71]
**CONTENT OF CUPRUM IN THE WATER AND CATFISH (PANGASIUUS
PANGASIUUS) AT THE BARITO RIVER IN BANJAR RAYA PORT AREA AS A
TEACHING MATERIAL**

Bunda Halang, Kaspul, Akhmad Maulana

Biology Education Program, Faculty of Teacher Training and Education, Lambung
Mangkurat University
Banjarmain, Indonesia.
Corresponding Author: bundahalang@ulm.ac.id

Abstract

People activities on Barito River and its around had produced pollution materials especially the heavy metals such as Cu. The aim of this research is to determine the content of Cu in the water and catfish (*Pangasius pangasius*) at the Barito River in the Banjar Raya Port Area as a teaching material. The methods used the desiptive method. with observing to the field on four sampling points. The first sampling point was situated at 6 metres from the coal stockpile at the edge of Barito River, the second sampling point was located 3 meter from the edge of Berito River near the ship port, the third sampling point was 5 metres from the edge of Barito River near fish port, and the fourth sampling point was situated at 7 metres from the edge of Barito River in from of the rubber factory. Water samples were take by using Kemthe merer Water Sampler and catfish samples with using fishing tool on the four sampling points. Analysis of Cu contents in water and meat of catfish were done at the Laborarium by using an Atomic Absorption Spectrophotometry. The results of this research showed that the average of Cu content in Barito River was $< 0,0090$ mg/L. This value was still below the threshold of quality standard (0,02 mg/l).The average Cu content in the meat of fish was 1,36 mg/kg. It was the above the threshold of quality standard (0,1 mg/kg) according to decision of Dirjen POM No.03275/B/SK/VII/1989.. These results are used as a teaching material in form of handouts.

Keywords: Cu content, Barito River, catfish

Topic: Improvement teaching and learning experience

[ABS-73]
**HOW TO IMPROVE TEACHERS' CAPACITY IN MANAGING MATHEMATICS
LEARNING?: A CASE STUDY OF THE APPLICATION OF TRANSCRIPT
BASED LESSON ANALYSIS**

*Agni Danaryanti^{1,a}, Karim^{1,b}, Sutarto Hadi^{1,c}, Chairil Faif Pasani^{1,d}, Harja Santana
Purba^{1,e}, Kamaliyah^{1,f}*

¹⁾ Universitas Lambung Mangkurat, Banjarmasin

a) agnimath@ulm.ac.id b) karim_fkip@ulm.ac.id c) sutarto.hadi@ulm.ac.id
d) chfaif@ulm.ac.id e) harja.sp@ulm.ac.id f) kamaliy4h@ulm.ac.id

Corresponding author: karim_fkip@ulm.ac.id

Abstract

The purpose of this study was to increase the capacity of teachers in managing mathematics learning. The research method used is a qualitative method with an exploratory approach based on Transcript Based Lesson Analysis (TBLA). The subjects of this study were students of grade 12, State Senior High School 7 Banjarmasin, majoring in mathematics and science. The stages of research implementation are following the lesson study stages which consist of plan (learning designs), do (implementing), and see (observation and reflection). The number of cycles in the study was 2 cycles. Based on the see results of TBLA, there has been an increase in the capacity of teachers in managing learning from cycle 1 to cycle 2. However, based on recorded learning activities in cycles 1 and 2, classically speaking transcripts are still dominated by teachers. The positive impact of implementing TBLA is to help teachers criticize their learning based on reflective results. Helping teachers in monitoring student activities in more detail and the occurrence of effective collaboration between teachers in team teaching.

Keywords: teacher capacity to manage learning, TBLA

Topic: Improvement teaching and learning experience

[ABS-75]
**CREATE AN INTERACTIVE VIDEO ABOUT ALTERNATIVE ENERGY SOURCES
FROM PLANTS TO OPTIMIZE STUDENT CREATIVITY**

Dewi Dewantara, Saiyidah Mahtari

Physics Education Study Program,
Faculty of Teacher Training and Education,
Universitas Lambung Mangkurat

Abstract

Creativity is a skill that must be honed in the era of Society 5.0. The purpose of this study was to describe students' creativity in making interactive videos about alternative energy sources from plants. The subjects in this study were students of the Physics Education Study Program taking Energy Physics courses. This was held in the even semester of 2019/2010. This is an analytical descriptive study. The instrument used was the student's creativity observation sheet. The results of the study have shown that the mean results of observations of student creativity are 3.2. Thus it can be concluded that the creativity of students in making interactive videos about alternative energy sources from plants is in the quite creative category.

Keywords: creativity, interactive video

Topic: Improvement teaching and learning experience

[ABS-77]
**THE STUDENTS LEARNING HABIT AND ONLINE LEARNING IMPROVEMENT
DURING COVID-19 PANDEMIC**

*Yuyun Febriani, Hartini Haritani, Tri Puspita Yuliana, Puspawan Hariadi, Ersi
Arviana Ihsan*

Faculty of Health, Universitas Hamzanwadi
Jalan TGKH Muhammad Zainuddin Abdul Madjid No. 132 Pancor, Selong 83612 ,
Indonesia

Abstract

Coronavirus disease (COVID-19) has rapidly spread around the world, including in Indonesia. Some precautionary measure of health protocol has been implemented due to the high infection of this virus, including campus class suspension. This condition made up the students' learning habit has been changed. The aims of this research were analysis of their learning habits and educators improvement in online learning during this pandemic. Qualitative research by observation and questionnaires was used in this study. One hundred twenty-four responses participated in this survey. The inquiries were divided into three significant questions: language and information technology skills, duration time for learning consisted of independently and instructional, and student participation. The research obtained that there was a decline in students' learning habits during this pandemic, thereby educators' improvement, including the learning material, educational delivery method, and evaluation and assessment must be required. Accordingly, development and innovation should be continuously done.

Keywords: coronavirus pandemic, online learning improvement, students learning habit

Topic: Improvement teaching and learning experience

[ABS-78]
**RELATIONSHIP BETWEEN SCIENTIFIC ATTITUDES AND GPA IN BIOLOGY
TEACHER CANDIDATES**

Sri Amintarti, Nurul Hidayati Utami, Maulana Khalid Riefani

Pendidikan Biologi
Universitas Lambung Mangkurat

Abstract

The success of performance-based biology learning in the laboratory is not only related to the psychomotor aspect but also related to the formation of a scientific attitude as a candidate for biology teachers. This study aims to identify the relationship between scientific attitudes with GPA and gender among students in Biology education in FKIP. The research used a survey method that was conducted on 154 students of biology education at the FKIP Lambung Mangkurat University with different grades, genders, and GPA backgrounds. Students' scientific attitudes are measured using a questionnaire, learning achievement in the form of a GPA obtained. Analysis of the data used in this study is a correlation statistical technique. Based on the results of data analysis, it is known that the correlation value between gender and IPK has no relationship. Then the scientific attitude table shows that there is no relationship between sex, academic achievement, and scientific attitude as a significant control.

Keywords: scientific attitude, gender, sex, biology teacher candidate

Topic: Improvement teaching and learning experience

[ABS-81]
ANALYSIS OF STUDENTS' HIGHER ORDER THINKING SKILLS (HOTS)
ABILITY IN MATRIX SUBJECTS

Chairil Faif Pasani, Yuni Suryaningsih

Lambung Mangkurat University

Abstract

Higher Order Thinking Skills (HOTS) has become the focus of learning mathematics at all levels. Especially for prospective math student teachers, because their abilities are not limited to themselves only, however when they become teachers in the future, they have a tough task, of making students to have HOTS. The study aimed to analyze HOTS of students studying mathematics in Matrix subject. The research method used was qualitative descriptive, that analyze and describe students' midterm exam answers based on indicators of HOTS, to analyze (C4), evaluate (C5), and create (C6). The research subjects were Mathematics students of teacher training education at Lambung Mangkurat University that were taking Matrix subjects in 2018/2019 even semester involved during the Matrix lecture process. The result of the study was concluded that the thinking skills of students in the Matrix subjects in faculty of teacher training education, Lambung Mangkurat University are in sufficient category. The results of the study should be a reference for the lecture process where students are familiarized with giving HOTS-oriented questions during exams and in lecture practice to help in developing them.

Keywords: analysis, higher order of thinking, student, matrix

Topic: Improvement teaching and learning experience

[ABS-26]
**QUALITY IMPROVEMENT OF GUIDING ONLINE-FIRST FIELD PRACTICE
TRAINING THROUGH USE OF REFLECTIVE ESSAY AND LESSON STUDY**

Herawati Susilo, Ahmad Kamal Sudrajat

Universitas Negeri Malang

Abstract

The purpose of this study is to describe the improvement of students activities during first field practice training that is conducted by online class through the use of Reflective Essay and Lesson Study. This action research is conducted on July 20-30, 2020 in the odd semester 2020/2021. The research subjects consisted of 6 biology students who conduct peer-teaching practice. Students divided into two groups- each served as a lesson study team. Each student had the opportunity to practice teaching his friends twice through online teaching in the lesson study platform. Every day they write a reflective essay. The results showed that the use of Reflective Essay and Lesson Study could help the students in improving the preparation of chapter design and lesson design, lesson plan, student worksheets, media selection for apperception and main activities, use of time, mastery of concepts. The students still have difficulties in implementing the training and measuring of 21st-century skills.

Keywords: field practice training, lesson study, online learning, reflective essay

Topic: Learning community and LS practice

[ABS-28]
**WHAT PRE-SERVICE BIOLOGY TEACHER LEARN FROM LESSON STUDY
PRACTICE IN PLANNING BIOLOGY LEARNING SCENARIO? AN
INTERVIEW STUDY**

Ummi Nur Afinni Dwi Jayanti, Miza Nina Adlini

a,b)Department of Biology Education, Faculty of Tarbiyah and Teacher Training,
Universitas Islam Negeri Sumatera Utara, Jl. Williem Iskandar Ps.V, Medan Estate
20371, North Sumatera, Indonesia
ummiafinni@uinsu.ac.id

Abstract

The purpose of this study was to investigate the perceptions of pre-service biology teachers regarding the implementation of Lesson Study in the Lesson Plan Course. Twelve respondents were sixth year students of the Biology Education Department who had taken Lesson Plan Course. Data was collected through in-depth individual interviews through whats-app. The research findings showed that the practice of Lesson Study in the Lesson Plan Course gave positive contribution for students in developing learning plans. In addition, students felt more confident in teaching because they had received teaching simulations during Lesson Study activities and were given feedback for improvement. This result can be the benchmark for putting Lesson Study practice into Lesson Plan Course to improve prospective biology teacher students- skill in developing learning scenarios and confidence in teaching.

Keywords: Lesson study, Lesson plan, Teacher competency, Teacher profession

Topic: Learning community and LS practice

[ABS-31]
**PEDAGOGICAL COMPETENCY PROFILE OF PROSPECTIVE TEACHER
STUDENTS IN ONLINE LEARNING VIEWED FROM DIFFERENT GENDERS**

Ahmad Kamal Sudrajat, Herawati Susilo

Universitas Negeri Malang

Abstract

The purpose of this study was to see the pedagogical competency profile of prospective teacher students. This type of research is descriptive qualitative. This research was conducted on July 20th-30th 2020 in the odd semester 2020/2021. The subjects of this study were prospective biology teacher students participating in the first field practice training conducted by online class using Lesson Study. Students who participated in the study are 4 students-two men and two women. Every student does peer-teaching two times through online-based learning. Pedagogical competency indicators used in this study are designing learning (in the form of Chapter Design and Lesson Design), communication skills, and reflecting learning. The results of this study indicate that there are differences in pedagogical competence of different gender in certain indicators. Further research needs to be done on differences in pedagogical competencies in different genders through quantitative research.

Keywords: gender, pedagogical competency, prospective teacher students

Topic: Learning community and LS practice

[ABS-34]
**POSITIVE PARENTING PSYCHOEDUCATION TO INCREASE PARENTING
SELF EFFICACY IN ACCOMPANYING CHILDREN WHEN STAY AT HOME
DURING THE COVID PANDEMIC 19**

Muhammad Daud, Dian Novita Siswanti, and Novita Maulidya Jalal

Faculty of Psychology, Universitas Negeri Makassar

Abstract

Parenting self efficacy is a parent-s assessment of his competence in parental roles or parental perceptions of their ability to positively influence the behavior and development of their children. The process of modifying self-efficacy can be done through an intervention, one of which is through psychoeducation. The purpose of this study was to determine how the influence of psychoeducation on parenting self-efficacy of parents. The subjects of this study were 157 parents. This research uses a descriptive quantitative method. The data obtained were analyzed in a descriptive quantitative manner. The results showed that 79% of participants stated that Positive Parenting Psychoeducation was beneficial for them, 77.1% of participants stated that psychoeducation material was very interesting, 82.2% of subjects stated that they gained knowledge about positive parenting after they attended psychoeducation, 81% of subjects increased in Parenting Self Efficacy.

Keywords: Psychoeducation, Positive Parenting, Parenting Self Efficacy

Topic: Learning community and LS practice

[ABS-39]
**STRENGTHENING HISTORICAL THINKING SKILLS THROUGH TRANSCRIPT
BASED LESSON ANALYSES MODEL IN THE LESSON OF HISTORY**

*Ersis Warmansyah Abbas, Syaharuddin, Mutiani, Heri Susanto, Helmi
Akmal*

Universitas Lambung Mangkurat

Abstract

Strengthening historical thinking skills is needed in History subjects. This skill is educative so that students can describe the chronology of events based on historical facts. To improve historical thinking skills, observations on subjects are needed, namely by implementing lesson study (ls) activities. This article aims to describe the strengthening of historical thinking in history learning through the LS activity of the Transcript Based Lesson Analysis (TBLA) model. The approach through the descriptive method is used in research. Three stages of data collection, namely- observation, interview, and documentation. Miles and Huberman-s model is used for analyzing the saturation of the data obtained. Results describe students can demonstrate historical thinking skills by providing arguments during group discussions. The arguments are given to put forward the causal relationship (causality) in the sub discussion ABRI-s dual function. Transcript analysis of overall learning activities illustrates that there is a balance of conversation between teachers and students. This is because the learning conditions are conducive and teachers have no difficulty in increasing the participation of students.

Keywords: historical thinking- TBLA- History learning

Topic: Learning community and LS practice

[ABS-57]
**THE ROLE OF THE COMMUNITY IN THE EXISTENCE OF MANOPENG
BANJAR BANYIUR LUAR VILLAGE DURING THE COVID-19 PANDEMIC**

Rusma Noortyani, Putri Yunita Permata Kumala Sari

FKIP ULM

Abstract

Manopeng Banjar in Banyuur Luar village is a part of the traditional culture of the wetland community because this art site is located on the banks of Martapura River, Banjarmasin. In line with the vision and mission of Lambung Mangkurat University in relation to the wetland environment. Therefore, the culture associated with wetland areas makes this object can be raised as the focus of this study. The resulting interdisciplinarity is associated with ethnographic studies and art as an effort to preserve it. This study aims to describe the role of the community in the existence of the manopeng Banjar in Banyuur Luar village during the Covid-19 Pandemic. To achieve this goal, researchers used qualitative methods with the characteristics suggested by Bogdan and Biklen (1998: 27-30), namely that meaning is the main concern. This method is very appropriate to use in this research because it examines the subject and is carried out in a manopeng Banjar performance. The results showed: a) the role of the community as guides in the manopeng tradition in an informal way, namely providing guidance and teaching to the residents of Banyuur Luar Village about what and how the manopeng tradition is implemented, b) the role of the community as a motivator in maintaining the manopeng tradition by approaching the community closely, exchanging ideas with the community at leisure, providing encouragement and input to the community in implementing the tradition, and c) the role of community leaders as protectors in the manopeng tradition, by providing a sense of security to the community by protecting and being fully responsible for the traditions carried out so that the program runs orderly and smoothly. Suggestions for the people of Banyuur Luar Village can work together to preserve the Banjar manopeng culture because its values are very good for community life and so that it can be passed on to future generations.

Keywords: Role of Society, Existence, Manopeng Banjar, Covid-19 Pandemic Period

Topic: Learning community and LS practice

[ABS-58]
**WHAT DOES THE STUDENT'S SCIENTIFIC ATTITUDE LOOK LIKE IN
LEARNING PHYSICS?**

Ayu Kusuma Dewi Handayani, Nurussaniah, Anita

Program Studi Pendidikan Fisika IKIP PGRI Pontianak, Jalan Ampera Nomor 88
Pontianak Kalimantan Barat, Indonesia
nurussaniah@gmail.com

Abstract

The study aims to describe the student's scientific attitudes on physical learning. The research was survey research. The sample consisted of 39 senior high school students in one of the schools in West Kalimantan Indonesia. The data is collected using observation sheets and the student dialogue transcript. The data is analyzed using descriptive statistics. Based on the analysis of research data obtained that the scientific attitude of students to the physical learning each student has varied. On average, the student's scientific attitudes on physical learning is good at 80.51%.

Keywords: student's scientific attitudes- physics learning- student dialogue transcript

Topic: Learning community and LS practice

[ABS-79]
**CHILDREN LISTENING SKILL THROUGH LESSON STUDY ACTIVITY AT
TELKOM PRESCHOOL GROUP B1 IN TERNATE**

Farida Samad, Rosita Wondal, Nurhasanah

Universitas Khairun Ternate

Abstract

Listening is very important because of all the language skills that young children develop- listening is the one that develops earliest and is practiced most frequently. This study aimed to describe children's listening skill through lesson study activity at Telkom Preschool Group B1 in Ternate. The students involved in this study were 24 early students registered in the 2019/2020 academic year. Data collection was performed using observation and documentation. In data analysis, Miles and Huberman interaction model was employed to describe the data qualitatively. The results of the study showed that children's listening skill through lesson study on ^market day^ implemented at Telkom Preschool Group B1 in Ternate was categorized good (81.8) and sufficient (68.2). Besides, four groups of students do not have the indicator of listening skill through lesson study activities. It can be said that listening skills are very important because they help children learn how to develop language skills because it requires children to understand, retain information and respond to it.

Keywords: Listening skill, children, preschool

Topic: Learning community and LS practice

[ABS-38]
**NURTURING HIGHER ORDER THINKING SKILLS(HOTS) AMONGST
ENGLISH TEACHERS VIA LESSON STUDY**

Noel Jimbai Balang, Zamri Mahamod, Nor Aishah Buang

National University of Malaysia

Abstract

The purpose of this study is to identify higher order thinking skills (HOTS) among English teachers via lesson study. Two aspects have been explored to answer the research questions, namely nurturing HOTS and teacher attitude towards the implementation of lesson study in school. The research design used by researchers is qualitative research. The study method is an action study that focuses on teachers teaching English Language and are involved in the lesson study. A total of seven English language teachers acting as research participants. Information is obtained through triangulation methods covering interviews, observations, and document analysis. Data interviews with participants of the study were analyzed and transcribed verbatimally. The findings showed that there is a deepening of teachers- HOTS during teaching through a variety of student learning activities. The study participants were positive and prepared for the lesson study. Lesson study will be more successful if the teacher's task load is reduced. Meeting time among teachers involved in lesson study should be included in the teaching schedule. Therefore, the findings of this study are important to look at the development of HOTS that can be used by all teachers in teaching to make student learning more relevant to 21st century learning.

Keywords: Lesson Study, Higher Order thinking Skills(HOTS)

Topic: Lesson plan and lesson design in lesson study

[ABS-68]
PARENTAL PARTICIPATION IN INCREASING CHILDREN'S MULTIPLE INTELLIGENCE

Sance Mariana Tameon ^(a), Jeheskial Saudale ^(b), Tri Oktavia Oematan ^(c)*

- (a) Department of Pastoral Counseling, Kupang State Institute of Christian Religious, Indonesia, ID 85112, sancemariana82@gmail.com
(b) Department of Christian Leadership, Kupang State Institute of Christian Religious, Indonesia, ID 85112, jeheskiel.saudale@gmail.com
(c) Department of Christian Religious Education, Kupang State Institute of Christian Religious, Indonesia, ID 85112, oematanoktavia@gmail.com

Abstract

The role of parents in assisting children to develop self-potential is an interesting research study because it will expose the extent to which the parents' perspectives influence their activeness in managing children's self-development. Similar to the purpose of this research is to find out the perspective of parents regarding children's multiple intelligence and parental participation in optimizing their children's multiple intelligences. The theoretical study in this research is the concept of multiple intelligence of children and the concept of parental participation in the management of multiple intelligence development for Elementary School children in Lasiana area, Kupang City, East Nusa Tenggara Province. This study used an analytical descriptive of mixed methods. The results of the study concluded that the understanding of parents regarding children's multiple intelligence was at a fairly good and adequate level, but only a small proportion of parents assisted in the development of their children's multiple intelligence. Assistance provided by parents in the form of active participation through including their children in various courses/training, competitions, and spiritual guidance as a forum for developing children's potential. Meanwhile, the obstacles faced by parents consist of several factors, namely: time, material, education level of parents, and the environment where children live.

Keywords: Parental Participation, Multiple Intelligence, Children

Topic: Lesson study across discipline

[ABS-32]
**EDUCATOR PERCEPTIONS OF ONLINE LEARNING AS A RESULT OF COVID
19**

Novita Maulidya Jalal, Nurul Habiba Makkatenni

Faculty of Psychology, State University of Makassar
Makassar, South Sulawesi, Indonesia
novitamaulidya@yahoo.com

Abstract

This study aims to identify educators' perceptions of online learning due to the COVID-19 pandemic. The study uses library research where in collecting data information with documentation techniques that are looking for data about relevant matters from various kinds in the library such as journals, documents, books, magazines, news. The criterion for the selected article is a discussion about educators perceptions, the impact of COVID-19 and Online Learning. Of the 16 sources obtained, then the most relevant were selected. The results of the study, showed that educators- perceptions of online learning due to covidus 19, among others, educators consider online learning to be going well enough that educators collaborate to evaluate online learning processes, educators minimize boredom and ineffectiveness of knowledge transfer with flexibility in implementing online learning, educators able to encourage the emergence of learning independence and motivation to be more active in learning, and online learning can bring up the courage of students to express ideas and questions during online learning. Based on the evaluation it is known that educators need the support of parents in supporting the learning process of students at home due to weak supervision of students, lack of signal strength in remote areas, and the high cost of quotas is a separate challenge in online learning.

Keywords: Educator Perceptions- Online Learning- Covid-19 Pandemic

Topic: Lesson study and digital world

[ABS-47]
**IMPLEMENTATION OF LESSON STUDY IN PLANT PHYSIOLOGY SUBJECTS
DURING THE PANDEMIC OF COVID-19**

Riya Irianti, Noorhidayati

Universitas Lambung Mangkurat

Abstract

Abstract- Lesson study is an effort to improve the learning process and outcomes which is carried out collaboratively and continuously by a group of teachers. Lesson study can be implemented at various levels of education, including universities. The Plant Physiology course study was conducted in the semester between 2019/2020 during the Covid-19 pandemic. Lesson study implementation carried out is a lesson plan (plan), implementation of learning (do), and reflection (see). The results of the lesson study showed an increase in quality Learning Plant Physiology Subjects, namely by a variety of learning methods, variations media, and how to evaluate. Implementation of Lesson study on an ongoing basis increases the effectiveness of learning activities teaching, the quality of education and teaching in Universities and will indirectly have an impact on improving the quality of education extensively.

Keywords: Lesson study, Plant Physiology, Pandemic

Topic: Lesson study and digital world

[ABS-55]
**IMPROVING THE CREATIVITY OF STUDENTS THROUGH PROJECT BASED
LEARNING WITH STEMS IN ECOSYSTEM MATERIALS**

Zunnurin Isnaini and Yayuk Sudarwati
Beji 1 Junior High School

Abstract

This research was conducted on the basis of project-based learning experiences with STEM to develop the creativity of students. The purpose of this research is to find out how project-based learning is to develop students' creativity in making interactive videos on ecosystem material or what is called a digital storytelling ecocolumn. This learning involves joint work assessments in science, ICT and Indonesian subjects. This study uses qualitative methods with data analysis in the form of descriptions. As research subjects, students of class VII A SMP Negeri 1 Beji Pasuruan district, totaling 36 students. The instruments used were the observation sheet for the implementation of learning, the process and product creativity rubric and the students' responses using Google form. Implementation of learning in data analysis obtained an average calculation of 83.3% in the good category. While the process creativity value of students is on average in the good category, namely indicators determining creative challenges 83.3%, identifying information sources 77.8%, generating and choosing ideas 80.5% and presenting work results to users 88.9% with very good criteria. Meanwhile, the value of creativity in STEM products for the Fluency category with content and theme indicators (89.6%) is good. Elaboration category with an image indicator of (91.7%) Very Good criteria and Originality category with Editing indicator of (87.5%) Good criteria. The conclusion in this study is that project-based learning with STEM can develop the creativity of the processes and products of students and get positive responses. Students are motivated to be more active in developing their creativity

Keywords: PjBL, STEM, creativity, ecosystem

Topic: Lesson study and digital world

[ABS-8]
**PERSONAL SATISFACTION FOR GLOBAL ENGAGEMENT: INDONESIAN
STUDENTS ATTITUDES TOWARDS INTERCULTURAL COMPETENCE AND
THEIR ENGLISH LEARNING MOTIVATION.**

Rut Chaikivska, Ahmad Bukhori Muslim

English Education, Universitas Pendidikan Indonesia
Jalan Setiabudi 229, Bandung, Indonesia
rutchaikivska@upi.edu

Abstract

Globalization necessitates English learners to develop Intercultural Communicative Competence (ICC). However, how this competence relates to learners attitudes and motivational learning for global engagement among learners in EFL context like Indonesian is still under study. Using a mixed method, this study aims at investigating Indonesian students' attitudes towards ICC learning and its relationship to their English learning motivational orientations. Quantitative data were obtained from questionnaires about attitudes towards ICC and motivational learning administered to 32 students, analyzed by Pearson Correlation Coefficient. Qualitative data were generated from semi structured interviews. Findings show students have positive attitudes towards ICC learning and it relates fairly to their learning self-satisfaction and motivations to become global citizens. The study also reveals an average correlation between positive attitudes towards ICC and desire to communicate and affiliate with foreigners. The study recommends teachers to involve intercultural content which can increase students English learning motivation so it will support their self-satisfaction in learning as well as desire to become a global citizen.

Keywords: Intercultural Communicative Competence, motivational orientations, global engagement

Topic: Lesson study in different cultures and countries

[ABS-19]
**THE DEVELOPMENT OF MATHEMATICS LEARNING MODEL BASED ON
ETHNOMATHEMATICS IN THE CONTEXT OF BUGIS CULTURE**

Syarifuddin, Nirfayanti

Graduate Program of Education, State University of Makassar
hidayatullahsyarif05@gmail.com

Abstract

This development research aims to produce a product in the form of a mathematics learning model based on ethnomathematics. The population in this study were students of class VIII SMP Negeri in Sinjai district. The research sample consisted of 10 classes from 5 schools which were taken by purposive random sampling. The data analysis used was a combination of quantitative and qualitative, namely descriptive and qualitative analysis to calculate and describe percentages and their averages. The resulting products are in the form of model books and learning support devices. The results showed that: (1) in the process of testing the quality of the model, it showed that the learning model was theoretically valid, namely the coefficient of validity above was equal to 0.80- (2) empirically, this learning model meets practical and effective criteria so that it is suitable for use in schools. This can be seen in the teacher's ability to manage learning in the well-executed category, the average response score was 3.57 (in the positive category) and the student's mathematics learning outcomes showed that 83.3% of students scored above 75.

Keywords: Mathematics Learning Model- Ethnomatematics

Topic: Lesson study in different cultures and countries

[ABS-30]
**THE DEVELOPMENT OF CROSS-CULTURAL COMPETENCY STRATEGY OF
BUSINESS ENGLISH STUDENT THROUGH ONLINE INTERVIEW PROJECT**

Muh. Safar Nur, Auliyanti SN

Universitas Negeri Makassar

Abstract

The emergence of the practice of integrating culture into EFL learning is a growing trend in the world of English learning. The purpose of this study was to examine: (1) the effect of the interview project in Cross-Cultural Understanding (CCU) learning on Business English students of FBS UNM in interpreting target culture and local culture from the results of interviews with informants, (2) changes in self-awareness and student understanding of target culture and themselves- and (3) students- perceptions about the interview project used in EFL college classes. Research data are collected through pre-post questionnaires, oral and written reports, classroom observations, and interviews. The results of the study shows that the participation of students and informants in the interview project helps (1) to facilitate the development of cross-cultural awareness and communication skills by providing opportunities for students to gain insight into the values of the target language countries, (2) to learn to see their own culture in new ways, and (3) to increase their confidence in using English to communicate and see authentic communication as the goal of EFL learning. It is assumed that the majority of participants see the interview project as an effective means of facilitating intercultural/interpersonal communication and understanding.

Keywords: Interview project- Cross-Cultural- EFL Learning

Topic: Lesson study in different cultures and countries

[ABS-67]
SOCIETY 5.0 IN EDUCATION: HIGHER ORDER THINKING SKILLS

Wardawaty ^(a), Prima Mytra ^(b), Sabinus Rainer Natalis Christi ^(b)*

a) Post Graduate, State University of Makassar
Jalan Bontolangkasa, Makassar 90222, Indonesia

b) Institut Agama Islam Muhammadiyah Sinjai
Jl. Sultan Hasanudin 20, Sinjai 92614, Sulawesi Selatan, Indonesia

c) Post Graduate, State University of Makassar
Jalan Bontolangkasa, Makassar 90222, Indonesia

Abstract

The social life even in the world of education is increasingly experiencing changes with the technological innovation that is growing rapidly. Anticipating technological developments, in 2016 a new idea was presented namely the society 5.0 or better known as the Super Smart Society. Society 5.0 became one of the efforts of the Japanese government in dealing with global trends that emerged due to the Industrial Revolution 4.0, which during this revolution gave birth to many innovations in the industrial sector and society as a whole. In the educational world, to realize society 5.0, students must have three high abilities namely: problem-solving skills, critical thinking, and creativity. These three abilities are obtained through high-order thinking skills. The aims of the article is to describe the ability to think at a higher level to prepare students for society 5.0. The method used is the study of literature that uses a variety of sources of good references derived from the results of research and the results of other writers^ thoughts which focus on society 5.0 and the high-order thinking skills.

Keywords: Society 5.0, Higher Order Thinking Skills

Topic: Lesson study in the future

[ABS-14]
**THE IMPORTANCE OF CORRECTIVE FEEDBACK IN TEACHING SPEAKING,
NOTES FROM A LESSON STUDY**

Diani Nurhajati, Dewi Kencanawati

University of Nusantara PGRI Kediri
Jalan KH Achmad Dahlan 76 Kediri,

Abstract

Teaching speaking English is to enable students to express their ideas and feelings orally using the language appropriately in various situations. The English teachers should introduce not only what the students express, but also how they express the ideas in good ways. Based on the observation when the writers involved in a Lesson Study program with an English teacher of a senior high school, it was found out that the teacher had already facilitated the students to practice speaking. She focused the feedback on more linguistic aspects, such as the diction, the sentence structure, and the pronunciation of words. She never paid attention to the feedback on some aspects of how they deliver the communication, which involves non-verbal language and paralanguage. Non-verbal language includes facial expression, gestures, and body language, and paralanguage covers intonation, speed or duration of speaking, and loudness of the voice. In fact, the feedback on those aspects helps the students to communicate effectively and properly. Moreover, she should consider how to deliver the feedback to the students. This article presents some notes from the writers when they collaborated with an English teacher in a Lesson Study program at SMAN1 Kediri. The objective of writing the article is to discuss the importance of corrective feedback in teaching speaking, the aspects of practicing speaking, and how to give corrective feedback to the students.

Keywords: Aspects of Speaking, Corrective Feedback, Teaching Speaking

Topic: Lesson study in theoretical and practical context

[ABS-24]
**THE EFFECT OF METHODS IN LANGUAGE EDUCATION LESSON STUDY ON
READING LEARNING OUTCOME AND MOTIVATION**

Huriyah, Muchlas Suseno, Eva Lailiyanti

Universitas Negeri Jakarta

Abstract

This study aims to examine: 1. the differences in students' English reading learning outcomes between the SQ4R treatment method and the KWL method 2. the effect of the interaction between the method in lesson study language education and motivation on students' learning outcomes of learning English reading. 3. The difference in learning outcomes in English reading between those using the SQ4R method with high motivation and the KWL method with high motivation treatment. 4. The difference in learning outcomes in English reading between those using the SQ4R method with low motivation and those using the KWL method with low motivation. In practice, this study uses an experimental method with a control group design. This design uses a control group and the experimental group is selected and placed randomly, so that the two groups are equivalent. The treatment by Leveinil study uses Two-Way ANOVA, the results of this study are: Significant differences between the learning outcomes of students' English reading who were given treatment using the SQ4R method and those using the KWL method. 2. There is an effect of the interaction method in lesson study language education and motivation on learning outcomes of learning English reading; 3. There is a significant difference between the reading learning outcomes of students who have high motivation for students who use the SQ4R method and students who are taught using the KWL method 4. There is a significant difference between the reading learning outcomes of students who have low motivation using the SQ4R method and students who are taught using the KWL method. taught using the KWL method.

Keywords: Methods In Lesson Study. Motivation. The Result Reading Students

Topic: Lesson study research (method and technic)

[ABS-37]
**IMPLEMENTATION OF ADVOCACY LEARNING MODEL AS A PREDICTOR OF
STUDENT'S LEARNING OUTCOMES**

Ferdinant Alexander ^(a), Zummy Anselmus Dami ^(b), Wande Yuderson Silla ^(a),
Leryani Mince Maria Manuain ^(a)*

(a) Department of Christian Religious Education, Sekolah Tinggi Agama Kristen Negeri Kupang, Jl. Cak Doko No. 76, Kupang, NTT 85111, Indonesia
*nand.soinbala@gmail.com

(b) Faculty of Education, Universitas Persatuan Guru 1945 NTT, JL. P. A. Manafe No. 7, Kupang, NTT 85116, Indonesia

Abstract

This research was aimed to [1] Find the level of student learning outcomes before and after the application of intervention or treatment- [2] find out whether or not the model of advocacy learning gave a significant improvement on student learning outcomes- [3] find out whether or not the model of advocacy learning gave a significant mean difference in student learning outcomes- [4] investigation effect size of the advocacy learning model in improving student learning outcomes in the experimental group. Quasi experiment by using a pretest and posttest of non equivalent control group design or comparison group design is used in this research. The research samples are derived from two homogeneous groups of 40 students and are divided into the experimental group (20 students) and control group (20 students). The research instruments used are tests (multiple choice). The research findings showed that [1] the learning outcomes in the experiment group are in very high category where it is much better than the control group- [2] statistically, the advocacy learning model gave significant improvement, and significant mean difference on learning outcomes after being taught using advocacy learning model- [3] the model of advocacy learning gave an effective contribution to the improvement of student- learning outcomes with an effect size of 76%.

Keywords: advocacy learning model- learning outcomes- christian religious education

Topic: Lesson study research (method and technic)

[ABS-72]
**USING FOCUS WORD OF TRANSCRIPT BASED LESSON ANALYSIS TO
MAKE MEANINGFUL LEARNING**

Syahmani, Mustika Wati, Atiek Winarti, Arif Sholahuddin, Sri Amintarti

Universitas Lambung Mangkurat

Abstract

During the lesson conducted in the classroom, it is common that teachers talk too much and that it is out of the topic of the lesson that must be taught. With Transcript based lesson analysis (TBLA) methods, it will be using focus word analysis. This research was conducted in SMAN 7 Banjarmasin for two cycles of lesson study. Focus word graphs can infer how much the relation of our lesson with our sayings within the lesson. So, teachers will improve the meaningful learning for their teaching and learning.

Keywords: Focus word, Transcript Based Lesson Analysis, Meaningful learning.

Topic: Lesson study research (method and technic)

[ABS-80]
**CONCEPTION ANALYSIS OF VOCATIONAL HIGH SCHOOL STUDENTS
MAJORING OF CHEMICAL ANALYSIS ON SUBSTANCE CHANGE TOPICS
USING FOUR TIER MULTIPLE CHOICE INSTRUMENTS**

Romario Abdullah (a), Masrid Pikoli(b), Nita Suleman(c)*

Department of Chemistry, Faculty of Mathematics and Natural Sciences,
Gorontalo State University, Prof. Dr. Ing. B. J. Habibie street, Indonesia

Abstract

Conception is an important aspect to be able to know students' understanding of scientific phenomena. This study aims to determine the conception of vocational high school students majoring in chemical analysis on the topic of changing the form of substances. This research has a qualitative descriptive approach. The instrument used was a four tier multiple choice consisting of 20 items related to the concept of changing the form of a substance which was distributed in 5 question indicators, namely: (1) understanding of factual phenomena, (2) understanding of the form of substances, (3) process of changing the form of substances, (4) the relationship between the form of a substance and its changes, (5) understanding of the submicroscopic changes in the form of a substance. The research subjects were 173 vocational high school students majoring in chemical analysis. The results showed that students who understood the concept of changing the form of a substance well were 49%, those who had misconception error 1 were 16%, those who experienced misconception error 2 were 5%, those who experienced misconception error 3 were 15% and who did not understand the concept of change in form. substance by 15%.

Keywords: Conception, Four tier multiple choice, Changes in the form of matter

Topic: Lesson study research (method and technic)

[ABS-69]
**THE COOPERATION OF SLB TEACHERS AND PARENTS IN ASSISTING
STUDENTS WITH SPECIFIC NEEDS TO STUDY FROM HOME DURING THE
COVID-19 PANDEMIC**

Dewi Ratih Rapisa, Eviani Damastuti

Universitas Lambung Mangkurat

Abstract

The Covid-19 pandemic has a major impact on the implementation of learning, not only for students with special needs and teachers, but also for parents. The adaptation of learning as a result of the Covid-19 Pandemic has resulted in adjustments to distance learning approaches, strategies, methods and techniques that teachers must master in order to achieve the learning objectives that have been prepared. During distance learning, parents play an important role in assisting children with special needs to learn from home. This new role requires parents to be able to provide the same learning as teachers in schools in order to achieve predetermined learning objectives. Parents and teachers are required to be able to work together in distance learning. Based on these conditions, this study aims to determine the form of cooperation between special school teachers and parents in accompanying children with special needs to learn from home during the Covid-19 Pandemic. This research uses a qualitative approach and descriptive research type. Data collection techniques in this study were interviews, observation and documentation. Sources of data in this study were SLB teachers and parents of students with special needs at SLB Negeri 2 Banjarmasin and SMPLB YPLB Banjarmasin. Data analysis in this study is the process of data collection, data reduction, data display and conclusion. The results showed that the form of cooperation between special needs teachers and parents in assisting students with special needs during learning from home, among others: (1) Communication between teachers and parents of students with special needs is established through the WhatsApp group, (2) The teacher provides learning tools parents must take to school to study students with special needs at home, considering that most students with special needs cannot participate in online learning (3) Constraints faced during collaboration between teachers

Keywords: Cooperation, SLB Teachers, Parents of Students with Special Needs

Topic: Planning strategies for lesson study training

[ABS-82]

Using Nuclear Physics Inquiry Virtual Laboratory Program To Improve Student's Critical and Creative Thinking Skill

Sri Hartni, Liliyasi, Parlindungan Sinaga, Ade Gaffar Abdullah

Universitas Pendidikan Indonesia

This article aims to describe the Nuclear Physics Inquiry Virtual Laboratory (NPIVL) program to improve students' critical and creative thinking skills. This article will describe the theoretical basis for the NPIVL program, followed by a description of characteristics and illustrative examples of the NPIVL program. The virtual laboratory inquiry program on nuclear physics concepts offers various advantages and practicum activities that can be carried out in a fun way, increase students' understanding of abstract and microscopic physics concepts, and train critical and creative thinking skills. (Approx. 85 words)

Keywords: NPIVL, critical, creative

Topic: Lesson study and digital world

[ABS 83]

Lesson Study for Learning Community in Teaching Plant Morphological Material in Muhammadiyah 8 Junior High School Batu

Eko Susetyarini¹⁾, Roimil Latifa²⁾, Cantia³⁾, Sri Wulan⁴⁾, Sri Wahyuni⁵⁾

*University of Muhammadiyah Malang Indonesia
Muhammadiyah 8 Middle School Batu-Malang*

Abstract

This current study aimed at describing the implementation of Lesson Study for Learning Community in Muhammadiyah 8 Junior High School Batu, to be particular in teaching plant morphological material. This study was conducted by employing qualitative design by means of case study with naturalistic characteristic. The respondents were teachers and eight grade students B, in total of 32 students. There are three stages namely: plan, do, and see. The data were collected by utilizing observation, documentation and unstructured interview. The data were then analyzed by means of descriptive quantitative and qualitative. The results of this current study are as follows: during plan, do, and see stages, the model teacher collaborated with other teachers and lecturers in making chapter design and lesson design, communicated intensively and thoroughly, innovated, and came up with fruitful creation in thinking about the instructional process of plan morphology material. The students were shown to be enthusiastic when discussing the material guided by problem base learning method. The learning pattern used is a linear pattern, from the beginning to the end of learning that connects and strengthens each othe to achieve goals (Approx. 185 words)

Keywords: Lesson Study-Learning Community, Junior High School, Plant Morphology

Topic: Learning community and LS practice

[ABS-84]
**LESSON STUDIES TIGHTEN TEACHER COMPETENCE SO AS TO IMPROVE
THE QUALITY OF LEARNING AND STUDENT LEARNING OUTCOMES OF
SDN PALU BARAT**

Suherman, Supriadi

Pendidikan Kimia FKIP Universitas Tadulako

Abstract

Lesson study is a model of teaching professional development through collaborative and sustainable learning based on the principles of collegiality and mutual learning to build a learning community. Through the learning of science subjects for fifth grade elementary school teachers with the lesson study pattern which was attended by 12 teachers from 12 public elementary schools in West Palu subdistrict, their competence as teachers is getting stronger, especially professional and pedagogical competences. One of the indicators is that all teachers involved in lesson study activities are able to understand their students so that in designing learning they are able to activate students in the implementation of learning. As many as 176 students who took part in learning (IPA) for 4 meetings, on average, they actively participated in the implementation of learning. Because of that their learning outcomes have increased, namely, in the first meeting their learning outcomes averaged 77, the second meeting averaged 78.5 of their learning outcomes, the third meeting averaged 82.5 of their learning outcomes, and in the fourth meeting their average learning outcomes is 84. The minimum completeness criterion (KKM IPA) for grade V SD Palu Barat sub-district is 75. Therefore, on average the learning outcomes of Class V SD students for science subjects are considered good. It is said that the quality of the implementation of learning carried out by the teacher will affect student learning outcomes. Thus the implementation of lesson study patterned learning will improve student learning outcomes. (Approx. 198 words)

Keywords: Lesson study, competence, learning, learning outcomes

Topic: Improvement teaching and learning experience

[ABS 85]

Enhancing Creative Thinking Skills Through Lesson Study Based Blended Learning

E Susilowati^{1, a}, D Dewantara¹, S Suyidno¹, A Sholahuddin², T Mayasari³ and N Winarno⁴

¹Department of Physics Education, Universitas Lambung Mangkurat

²Department of Chemistry Education, Universitas Lambung Mangkurat

³Department of Physics Education, Universitas PGRI Madiun

⁴Department of Science Education, Universitas Pendidikan Indonesia

Abstract

Lesson Study based blended learning is learning method that combines face-to-face learning and e-learning on lesson study's activity to train creative thinking skills. However, this learning has not been carried out in many universities. Therefore, this study aims to determine the effectiveness of blended learning in enhancing the creative thinking skills of prospective teacher students. This study used a one group pretest-posttest design with 48 participants as physic teacher candidates at one of the LPTKs in Banjarmasin. Data was collected through giving creative thinking tests which have analytical, open minded, problem solving, organization, communication. Data were analyzed using descriptive statistics, n-gain, and effect size. The results of the study resulted in a significant increase in the creative thinking skills of prospective teacher students with $\eta^2 = 5\%$. Thus it can be concluded, blended learning is effective in enhancing the creative thinking skills of prospective teacher students. In addition, further research is needed on lesson study based blended learning which can improve other higher-order thinking skills. (Approx. 165 words)

Keywords: lesson study based blended learning, creative thinking, prospective teacher

Topic: Improvement teaching and learning experience

[ABS 86]
**THE EFFECT OF MODUL BASED MARKET PLACE ACTIVITY MODEL ON
STUDENT LEARNING OUTCOMES IN REDOX MATERIALS CLASS X SMA
ALKHAIRAT LABUHA, SOUTH HALMAHERA**

Zulkifli Zam Zam, Fadjria Nurhalis, Sudir Umar

Universitas Khairun

Abstract

This research was conducted to determine the effect of the Market Place Activity model on student learning outcomes of class X SMA Alkhairat Labuha on the oxidation reduction reaction material and the influence of the place activity market learning model on student learning outcomes on oxidation reduction material. The research design used is pre-experiment with one group-pretest-post test design. The population in this research was all students of class X with a total of 64 students, and the research sample was taken from one class, namely class X IPA-2 with a total of 20 students. Data collection techniques using test techniques. To analyze the cognitive learning outcomes used the t test based on SPSS version 21, then the gain test to calculate the increase in cognitive, effective and psychomotor learning outcomes on redox material. The effect of this model is in accordance with the results of hypothesis testing using SPSS 21.0 with paired sample analysis test. t-test is significant >0.05 , the value of $t\text{-count} > t\text{-table}$ or $12.016 > 1.729$ is obtained. The magnitude of the effect of increasing student learning outcomes of class X SMA Alkhairat Labuha by using the Market Place Activity (MPA) learning model on oxidation reduction material with gain score analysis is 0.3 with moderate interpretation (Approx. 205 words)

Keywords: Learning Model, Market Place Activity, Learning Outcomes

Topic: Improvement teaching and learning experience

THE ROLE OF THE TEACHER IN DEVELOPING THE STUDENT LEARNING COMMUNITY

Agni Danaryanti^{1,a}, Rizki Amalia^{1,b}, Siti Mawaddah^{1,c}, Hidayah Ansori^{1,d},

¹)*Universitas Lambung Mangkurat, Banjarmasin*

Corresponding author: amaliarizki@ulm.ac.id

Abstract

To improve teacher professionalism sustainably, since 2006 Lesson Study has been developed by the Ministry of Education and Culture as a model for developing teacher professionalism through a nursing approach. Through the plan, do, and see steps that have been applied to lesson study, it is proven that it can improve teacher competence and learning quality. The formulation of the problem in this research is: Through the media of Lesson Study assistance, how is the ability of SMP / MTs teachers in building student learning communities at the Piloting Lesson Study School in South Kalimantan, while the purpose of the study is to determine the ability of teachers to build student learning communities in preliminary activities, core activities, and closing activities in the learning process. The population in this study were SMP / MTs teachers in the 2013 Piloting Lesson Study school in South Kalimantan, and the sample was teachers in the piloting lesson study schools in Barito Kuala Regency (SMPN 1 Anjir Muara, SMPN Barambai) and Banjar Regency (SMPN 8 and SMPN 14). Banjarbaru). The target of this research is the teachers of Mathematics and Natural Sciences (Mathematics and Natural Sciences) in the target schools, both those who are involved in Bimtek and those who are not involved. Data collection techniques through observation and interviews. Based on the analysis of the research results, it can be concluded that the ability of SMP / MTs teachers in building student learning communities in lesson study pilot schools in South Kalimantan, namely (1) in the preliminary activities, teachers do not take advantage of perceptions and motivation as inspirational media to build student learning communities, (2)) in core activities, teachers are less innovative and creative in utilizing and empowering various kinds and forms of media as a learning resource for students, (3) at the closing activity there is no effort made by the teacher to build student learning communities because teachers do not carry out self-reflection related with abilities that have been mastered by students.

Keywords: teacher ability, learning community, lesson study

[ABS 88]
**LOW EDUCATION, NOT WORKING AND COMING FROM
UNDERPRIVILEGED HOUSEHOLDS CAUSE WOMEN IN URBAN AREA TO
PRACTICE KAWIN ANUM**

Norma Yuni Kartika¹ Sopyan² Siti Nurhalisa³ Yulika Puspita Sari³

¹Lecturer at Geography Study Program, Faculty of Social Science and Political Science, Lambung Mangkurat University

²Statistician, BKKBN Representative of South Kalimantan Province

³Student at Geography Study Program, Faculty of Social Science and Political Science, Lambung Mangkurat University, Banjarmasin, Indonesia

²corresponding author, Telp.+6281286219785 , E-mail address:
sopyanbkkbn@gmail.com

Abstract

This paper is to examine the factors which cause the practice of kawin anum in the urban areas of South Kalimantan. Since the low age of first marriage is common in rural areas, it becomes an interesting subject to be studied further when it happens in the urban areas. This study analyzes the data of the 2017 Indonesian Demographic and Health Survey (IDHS) as a baseline in secondary data analysis methods. Population in the study were 633 women in South Kalimantan aged 15-49 who had been married. The samples in this study were 300 women aged 15-49 who had been married and lived in urban areas of South Kalimantan. The samples in this study was divided in two since it was a case control study. Case sample was 34 women who were married for the first time under 16 years old. The control sample was women who married at the age of 16 years or above and there were 266 respondents. The analysis was conducted by using multivariate analysis. The results of the analysis show that the factors causing kawin anum in the urban areas of South Kalimantan are low level of education, not participating as workforce and originally from poor households. (Approx. 202 words)

Keywords: education, working, welfare, kawin anum

Topic: Improvement teaching and learning experience

[ABS-89]

THE METHOD JARIMATIKA THROUGH THE MEDIA TAKTIKJAR ANDROID-BASED IN INCREASING THE SPEED OF ARITHMETIC

Nur Fausia (a)*, Andi Muhammad Irfan Taufan Asfar (b), Sugian Nurwijaya (c)

Department of Mathematics Education STKIP Muhammadiyah Bone,
Watampone, Indonesia

(a)nurfaud57@gmail.com; (b)tauvanlewis00@gmail.com; (c)Sughyb1@gmail.com

Abstract

This study aims to improve abstract mathematical numeracy skills for Ranu Prima College students, especially in efforts to solve multiplication and division problems through the provision of 6-20 formation Jarimatika methods using students. Jarimatika method helps students to understand multiplication and division through the use of their fingers that allows students to learn while doing. This study used a sample of 25 students. The method used is the development design. The results of the research are expected that this method can increase the speed of arithmetic of students both multiplication and division. Thus it can be concluded that the use of the Jarimatic method is effective in increasing the multiplication and division ability of 6-20 formations in Ranu Prima College students. (Approx. 121 words)

Keywords: Jarimatika method, Multiplication, division, Development Design, arithmetic

Topic: Improvement teaching and learning experience

[ABS 90]

LEARNING DESIGN: INTEGRATED LOCAL TRADITION MADDAWA-DAWA, MAMMANU-MANU, MAPPETTUADA BASED ON ANDROID TO IMPROVE EXTRAPOLATION ABILITY

A. Nurannisa F.A (1, a), Andi Muhammad Irfan Taufan Asfar (1, b), Andi Muhammad Iqbal Akbar Asfar (2, c)*

⁽¹⁾Department of Mathematics Education, STKIP Muhammadiyah Bone, Watampone, Indonesia

⁽²⁾Doctoral Program of Educational Science State of Makassar University, Makassar, Indonesia

^(a)andinurannisa30@gmail.com; ^(b)tauvanlewis00@gmail.com; ^(c)andiifalasar@gmail.com

Abstract

Extrapolation ability is the ability to understand concepts that need to be improved, because mathematics is concerned with abstract and hierarchical concepts. One of the efforts that can be made to improve extrapolation skills is through the integration of local cultural traditions that have an educational philosophy. This article aims to review the integrated learning design of the local traditions Maddawa-dawa, Mammanu-manu, Mappettuada based on android towards extrapolation ability. This study uses a qualitative paradigm with descriptive methods. Based on a series of methods, the results show that the integrated learning design of the local traditions of Maddawa-dawa, Mammanu-manu, Mappettuada based on android has a positive influence on extrapolation abilities, so it is feasible to be applied in the learning process. (Approx. 121 words)

Keywords: Local tradition (Maddawa-dawa, Mammanu-manu, Mappettuada), Android application, Extrapolation ability

Topic: Improvement teaching and learning experience

[ABS 91]

**DISTANCE LEARNING WITH THE APPLICATION OF EDMODO AND VIDEO
CONFERENCING JITSI MEET EFFECTIVE?**

Andi Muhammad Irfan Taufan Asfar (a), Andi Muhamad Iqbal Akbar Asfar (b*)*

^(a)Department of Mathematics Education STKIP Muhammadiyah Bone,
Watampone, Indonesia; tauvanlewis00@gmail.com

^(b)Department of Chemical Engineering, State Polytechnic of Ujung Pandang,
Makassar, Indonesia; andiifalasar@gmail.com

Abstract

Distance learning intensely used since the outbreak of the corona virus that requires the lecture is done from home. A variety of applications to support distance learning including the application of Edmodo as a learning management system and video conference jitsi meet to optimize lectures online. The purpose of this study to see the effectiveness of the lecture by using the app Edmodo with or without a video conference, Jitsi Meet in reducing students' mistakes in answering the questions given. Research design using experimental type posttest only group control design. The object of research consists of two classes, namely class control and class comparison. The results of the analysis indicate the Use of an Edmodo integrated application Jitsi Meet provides advantages compared to only using the Edmodo course because it can reduce the students' mistakes in answering questions by 50%. (Approx. 141 words)

Keywords: Distance learning- Edmodo- jitsi meet- study from home- media online learning

Topic: Improvement teaching and learning experience

CONFERENCE AGENDA

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
DAY 1; September 1st				
1	Registration	8:30 - 9:00	Comittee	https://zoom.us/webinar/register/WN_ULNPIeUISeeq8tY_ib9kyw
2	Opening Indonesia Raya	9:00 - 9:10	MC: Dini Noor Arini, M.Pd.	
	Speech by The Chairman	9:10 - 9:20	Dr. Hj. Atiek Winarti (Chairman of the Conference)	
	Speech by ALSI Leader	9:20 - 9:30	Prof. Sumar Hendayana, PhD (ALSI Leader)	
	Speech by Dean of FKIP ULM	9:30 - 9:40	Dr. Chairil Faif Pasani, M.Si (Dean of FKIP ULM)	
	Speech by Rector of ULM	9:40 - 9:50	Prof. Dr. Sutarto Hadi, M.Si, M.Sc (Rector of Universitas Lambung Mangkurat)	
3	Do'a	9:50 - 10:00	Ahmad Muhiddin, SE	
4	Keynote Speaker	10:00 - 12:00	1. Prof. Manabu Sato (University of Tokyo, Japan)	
		12:00 - 13:00	2. Dr. Sui Lin Goei (Vrije Universiteit Amsterdam, Netherlands)	
5	Break	13:00 - 13:30	Break	
6	Keynote speaker (cont.)	13:30 - 14:30	3. Prof. Dr. Sutarto Hadi, M.Si, M.Sc (Universitas Lambung Mangkurat, Indonesia)	https://zoom.us/webinar/register/WN_ULNPIeUISeeq8tY_ib9kyw

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
7	Plenary Session	Room 1		https://zoom.us/j/99600948979?pwd=VFNRNXlxaigrMIRiVWI3dXVZa1hWUT09
		14:30 - 15:00	1. Dr. Asim Das (Dhaka University – Bangladesh)	
		15:00 - 15:30	2. Dr. Erlina Ronda (University of Philipines – Philipines)	
		15:30 - 16:00	3. Kanako Kusanagi Ph.D (University of Tokyo – Japan))	
		16:00 - 16:30	QnA Session	
		Room 2		https://zoom.us/j/95218569708?pwd=dmtaeCtORGZ2aElzbFhieEVcc2ttUT09
		14:30 - 15:00	1. Dr. Jiang Heng (Nanyang Institute of Education – Singapore)	
		15:00 - 15:30	2. Dr. Aznan Che Ahmad (Universiti Sains Malaysia – Malaysia)	
		15:30 - 16:00	3. Arif Hidayat, Ph.D.Ed. (Indonesia University of Education - Indonesia)	
		16:00 - 16:30	QnA Session	
		Room 3		https://zoom.us/j/95815334551?pwd=Z1phL3F1YS9QTDNiMGJQmU5dzdPZz09
		14:30 - 15:00	1. Prof. Sungjoo Yoo (Seoul National University - Korea)	
		15:00 - 15:30	2. Prof. Dr. Ersis Warmansyah Abbas (Univesitas Lambung Mangkurat – Indonesia)	
		15:30 - 16:00	3. Dr. Sumardiyono (SEAQIM - Indonesia)	
		16:00 - 16:30	QnA Session	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
8	Technical Meeting for Presenter	16:30 - 17:00	Dewi Dewantara, M.Pd.	https://zoom.us/j/97908697921?pwd=b2pxYzZ0YWlncklXZWhrMGszdmx5QT09
DAY 2; September 2nd				
1	Keynote Speaker	9:00 - 10:00	Prof. Masami Isoda (Tsukuba University – Jepang)	https://zoom.us/webinar/register/WN_fkOk0WhoQ7Skz5F1Ml1C-w
		10:00 - 11:00	Prof. Sumar Hendayana, Ph.D. (Indonesia University of Education - Indonesia)	
2	Break	11:00 - 11:15	Break	
3	Video Learning Observation (Room 1, 2, and 3)	11:15 - 12:30	Room 1	https://zoom.us/j/96659055622?pwd=OS9rczVkbzdLKzMSR1hyNXVDbWU0dz09
			Elementary School - SD Muhammadiyah 8 Batu, Malang	
		11:15 - 12:30	Room 2	https://zoom.us/j/99396129425?pwd=dk5xSVY3dkkva01d1JONXh6NnImZz09
			Junior High School - SMP Negeri 1 Jatinangor, Sumedang	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		11:15 - 12:30	Room 3	https://zoom.us/j/93399857594?pwd=b2dPQkw0MWI1aFE2L01rNFMwenFFQT09
			Senior High School - SMA Negeri 7 Banjarmasin	
4	Break	12:30 - 13:00	Break	
5	Symposium (Room 1 - 6)	13:00 - 14:30	Room 1	https://zoom.us/j/92785761733?pwd=TFIRQUhSbVAvMGRmZHFzZ2RKY2psdz09
			Sui Lin Goei (Vrije Universiteit Amsterdam, Netherlands)	
		Tina Hayati Dahlan (Indonesia University of Education - Indonesia)		
		Room 2		
		13:00 - 14:30	Kanako Kusanagi (University of Tokyo - Japan)	
			Yohana Dhita Mahayani (St Yoseph School - Indonesia)	
Kzuhiko Nambu (Bunkyo Gakuin University - Jepang)				
13:00 - 14:30	Room 3	https://zoom.us/j/94088172832?pwd=d1lUWkwzNlJCSjYzbidNeVpDbjNSQT09		
	Arif Sholahuddin (University of Lambung Mangkurat - Indonesia)			

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		13:00 - 14:30	Room 4	https://zoom.us/j/95755898093?pwd=QU5aWHdneXVPS0FzbWFnNaTJSUllBdz09
			Yoshiaki Shibata (University of Nagoya - Japan)	
			Sumar Hendayana (Indonesia University of Education - Indonesia)	
			Fauzan Ahdan (University of Nagoya - Japan)	
		13:00 - 14:30	Room 5	https://zoom.us/j/96472736001?pwd=MlFVTC9Ma2E4NlBHVVpneFRwRzFvZz09
			Board of Education, School Supervisor, and School Principal of Sumedang District – Indonesia	
			a. H. Agus Wahidin, S.Pd., M.Si.	
			b. Drs. Edi Suwardi, M.Pd.	
			c. Nunung Nurhayati, S.Pd.	
			d. Iis Timiyati, S.Pd.	
		e. Tuti sugiarti, S.Pd., M.Pd.		
		13:00 - 14:30	Room 6	https://zoom.us/j/94923330832?pwd=MzhWUllPS2p3MDJzRE9DTXRtaGJYdz09
			Ahmad Afif Supianto (Brawijaya University - Indonesia)	
			Arif Hidayat (Indonesia University of Education - Indonesia)	
		6	Round table	14:30 - 16:00
2. Seoul National University				
3. Indonesia University of Education				
4. National University of Malaysia				

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
			5. Malang State University 6. Singa Perbangsa University 7. Hiroshima University 8. Vrije Universiteit of Amsterdam 9. University of Lambung Mangkurat	
7	ALSI Meeting	16:00 - 17:00	Prof. Sumar Hendayana, PhD (ALSI Leader)	https://zoom.us/j/98399969187?pwd=Mi9JTjJZQnBYWnZOOWRWaXR1MGRuUT09

DAY 3; September 3rd

ROOM 1				
1	Parallel Classroom Session 1 (4 Rooms)	9:00 - 9:10	[ABS-6] Training critical thinking skills, communication skills and self-efficacy students using scientific critical thinking (sct) model Rusmansyah, Rizky Nur Analita, Almubarak, Abdul Hamid	https://zoom.us/j/98569203247?pwd=QzhLaVhGOHFGbllKZTNxc1JWQzZpZz09
		9:10 - 9:20	[ABS-7] Guided inquiry assisted by metacognitive questions to improve students- metacognitive skills and conceptual understanding Syahmani, Parham Saadi, Devi Clarita	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		9:20 - 9:30	[ABS-8] Personal satisfaction for global engagement: Indonesian students attitudes towards intercultural competence and their English learning motivation. Rut Chaikivska, Ahmad Bukhori Muslim	
		9:30 - 9:00	Questions and Answers Session	
		9:40 - 9:50	[ABS-9] Leadership style. A panacea for school Improvement in 4.0 Era Peter Lameck Mduwile	
		9:50 - 10:00	[ABS-11] Strategies to improve the quality of online Indonesian language education in china during the pandemic of COVID-19 Zhang Lidong	
		10:00 - 10:10	[ABS-12] Students mathematical literacy in solving wetlands contextual problems Iskandar Zulkarnain, Taufiq Hidayanto, Kamaliyah	
		10:10 - 10:20	Questions and Answers Session	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		10:20 - 10:30	[ABS-13] Factors underlying problems in developing ideas for essays writing: efl students perceptions Jumariati	
		10:30 - 10:40	[ABS-14] The importance of corrective feedback in teaching speaking, notes from a lesson study Diani Nurhajati, Dewi Kencanawati	
		10:40 - 10:50	[ABS-15] Development of a microteaching learning model based on experiential learning through the role of models and groups to improve teaching skills Yudi Supiyanto, Heni Sulistyningrum, Henny Sri Astuty	
		10:50 - 11:00	Questions and Answers Session	
		11:00 - 11:10	[ABS-16] Pengembangan program belajar dari rumah pada masa pandemi COVID-19 melalui pembelajaran tematik terintegrasi berbasis proyek di smp negeri 3 tanjungsari Asep Supriatna	
		11:10 - 11:20	[ABS-17] Inquiry based learning on teaching speaking to students second semester of english language education Dyah Kurniawati, Sasmiantini,	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		11:20 - 11:30	[ABS-18] E-learning management to enhance student learning independence in the pandemic COVID-19 era Dumiyati, Candra Aeni	
		11:30 - 11:40	[ABS-19] The development of mathematics learning model based on ethnomathematics in the context of bugis culture Syarifuddin, Nirfayanti	
		11:40 - 12:00	Questions and Answers Session	
ROOM 2				
		9:00 - 9:10	[ABS-20] The development of entrepreneurial learning model based on project-based learning during COVID-19 pandemic on economics education students of Unirow Tuban Henny Sri Astuty, Yudi Supiyanto, Arif Unwanullah	
		9:10 - 9:20	[ABS-21] Pendidikan di masa pandemi COVID-19 melalui pembelajaran dari rumah (bdr) di smpn 1 jatigede kabupaten sumedang Sofwan Gozali	https://zoom.us/j/95518104173?pwd=N0p1N29NQlk0RkVUU3dNVnM2aFdpZz09
		9:20 - 9:30	[ABS-22] Lesson study: a model of reconstruction of teacher-s pedagogical experiences Sudirman Siring	
		9:30 - 9:40	Questions and Answers Session	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		9:40 - 9:50	[ABS-23] Correlation of motivation with student learning outcomes of teacher professional education in chemistry in online learning Iriani Bakti, Harja Santana Purba, Nur Amelia Anggreyeni	
		9:50 - 10:00	[ABS-24] Pengaruh methods in lesson study language education and motivation the result reading students Huriyah, Muchlas Suseno, Eva Lailiyanti	
		10:00 - 10:10	[ABS-25] Extensive reading: is mission possible? Cayandrawati Sutiono	
		10:10 - 10:20	Questions and Answers Session	
		10:20 - 10:30	[ABS-26] Quality improvement of guiding online-first field practice training through use of reflective essay and lesson study Herawati Susilo, Ahmad Kamal Sudrajat	
		10:30 - 10:40	[ABS-27] Online method of thermal comfort learning in architecture Akbar Rahman, Ibnu Saud	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		10:40 - 10:50	[ABS-28] What pre-service biology teacher learn from lesson study practice in planning biology learning scenario? An interview study Ummi Nur Afinni Dwi Jayanti, Miza Nina Adlini	
		10:50 - 11:00	Questions and Answers Session	
		11:00 - 11:10	[ABS-29] Inevitability of interactive learning media based on writing skills in the new civilization era K, Kustyarini, Sri Utami, Endang Koesmijati	
		11:10 - 11:20	[ABS-30] The development of cross-cultural competency strategy of business english student through online interview project Muh. Safar Nur, Auliyanti SN	
		11:20 - 11:30	[ABS-31] Pedagogical competency profile of prospective teacher students in online learning viewed from different genders Ahmad Kamal Sudrajat, Herawati Susilo	
		11:30 - 11:40	[ABS-32] Educator perceptions of online learning as a result of COVID-19 Novita Maulidya Jalal, Nurul Habiba Makkatenni	
		11:40 - 12:00	Questions and Answers Session	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
ROOM 3				
		9:00 - 9:10	[ABS-33] Description of the psychological impact of entrepreneurship education on vocational vocational students Novita Maulidya Jalal, Muliana	https://zoom.us/j/93247562505?pwd=YlJpcVBub0liMEFMWjFKZ3B6MWJiQT09
		9:10 - 9:20	[ABS-34] Positive parenting psychoeducation to increase parenting self efficacy in accompanying children when stay at home during the covid pendemic 19 Muhammad Daud, Dian Novita Siswanti, Novita Maulidya Jalal	
		9:20 - 9:30	[ABS-81] Analysis of Students^ Higher Order Thinking Skills (HOTS) Ability in Matrix Subjects Chairil Faif Pasani, Yuni Suryaningsih	
		9:30 - 9:40	Questions and Answers Session	
		9:40 - 9:50	[ABS-36] Improvement of learning outcomes through play learning models in materials of big ball game Ramadhan Arifin, Mita Erliana, Ahmad Faisal	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		9:50 - 10:00	[ABS-37] Implementation of advocacy learning model as a predictor of student's learning outcomes Ferdinant Alexander, Zummy Anselmus Dami, Wande Yuderson Silla, Leryani Mince Maria Manuain	
		10:10 - 10:10	[ABS-38] Nurturing higher order thinking skills (HOTS) amongst english teachers via lesson study Noel Jimbai Balang, Zamri Mahamod, Nor Aishah Buang	
		10:10 - 10:20	Questions and Answers Session	
		10:20 - 10:30	[ABS-39] Strengthening historical thinking skills through transcript-based lesson analyses model in the lesson of history Ersis Warmansyah Abbas, Syaharuddin, Mutiani, Heri Susanto, Helmi Akmal	
		10:30 - 10:40	[ABS-40] Improvement of creative thinking skills and cognitive learning outcomes in the implementation of guided inquiry learning models Elvira Harum Permatasari, Ibrohim, Amy Tenzer	
		10:40 - 10:50	[ABS-41] Improvement of science literacy and cognitive learning outcomes in the implementation of guided inquiry learning models Nanda Choirun Nisa Zahrotul Mufida, Ibrohim, Abdul Ghofur	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		10:50 - 11:00	Questions and Answers Session	
		11:00 - 11:10	[ABS-42] Improvement of critical thinking skills and cognitive learning outcomes of xith grade students sman 2 Malang through guided inquiry learning models Risma Afrida Rosania, Ibrohim, Nursasi Handayani	
		11:10 - 11:20	[ABS-43] Improvement of metacognitive skills and cognitive learning outcomes of xith grade students sman 2 malang at biology subjects through guided inquiry learning models Aini Fathiyatur Rohmah, Ibrohim, Amy Tenzer	
		11:20 - 11:30	[ABS-44] Cognitive-behavioural counselling with modelling and self-management techniques as predictor self-affiliation Zummy Anselmus Dami, Yanjumseby Yeverson Manafe, Marlon Butarbutar, Yenny Anita Pattinama, Sri Wahyuni	
		11:30 - 11:40	[ABS-45] The effectiveness of online learning models based on the cooperativeness and language politeness in Indonesian language lecture Dina Mardiana	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		11:40 - 12:00	Questions and Answers Session	
ROOM 4				
		9:00 - 9:10	[ABS-46] Ethnomathematics of the Jami Mosque Jingah river as a source option for student mathematics learning in pandemic time COVID-19 Noor Fajriah, Yuni Suryaningsih	https://zoom.us/j/98057981828?pwd=WXJ5WkJTYnRKVmViaWdmWGpCb2hSQT09
		9:10 - 9:20	[ABS-47] Implementation of lesson study in plant physiology subjects during the pandemic of COVID-19 Riya Irianti, Noorhidayati	
		9:20 - 9:30	[ABS-48] Development of pictorial booklets as a learning resources of human motion system Noorhidayati, Maulana Khalid Riefani, Eisyah Hanina Hidayati	
		9:30 - 9:40	Questions and Answers Session	
		9:40 - 9:50	[ABS-49] Meta-analysis of the impact of hybrid project based learning model on critical thinking skills of learners Hena dian Ayu, Ahmad Muttaqin, Riska Setyo Utami, Risa Dewi Munika	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		9:50 - 10:00	[ABS-50] Critical thinking ability of students in matrix course Chairil Faif Pasani, Kamaliyah	
		10:00 - 10:10	[ABS-51] Validity of scientific approach-based lesson plan: building the characters of curiosity and responsibility of learners in junior high school Chairil Faif Pasani, Ratna Yulinda, Rizky Febriyani Putri	
		10:10 - 10:20	Questions and Answers Session	
		10:20 - 10:30	[ABS-52] LFH during the COVID-19 pandemic based on pjbl integrated basic ipa competencies to foster creativity and independence of students in class viii d SMPN 4 Sumedang Ai Deti Heryanti	
		10:30 - 10:40	[ABS-53] Mathematics communication skills of students in mathematics learning using the model discovery learning Iskandar Zulkarnain, Elli Kusumawati, Siti Mawaddah	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		10:40 - 10:50	[ABS-54] Analysis of number sense capabilities for prospective mathematics teachers Siti Mawaddah, Rahmita Noorbaiti, Aliya Ulfah	
		10:50 - 11:00	Questions and Answers Session	
		11:00 - 11:10	[ABS-55] Peningkatan kreativitas peserta didik melalui pembelajaran berbasis proyek dengan stem pada materi ekosistem Zunnurin Isnaini dan Yayuk Sudarwati	
		11:10 - 11:20	[ABS-56] Emotional social development of 4 years old children in pandemic time (COVID-19) Dewi Ratih Rapisa, Hayatun Thaibah	
		11:20 - 11:30	[ABS-57] The role of the community in the existence of manopeng banjar banyur luar village during the COVID-19 pandemic Rusma Noortyani, Putri Yunita Permata Kumala Sari	
		11:30 - 11:40	[ABS-58] What does the student's scientific attitude look like in learning physics? Ayu Kusuma Dewi Handayani, Nurussaniah, Anita	
		11:40 - 12:00	Questions and Answers Session	
2	Break	12:00 - 13:00	Break	

No	Activities	Time	Speakers	Link	
		WITA (GMT + 8)			
3	Parallel Classroom Session 1 (4 Rooms)	ROOM 1			https://zoom.us/j/91534774783?pwd=NWYyOGlhZDdiV1ZrNGhhZ2FFRmxBZz09
		13:00 - 13:10	[ABS-59] How to train problem solving skills in physics using authentic learning Mustika Wati, Safiah, and Misbah		
		13:10 - 13:20	[ABS-64] Literature study of the implementation of problem based learning (pbl) to student science literation abilities Ellyna Hafizah, Siti Nurhaliza		
		13:20 - 13:30	[ABS-61] Implementation of the scientific approach to poetry appreciation learning at SMP Negeri 1 Banjarmasin Ahsani Taqwiem, Rahmat Syafari		
		13:30 - 13:40	Questions and Answers Session		
		13:40 - 13:50	[ABS-62] The use of lesson study to enhance prospective teachers^ questioning skills in the intership program Noor Eka Chandra		
		13:50 - 14:00	[ABS-63] Special needs education: a perception on the students difficulties in english language learning Dini Noor Arini, Raisa Fadilla		

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		14:00 - 14:10	[ABS-60] Research trend on scientific literacy improvement in indonesia: a bibliometric study Sauqina, Ellyna Hafizah, Syahmani	
		14:10 - 14:20	Questions and Answers Session	
		14:20 - 14:30	[ABS-65] Field guide book of birds in the shore area as independent learning resource Maulana Khalid Riefani, Mochamad Arief Soendjoto, Nurul Hidayati Utami	
		14:30 - 14:40	[ABS-66] The analysis student skill for using microscope and visual representations Nurul Hidayati Utami, Maulana Khalid Riefani	
		14:40 - 14:50	[ABS-67] society 5.0 in education: higher order thinking skills Wardawaty, Prima Mytra, Sabinus Rainer Natalis Christi	
		14:50 - 15:00	[ABS-68] Parental participation in increasing children's multiple intelligence Sance Mariana Tameon, Jeheskial Saudale, Tri Oktavia Oematan	
		15:00 - 15:20	Questions and Answers Session	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
ROOM 2				
		13:00 - 13:10	[ABS-69] Kerja sama guru SLB dan orang tua dalam mendampngi siswa berkebutuhan khusus belajar dari rumah selama masa pandemi COVID-19 Dewi Ratih Rapisa Eviani Damastuti	https://zoom.us/j/98432151512?pwd=OHNXbUdYUDdPSnprdk1FekMvT1BWZz09
		13:10 - 13:20	[ABS-70] How to develop hots problems with wetland environmental context?: A case on mathematics in junior high school Karim, Agni Danaryanti, Asdini Sari, Andriyani	
		13:20 - 13:30	[ABS-71] Content of cuprum in the water and catfish (Pangasius pangasius) at the Barito River in Banjar Raya port area as a teaching material Bunda Halang, Kaspul, Akhmad Maulana	
		13:30 - 13:40	Questions and Answers Session	
		13:40 - 13:50	[ABS-72] Using focus word of transcript based lesson analysis to make meaningfull learning Syahmani, Mustika Wati, Atiek Winarti, Arif Sholahuddin, Sri Amintarti	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		13:50 - 14:00	[ABS-73] How to improve teachers^ capacity in managing mathematics learning?: a case study of the application of transcript based lesson analysis Agni Danaryanti, Karim, Sutarto Hadi, Chairil Faif Pasani, Harja Santana Purba, Kamaliyah	
		14:00 - 14:10	[ABS-75] Create an interactive video about alternative energy sources from plants to optimize student creativity Dewi Dewantara, Saiyidah Mahtari	
		14:10 - 14:20	Questions and Answers Session	
		14:20 - 14:30	[ABS-77] The students learning habit and online learning improvement during COVID-19 pandemic Yuyun Febriani, Hartini Haritani, Tri Puspita Yuliana, Puspawan Hariadi, Ersi Arviana Ihsan	
		14:30 - 14:40	[ABS-78] Relationship between scientific attitudes and GPA in biology teacher candidates Sri Amintarti, Nurul Hidayati Utami, Maulana Khalid Riefani	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		14:40 - 14:50	[ABS-79] Children listening skill through lesson study activity at Telkom preschool group B1 in Ternate Farida Samad, Rosita Wondal, Nurhasanah	
		14:50 - 15:00	[ABS-80] Conception analysis of vocational high school students majoring of chemical analysis on substance change topics using four tier multiple choice instruments Romario Abdullah, Masrid Pikoli, Nita Suleman	
		15:00 - 15:20	Questions and Answers Session	
ROOM 3				
		13:00 - 13:10	[ABS-82] Using Nuclear Physics Inquiry Virtual Laboratory Program To Improve Student's Critical and Creative Thinking Skill Sri Hartini, Liliyasi, Parlindungan Sinaga, Ade Gaffar Abdullah	https://zoom.us/j/92339908428?pwd=UEx0ZGRQCQUITSFg2MHdicklYbTI1dz09
		13:10 - 13:20	[ABS-83] Lesson Study for Learning Community in Teaching Plant Morphological Material in Muhammadiyah 8 Junior High School Batu Eko Susetyarini, Roimil Latifa, Cantia, Sri Wulan, Sri Wahyuni	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		13:20 - 13:30	[ABS-84] Lesson Studies Tighten Teacher Competence So As To Improve The Quality Of Learning And Student Learning Outcomes Of SDN Palu Barat Suherman, Supriadi	
		13:30 - 13:40	Questions and Answers Session	
		13:40 - 13:50	[ABS-85] Enhancing Creative Thinking Skills Through Lesson Study Based Blended Learning Eko Susilowati, Dewi Dewantara, Suyidno, Arif Sholahuddin, T Mayasari, N Winarno	
		13:50 - 14:00	[ABS-86] The Effect Of Modul Based Market Place Activity Model On Student Learning Outcomes In Redox Materials Class X Sma Alkhairat Labuha, South Halmahera Zulkifli Zam Zam, Fadjria Nurhalis, Sudir Umar	
		14:00 - 14:10	[ABS-97] The Role Of The Teacher In Developing The Student Learning Community Agni Danaryanti, Rizki Amalia, Siti Mawaddah, Hidayah Ansori	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		14:10 - 14:20	Questions and Answers Session	
		14:20 - 14:30	[ABS-88] Low Education, Not Working And Coming From Underprivileged Households Cause Women In Urban Area To Practice Kawin Anum Norma Yuni Kartika,Sopyan, Siti Nurhalisa, Yulika Puspita Sari	
		14:30 - 14:40	[ABS-89] The Method Jarimatika Through The Media Taktikjar Android-Based in Increasing the speed of Arithmetic Nur Fausia, Andi Muhammad Irfan Taufan Asfar, Sugian Nurwijaya	
		14:40 - 14:50	[ABS-90] Learning Design: Integrated Local Tradition Maddawa-dawa, Mammanu-manu, Mappettuada Based on Android to Improve Extrapolation Ability A. Nurannisa F.A, Andi Muhammad Irfan Taufan Asfar, Andi Muhammad Iqbal Akbar Asfar	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		14:50 - 15:00	[ABS-91] Distance Learning With The Application of Edmodo and Video Conferencing Jitsi Meet Effective? Andi Muhammad Irfan Taufan Asfar, Andi Muhamad Iqbal Akbar Asfar	
		15:00 - 15:20	Questions and Answers Session	
ROOM 4				
		13:00 - 13:10	[ABS-92] Adaptation Traditional Game Bugis Makassar (Ma Boy) the Concept of Learning to Improve the Ability of Explanation Hasriati, Andi Muhammad Irfan Taufan Asfar, Aisyah Nursyam, Andi Muhammad Iqbal Akbar Asfar, Kornedi	https://zoom.us/j/97441421044?pwd=bG9kNk1tcXhGRjV3c0VKQW8wWWliZz09
		13:10 - 13:20	[ABS-93] Etnomathematics Batik Lontara Script As A Media of Learning Geometry In Improving Math Literacy Nur Hikmah Auliana , Andi Irfan Tauvan Asfar, Yulistia Rabiullizani,	
		13:20 - 13:30	[ABS-94] The Concept Gold Learning Model to Increasing Self Efficacy of Students Andi Kasmawati, Andi Sitti Aisyah Nur, Andi Muhammad Irfan Taufan Asfar, Emmi Azis, Andi Muhammad Iqbal Akbar Asfar, Marlia Rianti	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		13:30 - 13:40	Questions and Answers Session	
		13:40 - 13:50	[ABS-95] Strengthen Students: Self-Regulation in The Immersion Model to Learn to Oral Skills Hengki, Ratna	
		13:50 - 14:00	[ABS-96] Students Attitudes Responses On Lectures Based On Climate Change Research Results Through Google Classroom Erwina Oktavianty, Reni Marlina, Husna Amalya Melati, Eka Aryati	
		14:00 - 14:10	[ABS-98] Teacher's Interaction Analyzes On Physics Learning Through Lesson Analysis (Case Study: Lesson Study Implementation in Pontianak, West Kalimantan) Erwina Oktavianty, Reni Marlina, Raga Patria	
		14:10 - 14:20	Questions and Answers Session	

No	Activities	Time	Speakers	Link
		WITA (GMT + 8)		
		14:20 - 14:30	[ABS-99] Without Science Laboratory: Can Creative Experiments Be Applied in Science Learning in Time of The Pandemic Covid-19? Suyidno, Surya Haryandi, Eko Susilowati, Binar Kurnia Prahani, Titin Sunarti, Dwi Koranto, Agus Rahman	
		14:30 - 14:40	[ABS-100] Improving critical thinking skills through lesson study based STEM education Miriam S, Susilowati E, Suyidno, Sholahuddin A, Winarno N	
		14:40 - 14:50	Questions and Answers Session	
4	Break	15:20 - 15:30	Break	
5	Token of appreciation	15:30 - 15:45	ICLIm Chairman	https://zoom.us/j/97289259648?pwd=d3ZCZUJ6enZvQ0xUR3g1d1Fob05EQT09
6	Closing ceremony	15:45 - 16:00	Dean of FKIP ULM Banjarmasin	

PARTICIPANTS PLANNER

Use this timetable to plan your attendance to help you schedule your participation.

Time (WITA)	Event	Room
<u>TUESDAY, SEPTEMBER 1ST, 2020</u>		
	Registration	
09.00-10.00	Opening Session	
10.00-14.30	Keynote speakers	
	Plenary Session	
14.30 – 15.00		
15.30 – 16.00		
16.00 – 16.30		
<u>WEDNESDAY, SEPTEMBER 2ND, 2020</u>		
09.00 – 11.00	Keynote Speaker	
11.15 - 12.30	Video Learning	
13.00 - 14.30	Symposium	
14.30 - 16.00	Doctoral Roundtable	

16.00-17.00	IALS meeting	
<u>THURSDAY, SEPTEMBER 3RD, 2020</u>		
Parallel Classroom Session 1		
08.00 -	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	
- 12.00	13.	
Parallel Classroom Session 2		
13.00 -	1.	

	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
- 15.20	10.	
15.30 - 15.45	Token Appreciation	
15.45 - 16.00	Closing Ceremony	

11th ICLS/1st ICLIm 2020



The 11th International Conference on Lesson Study (ICLS) /

The 1st International Conference on Learning Improvement (ICLIm) 2020

September 1 - 3, 2020

Theme:

VIRTUAL CONFERENCE zoom

“Creating a Teaching & Learning Innovation based on Lesson Study during the Pandemic of COVID-19”

Language Presentation:
English/Bahasa/Malay

Keynote Speakers



Prof. Dr. Masami Isoda
(University of Tsukuba)



Eisuke Saito, Ph.D
(Monash University)



Prof. Manabu Sato, Ph.D
(University of Tokyo)



Prof. Dr. Sutarto Hadi, M.Sc
(Universitas Lambung Mangkurat)



Dr. Sui Lin Goei
(Vrije Universiteit Amsterdam)



Plenary Speakers



Dr. Asim Das
(University of Dhaka)



Dr. Aznan Che Ahmad
(Universiti Sains Malaysia)



Dr. Erlina Ronda
(University of Philippines)



Prof. Sungjoo Yoo
(Seoul National University)



Kanako Kusanagi Ph.D
(University of Tokyo)



Prof. Dr. Ersis W. A.
(Universitas Lambung Mangkurat)



Dr. Jiang Heng
(Nanyang Technological University)



Arif Hidayat, Ph.D Ed.
(ALSI Indonesia)



Dr. Sumardiyono
(SEAQIM)

Symposium

Kanako Kusanagi
(University of Tokyo)
Yohana Ditta Mahayani
(St. Yoseph School, Indonesia)
Kzuhiko Nambu
(Bunkyo Gakuin University)

Sui Lin Goei
(Vrije Universiteit Amsterdam)
Tina Hayati Dahlan
(Indonesia University of Education)

Ahmad Atif Suplanto
(Universitas Brawijaya)
Arif Hidayat
(Indonesia University of Education)

Yoshiaki Shibata
(University of Nagoya)
Sumar Hendayana
(Indonesia University of Education)
Fauzan Ahdan
(University of Nagoya)

Board of Education,
School Supervisor, and
School Principal of Sumedang
District (Indonesia)

Arif Sholahuddin
(University of Lambung Mangkurat)

Publication and Indexing



Proceeding-Google Scholar Indexed
Journal Indexing SINTA 3 - 5

Topics

Learning Improvement Areas:

1. Science Education
2. Social Science Education
3. STEM Education
4. Moral and Religious Education
5. Language Education
6. Early Childhood Education
7. Special Education

Lesson Study Areas:

1. Teacher Learning
2. School Improvement
3. Methods in Lesson Study
4. Science of Learning and Development in Lesson Study
5. Lesson Study for Learning Community
6. Democratic Pedagogy
7. Cross-Culture Lesson Study



ALSI Meeting

Forum Group Discussion Communication
for Member of ALSI

Virtual Learning Observation

SMA Negeri 7 Banjarmasin
SMP Negeri 1 Jatinangor, Sumedang
SD Muhammadiyah 8 Batu, Malang



Awards

Best Presenter & Lifetime Achievement

Call for Parallel Session

Abstract Deadline : August 1st, 2020
Fullpaper Deadline : August 17th, 2020
Payment Deadline : August 21st, 2020



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Additional Paper :
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Rp. 25.000/\$ 2 USD
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Name : Noor Eka Chandra
Swift Code : BNINIDJA



Mustika Wati (085751660660)
Noor Eka Chandra (08774933075)
Dewi Dewantara (082350875552)



icli11@ulm.ac.id



http://icli11.ulm.ac.id/



