Herry Porda Nugroho Putro
Rasimin
Supardi

Kajian dan Aplikasi Pendidikan IPS Indonesia

Editor :
Mutiani
Ersis Warmansyah Abbas

EWA Banua Publishing

Herry Porda Nugroho Putro
Rasimin
Supardi

Kajian dan Aplikasi Pendidikan IPS Indonesia

Editor :
Mutiani
Ersis Warmansyah Abbas

EWA Banua Publishing

Kulit Dalam

Penulis : Herry Porda Nugroho Putro,
Rasimin, Supardi
Setting/Layout : Ersis Warmansyah Abbas
Desain Sampul : Ersis Warmansyah Abbas
Pemeriksa Aksara : Mutiani
Cetakan Pertama : Maret 2024

Diterbitkan oleh:
EWA Banua Publishing
Kode Terbit: 2024-03-13-**00**04
Banjarbaru

ISBN :

Kajian dan Aplikasi Pendidikan IPS Indonesia

EWA Banua Publishing

Kulit Dalam

Sanksi Pelanggaran Pasal 72:
Undang-Undang Nomor 19 Tahun 2002
tentang Perubahan atas Undang-Undang Nomor 12 Tahun 1997
tentang Hak Cipta

1. Barang siapa dengan sengaja dan tanpa hak mengumumkan atau memperbanyak suatu ciptaan atau memberi izin untuk itu, dipidana dengan pidana penjara masing-masing paling singkat 1 (satu bulan dan/atau dengan paling sedikit Rp1.000.000.00 (satu juta rupiah) atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp.5.000.000.000,00 (lima miliar rupiah).

2. Barang siapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta sebagaimana dimaksud dalam ayat (1), dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau dengan paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

Kulit Dalam

Pengantar Editor

Mutiani
Ersis Warmansyah Abbas

Penelitian berkenaan Pendidikan IPS, dilakukan di berbagai program studi Pendidikan IPS perguruan tinggi Indonesia, yang bukan saja secara konseptual, tetapi pada ranah aplikatif, baik untuk pembelajaran Pendidikan IPS sampai kepada pengabdian kepada masyarakat, khususnya guru-guru Pendidikan IPS. Berbekal hal tersebut, rencana Rapat Kerja Asosiasi Program Studi Ilmu Pengetahuan Sosial (APRIPSI) di Universitas Islam Negeri Mataram, Mataram 2024, sekalipun tanggal dan bulan belum dipastikan, Pengurus APRIPSI menyiapkan beberapa agenda, diantaranya menerbitkan buku Pendidikan IPS.

Berita baiknya, tiga orang Profesor Pendidikan IPS, Profesor Herry Porda Nugroho Putro (ULM, Banjarmasin), Prof. Rasimin (UIN Salatiga, Salatiga) dan Prof. Saliman (UNY, Yogyakarta) bersedia menulis bersama yang dieditori Mutiani dan Ersis Warmansyah Abbas. Tidak ada kesusahan. Berkomunikasi akrab, didiskusikan rencana Raker di Mataram dan diantaranya menulis buku. Bahan-bahan dikirim, editor melakukan tugas dan jadilah naskah buku *Kajian dan Aplikasi Pendidikan IPS Indonesia*.

Penelitian dan penulisan perihal Pendidikan IPS dirajut dalam bentuk buku agar lebih bermanfaat. Karena itu, buku *Kajian dan Aplikasi Pendidikan IPS Indonesia* dipublikasi sebagai buku konvensional dalam pilahan dunia maya sebagai *e-book*. Penerbitan buku tentu demi memenuhi kebutuhan akan informasi, gagasan dan hasil kajian Pendidikan IPS yang dimaksudkan sebagai pemicu. Artinya, semogalah gerakan menerbitkan beragam buku Pendidikan IPS menjadi giat bersama.

Tentu saja, sebagai rintisan, buku tidak bermuatan materi konfrehensif perihal Pendidikan IPS. Sekali lagi, buku *Kajian dan Aplikasi Pendidikan IPS Indonesia*, dimaksudkan sebagai pemicu dan pemacu penerbitan buku-buku Pendidikan IPS Indonesia.

Atas segala kekurangan, editor mohon maaf. Buku ini dipersiapkan dengan bentangan waktu singkat. Salam terima kasih kepada penulis dan semoga bermanfaat adanya.Aamiin Ya Rabbal Alamin.

Banjarbaru, 7 Januari 2024

Mutiani

Ersis Warmansyah Abbas

Pengantar Penulis

Herry Porda Nugroho Putro, Rasimin, Supardi

Menunaikan tugas akademik, memberi kuliah, meneliti dan pengabdian merupakan amanah akademis Insan Kampus. Tugas-tugas akademis berpilin padu dengan menulis. Sebelum kuliah menuliskan materi, setelah meneliti dan mengabdi menulis laporannya yang kemudian dijadikan tulisan akademis, dari artikel sampai buku. Menulis artikel merupakan keniscayaan sebagaimana menulis buku. Hal tersebut yang disentuh Dr. Mutiani, S.Pd., M.Pd. dan Prof. Dr. Ersis Warmansyah Abbas, BA. M.Pd.

Perkembangan program studi Pendidikan IPS Indonesia begitu marak yang tentu saja memerlukan dukungan referensi. Hal tersebut menjadikan para pendidik Pendidikan IPS tidak abai menyiapkan muatannya dari penelitian sampai penerbitan buku. Kami menyahuti sebagai tanggung jawab akademik. Menyiapkan referensi dengan menerbitkan buku.

Karena itu, begitu dihubungi dan berdiskusi singkat, kami setuju berkolaborasi menulis bersama. Kami mengirim bahan dalam bentuk artikel dan rupanya Dr. Mutiani Prof. Dr. Ersis mengolah cepat, me-*nyetting* dan me-*layout* dan jadilah *dummy* buku. Serba cepat.

Pada 18 Desember 2023 kami berdiskusi lalu mengirim tulisan, 28 Desember 2023 diminta mengirim riwayat hidup ringkas sebagai bagian identitas buku. Kami kirim, jadi dan jadilah. Dr. Mutiani dan Prof. Ersis menancapkan semangat: Januari 2024 kita memintakan ISBN kepada Perpusnas dan semoga pada Februari 2024 buku *Kajian dan Aplikasi Pendidikan IPS Indonesia* dapat kita terbitkan. Salam semangat salam karya, menulis buku. Menulis buku perihal Pendidikan IPS.

Mengapresiasi ide dan kerja serba cepat Dr. Mutiani dan Prof. Ersis, kami menghaturkan salut dan terima kasih. Semogalah buku ini bermanfaat adanya dan berkah. Menulis memerlukan perjuangan, dan tidak kalah penting moivasi dan "paksaan" dari kolega.

Salam terima kasih salam semangat salam menulis dan dengan membukukan tulisan kita berbagi.

Banjarmasin, Salatiga, Yogyakarta, 7 Januari 2024.

Herry Porda Nugroho Putro

Rasimin

Supardi

DAFTAR ISI

1. Adoption of e-Learning in Indonesian Higher Education: Innovation or Irritation?

Herry Porda Nugroho Putro, Sutarto Hadi, Ismi Rajiani,
Ersis Warmansyah Abbas, Mutiani

ABSTRACT

Advancement of information technology has led a growing number of companies to use a digital approach to learning management. Indonesian universities are following the trend by adopting e-learning to boost lecturers' performance. However, e-learning is not without challenges and failures for the technology cannot be perceived as a solution to all problems. This study investigated the influential adoption factors to adopt e-learning in higher education from the perspective of technology, people and organization. The empirical data, which consisted of 320 valid datasets were collected from lecturers in Indonesia via a self-administered paper-based questionnaire, and Structural Equation Modelling (SEM) was employed to analyze the collected data. The finding of this research advanced our understanding of the dynamics of e learning and refined the existing conclusions about perspectives of educators towards the adoption process of e-learning. Further, the current gaps between developed and developing countries on the adoption of e-learning provide an original reference on how technology, organization, and people sides influence the individuals' behaviors when adopting new technology.

Keywords : E-learning, technology, performance, lecturer, Indonesia.

I. INTRODUCTION

The rapid progression of information technology (IT) has created a learning environment in universities conducive to a digital era. The challenges and opportunities of applying IT make both researchers and practitioners focus progressively on the integration of IT with learning systems known as e-learning (Julia & Marco, 2021). Thus, traditionally considered as a supporting role to deliver teaching services (Sarbaini et al., 2019), e-learning is currently leading the digital transformation providing competitive advantage to the universities (Netanda et al., 2019). E-learning is a common terminology that covers all possible juxtapositions between performing learning and technology (Rafiee & Abbasian-Naghneh, 2021). E-learning is also regarded as a tool for increasing instructional efficiency, examining the consequences of e-learning application and revealing factors supporting or inhibiting the adoption of e-learning.

Past studies have expressed confidence on the prospects of e-learning improving instructional efficiency (Beinicke & Kyndt, 2020; Wang et al., 2021). The empirical evidence displays various apprehensions that the adoption of IT does not always result in better learning outcomes. For instance, Zalazar-Jaime et al. (2021) found out that instead of freeing up the time of lecturers, the implementation of e-learning merely headed to an escalation in technology-related activities replacing administrative matters, without any enhancement in learners' satisfaction. A different point of view is also observable where some scholars assume technological determinism Szablewicz (2020) where they conceptualize technology at the first level and downplay the significance of vital social processes in producing organizational outcomes and regard the actors' attitudes and behaviors is functional and following established model. On the other hand, some studies take for granted the superiority of human activities over technology (Fregnan et al., 2020). The first stream, technological determinism, reflects an underlying positivist paradigm in which technology is a distinct independent measurable variable that has predictive consequences in organizations. The second stream treats technology as an emergent concept that evolves over time and context and thus reflects a more post-positivism perspective.

Indonesia as a developing country is technologically qualified and well-prepared for implementing e learning in public universities (Sarbaini et al., 2019). However, the adoption of e-learning in Indonesia has not been acknowledged at this point to the degree and impact similar with developed countries or some developing countries. One of the essential reasons that e-learning has not been to a great extent grasped in Indonesia is the absence of adequate imminent examinations dedicated to figure out what variables drive and impact client's observations and points of view towards selection of e-learning advancements. Existing research has examined a relationship between e-learning and the quality of instruction Rahayu (2021) neglecting the effect of e-learning practices on university-level outcomes, such as lecturers' performance. Moreover, the existing e-learning models have been established in Europe and the United States reflecting westerners' practices and beliefs. Till date, very little is known about the use of e-learning and its impact on higher education outcomes particularly in South East Asia. Therefore, this research aims to fill this gap by investigating e-learning practices to improve lecturers' performance in operationally, relationally, and transformational manner in the workplaces of state universities in Indonesia by integrating technology factors, organization factors, and people factors.

This study comprises five parts. Subsequent to the introduction, the second part reviews previous studies to show the association between technology acceptance, organizational resources, employees' knowledge, e learning adoption, and transformational performance. The focus isto prioritize on the readinessto adopt e-learning to boost lecturers' transformational performance. This literature review section also guided the generating of hypotheses of the study. The third part describes research design, research methodology, data collection methods and other techniques of data analysis used in the study. The fourth part explains the findings and results and discusses the data generated on the association between technology acceptance, organizational resources, employees' knowledge, e-learning adoption, and transformational performance within Indonesian university settings. The last section is the conclusion showing implications and future research as well.

II. LITERATURE REVIEW

1. E-learning

E-learning is integration between mechanisms and contents of learning and Information Technologies (Shin, 2019). Researchers studying the effects of IT on learning have defined e-learning as 'the (planning, implementation and) application of IT for both networking and supporting at least two individual or collective actors in their shared performing of teaching activities' (Pretorius et al., 2019; Yang et al., 2021). More recently, it is described as 'the application of computers and telecommunication devices to collect, store, retrieve, and disseminate learning material for instructional purposes' (Garzón-Artacho et al., 2021). Researchers studying IT-enabled changes in the learning function have chosen to define e-learning as 'the administrative support of the learning function in educational organizations by using internet technology' (Julia & Marco, 2021); or being 'a way of implementing learning strategies, policies, and practices in organizations through the conscious and direct support of and/or with the full use of channels based on web-technologies' (Alsahlawi, 2021; Baydar & CETIN, 2021; Hamsal et al., 2021; Martini et al., 2020).

Thus, we define e-learning in this study as the integration of IT and the instructional field of scholarly inquiry emphasizing all the teaching-and-learning content shared through IT that aims to make learning processes distinctive and consistent, more efficient across organizations for targeted users. Past literature has also suggested that e-learning has the potential to improve instructional service quality (Jordaan & Coetzee, 2021; Szablewicz, 2020), which is adhered upon in this study.

2. Technology acceptance

Sayeed and Onetti (2018) claimed that factors impacting e-learning adoption could be theoretically categorized into technology, organization, and people factors. E-learning as a field of study is built around technology, prioritizing the discovery of its implementation consequences for learning interaction and practices. Empirical studies on e-learning rarely make a difference between technology and the notion of e-learning (Julia & Marco, 2021), analyzing it as an organizational-level that incorporates everything and everyone into some system (Rajiani & Ismail, 2019).

The technology acceptance model suggests that actual usage behavior is dependent on the intention to use a technology as well as the attitude towards the system (Arfi et al., 2021). To supply extra readability about the e-learning concept as a configuration of the hardware, software and verbal exchange technology, Szablewicz (2020) identified IT as a physical entity separated from people but comprises organizational processes. From this perspective, technology is regarded as an entity carrying out organizational processes, whilst actors' behavior can be decided by recognized e-processes. The technical attributes of a new IT system significantly impact the end-users' acceptance (Harlie et al., 2019). Prior studies point out that users' genuine adoption conduct in the direction of a given technology and system is envisioned by external variables such as users' appreciation of the new technology (Lipinska, 2021; Sarbaini et al., 2019). Since the characteristics of a technology are the essential determinants of users' attitudes, this study argues that users' grasp of the usefulness of an e-learning device may impact their adoption intention. The system usefulness of e-learning refers to advantages customers count on to receive from utilizing e-learning structures to their everyday work (Arfi et al., 2021). The unified theory of acceptance and use of technology (UTAUT) model is the most widely used with respect to the user's acceptance of technology in university setting (Al-Sharah et al., 2021; Harlie et al., 2019). Under UTAUT, technology acceptance is determined with performance expectancy, effort expectancy, social influence, and facilitating conditions. Therefore, we hypothesize the following:

H1: Technology acceptance is positively related to e-learning adoption

3. Organizational resources

Drawing from resource-based view (RBV) perspective, certain types of resources owned and controlled by universities have the potential and promise to generate competitive advantage which eventually leads to superior higher educational performance (Rajiani & Ismail, 2019). An emphasis is given on organizational resources as they are positively associated to e-learning adoption. Universities with adequate resources are more prospective to afford facilitating conditions for e-learning adoption such IT infrastructure, training, and technical support (Harlie et al., 2019), which could enhance e-learning adoption in organizations for the following reasons

There are a few benefits of making use of IT as an organizational resource. First, as a precarious organizational resource, a well-designed IT infrastructure of a company provides the foundation for the organization to implement e-learning (Kokoç & Altun, 2021). Second, sufficient training in e-learning provides faculty a deeper understanding of the importance of e-learning adoption and makes them more proficient in the relevant functions which boost their intention to adopt e-learning (Kaizer et al., 2020). Third, a strong technical support enables specialized academic staff to solve problems resulting from e-learning utilization. As a sign of organizational effort to implement e-learning, technical support develops user satisfaction with e-learning systems and the adoption process (Hamel, 2021; Yamoah, 2020). Therefore, we hypothesize the following:

H2: Organizational resources are positively associated with e-learning adoption.

4. Employees' knowledge

Another potential problem found in people' side of e-learning adoption is the users' knowledge. It is contended that faculty with ample acquaintance are more prospective to accept new technologies such as e-learning systems. They possess sufficient knowledge and have a higher wisdom of technological self-efficacy (Al-Debei et al., 2021; Alnoor et al., 2020). They are confident that they are able to use the information system properly, and their sensitivity to the ease of use of e-learning systems is high. Further, individuals with sufficient knowledge incline to identify the prospect of technology and appreciate the tangible value of information systems making them willing to try new alternatives of e-learning (Kapo et al., 2020). Since perceived ease of use turns as a critical cause of technology acceptance, knowledgeable employees are more probable to adopt e-learning (Yuen et al., 2021). Based on the above, we propose:

H3: Lecturer's knowledge is positively related to e-learning adoption.

5. Transformational Performance

Agreeing with the work of Bissola and Imperatori (2013), e-learning can be clustered into operational, relational, and transformational e-learning practices. Operational e-learning practices are related to the administrative role of the learning

function. Such practices are commonly called obligatory because these practices are usually compulsory for the presence of e-learning practice (Martini et al.,2020). Relational e learning practices are concentrated on inter-personal relationships. The objective of such practices is first, to improve the quality of e-learning services, and second, to guarantee procedural and organizational implementation (Agarwal & Lenka, 2018). Transformational e-learning concerns with a strategic character to line up lecturers' attitudes and behavior with the organization's strategy (Kuechler & Stedham, 2018). These practices do not always accentuate lecturer's outcomes directly, but usually aim to align lecturer's behavior with university outcomes. Such a consideration is relevant for public universities in Indonesia currently struggling with strategic ambiguity as they want to mix educational accomplishments to maintain institutional identity and standing, but simultaneously to decentralize to occupy a captive market and generate revenue (Rajiani & Ismail, 2019). Based on the above, we propose the following:

H4: e-learning adoption is positively associated with transformational performance.

III. METHOD

Sample

A sample of 500 public university lecturers from South Kalimantan Province, Indonesia was selected for this study. The sample selection method applied purposive sampling based on the willingness of the members to join a WhatsApp social media group in order to participate in this research. The study was carried out from January to July 2021. Out of the 500 questionnaires sent, only 320 valid questionnaires were used for analysis which represented about 64 percent response rate.

Instruments

Data collected was carried out by disseminating online questionnaires to assess the opinions of each participant toward each statement related to the topics. Due to strict rules imposed by the local government on outdoor movement and observe social distancing during the pandemic, online questionnaires were the only mode feasible for data collection.

Procedure

This study used a quantitative method to test and identify variable dependency (Kot & Rajiani, 2020). This method is useful particularly in analyzing the interaction of technology factors, organization factors, and people factors toward adoption of e-learning in achieving transformational performance obtained through questionnaires. Respondents reported their level of agreement with each item using five-point Likert-type scale (1–strongly disagree; 5–strongly agree).

Data analysis

This research employed Covariance Base (CB) -SEM application with the aid of SPSS AMOS software for data analysis and to scrutinize the relationship among the variables. The CB -SEM was applied in the model as there are existing theories to test (Hair Jr et al., 2020). The model consists of three endogen variables which are technology acceptance (TA) with four items from (Venkatesh, 2021), organizational resources (OR) with four items Sayeed and Onetti (2018), and employees' knowledge (EK) with five items (Berkowsky et al., 2017). Furthermore, e-learning adoption (EA) with three items (Venkatesh, 2021), and transformational performance (TP) with three items Lepak et al. (2005) served as endogen variables. The items for transformational performance (TP) were knowledge management, organizational development, and strategic planning. These variables are displayed in Figure 1.

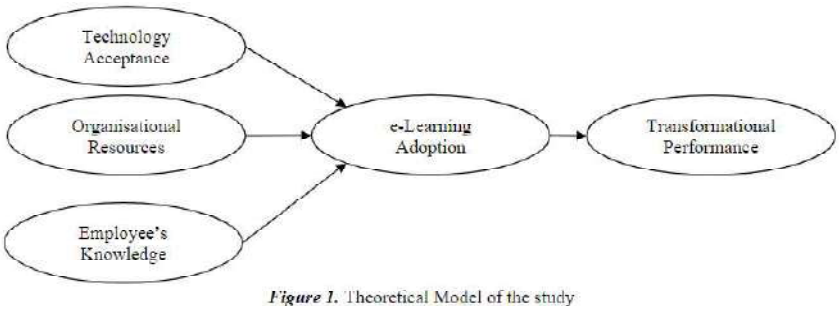


Figure 1. Theoretical Model of the study

IV. RESULTS

This section presents the results of the questionnaires as retrieved from the responses of the participants on adoption of e-learning toward the transformational performance of universities. Table 1 examines the convergent validity of the questionnaire indicating the association among items. To evaluate discriminant validity, the authors applied a factor loading model where only items with factor loading surpassed 0.50 stayed in the model (Hair Jr et al., 2020). The coefficient alpha was examined to determine reliability, and those values must be 0.60 or higher (Bonett & Wright, 2015).

Table 1. *Convergent Validity*

Construct	Loading Factors	Cronbach Alpha	Means
TA1<--- Technology Acceptance	0.805		4.4
TA2<--- Technology Acceptance	0.731	0.967	4.2
TA 3<--- Technology Acceptance	0.814		4.5
TA4<--- Technology Acceptance	0.842		4.5
OR1<--- Organizational Resources	0.721		4.3
OR 2<--- Organizational Resources	0.712	0.831	4.0
OR 3<--- Organizational Resources	0.781		4.5
OR 4<--- Organizational Resources	0.679		3.5
EK1<--- Employees Knowledge	0.732		4.4
EK 2<--- Employees Knowledge	0.764	0.867	4.5
EK 3<--- Employees Knowledge	0.678		3.8
EK4<--- Employees Knowledge	0.792		4.5
EK 5<--- Employees Knowledge	0.675		3.5
EA1<--- e-learning adoption	0.704		4.1
EA2<--- e-learning adoption	0.721	0.832	4.3
EA3<--- e-learning adoption	0.804		4.5
TP1 <--- Transformational Performance	0.897		4.5
TP2 <--- Transformational Performance	0.872	0.865	4.2
TP3 <--- Transformational Performance	0.860		2.5

The measurement model in Table 1 is evident of the loading factors which are above 0.50 signifying that the convergent validity of instrument is satisfactory. Table 1 also displays the result of Cronbach alpha coefficients for the instrument surpassing 0.60, which is the threshold for accepted reliability.

A full specified model of the current research is presented in Figure 2. The SEM demands small value for Chi-square statistic (?2) and probability (P) smaller than 0.05. Though these statistics are usually conveyed in structural equation modelling results, they are rarely considered and generally unnoticed as researchers prefer to other alternative measurements to evaluate the model fit (Alavi et al., 2020). The justification is that Chi square statistic (?2) and probability (P) are strictly connected to sample size: the bigger is the sample,

the smaller are the Chi-square statistics and the higher is the probability. Hu and Bentler (1999) had contended that limits approximate to 0.95 for Tucker-Lewis Index (TLI), 0.90 for Norm Fit Index (NFI), 0.90 for Incremental Fit Index (IFI), 0.06 for Root Mean Square Error of Approximation (RMSEA) sufficiently substantiate the acceptance of a precise fit between the suggested model and the data.

Other researchers have suggested goodness-of-fit statistics containing CMIN/DF (The Minimum Sample Discrepancy Function) expected = 2.0 (Arbuckle, 2011); GFI (Goodness-of-Fit Index) approaching 0.90 and AGFI (Adjusted Goodness-of-Fit Index) close to 0. 90 or greater (Hair et al., 2020). By referring to the ?2 test (?2 = 15.863) and probability (P = 0.10), this model do not meet goodness-of-fit of the model. But when examined from other measurement, the model indicates an appropriate fitness: CMIN/DF = 1.687 (expected smaller than 2), GFI = 0.983 (higher than 0.90), AGFI = 0.998 (higher than 0.90), CFI = 0.985 (higher than 0.95), TLI = 0.987 (higher than 0.95) and RMSEA = 0.086 (higher than 0.08).

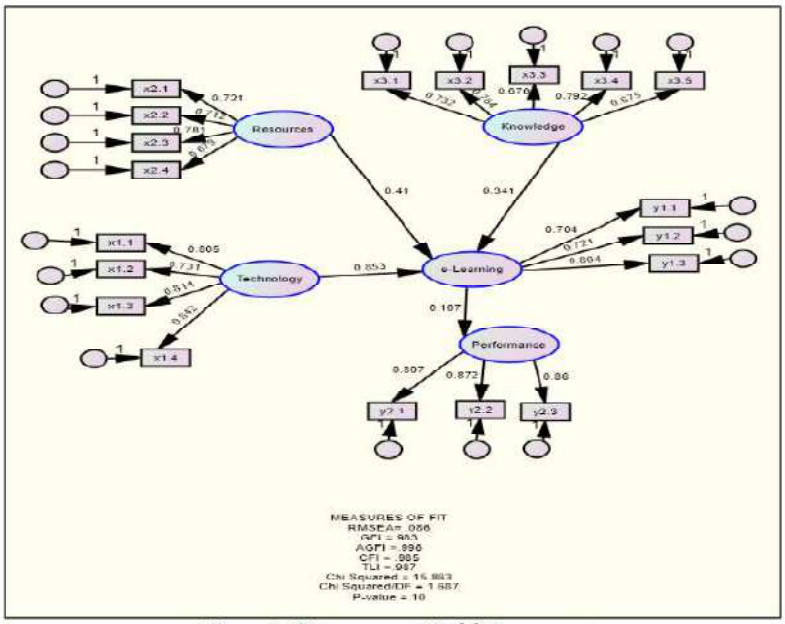


Figure 2. *Measurement Model Assessment*

The summary result of structural equation modelling is presented in Table 3. The results indicate that three paths are significant and one path is not.

Table 3. *Path Analysis*

Constructs	Estimate	SE.	CR.	P	Conclusion
Technology acceptance → e-learning	0.897	0.132	10.134	***	Significant
Organizational Resources → e-learning	0.410	0.210	7.503	***	Significant
Employees Knowledge → e-learning	0.341	0.171	4.306	0.04	Significant
e-learning → Performance	0.107	0.311	0.124	0.213	Not Significant

Notes: *** = p < 0.00.

The critical ratio (CR) value of technology acceptance = 10.134 and significance of < 0.000 confirm the first hypothesis: technology acceptance is positively related to e-learning adoption. Similarly, the critical ratio (CR) of organizational resources = 7.503 and significance of < 0.000 confirm the second hypothesis: organizational resources are positively associated with e-learning adoption. Also, the critical ratio (CR) value of employees' knowledge = 0.341 and significance of 0.04 confirm the third hypothesis that employees' knowledge is positively related to e-learning adoption. However, the significance level of e-learning to transformational performance = 0.213 > 0.05 rejects the fourth hypothesis that e-learning adoption is positively associated with transformational performance.

V. DISCUSSION

Technological optimistic views propose that the IT opportunities for e-learning are never-ending: fundamentally all learning innovation can be reinforced by IT (Szablewicz, 2020). The results support this notion

indicating that Indonesian universities have implemented HR strategies, policies, and practices in organizations through a mindful and engaged support with the full use of web technology. In other words, Indonesian public universities have shifted classical human resources management in terms of recruitment, selection, development, compensation, retention, evaluation, and promotion of personnel within an organization into virtual world.

The results also support the previous research that Indonesia is technologically qualified and well prepared for implementing e-learning in public and business organizations to improve service quality (Rajiani & Ismail, 2019; Sarbaini et al., 2019). However, the practices are impliedly related to operational e-learning (Means = 4.5) concern the basic e-learning activities in the administrative areas like informing the absence of lecturers and personnel data administration and relational e-learning. The result (Means =4.2) concern activities supporting basic learning processes such as recruiting and the selection of new class leaders, delivering lecture, performance management and appraisal, and rewards for students. Contrary to the findings in developed countries (Martini et al., 2020) and in line with studies in other developing countries (Ibrahim, 2021), it is estimated that e-learning cannot lead Indonesian universities to transformational practices (Means = 2.5). These activities are related to organizational change processes, strategic re-orientation, strategic competence management, and strategic knowledge management.

Indonesian universities have responded the rapid growth of technology by innovating both in technology and management which inevitably affect the employment nature (Abbas et al., 2018; Rahayu, 2021; Rajiani & Ismail, 2019). The expectations of lecturers are changing, which considerably influences the employee satisfaction. Accordingly, a series of dissatisfaction is happening as lecturers like other Indonesian public sector apparatus prefer to work conventionally instead of operating technology aided and information-based gadgets and online methods (Budi et al., 2021; Riana et al., 2020). Although the unified theory of acceptance and use of technology (UTAUT) model is validated within the Indonesian public university sector, the adoption of e learning technology is not that simple due to the rigid culture. This is the reason why although the IT enormous investment has been conducted for more than three decades in Indonesia, the performance of the projects remains sluggish. To sum up, although partially implemented, at the strategic level e-learning is still not considered as innovation yet, instead it proves irritation and annoyance in the Indonesian universities.

IV. CONCLUSION, IMPLICATIONS AND LIMITATIONS

The enormous dissimilarity, environmentally, economically, and technologically, in the market environment and management mechanisms between developed countries and Indonesia, produce difference research results on e-learning. The study revealed that, within Indonesians' public universities, nobody in a lower level dared to make decision openly without referring to the decisions of their respective superiors. The lecturers in these universities like to embrace a cautious demeanor which could best be portrayed as hanging tight for the letter containing a choice made by deans or a formal go or no-go choices made by rectors in open gatherings. Consequently, the act of accepting innovations like e-learning must be connected to the interests of top executives because of their ability to affect the participation. Therefore, if university leaders want to achieve their strategic objectives, the mere introduction of e-learning is not sufficient; rather, they need to take a holistic approach and increase the efficacy of the e-learning system by focusing on the quality of the services offered.

This study was confined to the selected universities of Indonesia, which was a limitation of this study and also raised the issues of generalizability and predictive cost of its outcomes for different universities. Extending this study to different regions of the country is additionally viable future lookup path that would possibly allow comparisons of effects with the cutting-edge findings. Furthermore, the facts had been amassed the usage of the questionnaire, from a single supply (faculty members) at one factor in time. To manipulate this possible problem, future research ought to gather facts from a couple of sources or at special factors in time or combine the order of the questions to use special scale types. Moreover, future research should utilize a longitudinal graph to supply extra strong causal relationships.

REFERENCES

Abbas, E. W., Hadi, S., & Rajiani, I. (2018). The prospective innovator in public university by scrutinizing particular personality traits. *Polish Journal of Management Studies,* 18(1), 9–19. https://doi.org/10.17512/pjms.2018.18.1.01

Agarwal, S., & Lenka, U. (2018). Managing organization effectiveness through e-human resource management tool-e-learning: Indian cases a qualitative approach. PEOPLE: *International Journal of Social Sciences*, 4(1), 298-312. https://doi.org/10.20319/pijss.2018.41.298312

Al-Debei, M. M., Abdeljaber, O., Ab Yajid, M. S., Khatibi, A., Al-masaeed, S., & Tham, J. (2021). THE ROLE OF SERVICE QUALITY AND ONLINE TRUST IN MAINTAINING CLIENTS FOR MALAYSIAN ONLINE ENTERPRISES. *International Journal of eBusiness and eGovernment Studies*, 13(2), 149-167. https://sobiad.info/index.php/ijebeg/article/view/847/93

Al-Sharah, N., Dudeen, H., Ab Yajid, M. S., Khatibi, A., & Ariffin, I. (2021). The learning of vocabulary and the usage of portmanteaus by Jordanian EFL students. Eurasian Journal of Applied Linguistics, 7(2), 147-161. https://ejal.info/menuscript/index.php/ejal/article/view/113/15

Alavi, M., Visentin, D. C., Thapa, D. K., Hunt, G. E., Watson, R., & Cleary, M. L. (2020). *Chi-square for model fit in confirmatory factor analysis*. https://doi.org/10.1111/jan.14399

Alnoor, A. M. R., Al-Abrrow, H., Abdullah, H., & Abbas, S. (2020). The impact of self-efficacy on employees' ability to accept new technology in an Iraqi university. *Global Business and Organizational Excellence*, 39(2), 41-50. https://doi.org/10.1002/joe.21984

Alsahlawi, A. M. (2021). The Role of Hedging and Derivatives Techniques and Fintech Adoption on Financial Risk Management in Saudi Banks. *Cuadernos de Economía*, 44(126), 10-22. https://cude.es/submit-a manuscript/index.php/CUDE/article/view/197/187

Arfi, W. B., Nasr, I. B., Kondrateva, G., & Hikkerova, L. (2021). The role of trust in intention to use the IoT in eHealth: Application of the modified UTAUT in a consumer context. *Technological Forecasting and Social Change,* 167, 120688. https://doi.org/10.1016/j.techfore.2021.120688

Baydar, F., & CETIN, M. (2021). The Model of Relationships between Intellectual Capital, Learning Organizations, and Innovation-Oriented Organizational Structures in Educational Organizations. *Eurasian Journal of Educational Research* (EJER)(94), 265-294. https://ejer.com.tr/wp content/uploads/2021/08/ejer.2021.94.12.pdf

Beinicke, A., & Kyndt, E. (2020). Evidence-based actions for maximising training effectiveness in corporate E learning and classroom training. S*tudies in Continuing Education*, 42(2), 256-276. https://doi.org/10.1080/0158037X.2019.1608940

Berkowsky, R. W., Sharit, J., & Czaja, S. J. (2017). Factors predicting decisions about technology adoption among older adults. *Innovation in aging,* 1(3), igy002. https://doi.org/10.1093/geroni/igy002

Bissola, R., & Imperatori, B. (2013). Facing e-HRM: the consequences on employee attitude towards the organisation and the HR department in Italian SMEs*. European Journal of International Managemen*t, 7(4), 450-468. https://doi.org/10.1504/EJIM.2013.055282

Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of organizational behavior*, 36(1), 3-15. https://doi.org/10.1002/job.1960

Budi, N. F. A., Adnan, H. R., Firmansyah, F., Hidayanto, A. N., Kurnia, S., & Purwandari, B. (2021). Why do people want to use location-based application for emergency situations? The extension of UTAUT perspectives. *Technology in Society*, 65, 101480. https://doi.org/10.1016/j.techsoc.2020.101480

Fregnan, E., Ivaldi, S., & Scaratti, G. (2020). Hrm 4.0 and new managerial competences profile: the comau case. *Frontiers in psychology*, 3113. https://doi.org/10.3389/fpsyg.2020.578251

Garzón-Artacho, E., Sola-Martínez, T., Romero-Rodríguez, J.-M., & Gómez-García, G. (2021). Teachers' perceptions of digital competence at the lifelong learning stage. *Heliyon*, 7(7), e07513. https://doi.org/10.1016/j.heliyon.2021.e07513

Hair Jr, J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109, 101-110. https://doi.org/10.1016/j.jbusres.2019.11.069

Hamel, T. (2021). La technologie et le 'style de guerre américain. *Res Militaris*, 11(1), 1-32. https://resmilitaris.net/index.php/2021/01/01/id1032512/

Hamsal, M., Ichsan, M., Utomo, A. R., Fahira, A. A., & Wetik, R. E. (2021). The Relationship Analysis Between Knowledge & Skills, Organizational Drivers, and Perceived Success in Implementation of Agile Project Management: Case Study of PT XYZ. *International Journal of Operations and Quantitative Management*, 27(2), 111-126. https://doi.org/10.46970/2021.27.2.2

Harlie, M., Rajiani, I., & Abbas, E. W. (2019). Managing information systems by integrating information systems success model and the unified theory of acceptance and usage of technology. *Polish Journal of Management Studies*, 20. https://doi.org/10.17512/pjms.2019.20.1.17

Hu, L. t., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling: a multidisciplinary journal*, 6(1), 1-55. https://doi.org/10.1080/10705519909540118

Ibrahim, H. (2021). Study of The Interactions of Human Resource Performance and Electronic Human Resource Management in Small Companies. *Journal of Humanities Insights*, 5(01), 24-32.

Jordaan, H., & Coetzee, J. (2021). Access to Finance Preceived as and The Characterestics of SMME and Its Owner : Evidence from State The Free State Goldfields - South Africa. *International Journal of Economics and Finance Studies,* 13(1), 373-404. https://sobiad.info/index.php/ijefs/article/view/677/66

Julia, K., & Marco, K. (2021). Educational scalability in MOOCs: Analysing instructional designs to find best practices. *Computers & Education*, 161, 104054. https://doi.org/10.1016/j.compedu.2020.104054

Kaizer, B. M., Silva, C. E. S., de Pavia, A. P., & Zerbini, T. (2020). E-learning training in work corporations: a review on instructional planning. *European Journal of Training and Development*, 44(6/7), 615–636.https://doi.org/10.1108/EJTD-08-2019-0149

Kapo, A., Mujkic, A., Turulja, L., & Kovacevic, J. (2020). Continuous e-learning at the workplace: the passport for the future of knowledge. *Information Technology & People,* 34(5), 1462–1489.https://doi.org/10.1108/ITP-04-2020-0223

Kokoç, M., & Altun, A. (2021). Effects of learner interaction with learning dashboards on academic performance in an e-learning environment. *Behaviour & Information Technology,* 40(2), 161-175. https://doi.org/10.1080/0144929X.2019.1680731

Kot, S., & Rajiani, I. (2020). Testing and identifying variable dependency through the Fisher exact test in central Europe enterprises. *Ekonomicko-manazerske spektrum,* 14(1), 10-18. https://doi.org/10.26552/ems.2020.1.10-18

Kuechler, W., & Stedham, Y. (2018). Management education and transformational learning: The integration of mindfulness in an MBA course. *Journal of Management Education*, 42(1), 8-33. https://doi.org/10.1177/1052562917727797

Lepak, D. P., Bartol, K. M., & Erhardt, N. L. (2005). A contingency framework for the delivery of HR practices. *Human resource management review*, 15(2), 139-159. https://doi.org/10.1016/j.hrmr.2005.06.001

Lipinska, E. J. (2021). Koncepcja ekozarzadzania miastami w kontekscie zrównowazonego rozwoju i odpowiedzialnosci spolecznej. *socialspacejournal.eu*, 21(1), 117-135. https://socialspacejournal.eu/wp content/uploads/2021/12/Social-Space-Journal-1202121.pdf

Martini, M., Cavenago, D., & Marafioti, E. (2020). Exploring types, drivers and outcomes of social e-HRM. Employee Relations: *The International Journal*. https://doi.org/10.1108/ER-10-2019-0404

Netanda, R. S., Mamabolo, J., & Themane, M. (2019). Do or die: student support interventions for the survival of distance education institutions in a competitive higher education system. *Studies in Higher Education,* 44(2), 397-414. https://doi.org/10.1080/03075079.2017.1378632

Pretorius, R. W., Anderson, R., Khotoo, A., & Pienaar, R. (2019). Creating a context for campus sustainability through teaching and learning: The case of open, distance and e-learning. *International Journal of Sustainability in Higher Education*. https://doi.org/10.1108/IJSHE-02-2019-0066

Rafiee, M., & Abbasian-Naghneh, S. (2021). E-learning: development of a model to assess the acceptance and readiness of technology among language learners. *Computer Assisted Language Learning*, 34(5-6),730-750.https://doi.org/10.1080/09588221.2019.1640255

Rahayu, S. (2021). Exploring e-learning platforms used by students in Indonesia during the Covid-19 pandemic. In Educational Innovation in Society 5.0 Era: *Challenges and Opportunities* (pp. 74-79). Routledge. https://doi.org/10.1201/9781003206019-15

Rajiani, I., & Ismail, N. (2019). Management innovation in balancing technology innovation to harness universities performance in the era of community 4.0. *Polish Journal of Management Studies*, 19. https://doi.org/10.17512/pjms.2019.19.1.24

Riana, I. G., Suparna, G., Suwandana, I. G. M., Kot, S., & Rajiani, I. (2020). Human resource management in promoting innovation and organizational performance. *Problems and Perspectives in Management*, 18(1), 107. https://doi.org/10.21511/ppm.18(1).2020.10

Sarbaini, S., Jumadi, J., Abbas, E. W., & Rajiani, I. (2019). Managing e-learning in public universities by investigating the role of culture. *Polish Journal of Management Studies,* 20(1), 394–404. https://doi.org/10.17512/pjms.2019.20.1.34

Sayeed, L., & Onetti, A. (2018). The relationship between organizational resources and Green IT/S The relationship between organizational resources and Green IT/S adoption: A RBV approach adoption: A RBV apprach. *Journal of International Technology and Information Management,* 27(2), 43–72.

Shin, H.-Y. (2019). An Exploratory Study on the e-learning Motives and Intent of e-learning Learners. *Journal of the Korea Convergence Society*, 10(7), 225-233.

Szablewicz, M. (2020). From the media fast to digital detox: Examining dominant discourses about technology use. *Communication teacher*, 34(3), 180-184. https://doi.org/10.1080/17404622.2019.1676913

Venkatesh, V. (2021). Adoption and use of AI tools: a research agenda grounded in UTAUT. *Annals of Operations Research*, 1-12. https://doi.org/10.1007/s10479-020-03918-9

Wang, X.-Y., Li, G., Malik, S., & Anwar, A. (2021). Impact of COVID-19 on achieving the goal of sustainable development: E-learning and educational productivity. *Economic Research-Ekonomska Istraživanja*, 1-17. https://doi.org/10.1080/1331677X.2021.1952090

Yamoah, F. (2020). Understanding utility essentials of e-learning management systems in higher education: a multi-generational cohort perspective. *Open Learning: The Journal of Open, Distance and e-Learning*.

Yang, L., Xiaoxu, Z., Aziz, N., & Jun, H. (2021). Do Peer Effects Influence the Intention of Students to Participate in Entrepreneurship and Innovation Activities? Evidence from Nanjing Agricultural University, China. Educational Sciences: *Theory & Practice*, 21(2), 85-100. https://jestp.com/index.php/estp/article/view/1432/795

Yuen, K. F., Cai, L., Qi, G., & Wang, X. (2021). Factors influencing autonomous vehicle adoption: an application of the technology acceptance model and innovation diffusion theory. *Technology Analysis & Strategic Management,* 33(5), 505-519. https://doi.org/10.1080/09537325.2020.1826423

Zalazar-Jaime, M. F., Moretti, L. S., García-Batista, Z. E., & Medrano, L. A. (2021). Evaluation of an academic satisfaction model in E-learning education contexts. *Interactive Learning Environments*, 1-11. https://doi.org/10.1080/10494820.2021.1979047.

2. Enhancing The Academics' Continuous Use of Educational Management Information Systems in The Post-Pandemic Era

Herry Porda Nugroho Putro, Deasy Arisanty, Bambang Subiyakto, Syaharuddin

ABSTRACT

The Covid-19 pandemic has acknowledged the importance of educational management information systems (EMIS) for quality management (QM) in higher education and set new directions for post-pandemic studies. Successful implementation of QM, however, processes depends mainly on lecturers' perceptions about quality and educational technology. However, higher education lecturers' profiles regarding these quality perceptions and their commitment to technology acceptance must be investigated more. The aim of research is to analyse the relationship between Education Management Information System (EMIS) and Quality Management (QMAS) to lecturers' Continuance Commitment (CC). In response to this research gap, the researchers identified such profiles using a quantitative survey of 534 lecturers from Indonesian higher education institutions. A seven-point Likert scale was used to measure the respondents' expectations or expression of their perceived experience on all indicators used in the study. The data analyses were descriptive analysis and factor analysis. Based on the seminal work of Roger's diffusion of innovations, technology enthusiasts, visionaries, pragmatists, conservatives and sceptics remain valid in the organisation, and the uptake of educational management information systems is still in the hands of technology enthusiasts and visionaries. Quality management and EMIS acceptance are critical factors that make lecturers willing to continue using the system to support accreditation. These profiles will enable customised training in the recovery after the Covid-19 pandemic.

Keywords: Covid-19 pandemic, educational management information systems (EMIS), quality management, technology acceptance, continuance commitment

I. INTRODUCTION

The rapid development and implementation of information systems have impacted jobs, prompting humans to seek coping strategies to meet the resulting demands and appropriate support to integrate these strategies into daily life and work (Tirastittam et al., 2022; Khorshid et al., 2023). A prominent aspect of this impact in higher education is the current nature of quality management (QM), which is aided by educational management information systems (EMIS) (Bravo et al., 2022; Ulewicz and Kanchana 2020). QM is an organisation's ongoing, methodical endeavour to raise its quality standards and achieve its objectives. The commitment to follow external certification and accreditation criteria sets the stage for quality management. QM is maintained and strengthened over time by the cultural shifts required for continual improvement at all levels of the organisation and internal quality methods and systems with a robust planning and monitoring component. Continual improvement and development are prioritised by QM rather than simply adhering to external certifications. Also, it contains a significant element of cultural transformation, wherein the various organisation members are dedicated to continual development (Savastano et al., 2022; Cabagnols et al., 2022).

The Covid-19 pandemic has intensified the influence of technology on employment (Phimolsathien, 2022; Halmai, 2022), quality management in higher education (Papademetriou et al., 2022; Menshikov et al., 2022; Kravchenko et al., 2021) and raised the necessity for the aforementioned coping mechanisms. Understanding these in the context of the Covid-19 pandemic is a new research topic (Mäntymäki et al., 2022). However, the main actors of quality management in higher education, i.e., the lecturers, have been inadequately studied, particularly in terms of training designed to improve their skills (Bravo et al., 2022). Covid-19 was the first significant pandemic of the digital era. It presents an opportunity to be better prepared for future pandemics by implementing an IT strategy matched with business objectives (Ardolino et al., 2022; Baryshnikova et al. 2021, Suzuki et al. 2023). Disruptions due to the COVID-19 pandemic, which are imposing limits on what we consider to be normal life, encourage the use of digital technology (Deèman et al., 2022).

Covid-19 has increased the rate of organisational change in terms of employment outcomes, structure, and requirements of higher education (Carnegie et al., 2022), casting light on the limitations and obsolescence of some educational technology and highlighting their untapped potential for postCovid-19 recovery (Stoyanova and Markova, 2022; Yazdani et al., 2023). If these EMIS are enhanced and used in the context of educational quality management, they can inform more complete educational planning and administration by linking, for instance, disaggregated administrative data with data on the learning process (Recch et al., 2023).

The research was carried out in Indonesia, a country with high demands for QM in HE due to its historical development. Although the Indonesian higher education system has reported significant growth and progress in refining quality education over the last two decades, the major issues commonly plaguing Indonesian universities are unfulfilled missions and unsuccessful organisational objectives as a result of institutional governance failures (Rosser, 2023). This is demonstrated by the failure of most Indonesian universities to compete with counterparts in the South East Asian region. In terms of university rankings, most Indonesian universities rank poorly compared to the top universities in neighbouring Asian countries. Because these demands are consistent with a global trend, the study's findings and conclusions may also apply to other countries.

To avoid and control the spread of COVID-19, education systems worldwide have implemented EMIS completely to achieve the pedagogical objective of suspending courses without suspending school. From the standpoint of sustainable development objectives, these practices must be maintained. When the epidemic eventually subsides in Indonesia, it is uncertain whether lecturers will continue participating in these modes, as past research indicates a reluctance to accept the technology (Basuki et al., 2022; Putro et al., 2022; Satispi et al., 2023). Recent research reveals that for EMIS to be considered successful, users must acquire a personal commitment to its continued use (Goyal et al., 2022). Mastering information technology is a compulsion. Workload forces people to understand new technologies (Jurek

et al., 2021). Continuance commitment denotes that users plan to continue using a technology after the first acceptance of it (Lutfi, 2022).

This study focuses on HE lecturers' coping with current job changes, particularly their attitudes toward and acceptance of EMIS because we are situated at the intersection of the triple research gap (i.e., HE-QM strategies, Covid-19 impact on HE and HE lecturer's profiles). Understanding these with managers' profiles may indicate opportunities for organisational support, thereby increasing the quality of HE by strengthening lecturers' critical role in articulating different expectations, perceptions, and subcultures within the organisation. Many authors argue that higher education faculty has a negative attitude toward quality management (Daumiller et al., 2021; Sell, 2023). They see it as bureaucratic, a source of repetitive paperwork and an impediment to professionals' efforts to produce high-quality results. Others, conversely, argue that quality management has a positive impact (Asiyai, 2022; Barbato et al., 2022). The central question is whether quality management aided by technology contributes to educational improvement or merely feeds the beast of bureaucracy by introducing burdensome but ineffective management procedures and paperwork.

II. LITERATURE REVIEW

Positive impressions of QM and accreditation among academics serve as a foundation for the successful implementation of EMIS for improving QM and accreditation, providing fresh cycles of improvement and illuminating the connection between the two factors inside HEIs. However, lecturers' opinions about QM, accreditation and the adoption and usage of EMIS have yet to be sufficiently studied and show discrepancies (Fernandes and Singh, 2022). Understanding lecturers' profiles may enable more efficient EMIS implementation, enabling universities to improve QM. The technology adoption life cycle is the most popular method for categorising technology users (Rajiani and Kot, 2018).

According to (Rogers et al., 2019), technology adopters can be categorised as (i) innovators (the technology enthusiasts) who believe that the new technology will lead to enormous benefits; (ii) early adopters

(visionaries) who believe that being the first to adopt the new technology will maximise their benefits; and (iii) early majority (pragmatists) who adopt a particular new technology because it is already widely adopted, believing that it has become a status symbol; (iv) late majority (conservatives) displaying a risk-averse attitude toward a technology innovation (they adopt the technology primarily because social norms and reference groups influence them); and (v) laggards (sceptics) displaying a negative attitude toward new technology in general and being very sceptical of the benefits arising from the adoption of new technology. Students' behavioral intention to use e-learning tools is positively and significantly influenced by several factors, including performance expectations, effort expectations, social influence, facilitating conditions, hedonic motivation, learning value and social distancing (Muangmee et al., 2021). The use of Massive Open Online Courses (MOOCs) was found to be significantly influenced by factors of social influence, absorptive capacity, conditions of facilitation and perceived autonomy (Khalid et al., 2021).

Accreditation, a quality assurance process by which an institution or program undergoes an assessment determining the institution's compliance with a set of standards defined, reviewed, and critically evaluated by experts to ensure quality, is primarily responsible for ensuring the quality of higher education (Bravo et al., 2022).

Accreditation enhances service quality in higher education institutions (AcevedoDe-los-Ríos and Rondinel-Oviedo, 2022). Accreditation has been utilised as a quality indicator and a means to be ranked among the world's most prestigious institutions (Adam, 2023). The previous research (Aaltonen and Siltaoja, 2022) assured that in response to competitive pressures. European business schools have increased their quality metrics through globally recognised accreditation bodies such as the European Foundation for Management Development Quality Improvement (EQUIS) and the Association to Advance Collegiate Schools of Business (AACSB). However, (Andreani et al., 2020)contend that periodic quality evaluations conducted by recognised accreditation bodies do not reflect the fundamental challenges of education; instead, they are typically employed as a quality control exercise.

Romanowski and Alkhateeb (2022) also discovered that certification remains a contentious subject in higher education regarding its benefits vs the hazards of growing bureaucratisation and control. They contend that, despite the impact of certification on research performance, actual quality management practices are separate from ranking positions. Moreover, international accreditation favours prominent and wealthy business schools.

QM in higher education requires transparency, financial accountability, research productivity, higher graduation rates, and, most importantly, practical teaching and earning (Cheah et al., 2022). In technical terms, quality management consists of measures taken regularly at the system and institution level concerning internal and external evaluation processes, progressive improvement, continuous monitoring of processes, resource management, and the incorporation of corrective measures (Sader et al., 2022; Katelo, Kokina and Rašèevskis, 2022).

However, these procedures are frequently implemented in different ways across the institution. Some academics view quality processes as excessive control over their academic progress and view accreditation as a reasonably positive process (Asiyai, 2022; Barbato et al., 2022).

Lecturers' perceptions about accreditation can be grouped into institutional relevance of accreditation, the objectivity of accreditation evaluation, internal quality unit relevance for accreditation, value of accreditation to the educational system, continuous QM value, and student participation value (Bravo et al., 2022). Owing to the variability across educational institutions regarding QM and accreditation attitudes, it is necessary for institution building to comprehend how lecturers form the aspects above.

According to Al-Mamary (2022), extant literature refers to Education Management Information Systems using a variety of conceptual terminology, including student information systems, student management systems, information technologies in education management, and basic information systems. Theoretically, education management information systems (EMIS) are information systems (IS) capable of producing, managing, and disseminating educational data and information as part of their IT architecture (Ali et al., 2022).

Integrating EMIS into quality assurance methods facilitates maintaining an organisation's quality standards and human resources management through information management (Kooli and Abadli, 2022). EMIS must be practical and suitable for their intended purpose, have a suitable interface with the quality management system, and have relevant data gathering and analysis capabilities. In this regard, it is crucial to evaluate managers' EMIS perceptions to facilitate selfevaluation, accreditation, or quality assurance. Academics and managers accept EMIS to varying degrees, depending on various factors, including quality culture, cultural and organisational resistance, individual experience, information, critical success factors, stakeholders, post-implementation follow-up, support, and positions (Bravo et al., 2022).

The Unified Theory of Acceptance and Use of Technology (UTAUT) is a wellknown instrument for measuring the acceptance of information systems. It combines various technology acceptance models into one model to estimate the likelihood that new technologies will be adopted and comprehend the acceptance factors (AlMamary, 2022). The model perceives the use of technology as predicted by behavioural intention (BI) and facilitating conditions (FC). In turn, the behavioural intention to use technology is determined by performance expectancy (PE), effort expectancy (EE), and social influence (SI). UTAUT is a valuable model for evaluating the success of introducing a new EMIS, as it helps to understand the factors of EMIS acceptance in most of the world's cultures (Harlie et al., 2019).

Implementing an EMIS successfully at higher education institutions is a lengthy process that involves significant planning time and effort. Implementation success also requires institutional support, which consists of considerable financial investment and institutional acknowledgement of the commitment (Zhao et al., 2020). In addition, the system's quality, the lecturers' self-perceptions, and their dedication to long-term use are crucial to the success. Their continued system use is vital to its viability (Chauhan et al., 2022). Nevertheless, only some studies examine lecturers' perspectives and dedication to these innovation tools (Anthony Jnr, 2022). Several scholars have researched how to improve organisational efficiency and competitiveness

over time. They have found that employee commitment to the organisation is a crucial predictor of information technology success (Kocsis et al., 2022). Continuance commitment is a psychological state that defines the relationship between an employee and an organisation, and it represents the recognition of the costs involved with leaving the organisation (Allen and Grisaffe, 2001).

Although instructors' dedication has been researched extensively in traditional education environments, information on this feature in the EMIS context is very restricted. Several studies have examined the initial adoption of EMIS, which was initially regarded as the essential factor in determining the possibility of a new technology's success (Zaremohzzabieh et al., 2022). However, a recent study indicates that for an EMIS to be considered successful, users must establish a personal commitment to its continued use (Almaiah et al., 2022). Continuance commitment signifies that, following the first acceptance, consumers plan to engage in this format. The first implementation of an information system (IS) does not imply that the user will continue to utilise it in the future (Goyal et al., 2022). Owing to the work required for EMIS, retaining existing users of that technology is crucial, as Elsotouhy et al. (2022) refer to it, to establish users' stickiness.

Based on the above description, the study's theoretical framework is portrayed as follows:

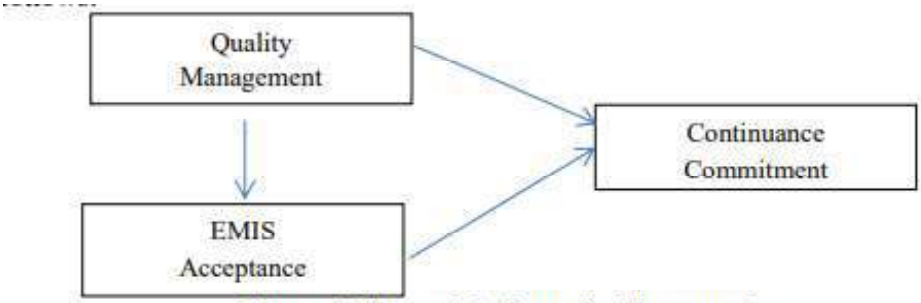


Figure 1: The study's theoretical framework

The hypothesis in this study is

1. Quality management (QMAS) is positively related to lecturers' continuance commitment (CC)
2. Education Management Information System (EMIS) is positively related to lecturers' continuance commitment (CC)
3. Quality management (QMAS) is positively related to Education Management Information System (EMIS)
4. Education Management Information System (EMIS) acceptance mediates the relationship between quality management (QMAS) and lecturers' continuance commitment (CC) Research

III. METHODOLOGY

This study employed a cross-sectional methodology. Utilising a snowball sampling strategy using the authors' networks and social media platforms, a web-based questionnaire was given to instructors at public universities in Banjarmasin, Indonesia, from July 25 to December 24, 2022. Six hundred (600) lecturers filled out our questionnaires, providing five hundred thirty-four (534) valid responses (representing 89% of the response rate). Profiling is estimated from the frequency of EMIS usage where 5 (very often) is labelled as a technology enthusiast, 4 (often) = visionaries, 3 (Sometimes) = pragmatist, 2 (hardly) = conservatives, and 1 (Never) = sceptical. Perceptions about quality management/accreditation scale (QMAS) adapted from Bravo et al. (2022) contained six (6) items assessing the perceptions about accreditation and QM. Those items are institutional relevance of accreditation (X1.1), the objectivity of accreditation evaluation (X1.2), internal quality relevance (X1.3), value of accreditation to the educational system (X1.4), continuous QM value (X1.5), and student participation value (X1.6). An adaptation of the UTAUT questionnaire of Venkatesh et al. (2012) was used to assess EMIS acceptance. The instrument entails five scales: performance expectancy (X2.1), effort expectancy (X2.2), social influence (X2.3), facilitating conditions (X2.4), and behavioural intention (X2.5). Continuance commitment (CC) used 3 items adapted from the study of San

Martin et al. (2020). The questions for those items are: I would like to continue using EMIS (Y1.1), I intend to use EMIS (Y1.2), and I prefer to use EMIS rather than using the manual administration system (Y1.3). A seven-point Likert scale was used to measure the respondents' expectations or expression of their perceived experience on all indicators used in the study. The first stage of data analysis was descriptive statistics to explain the profile of research respondents and the general impression of the respondents towards variables. The second part of the analysis is Factor Analysis to simplify the factors into common components by retaining factors loading of 0.50 or higher in the model (Hair et al., 2020). The reliability of these analyses was evaluated by calculating Cronbach's alpha coefficients which have to exceed 0.60 (Bonett and Wright, 2015).

The probability of each path of direct and indirect effects was examined during hypothesis testing. The probability of each path must be 0.05 to meet the criteria for a significant effect. The presence of a mediated effect was determined using a single inferential test of path relationships between the independent and dependent variables, as described by (Baron and Kenny, 1986). As a result, EMIS, quality management, and continuance commitment to EMIS must be significant in this model.

IV. RESEARCH AND DISCUSSION

The following lecturers' profiles were presented based on the frequency of EMIS usage.

Table 1. The EMIS Users' Profiles

Profiles	Frequency	Per cent	Cumulative Percent
Sceptics	101	18.9	18.9
Conservatives	112	21.0	39.9
Pragmatist	118	22.1	62
Visionaries	104	19.5	81.5
Techno-Enthusiast	99	18.5	18.5
Total	534	100.0	100.0

Most EMIS users are pragmatist type (22.1%) who adopt EMIS technology in university because it has been broadly adopted. The next is the conservatives (21%), who adopt the technology mainly because social norms and reference groups influence them. The sceptics who are very sceptical towards the benefits of adopting a new technology occupy the niche of 18.9%. Thus, the cumulative percentage of those who are slow to adopt technology is 62% higher compared to quick adopters of visionaries (19.5%) and Techno-enthusiast (18.5%), bringing the total to 38%. EMIS users who are visionary and techno-enthusiasts are dominated by young lecturers. In contrast, EMIS users of the skeptical, conservative and pragmatic types are dominated by old lecturers. Young lecturers tend to adopt technology provided by universities more easily than older lecturers. The tendency of older lecturers needs a longer time to study new technology.

In the following section, the study uses descriptive and relational research tools to describe all the elements relevant to the analysis. This part is divided into three parts: in the first one, the study statistically describes the variables that belong to the research sample. The second one is devoted to proving the suitability of the Factor Analysis, and in the third part, the authors outline the results. Table 2 shows the outputs of selected descriptive characteristics. All items constructed dependent and dependent enter the planned analyses. Out of six items describing quality management, student participation (X1.6) and continuous QM (X1.5) were rated the highest. In accepting IMES, out of 5 items, performance expectancy (X2.1) and facilitating conditions (X2.4) became the paramount consideration in accepting technology. Of the three items denoting continuance commitment to using EMIS, the following statement, "I would like to continue using EMIS" (Y1.1), is the respondents' general attitude.

Table 2. Descriptive Statistics of Constructs

Item Statistics			
	Mean	Std. Deviation	N
Institutional relevance	3.8034	1.94789	534
Objectivity	4.5899	1.73864	534
Internal quality	3.6742	1.86671	534
Value of accreditation	4.9663	1.81891	534
Continuous QM	5.0506	1.58891	534
Student participation	5.4663	1.41613	534
Performance expectancy	6.4551	.95531	534
Effort expectancy	6.3258	1.00962	534
Social influence	4.9157	1.73325	534
Facilitating conditions	6.1292	1.24192	534
Behavioural intention	3.8652	1.91973	534
Continue using	5.1685	1.76416	534
Intention	4.5000	1.90462	534
Preference	3.8539	2.01617	534

The suitability of factor analysis is determined by looking at the loading factors in the component matrix. As shown in Table 3, Principal Component Analysis extracted three factors in the model: quality management, EMIS acceptance, and continuance commitment. The total number of items related to those three factors is greater than 0.5, indicating the model has discriminant validity (Hair et al., 2020). The Bartletts test of Sphericity value is also tiny (4746.218) and Probability (0.00), indicating that the data is suitable for factor analysis. Table 2 also shows the results of the 14 items comprising this study's three factors. The Kaiser-Meyer-Olkin (KMO) measurement of sampling adequacy for the variables is.879, greater than the globally accepted index of > 0.6. (Shrestha, 2021). The internal consistency determination of items indicating the distinctive factor is calculated following factor analysis and specific cluster implementation. Calculating Cronbach's alpha coefficients for each component is a common method for estimating internal consistency. Table 3

shows that Cronbach's Alpha coefficients were high for all items, exceeding the 0.60 threshold (Bonett and Wright, 2015). Internal consistency of 0.90 or higher is considered excellent, and 0.70 to 0.90 is considered good. This means that the number of factors is correctly derived and accounts for 73.818% of the variance, while the remaining 26.182% is explained by factors not included in the model.

Table 3. Loading Factors and Variance Explained

Items	Loading factors			Cronbachs' Alpha
	1	2	3	
Institutional relevance	**.831**	-.132	-.143	.805
Objectivity	**.819**	-.145	-.207	.808
Internal quality	**.835**	-.115	-.194	.805
Value of accreditation	**.817**	-.137	-.166	.807
Continuous QM	**.815**	-.120	-.232	.808
Student participation	**.820**	-.120	-.205	.808
Performance expectancy	.213	**.859**	-.128	.821
Effort expectancy	.150	**.859**	-.149	.823
Social influence	.098	**.828**	.004	.828
Facilitating conditions	.082	**.865**	-.074	.826
Behavioural intention	.047	**.805**	-.070	.835
Continue using	.435	.145	**.720**	.819
Intention	.473	.020	**.734**	.820
Preference	.470	.123	**.727**	.818
Variance Explained	34.152	26.391	13.275	
Total Variance Explained: 34.152 + 26.391+13.275 – 73.818				

Table 4 summarises the path analysis results used to test the hypothesis.

Table 4. The Path Relationship among Variables

Hypothesis	Influence	Estimate	SE	t-test	P	Conclusion
Direct Influence						
H1	QMAS → CC	0.586	0.043	13.623	.000	Supported
H2	EMIS → CC	0.258	0.064	5.625	.000	Supported
H3	QMAS → EMIS	0.010	0.147	0.004	0.884	Not Supported
Indirect Influence						
H4	QMAS → EMIS → CC	0.586 x 0. 258 x 0.010 = 0.001				
Significance Limit		P ≤ 0.05 and t-test ± 1.96				

The hypotheses are examined by assessing the t-test and the significance values of the influence between variables. The hypothesis is accepted if the significance value is less than 0.05 (Hair et al., 2020). The t-test value of the Quality Management Accreditation Scale = 13.623, and significance of d" 0.05 confirm the first hypothesis that quality management reflected in institutional relevance of accreditation, the objectivity of accreditation evaluation, internal quality relevance, value of accreditation to the educational system, continuous QM value, and student participation value is positively related to lecturers' continuance commitment to using Education Management Information System (EMIS). Similarly, the t-test value of EMIS = 5.625 and significance of d" 0.05 confirm the second hypothesis that EMIS acceptance reflected in performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioural intention is positively related to lecturers' continuance commitment to using Education Management Information System (EMIS).

However, the t-test value of QMAS '! EMIS = 0.004, and the significance of 0.884 e" 0.05 reject the third hypothesis that Quality Management positively affects EMIS acceptance. Since this study employed an implicit method to test mediation (Baron and Kenny, 1986), this negative result implicitly rejects the fourth hypothesis that EMIS acceptance mediates the relationship between quality management and lecturers' continuance commitment to using Education Management Information System (EMIS). This result implies that using technology in managing quality in an educational setting will not result in the intention to continue using technology as a competitive advantage in the scope of Indonesian public universities.

The positive, significant paths quality management and education management information on continuance commitment to adopt technology reveals that the Indonesian lecturers' capacity for utilising and developing digitalisation opportunities is comparable to that of some developing or developed nations. This result bolsters previous research demonstrating the superiority of human activities over technology (Basuki et al., 2022; Satispi et al., 2023). Nevertheless, this study confirms that, despite recognising the significance of quality management and accreditation, they will only turn to technology if compelled to.

Although respondents knew the significance of adopting technology to enhance academic performance, only 38% of respondents quickly adopted the technology. Therefore, EMIS is not obligatory for Indonesian universities; instead, it is optional, indicating that they must realign their HRM and technology strategies as a competitive weapon to manage the quality reflected in their excellent accreditation. These findings emerged in a specific type of university: traditional, public, located far from the capital, Jakarta, where most of the material and intellectual resources are located, but with the highest level of national accreditation. This set of characteristics makes for an intriguing case within the Indonesian educational system, indicating that effective quality management processes and dedication have been sustained over time. Thus, the studied university may serve as a model for current efforts to diminish the differences between state and for-profit higher education institutions in Indonesia and other nations.

Following Acevedo-De-los-Ríos and Rondinel-Oviedo (2022), who suggested that institutional accreditation is vital for the institution's sustainability, our study goes further. It confirms that the quality management materialised on the perception of the lecturers on the institutional relevance of accreditation, the objectivity of accreditation evaluation, internal quality relevance, value of accreditation to the educational system, continuous QM value, and student participation value lead to lecturer' commitment to continue using EMIS technology. This finding adds to the work begun by (Goyal et al., 2022) and allows us better to understand the relationship between EMIS and personal commitment. The lecturers' subjective perception of this innovation as a valuable tool for an organisation to improve financially, provide better teaching, increase competitiveness, or communicate more effectively directly impacts their continuance commitment. This commitment, which Elsotouhy et al. (2022) call users' stickiness, contributes to this innovation's longterm success.

Managerial Implication

Relevant to the EMIS acceptance research is the Covid-19 pandemic, which has significantly influenced the global HE sector (reinforcing the necessity to maximise and utilise the online platforms available for QM and accelerating the widely anticipated reforms). So, the worldwide setting for digital innovation

is one in which universities will continue to innovate and build technological management tools to lead, register, and monitor academic activities, i.e. to confront complicated accrediting challenges. Consequently, Covid-19 has enabled scholars to envision with greater clarity a future in which EMIS will be a vital tool for all HEI management at the strategic, tactical, and operational levels. However, because respondents' adoption rates vary, it is necessary to understand lecturers' profiles and distinguish between operational, tactical, and strategic levels as critical factors for a successful digital transformation exacerbated by the Covid-19 pandemic in order to achieve a more effective implementation of the EMIS, which will allow institutions to strengthen QM. Furthermore, the institution should develop training programs to communicate the importance of EMIS and its positive impact on the organisation. This can lead to lecturers developing a commitment to the system, as empirically supported in our study.

V. CONCLUSION

Conclusion The Unified Theory of Acceptance and Use of Technology (UTAUT) guides research into a deeper understanding of why and motives behind lecturers' ongoing commitment to this educational innovation. As evidenced by contributions to the literature and information from lecturers' perspectives, quality management and EMIS acceptance emerge as crucial factors that make lecturers willing to continue using the system for supporting accreditation. However, more than feeling competent with technology is needed to motivate lecturers to do so. In relation to the impact of Covid-19 on future research in terms of the type of employment outcomes, structure, and requirements, the pandemic may provide us with a valuable opportunity to gain a deeper understanding of management profiles in connection to QM perceptions and EMIS adoption. These lessons may be helpful in the future as a responsibility and commitment for higher education institutions to improve their quality processes based on the lecturers' unique experiences and knowledge. The instructors must recognise that the internet and COVID-19 have noticeably altered educational technologies, notwithstanding varying responses to the deployment of EMIS technology. This progress has resulted in the rapid proliferation of EMIS systems,

particularly in higher education institutions. Due to the gathering of data from a single Indonesian public university, the generalizability of the results is limited. In addition, this study does not examine the effect of culture on commitment, which must be examined alongside other dimensions in future research. This study could be enhanced with a larger sample of lecturers from various universities.

REFRENCES

Aaltonen, V., Siltaoja, M., (2022). How they walk the talk: Responsible management education in Finnish business schools. *Business Ethics, the Environment and Responsibility*, 31(4), 1117–1135.

Acevedo-De-los-Ríos, A., Rondinel-Oviedo, D. R., (2022). Impact, added value and relevance of an accreditation process on quality assurance in architectural higher education. *Quality in Higher Education*, 28(2), 186–204.

Adam, E., (2023). Reviving the sociology of organizations in higher education: the case of how global university rankings influence the strategic management of Canadian universities. I*nternational Review of Sociology*, 1–20.

Ali, S., Hafeez, Y., Humayun, M., Jamail, N. S. M., Aqib, M. and Nawaz, A., (2022). Enabling recommendation system architecture in virtualized environment for e-learning. Egyptian Informatics Journal, 23(1), 33–45.

Allen, N. J., Grisaffe, D. B., (2001). Employee commitment to the organization and customer reactions: Mapping the linkages. *Human Resource Management Review*, 11(3), 209–236.

Almaiah, M. A., Alfaisal, R., Salloum, S. A., Al-Otaibi, S., Al Sawafi, O. S., Al-Maroof, R. S., Lutfi, A., Alrawad, M., Mulhem, A. Al and Awad, A. B., (2022). Determinants influencing the continuous intention to use digital technologies in Higher Education. *Electronics*, 11(18), 2827.

Al-Mamary, Y. H. S., (2022). Understanding the use of learning management systems by undergraduate university students using the UTAUT model: Credible evidence from Saudi Arabia. *International Journal of Information Management Data Insights,* 2(2), 100092.

Andreani, M., Russo, D., Salini, S. and Turri, M., (2020). Shadows over accreditation in higher education: Some quantitative evidence. *Higher Education*, 79, 691–709.

Anthony Jnr, B., (2022). An exploratory study on academic staff perception towards blended learning in higher education. *Education and Information Technologies,* 27(3), 3107– 3133.

Ardolino, M., Bacchetti, A., Dolgui, A., Franchini, G., Ivanov, D. and Nair, A., (2022). The Impacts of digital technologies on coping with the COVID-19 pandemic in the manufacturing industry: a systematic literature review. *International Journal of Production Research*, 1–24.

Asiyai, R. I., (2022). Best practices for quality assurance in higher education: implications for educational administration. *International Journal of Leadership in Education*, 25(5), 843–854.

Barbato, G., Bugaj, J., Campbell, D. F. J., Cerbino, R., Ciesielski, P., Feliks-D³ugosz, A., Milani, M. and Pausits, A., (2022). Performance indicators in higher education quality management of learning and teaching: lessons from a benchlearning exercise of six European universities. *Quality in Higher Education,* 28(1), 82–105.

Baron, R. M., Kenny, D. A., (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173.

Baryshnikova N., Kiriliuk O. and Klimecka-Tatar D., (2021). Enterprises' strategies transformation in the real sector of the economy in the context of the COVID-19 pandemic. *Production Engineering Archives*, 27(1), 8-15.

Basuki, B., Szczepañska-Woszczyna, K., Rajiani, I., Widyanti, R. and Kot, S., (2022). Working from home arrangement in delivering public service during the COVID-19 pandemic: innovation or irritation? *Administration and Public Management Review*, 39.

Bonett, D. G., Wright, T. A., (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of Organizational Behavior*, 36(1), 3–15.

Bravo, L. G., Nistor, N., Ramírez, B. C., Soto, I. G., Contreras, M. V., Vives, M. N. and Robles, P. M., (2022). Higher education managers' perspectives on quality management and technology acceptance: A tale of elders, mediators, and working bees in times of Covid-19. *Computers in Human Behavior,* 131, 107236.

Carnegie, G. D., Guthrie, J. and Martin-Sardesai, A., (2022). Public universities and impacts of COVID-19 in Australia: risk disclosures and organisational change. *Accounting, Auditing and Accountability Journal*, 35(1), 61–73.

Chauhan, S., Goyal, S., Bhardwaj, A. K. and Sergi, B. S., (2022). Examining continuance intention in business schools with digital classroom methods during COVID-19: a comparative study of India and Italy. *Behaviour and Information Technology,* 41(8), 1596–1619.

Cheah, L. F., Cheng, M. Y. and Hen, K. W., (2022). The effect of quality management practices on academics' innovative performance in Malaysian higher education institutions. *Studies in Higher Education*, 1–14.

Daumiller, M., Rinas, R., Hein, J., Janke, S., Dickhäuser, O. and Dresel, M., (2021). Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. *Computers in Human Behavior*, 118, 106677.

Deèman, M., Stare, J. and Klun, M., (2022). The impact of the COVID-19 crisis on the development of the information society in Slovenia. *Administration and Public Management Review*, 39, 77-96.

Elsotouhy, M. M., Ghonim, M. A., Alasker, T. H. and Khashan, M. A., (2022). Investigating health and fitness app users' stickiness, WOM, and continuance intention using SOR model: The moderating role of health consciousness. *International Journal of Human– Computer Interaction*, 1–16.

Fernandes, J. O., Singh, B., (2022). Accreditation and ranking of higher education institutions (HEIs): review, observations and recommendations for the Indian higher education system. The TQM Journal, 34(5), 1013–1038.

Goyal, S., Venkatesh, V. and Shi, X., (2022). Role of users' status quo on continuance intentions. *Information and Managemen*t, 59(8), 103686.

Hair, J. F., Howard, M. C. and Nitzl, C., (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109, 101–110.

Halmai, P., (2022). COVID-19 Crisis and Supply Side Bottlenecks in the EU. Shorter and Longer Term Prospects. *Montenegrin Journal of Economics,* 18(4), 19-30.

Harlie, M., Hairul, H., Rajiani, I. and Abbas, E. W., (2019). Managing information systems by integrating information systems success model and the unified theory of acceptance and usage of technology. *Polish Journal of Management Studies,* 20(1), 192–201.

Jurek, P., Korjonen Kuusipuro, K. and Olech, M., (2021). When technology use causes stress: Challenges for contemporary research. *Human Technology*, 17(3), 190–196.

Katelo, I., Kokina, I. and Rašèevskis, V., (2022). Quality assessment of public services in Latvia. *Entrepreneurship and Sustainability Issues*, 9(4), 359-379.

Khalid, B., Lis, M., Chaiyasoonthorn, W. and Chaveesuk, S., (2021). Factors influencing behavioural intention to use MOOCs. *Engineering Management in Production and Services,* 13(2), 83–95.

Khorshid, M., Rezk, M. R., Ismail, M., Piccinetti, L., Radwan, A., Helmy, O. and Sakr, M. M., (2023). Research, development and innovation in business enterprises: experience from Egypt. *Insights into Regional Development,* 5(1), 41-58.

Kocsis, D., de Vreede, T. and Alothaim, A., (2022). Happy to Continue: Satisfaction, Commitment, and Persistence to Use Technology-Supported Collaborative Work Practices. *Group Decision and Negotiation*, 31(6), 1235–1262.

Kooli, C., Abadli, R., (2022). Could education quality audit enhance human resources management processes of the higher education institutions? *Vision*, 26(4), 482–490.

Kravchenko, S.A., Sidorov, N. and Draskovic, V., (2021). New Challenges to Economy Security: the Convergence of Energy and Covid-19 Risks – The Demand for Cosmopolitan Politics. *Montenegrin Journal of Economics,* 17(2), 187-194.

Lutfi, A., (2022). Factors Influencing the Continuance Intention to Use Accounting Information System in Jordanian SMEs from the Perspectives of UTAUT: Top Management Support and Self-Efficacy as Predictor Factors. *Economies*, 10(4), 75.

Mäntymäki, M., Islam, A. K. M. N., Turel, O. and Dhir, A., (2022). Coping with pandemics using social network sites: A psychological detachment perspective to COVID-19 stressors. T*echnological Forecasting and Social Change,* 179, 121660.

Menshikov, V., Ruza, O., Kokina, I. and Arbidane, I., (2022). Entrepreneurial University: Topicality of Creation, International experience, Situation in Latvia. *Entrepreneurship and Sustainability Issues*, 9(4), 156-177.

Muangmee, C., Kot, S., Meekaewkunchorn, N., Kassakorn, N., Tiranawatananun, S. and Khalid, B., (2021). Students' Use Behavior towards E-Learning Tools during COVID-19 Pandemics: Case Study of Higher Educational Institutions of Thailand. *International Journal of Evaluation and Research in Education,* 10(4), 1166–1175.

Papademetriou, C., Anastasiadou, S., Konteos, G. and Papalexandris, S., (2022). COVID-19 pandemic: the impact of the social media technology on higher education. *Education Sciences,* 12(4), 261.

Phimolsathien, T., (2022). Guidelines for driving business sector into digital transactions for business survival: a case study of the impact of covid-19 to smes business in thailand. *Polish Journal of Management Studies*, 26(2), 293–309.

Putro, H. P. N., Hadi, S., Rajiani, I. and Abbas, E. W., (2022). Adoption of e-learning in Indonesian higher education: innovation or irritation? *Educational Sciences: Theory and Practice,* 22(1), 36–45.

Rajiani, I., Kot, S., (2018). The prospective consumers of the Indonesian green aviation initiative for sustainable development in air transportation. Sustainability, 10(6), 1772.

Recch, F., Petherick, A., Hinton, R., Nagesh, R., Furst, R. and Goldszmidt, R., (2023). Education data needs and challenges for building back from COVID-19. *Epidemics*, 100673.

Rogers, E. M., Singhal, A. and Quinlan, M. M., (2019). Diffusion of Innovations. In D. W. Stack, M. B. Salwen, and K. Eichhorn (Eds.), *An Integrated Approach to Communication Theory and Research*: Vol. 2nd Edition (pp. 1–17).

Routledge. Romanowski, M. H., Alkhateeb, H., (2022). Problematizing accreditation for teacher education. Higher Education Policy, 1–21. Rosser, A., (2023). Higher education in Indonesia: The political economy of institution-level governance. *Journal of Contemporary Asia*, 53(1), 53–78.

Sader, S., Husti, I. and Daroczi, M., (2022). A review of quality 4.0: Definitions, features, technologies, applications, and challenges. Total Quality Management and Business Excellence, 33(9–10), 1164–1182.

Satispi, E., Rajiani, I., Murod, M. and Andriansyah, A., (2023). Human Resources Information System (HRIS) to Enhance Civil Servants' Innovation Outcomes: Compulsory or Complimentary? *Administrative Sciences,* 13(2), 32.

Savastano, M., Zentner, H., Spremiæ, M. and Cucari, N., (2022). Assessing the relationship between digital transformation and sustainable business excellence in a turbulent scenario. *Total Quality Management and Business Excellence,* 1–22.

Sell, A. J., (2023). Contextual factors associated with the morale of academic and support staff in universities. *Perspectives: Policy and Practice in Higher Education,* 1–10.

Shrestha, N., (2021). Factor analysis as a tool for survey analysis. *American Journal of Applied Mathematics and Statistics,* 9(1), 4–11.

Stoyanova, T. and Markova, M., (2022). Researching digitalization of the education: a case study of Bulgarian universities. *Entrepreneurship and Sustainability Issues,* 10(1), 50-63.

Suzuki, K., Ikushima, Y. and Murayama, Y., (2023). Changes in Cargo Movement due to the Effects of COVID-19. *Production Engineering Archives,* 29(2) 147-154.

Tirastittam, P., Thammaboosadee, S. and Chuckpaiwong, R., (2022). Importance Of Talent Management For Information Technology Personnel In The Thailand's Bureaucratic Organization. *Polish Journal of Management Studies,* 25(2), 341–356.

Ulewicz, R., Kanchana, S., (2020), Experience with the accreditation of technical studies in Poland and Thailand. [in:] *International Symposium on Project Approaches in Engineering Education* 10, 149-156.

Yazdani, M., Pamucar, D., Erdmann, A. and Toro-Dupouy, L., (2023). Resilient sustainable investment in digital education technology: A stakeholder-centric decision support model under uncertainty. *Technological Forecasting and Social Change*, 188, 122282.

Zaremohzzabieh, Z., Roslan, S., Mohamad, Z., Ismail, I. A., Ab Jalil, H. and Ahrari, S., (2022). Influencing factors in MOOCs adoption in higher education: a meta-analytic path analysis. *Sustainability*, 14(14), 8268.

3. The Urgency of Quality Management in Higher Education Information Systems

Herry Porda Nugroho Putro, Bambang Subiyakto, Jumriani Jumriani, M. Aditya Ramadhan, Muhammad Yusuf

ABSTRACT

This article aims to describe the theoretical study of information systems having an important role in helping to control and organize the activities of the organization's sub-systems to assist the organization in achieving its goals. The type of research used is a literature study. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials. Management information systems are the key to a field that emphasizes management personnel who can process and process data into information that can be used to support decisions by going through a predetermined work procedure. The objectives of the information system include: 1) providing information for making a decision, 2) providing information used in planning, controlling, evaluating and continuous improvement, and 3) providing information used in calculating the cost of a product, services and other purposes desired by management.

Keywords: Management, Information, System, and education.

I. PRELIMINARY

In the current era of modernization, information systems and technology support the activities of an organization. The existence of a management information system brings changes in the implementation of work from the manual to the digital era so that interactions between institutions/organizations, communities and institutional stakeholders can be carried out more quickly and run dynamically (Triandini, Jayanatha, Indrawan, Putra, & Iswara, 2019). There is anticipation through strategies and policies so that higher education institutions can survive in providing services in all fields (Sonia, 2020), specifically services for students, lecturers and the community.

Management information systems are important activities in an organization, especially higher education institutions, to help educational institutions achieve goals (Sudibyo, 2011). Therefore, using management information systems in the service sector is crucial in higher education (Jumriani et al. 2021). Because it has become a necessity, not just a prestige of modern higher education management, in its implementation, universities encounter many obstacles in implementing management information systems, especially institutional management, both technical and non-technical factors (Lestari, 2017). Therefore, governance accountability and the public image of higher education institutions will lead to increased performance and product quality. This policy will be meaningful when associated with efforts to fulfil quality educational institution management services, quality teaching programs, and quality educational facilities (Sonia, 2020).

Educational institutions require integrated management to provide fast and accurate information and reporting. Information or reporting presented quickly can be used to analyse and make decisions properly and correctly (Rahmanto, Ulum, & Priyopradono, 2020). Of course, this is very difficult to do if it is done manually and does not use integrated information technology between internal departments of the educational institution as the basis for management. Current education management needs to provide access to data and information from collecting, recording, processing, duplicating, storing and sending (Rahmanto, Ulum, & Priyopradono, 2020).

Management information systems will assist organizations in achieving their goals, namely, work process efficiency, improving the quality of customer service, planning, expanding markets and introducing products to the public (Sudibyo, 2011). The effectiveness of implementing management information systems in the management of tertiary institutions can be seen in the administration of institutional management so that the management process in tertiary institutions becomes more effective and efficient and can support the achievement of tertiary performance. Most education staff/academic staff, and lecturers use computer applications to help with their work processes (Lestari, 2017).

Lecturers use learning media to facilitate the learning process for students. Educational staff use computer applications in the administration field so that all activities can be neatly arranged and documents stored on the computer (Abbas 2022; Mutiani and Faisal 2019). The impact of technology and information development is the emergence of various types of activities based on electronics, e-learning, e-library, e-education, e-government, and so on (Rahmanto, Ulum, & Priyopradono, 2020). This article aims to describe the theoretical study of information systems having an important role in helping to control and organize the activities of the organization's sub-systems to assist the organization in achieving its goals.

II. METHOD

The type of research used is a literature study. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials (Snyder, 2019). Literature study is an activity that is required in research, especially academic research whose main objective is to develop both theoretical and practical aspects (Zed, 1999). Literature studies are carried out by each researcher with the main objective of finding a basis for obtaining and building a theoretical basis, framework for thinking, and determining provisional conjectures or also known as research hypotheses (Triandini, Jayanatha, Indrawan, Putra, & Iswara, 2019). Researchers can group, allocate organize, use a variety of

literature in their fields. By conducting a literature study, researchers have a broader and deeper understanding of the problem to be studied (Snyder, 2019).

III. RESULTS AND DISCUSSION

Management Information System is a method used by information users to manage data, be it data that will become information that results from the information used as material for consideration in decision making. Management information systems are the key to a field that emphasizes management personnel who can process and process data into information that can be used to support decisions by going through a predetermined work procedure (Hambali, 2021). The objectives of the management information system are: (1) to provide information for making a decision, (2) to provide information used in planning, controlling, evaluating and also continuous improvement, (3) to provide information used in the calculation of the cost of products, services and other purposes desired by management (Aprianti & Maliha, 2016).

In education, quality refers to two things, namely process and product. The quality of the educational process can be interpreted as the ability of educational institutions, both technical and management professionals, to support learning to achieve optimal performance (Renaningtias & Apriliani, 2021). Whereas educational products are of high quality if they fulfil the characteristics, such as students showing a high level of mastery of learning assignments by educational goals and objectives so that they have the necessary knowledge and skills, educational outcomes according to community needs, families of quality education (Windhiyana, 2020).

Improving the quality of education requires the development of science and technology because all activities carried out require up-to-date information. As complex institutions, higher education institutions require the exchange of information quickly and precisely. The capacity of educational institutions is determined by their ability to analyze information, especially about the development of information technology. Educational institutions will require

management activities such as planning, organizing, implementing, and supervising decision-making (Aprianti & Maliha, 2016; Renaningtias & Apriliani, 2021).

All of these management activities require information so that the decisions taken can be adjusted to the needs of society and education itself. To improve the quality of education, it must first improve the quality of educators and their students. Educators must understand how important information systems are in carrying out their duties in educating and teaching. Educators must be able to keep up with the times and the rapid development of information systems. Through this information system, educators can add to their knowledge not only information from their country but also from other countries (Triandini, Jayanatha, Indrawan, Putra, & Iswara, 2019).

Educators (lecturers) can see advanced education from other countries and be used as a guide to improve the quality of education in tertiary institutions. Management information systems in a school can make managing data on students, teachers/employees, and others easier. The processed student data can help parents get information about their child's development and assist in education through the educational institution's online academic database system (Aprianti & Maliha, 2016). This information system helps students independently in finding the material to be studied. Students can find learning resources not only from books and lecturers' explanations but also from the internet.

Students also find it easy to no longer go to the library to look for the material they will study because there is also an online library that can be accessed anytime and anywhere as long as there is a network (Windhiyana, 2020). This is a form of benefit provided by management information systems in improving the quality of education. Another benefit of management information systems for students in improving the quality of education is that students can improve their abilities and skills in analyzing the information they get via the internet and make them wise in using it (Aprianti & Maliha, 2016).

A good information system must support administrative activities from the operational level to the top management level of higher education institutions. Each management level requires different data or information because their duties and functions differ. The technology currently offered is quite diverse, with the quality of service being continuously updated (Rahmanto, Ulum, & Priyopradono, 2020). In the world of education, the best service is not only enough to lead to services for students and parents as external customers, but the best service must also be provided to internal customers, such as lecturers, administrative staff, other employees so that they can work effectively (Ilhami 2022; Syahruddin and Arif 2022). By utilizing information technology systems, educational institutions can use methods, media and learning resources that support easy access and equal access to education (Triandini, Jayanatha, Indrawan, Putra, & Iswara, 2019). Therefore, a management information system will facilitate the work of all stakeholders in tertiary institutions to carry out their work and to create good and quality services for the satisfaction of educational customers (students, lecturers and the public).

Management information systems in tertiary institutions are systems that allow a person to do various things, in this case, communicating, exchanging information, management governance and the use of technology in the form of hardware or software that can help someone in doing their job and the ability of users to operate it (Putra, Handoyo, & Rochadi, 2018). The success of an organization in achieving its goals depends on the ability of the people who manage the organization. Using a computer as a management information system (MIS) is a breakthrough. It is assisted by applications specifically geared to support management (Rodin, Khotimah, Perdana, & Mahfiro, 2022). Higher education as a service provider institution that involves a high level of interaction between service providers and users, higher education as a form of intellectual society must indeed show its existence by being able to create competitive and innovative human resources (Rahmanto, Ulum, & Priyopradono, 2020).

IV. CONCLUSION

Management information systems are the key to a field that emphasizes management personnel who can process and process data into information that can be used to support decisions by going through a predetermined work procedure (Hambali, 2021). The objectives of the information system include: 1) providing information for making a decision, 2) providing information used in planning, controlling, evaluating and continuous improvement, and 3) providing information used in calculating the cost of a product, services and other purposes desired by management. A management information system will facilitate the work of all stakeholders in tertiary institutions to carry out their work and to create good and quality services for the satisfaction of educational customers (students, lecturers and the community).

BIBLIOGRAPHY

Abbas, Ersis Warmansyah. 2022. "Integration of River Tourism Content in Social Studies Teaching Materials as an Efforts to Strengthen Student Understanding." *The Innovation of Social Studies Journal*, Vol 4, No 1 (2022).

Aprianti, W., & Maliha, U. (2016). Sistem Informasi Kepadatan Penduduk Kelurahan Atau Desa Studi Kasus Pada Kecamatan Bati-Bati Kabupaten Tanah Laut. *Jurnal Sains dan Informatika*, 2(1).

Ilhami, Muhammad Ridha. 2022. "The Social Values of the Banjar People in Traditional Markets." 4:13. Hambali, I. (2021). Implementasi Sistem Informasi Manajemen (SIM) Dalam Meningkatkan Mutu Proses Pembelajaran. *Edumaspul: Jurnal Pendidikan*, 5(1), 124-134.

Handy, M. R. N., Abdurrahim, A., Subiyakto, B., Syaharuddin, S., Putra, M. A. H., Akmal, H., & Sari, D. P. N. P. (2022, December). Utilization of Ferry as a Support of The Community Economy on The Alalak River Based as a Learning Resource on Social Studies. *In Social Studies Conference Proceedings* (pp. 121-128).

Ilhami, M. R., Abbas, E. W., Syaharuddin, S., Mutiani, M., & Jumriani, J. (2023). Chinese Ethnic and Madurese Ethnic Social Interaction in Gedang Village. *The Kalimantan Social Studies Journal*, 4(2), 124-135.

Jumriani, Jumriani, Mutiani Mutiani, Muhammad Adhitya Hidayat Putra, Syaharuddin Syaharuddin, and Ersis Warmansyah Abbas. 2021. "The Urgency of Local Wisdom Content in Social Studies Learning: Literature Review." *The Innovation of Social Studies Journal* 2(2):103. doi: 10.20527/iis.v2i2.3076.

Jumriani, J., Muhaimin, M., Wardinah, Y., Abbas, E. W., Mutiani, M., & Ilhami, M. R. (2023). Identification of Function Social Group Functions for Communities in River Bank. *The Kalimantan Social Studies Journal*, 4(2), 108-115.

Lestari, P. (2017). Implementasi Sistem Informasi Manajemen Sekolah Dalam Meningkatkan Mutu Layanan Pendidikan Di Smk Negeri Karangpucung Kabupaten Cilacap. *Administrasi Pendidikan: Jurnal Ilmiah Mahasiswa Pascasarjana,* 5(1), 61-68.

Mutiani, Mutiani, and M. Faisal. 2019. "Urgency of The 21st Century Skills and Social Capital in Social Studies." *The Innovation of Social Studies Journal* 1(1):1. doi: 10.20527/iis.v1i1.1256.

Mutiani, M., Handy, M. R. N., Wiyanarti, E., Abbas, E. W., Syaharuddin, S., & Jumriani, J. (2023). Strengthening the Content of Local History in Social Studies. *Yupa: Historical Studies Journal*, 124-136.

Putra, A. S., Handoyo, S. S., & Rochadi, D. (2018). Kualitas Layanan Akademik Mahasiswa di Program Studi Pendidikan Vokasional Konstruksi Bangunan Universitas Negeri Jakarta. *Jurnal Pensil: Pendidikan Teknik Sipil,* 7(2), 63-70.

Putra, M. A. H., Handy, M. R. N., Ilhami, M. R., & Abbas, E. W. (2023, August). Banjarese Cultural Values on the Floating Market as the Foundation of the Religious Character of the Community. *In 4th Annual Civic Education Conference* (ACEC 2022) (pp. 597- 603). Atlantis Press.

Rahmanto, Y., Ulum, F., & Priyopradono, B. (2020). Aplikasi pembelajaran audit sistem informasi dan tata kelola teknologi informasi berbasis mobile. *Jurnal Tekno Kompak*, 14(2), 62-67.

Renaningtias, N., & Apriliani, D. (2021). Penerapan metode prototype pada pengembangan sistem informasi tugas akhir mahasiswa. *Rekursif: Jurnal Informatika,* 9(1).

Rodin, R., Khotimah, K., Perdana, M., & Mahfiro, R. D. (2022). Kebijakan pengelolaan arsip perguruan tinggi Islam di era industri 4.0 (studi pada Record Center Institut Agama Islam Negeri Curup). *Al-Kuttab: Jurnal Kajian Perpustakaan, Informasi dan Kearsipan,* 4(1), 1-17.

Rusmaniah, R., Putra, M. A. H., Handy, M. R. N., Ilhami, M. R., & Mutiani, M. (2023). Implementasi Pendidikan Lingkungan Hidup Pada Taman Konservasi Anggrek Tahura Sultan Adam: Environmental Education Implementation in Sultan Adam Forest Park Orchid Concervation Park. *Anterior Jurnal*, 22(2), 47-52.

Sari, R., Jannah, F., & Rahmi, N. (2023). Meningkatkan Aktivitas, Motivasi Dan Hasil Belajar Menggunakan Model Ground Peat Untuk Siswa Sekolah Dasar. *DIKSEDA: Jurnal Pendidikan Sekolah Dasar*, 1(1), 47-62.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333-339.

Sonia, N. R. (2020). Implementasi Sistem Informasi Manajemen Pendidikan (Simdik) dalam Meningkatkan Mutu Pendidikan di Madrasah Aliyah Negeri 2 Ponorogo. *Southeast Asian Journal of Islamic Education Management,* 1(1), 94-104.

Sudibyo, L. (2011). Peranan dan Dampak Teknologi Informasi dalam Dunia Pendidikan di Indonesia. *Jurnal Widyatama Universitas Veteran Bangun Nusantara Sukoharjo,* 20(2), 175-185.

Suharso, P. (2009). *Metode Penelitian Kuantitatif Untuk Bisnis: Pendekatan Fisolofi dan Praktis.* Jakarta: Permata Puri media.

Syahruddin, Muhammad Hamzah, and Samsu Arif. 2022. "*Pemanfaatan Teknologi Konservasi Air Tanah dan Penjernihan Air di Kelurahan Buntu Sugi Kecamatan Alla Kabupaten Enrekang*." 6(4):12.

Triandini, E., Jayanatha, S., Indrawan, A., Putra, G. W., & Iswara, B. (2019). Metode systematic literature review untuk identifikasi platform dan metode pengembangan sistem informasi di Indonesia. *Indonesian Journal of Information Systems,* 1(2), 63- 77.

Windhiyana, E. (2020). Dampak Covid-19 terhadap kegiatan pembelajaran online di sebuah perguruan tinggi kristen di Indonesia. *Perspektif Ilmu Pendidikan*, 34(1), 1-8.

Zed, M. (1999). *Metodologi Sejarah*. Padang: FIS UNP.

4. Effectiveness of Multi-Matobe Integration in Social Studies Learning to Enhance Critical Thinking Skills

Rasimin, M Zuhri, M Hamsah, N Nurchamidah, AM Rosyad

ABSTRACT

This study aims to analyze the effectiveness of the Multi-Matobe learning strategy in enhancing elementary-school students' critical thinking skills. The research population was elementary school students in Salatiga, Indonesia. Using purposive sampling, 160 students were chosen as samples. The research has a Randomize Pretest-Posttest Control Group Design. Students' critical thinking skills are measured by a validated test containing real religious tolerance issues. Data were analyzed using Paired Samples t-test. The results showed that the integration of Multi-Matobe learning is effective in enhancing students' critical thinking skills. The contribution of this research is that students can think critically and have a tolerance to face global competition by integrating the Multi-Matobe strategy in schools.

Keywords: strategy; multicultural; tolerance; social studies learning; critical thinking

I. INTRODUCTION

As a multicultural country, Indonesia has many tribes, cultures, customs, languages, and religions that live and develop in social situations (Akova & Kantar, 2021). This diversity emerges two different and opposing potentials: positive potential, as in being proud of one homeland, and negative potential, as in being prone to causing clashes, conflicts, and divisions (Caputo et al., 2018; Spencer-Oatey & Dauber, 2019). Achieving a multicultural country's stability requires a systematic pedagogical method through a school system that pays attention to elements of local culture and religion (Miftah, 2016; Sulaiman, 2021), such as implementing multicultural education (Tabroni et al., 2022; Zhao et al., 2020).

In multicultural education, an educator is not only required to teach a subject but also must inculcate moral values in students, such as democratic, humanist, and inclusive diversity values, so that educational outputs can be applied in their social life (Karacabey et al., 2019; Kartikawati, 2019; Yuhanis et al., 2020). Schools have a significant role in inculcating multicultural values through learning models and approaches. Therefore, this research needs to investigate Multi-Matobe integration in social studies learning to be a reference for educational institutions. In this case, Multi-Matobe is multicultural based on religious tolerance.

Critical thinking skills are significant for preparing students to face global competition (Cáceres et al., 2020). The educational law states that students' critical thinking skills significantly affect their competence and criticality when facing social issues (Suardana et al., 2018). Many studies show that the critical thinking skills of Indonesian students in social studies learning are apprehensive. Social studies learning has the potential to develop character (Komalasari & Saripudin, 2018; Maba et al., 2018). The Multi-Matobe learning strategy requires students to explore their ability to enhance their critical thinking skills to become a democratic and responsible society (Siebers, 2019; Swalwell & Payne, 2019).

The effectiveness of the Multi-Matobe learning strategy on critical thinking skills is tested by giving students real social issues regarding religious tolerance in our environment. Students are allowed to map and determine problem priorities before conducting social investigations about tolerance issues (Behery et al., 2016; Conklin, 2010; Fahmi et al., 2019).

This study aims to analyze the effectiveness of the Multi-Matobe learning strategy in enhancing elementary-school students' critical thinking skills. Multicultural societies include various ethnicities, races, languages, cultures, and religions (Parkhouse et al., 2019). It aims to build cooperation, equality, and appreciation of an increasingly complex world (Sipayung & Dwiningrum, 2020). Multiculturalists can see differences, work together positively with others, and continue to be aware of all forms of attitudes that can reduce multiculturalism (Nguyen et al., 2018; Raihani, 2018).

In the steps of the Multi-Matobe learning strategy, multiculturalism can be seen in the step of student orientation on problems, mapping and prioritizing problems, social investigations of religious tolerance issues, group and classical discussions, and the development and presentation of work (Muizzuddin, 2021). The Multi-Matobe strategy can enhance students' critical thinking skills through the learning steps. When students are given a problem, they do orientation and map based on the priority of the given problem. Next is conducting a social investigation of various religious tolerance issues.

The investigation results are communicated in group and classical discussions before finally being presented as a work. Some activities are conducted to formulate and solve the problem through social investigations concerning religious tolerance issues to optimize the students' critical thinking skill training. It aims to maximize critical thinking skills. It is inversely proportional if students are only taught using various lecture strategies. If the teacher becomes dominant in learning, students will be more passive in waiting for instructions.

II. METHODS

This research was quasi-experimental with a Randomized Pretest-Posttest of Control Group Design. During the experiment, the students were divided into two treatment classes: one class was taught using a Multi-Matobe strategy, and one class was taught using a conventional strategy. Students took a pretest and posttest before and after treatment to measure their ability to think critically regarding issues of religious tolerance. The treatment of learning strategies was given thrice in each class. The duration of each treatment was 3x35 minutes. Table 1 presents the research design.

Table 1. Randomized Pretest-Posttest Control Group Design

Experimental Class	R	O	X	O
Control Class	R	O	C	O

The research population was 640 elementary school students in Salatiga, Indonesia. Using purposive sampling, 160 students from four classes were chosen as samples. The class was determined using the entire group by testing the equality of the treatment class using the base value of the card from the previous study. Test for class equivalence used ANOVA. The results of the ANOVA test showed that the p-value (0.253) was more significant than 0.050, so it was concluded that the class used for treatment was in equal initial conditions. Statistical analysis techniques are used in this study: (1) ANOVA test to analyze the difference in the average between the experimental and control groups; and (2) Paired Samples t-test to analyze the difference in mean before and after treatment in the experimental and control classes. Before statistical analysis to test the hypothesis, normality and homogeneity tests were performed to test the basic assumptions. Students' critical thinking skills are measured by an essay test containing real religious tolerance issues. The quality of critical thinking skills was assessed using the critical thinking skill test rubric developed by the researcher. Two experts who assessed the accuracy of religious tolerance issues and critical thinking aspects validated the test and the rubric. The experts stated that the test and the rubric were valid and suitable for data collection.

The Multi-Matobe strategy was used in the experimental class and varied lectures in the control class. The researchers themselves developed the steps of the Multi-Matobe learning strategy through development research. The steps for developing the Multi-Matobe learning strategy refer to Creswell (2009) & Daniel and Paul (2019). The lecture class steps vary following the usual learning activities in the classroom, with the teacher's dominance in explaining the material to students. Three experts evaluated the learning resources that researchers had developed.

The feasibility test was carried out to assess the accuracy of the learning tools on Multi-Matobe steps and critical thinking skills. The learning materials were feasible, according to the assessment results. The teacher received training on how to use the Multi-Matobe learning tools prior to the experiment. The purpose of this training is to make sure that partner teachers are using Multi-Matobe learning strategies throughout treatment with accuracy and consistency. Two observers supervised and assessed the teacher's consistency in implementing the Multi-Matobe strategy in the classroom.

III. RESULT AND DISCUSSION

Table 2 presents the paired samples t-test results of the control class' pretest and posttest to analyze the Multi-Matobe learning strategy on critical thinking skills.

Table 2. The Results of the Paired Sample T-Test Analysis of Research Data

		Paired differences							
		mean	Std Deviation	Std, error mean	95% confidence interval of the difference		t	df	Sig. (2-tailed
					Lower	upper			
Pair 1	pretest of control class-posttest of control class	-2.45313	3.50002	39131	-3.23202	-1.67423	-6,269	79	,000

Class	Average	t-count	T table	Sig
Control Class' Pretest	69.50	6,629	1.99045	0.00
Control Class' Posttest	71.95			

The paired sample t-test results of the control class' pretest and posttest aim to analyze the effectiveness of the Multi-Matobe strategy. The effectiveness test results showed an average pretest of 69.50 and posttest of 2.45. The t-test produced a t-count of 1.99045, exceeding the t-table by 6.629, and yielding a significance level below 0.05 (sig = 0.000) The experimental class's pretest and posttest data were used to conduct a paired sample t-test to examine whether the score increased. If t-count > t-table with a significance level of 5% and a value 0.05 for the control class, the data is deemed significant. The paired sample t-test results of the experimental class' pretest and posttest are in Table 3.

Table 3. The t-test results of the pretest and posttest data of the experimental class

		Paired differences							
		mean	Std Deviation	Std, error mean	95% confidence interval of the difference		t	df	Sig. (2-tailed)
					Lower	upper			
Pair 1	pretest of control class - posttest experimental class	-3.93125	2.72528	30470	-4.53773	-3,32477	12,902	79	,000

Class	Average	t-count	T table	Sig
Control Class' Pretest	71.31	12,902	1.99045	0.00
Control Class' Posttest	75.24			

Based on the t-test results, the average pretest was 71.31 and increased to 75.24 during the posttest, so the increase was 3.93. The t-test also shows that the t-count is 12.902 with a significance level of 0.00. 1.99045 is the t-table value with a significance level of 5%. As a result, the t-count > t-table value is 12.902 > 1.99045 and the significance level is 0.000 (0.05). Additionally, the posttests in the experimental class and the control class must be subjected to an independent samples t-test. It seeks to establish whether there was a statistically significant difference between the experimental and control classes' posttest results. The analysis's findings were deemed significant if t-count > t-table, sig value 0.05, and 5% significance level were met. The independent samples t-test results on the pretest and posttest scores for the control class are shown in Table 4.

Table 4. The Independent Samples T-Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig	t	df	Sig-(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcome	Equal variances assumed	8,413	,004	-6,207	158	,000	-3,29063	,53011	4.33764	2,24361
	equal variances not assumed			-6,207	140,585	,000	-3,29063	,53011	4.33865	2.24260

Class	Average	t-count	T table	sig
Control Class' Pretest	71.95	0.207	1.975092	0.00
Experiment Class' Posttest	75.24			

The average learning outcomes for the experimental class were 71.95 and for the control class were 75.24, according to the findings of the posttest t-test, which are presented in Table 4. The experimental class's average learning outcomes are 3.29 higher on average than those of the control class. The table shows that the t-count is 6.207 and that its significance is 0.000. These calculations result in the t-table being 1.975092 at a 5% significance level. As a result, the t count value is more than the t table value (.207 > 1.975092), and the significance level is below 0.05 (sig = 0.000 0.05). It can be said that the learning outcomes between the experimental class and the control class differ significantly.

The results showed different scores in the critical thinking skills with different learning models. Students taught using the conventional method have lower critical thinking skills than those taught using the Multi-Matobe learning strategy. The teacher dominates learning in the conventional methods so that during the lesson, the teacher explains the subject matter, gives case examples, and asks students to practice solving cases. The results of this study were in line with Titikusumawati et al. (2020), who states that the application of learning strategies designed in such a way is adapted to the conditions and needs in the classroom to be effective in critical thinking skills. Multicultural strategies based on religious tolerance in learning have been proven to be effective in training critical thinking skills and significantly contribute to the effectiveness of critical thinking skills scores. The results of this study were strengthened by Warsah et

al. (2021), who reveal that through the cases (problems) given, students can explore their ideas and ideas in various ways through discussions in fun learning. Opportunities to explore ideas in various ways and comfortable and fun learning conditions are the capital to develop aspects of students' critical thinking skills (Marcia & Jade, 2019).

The habituation method (habits of mind) provides critical thinking skills to students, so it will appear the habit of feeling everything and finding things that are not working as they should. Students become critical people with argumentative understanding, have high complexity analytical and evaluation skills, are objective toward existing problems, and have elaboration and metacognition abilities (Saputra, 2009). According to Saleh (2019), the following are the aspects of critical thinking skills: 1) Interpretation, the capacity to comprehend and articulate the significance of a specific religious tolerance issues 2) Analysis, the capacity to recognize inferential connections to articulate convictions, conclusions, experiences, justifications, knowledge, or opinion, 3) Evaluation, determining the veracity of claims or other assertions, 4) Inference, the capacity to locate and gather the components required to draw a conclusion, 5) Self-regulation, awareness themselves to monitor one's cognitive activity, and 6) Explanation, the capacity to present the conclusions of one's reasoning in a persuasive and cohesive manner.

The six critical thinking components can be trained through the Multi-Matobe strategy in social studies learning. Students' critical thinking skills are trained when students achieve the social investigation phase of religious tolerance issues. In this case, students' skills to investigate social issues about religious tolerance are trained through discussing ideas, making plans, exchanging ideas, finding solutions, raising arguments and curiosity, and students' critical thinking. Critical thinking is an ability beyond memorizing (Ichsan et al., 2019; Singh et al., 2018). When students use critical thinking, they think independently, generate their own hypotheses, evaluate and synthesize the examples or events being examined, develop new hypotheses, and test them against the available evidence. Critical thinking, which is a source of new knowledge production, requires the ability to ask questions as a foundation, hence it must be taught as the framework for all learning.

Student learning styles were frequently shaped by classroom activities that were solely guided by teachers and textbooks (Foster & Yaoyuneyong, 2016). For modern educators, who favor fresh methods and models that are more effective at getting people to think, this situation was troubling. When students analyze, evaluate, interpret, or synthesize information and use critical thinking to create arguments, address issues, or draw conclusions, critical thinking becomes important (Prayogi & Yuanita, 2018). Independent thought, selfreliance, and logical considerations in decision-making are necessary for students to develop their critical thinking skills so that a strong character can be formed in students. They must have principles and a firm stance, not easily swayed by the opinions of others, and have a coherent, organized, and logical flow of thought. If students have strong character, they will also have strong self-confidence. They will also possess the courage to express opinions to others and have good leadership skills.

In contrast, in conventional classroom learning, students tend to learn individually and become more passive because the teacher dominates the class. The lecturing strategies in conventional classrooms are very nuanced in teacher-centered learning, with the teacher as an information center. Students listen more passively in varied lecture classes, so learning success is measured more by how many students can memorize the material explained. Students are rarely involved, let alone trained, in activities requiring them to explore ideas during the learning process, resulting in students' minimum critical thinking skills. Danielle et al. (2012) stated that learning dominated by varied lecture methods affects students' thinking skills compared to learning that requires students to construct their own knowledge (Ayertei, 2018).

The contribution of the Multi-Matobe strategy on students' critical thinking skills is obtained from the Multi-Matobe strategy steps when students (1) orient the problem, (2) do mapping and determine problem priorities, (3) conduct social investigations on religious tolerance issues, (4) group and classical discussion, and (5) develop and present the work. The social investigation stage forms the basis for learning the Multi-Matobe strategy. Problem investigation involves students, individually and in groups, finding things that must be discussed and resolved with or without the teacher. Group discussion activities and classical discussions discuss the results of case investigations to find solutions to the given case problems.

Students solve problems by collecting all information, materials, or learning resources by exploring the surrounding environment, observing natural phenomena and events, comparing, listening, simulating, and others.

This statement is corroborated by Mahanal et al. (2019), that the feeling of not being satisfied quickly and not being able to quickly accept what is given to him without reviewing it first shows that attitude from the Multi-Matobe strategy step. The investigations carried out by students proved to foster their critical thinking skills through the exploration of questions and by learning how to develop hypotheses, helping students learn in a fun way, helping students gain depth in the concepts of the material they were learning, and helping students use the higher-order thinking, including critical thinking skills. According to the level of thinking development, the research samples showed that prospective educator students at the elementary level are at the stage of higher-order thinking skills. Students can think abstractly and logically at this stage and analyze and combine to solve problems from various tolerance cases (Aslan & Aybek, 2020). Optimal critical thinking skills training supported by optimal mutual learning also causes the Multi-Matobe strategy to enhance students' critical thinking skills effectively. It places the Multi-Matobe strategy as a recommended learning strategy to empower critical thinking skills on other themes and fields.

IV. CONCLUSION

The study results conclude that utilizing a Multi-Matobe, a multicultural learning strategy based on religious tolerance issues, can effectively improve students' critical thinking skills. Two things are considered when teachers apply the Multi-Matobe strategy: the conditions of multicultural learning and the religious tolerance issues to work together. Problem-solving done by students in groups must focus on how scaffolding and peer learning. This process requires the teacher's efforts to examine the learning process in groups actively. Before the model is put into practice, practitioners must know about the Multi-Matobe strategy. Accordingly, future research should pay more attention to and study religious tolerance problem-solving strategies with more diverse and real cases to close the gap in achievement and problem-solving skills in the classroom. There are groups of students with high and low academic skills in the class. It must be seriously considered so that

the gap between them is not too large through a Multi-Matobe learning strategy. Suggestions are to combine MultiMatobe learning strategies with group-based learning by adjusting to the learning problems faced by the class.

REFERENCES

Akova, S., & Kantar, G. (2021). Globalization in the context of multiculturalism and ethnicity in the Western Balkans and intercultural communication. *Journal of Public Affairs*, 21(2), e2185.

Aslan, S., & Aybek, B. (2020). Testing the Effectiveness of Interdisciplinary Curriculum-Based Multicultural Education on Tolerance and Critical Thinking Skill. *International Journal of Educational Methodology*, 6(1), 43–55.

Ayertei, T. G. (2018). Effects of Classroom Attendance and Learning Strategies on the Learning Outcome. J*ournal of International Education in Business*, 11(2), 195–219. https://doi.org/10.1108/JIEB-01-2017-0004

Behery, M., Abdallah, S., Parakandi, M., & Kukunuru, S. (2016). Psychological contracts and intention to leave with mediation effect of organizational commitment and employee satisfaction at times of recession. *Review of International Business and Strategy*.

Cáceres, M., Nussbaum, M., & Ortiz, J. (2020). Integrating critical thinking into the classroom: A teacher's perspective. *Thinking Skills and Creativity*, 37, 100674.

Caputo, A., Ayoko, O. B., & Amoo, N. (2018). The moderating role of cultural intelligence in the relationship between cultural orientations and conflict management styles. *Journal of Business Research*, 89, 10–20.

Conklin, H. G. (2010). Preparing for the Educational Black Hole? Teachers' Learning in Two Pathways into Middle School Social Studies Teaching. *Theory & Research in Social Education*, 38(1), 48–79. https://doi.org/10.1080/00933104.2010.10473416

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: University of Nebraska–Lincoln.

Daniel, C., & Paul, M. (2019). Broadening borders to build better schools: Virtual professional learning communities. *International Journal of Educational Management*, 34(2), 296–314. https://doi.org/10.1108/IJEM-09-2018-0296

Danielle, M., Grace, M., & Mary, Z. (2012). Bringing the Classroom to Life: Using Virtual Worlds to Develop Teacher Candidate Skills. In C. Wankel & P. Blessinger (Eds.), *Increasing Student Engagement and Retention Using Immersive Interfaces: Virtual Worlds, Gaming, and Simulation:* Vol. 6 Part C (pp. 129–160). Emerald Group Publishing Limited. https://doi.org/10.1108/S2044-9968(2012)000006C008

Fahmi, F., Setiadi, I., Elmawati, D., & Sunardi, S. (2019). Discovery learning method for training critical thinking skills of students. *European Journal of Education Studies.*

Foster, J., & Yaoyuneyong, G. (2016). Teaching innovation: Equipping students to overcome real-world challenges. *Higher Education Pedagogie*s, 1(1), 42–56. https://doi.org/10.1080/23752696.2015.1134195

Ichsan, I. Z., Sigit, D. V., Miarsyah, M., Ali, A., Arif, W. P., & Prayitno, T. A. (2019). HOTS-AEP: Higher Order Thinking Skills from Elementary to Master Students in Environmental Learning. *European Journal of Educational Research*, 8(4), 935–942.

Karacabey, M. F., Ozdere, M., & Bozkus, K. (2019). The attitudes of teachers towards multicultural education. *European Journal of Educational Research,* 8(1), 383–393.

Kartikawati, D. (2019). The Implementation of Multicultural Educational Communication within the Islamic Education and Character Development (IECD) Subject at Elementary Schools in Indonesia. I*nternational Journal of Multicultural and Multireligious Understanding*, 6(2), 256–267.

Komalasari, K., & Saripudin, D. (2018). The Influence of Living Values Education-Based Civic Education Textbook on Students' Character Formation. *International Journal of Instruction*, 11(1), 395–410.

Maba, W., Perdata, I. B. K., Astawa, I. N., & Mantra, I. B. N. (2018). Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality. *International Research Journal of Management, IT and Social Sciences*, 5(3), 46–52.

Mahanal, S., Zubaidah, S., Sumiati, I. D., Sari, T. M., & Ismirawati, N. (2019). RICOSRE: A Learning Model to Develop Critical Thinking Skills for Students with Different Academic Abilities. *International Journal of Instruction*, 12(2), 417–434.

Marcia, D., & Jade, M. (2019). A "Critical Factor": Facilitating the Success of Students from Low Socioeconomic Status Backgrounds at Australian Regional Universities Through Technology. In J. Hoffman, P. Blessinger, & M. Makhanya (Eds.), Strategies for Facilitating Inclusive Campuses in Higher Journal of Innovation in Educational and Cultural Research, 2022, 3(4), 707-713 713 *Education: International Perspectives on Equity and Inclusion* (Vol. 17, pp. 131–144). Emerald Publishing Limited. https://doi.org/10.1108/S2055-364120190000017010

Miftah, M. (2016). Multicultural education in the diversity of national cultures. QIJIS: Qudus International Journal of Islamic Studies, 4(2), 167–185. Muizzuddin, M. (2021). Character and Multicultural Education Model for Gifted Students. *Pendidikan Multikultural*, 5(2), 272–293.

Nguyen, A.-M. D., Jefferies, J., & Rojas, B. (2018). Short term, big impact? Changes in self-efficacy and cultural intelligence, and the adjustment of multicultural and monocultural students abroad. I*nternational Journal of Intercultural Relations*, 66, 119–129.

Parkhouse, H., Lu, C. Y., & Massaro, V. R. (2019). Multicultural education professional development: A review of the literature. *Review of Educational Research,* 89(3), 416–458.

Prayogi, S., & Yuanita, L. (2018). Critical inquiry based learning: A model of learning to promote critical thinking among prospective teachers of physic. *Journal of Turkish Science Education*, 15(1), 43–56.

Raihani, R. (2018). Education for multicultural citizens in Indonesia: Policies and practices. *Compare: A Journal of Comparative and International Education*, 48(6), 992–1009.

Saleh, S. E. (2019). Critical thinking as a 21st century skill: conceptions, implementation and challenges in the EFL classroom. *European Journal of Foreign Language Teaching.*

Saputra, T. A. (2009). Pembelajaran IPS Di Sekolah Dasar Berbasis pembelajaran Tematik. *EduHumaniora| Jurnal Pendidikan Dasar Kampus Cibiru*, 1(2).

Siebers, H. (2019). Are education and nationalism a happy marriage? Ethno-nationalist disruptions of education in Dutch classrooms. *British Journal of Sociology of Education,* 40(1), 33–49.

Singh, R. K. A., Singh, C. K. S., Tunku, M. T. M., Mostafa, N. A., & Singh, T. S. M. (2018). A review of research on the use of higher order thinking skills to teach writing. *International Journal of English Linguistics*, 8(1), 86–93.

Sipayung, T. O., & Dwiningrum, S. I. A. (2020). The Implementation Values of Multicultural Education Based on Tolerance in Indonesian Schools. *2nd International Conference on Social Science and Character Educations* (ICoSSCE 2019), 273–276.

Spencer-Oatey, H., & Dauber, D. (2019). Internationalisation and student diversity: how far are the opportunity benefits being perceived and exploited? *Higher Education*, 78(6), 1035–1058.

Suardana, I. N., Redhana, I. W., Sudiatmika, A. A., & Selamat, I. N. (2018). Students' Critical Thinking Skills in Chemistry Learning Using Local Culture-Based 7E Learning Cycle Model. *International Journal of Instruction,* 11(2), 399–412.

Sulaiman, A. (2021). Building multicultural education that tolerates religious diversity. *International Journal Education Multicultural of Islamic Society,* 1(1), 37–44.

Swalwell, K., & Payne, K. A. (2019). Critical Civic Education for Young Children. *Multicultural Perspectives*, 21(2), 127–132.

Tabroni, I., Irpani, A., Ahmadiah, D., Agusta, A. R., & Girivirya, S. (2022). Implementation and strengthening of the literacy movement in elementary schools pasca the covid-19 pandemic. *Multicultural Education*, 8(01), 15–31.

Titikusumawati, E., Sa'dijah, C., As' ari, A. R., & Susanto, H. (2020). The effectiveness of the integration of open-ended and collaborative (OE-C) learning strategies in reducing gaps of elementary school students' creative thinking skills. *Ilkogretim Online*, 19(1).

Warsah, I., Morganna, R., Uyun, M., & Afandi, M. (2021). The Impact of Collaborative Learning on Learners' Critical Thinking Skills. *International Journal of Instruction*, 14(2), 443–460.

Yuhanis, Y., Arafat, Y., & Puspitasari, A. (2020). Implementation of Character Education In Fostering Elementary School Students In Gelumbang, Indonesia. *Pedagogi: Jurnal Ilmu Pendidikan*, 20(2), 60–68.

Zhao, N., Zhou, X., Liu, B., & Liu, W. (2020). Guiding Teaching Strategies with the Education Platform during the COVID-19 Epidemic: Taking Guiyang No. 1 Middle School Teaching Practice as an Example. *Sci Insigt Edu Front,* 5(2), 531–539.

5. Effectiveness of Problem-Based Learning Model in Empowering Creative Thinking Ability of Elementary School Students

Rasimin, Sukron Ma'mun

ABSTRACT

This study aimed at determining the effectiveness of the Problem Based Learning (PBL) model in empowering the creative thinking skills of elementary school students in Pagergunung Ulujami Pemalang in social studies (IPS) learning. The research population was all fifth graders of the elementary school in Pagergunung Ulujami, Pemalang Regency, the sample of this study was taken using quasi-experimental, while data collection technique used pre-test and post-test techniques on students' creative thinking abilities. Meanwhile, the statistical test analysis technique used the proportion test and the difference between the two proportions. The results showed a significance level of 5%. The conclusions of the study are: (1) PBL model is effective in the aspect of students' creative thinking abilities, but less effective in the aspect of problem-solving abilities in IPS learning, (2) PBL model is more effective than conventional learning in both students' creative thinking and problem-solving ability.

Keywords: Problem Based Learning, Creative Thinking, Social Studies

I. INTRODUCTION

Social Studies (IPS) is a scientific discipline studying various aspects of human life and the social environment. Its learning is carried out by adjusting the developments that occur regionally, nationally, and globally. Mudarrisa: Jurnal Kajian Pendidikan Islam, Vol. 13, No. 1, 2021 75 This condition aims to make IPS learning able to help students live effectively and productively in their social environment (Rasimin, 2020).

Generally, IPS learning problems are dominated by using the lecture method, so that it is considered boring and impacting on reducing learning motivation for students. IPS learning positions the teacher as a very dominant learning resource in addition to the limited use of other learning resources. In addition, the weaknesses of IPS learning also emphasize cognitive abilities at low levels, so that the thinking skills of high-level students experience less development (Gunawan, 2013). This condition causes students to think less actively and only learn and memorize the material being taught without knowing the meaning of new knowledge that is being taught or studied.

In essence, learning is a process of interaction with all situations in the environment as a guide for future behavior. This is where the role and function of the teacher are very dominant in helping students to be active in the learning process. In principle, the learning strategy is an effort, strategy, method, and approach carried out in the process of teaching and learning activities to be able to achieve the goals that have been planned. (Glender, 2011). With the learning strategy used, a teacher will be able to convey learning material so that it makes it easier for students to receive and understand the content of the subject matter.

Learning strategies are grouped into four types: (1) directive learning strategies, namely learning oriented towards mastering the material used by the teacher when teaching so that students understand more quickly; (2) Mediative learning strategies, namely the rational process of problem-solving, or decision making by thinking critically and inductively; (3) Generative

strategies, namely learning strategies that encourage students to learn creatively to produce new and useful thoughts, for example, problem-solving strategies: and (4) Collaborative learning strategies, namely learning to form groups by combining thoughts to complete assignments. (Supardan, 2015; Rasimin, 2017).

There are several learning models that can be used in IPS learning, including: (1) a topic-based integration model, namely a learning model by taking one topic and then linking it to various disciplines; (2) a general potential-based integration, namely a learning model by developing IPS material based on the potential in the surrounding area; and (3) problembased integration model or Problem Based Learning (PBL), namely learning using real problems and providing solutions. (Rojuli, 2016; Rasimin, 2016).

PBL is a learning model that makes problems as a reference for gaining important knowledge and helps make students accustomed to solving real problems faced in everyday life. The main focus in implementing the PBL model is identifying learning issues to solve problems. The more real the problems that are used as learning materials, the better the influence of students' thinking abilities at a high level. In addition, the PBL model can also facilitate students in constructing their knowledge both independently and in groups (Amir, 2016). The advantage of PBL lies in designing the problem because the problems given are expected to provide stimulation to trigger students to learn well.

The learning process is considered good when meeting the following characteristics: (1) having authenticity as in the work field; (2) built by taking into account previous knowledge; (3) building metacognitive and constructive thinking; and (4) increasing interest and motivation in learning (Ulger, 2018; Strobel, 2008; Runco, 2014; Cropley, 2001). The aim of this study was to determine the effectiveness of the implementation of the PBL model to empower elementary school students' creative thinking skills. Creative thinking skills in IPS learning are needed, especially in dealing with and solving daily problems.

II. METHODS

The method used in this study was a quasi-experimental approach. Data collection was done by using pre-test and post-test to empower elementary school students' creative thinking abilities. While the analysis technique used a statistical test with a test of the proportion and the difference between the two proportions (Moleong, 2006: 4). The research design was a pre-test posttest group with the following design: O1-X-O2 represented the pre-test, treatment, and observation groups.

Instrument

*In measuring creativ*e thinking ability, the form of creative thinking by Torrance was used in this research. Torrance's creative thinking test measures flexibility, fluency, authenticity, and elaboration. The creative thinking test was given to the research class, both the experimental class and the control class, both in pre-test and post-test. The total score of creative thinking skills was obtained from the average score of the four aspects of creative thinking. The creative thinking score test was added to the average of the other five subscale scores to calculate the overall creative thinking ability score (Aslan, 2001). All test instruments had been analyzed and tested including their validity and reliability.

When conducting the experimental test, elementary school students were divided into two treatment classes in the learning model, namely the PBL class and the conventional model class which was dominated by various lecture methods. Before and after treatment, students were given a pre-test and post-test to measure creative thinking skills. The research design is visualized in Table 1.

Table 1. ***Research Design***

Research Classes		Learning Strategies		
Experiment Class	X1	PBL Model		Y1
Control Class	X2	Conventional lecture)	(Varied	Y2

Population and Sample

The sample of this research was all fifth graders of the elementary school in Pagergunung Ulujami, Pemalang Regency, consisting of 50 students divided into 2 classes. Determination of the treatment class using the intact group technique by first testing the equality of the treatment class using the basis of student report cards.

Procedures

Students' creative thinking skills were measured using an essay test in the form of problem giving. The quality of students' creative thinking skills was assessed using the creative thinking skills rubric which refers to aspects of fluency, flexibility, originality, and elaboration when students solve problems (Piawa, 2010). The instrument in the form of a test and a rubric for creative thinking skills were developed by the researcher. The validity of the test and the rubric of creative thinking skills were tested on students of the above class to calculate the validity and reliability of the questions, as well as the accuracy of open-ended problems and the accuracy of aspects of creative thinking. The results of the instrument trial stated that the creative thinking skills test and rubric were in the valid category and were suitable for use in data collection.

Data Analysis

The hypothesis of this study is that there is an effective integration of the PBL model on students' creative thinking abilities compared to conventional classrooms. The statistical test analysis used the proportion test and the difference between the two proportions. The data normality test using the Kolmogorov Smirnov test showed the results of the pre-test data for creative thinking skills of p= .216 and the post-test of p= .145, greater than .050, so it can be concluded that the data does not deviate from the normal distribution. The homogeneity test of variance using Levene's test showed the results of the pre-test data for creative thinking skills of p= .068 and the post-test of p= .131 greater than .050, so it could be concluded that the variance between groups of data was homogeneous. The significance test used the sample paired t-test. Statistical calculations used the SPSS version 16.0 program at the .050 level of significance.

Steps of PBL Model Non-routine problems are given to students as a pre-test and a post-test. Each student completes the test in about 30 minutes. During PBL learning, heterogeneous groups of students were given non-routine problems developed by the researcher and validated both by experts and tested before being used in research. The problems developed by researchers refer to the applicable curriculum and focus on students' daily environments. Problemsolving by the next students is seen as its fluency, flexibility, authenticity, and elaboration.

According to Arends (2008), there are 5 steps in the PBL model, namely: (1) orienting students to problems; (2) organizing students to research; (3) assisting independent and group investigations; (4) developing and presenting the work; (5) analyzing and evaluating the problem-solving process. The five phases are integrated into the non-routine problems given to students in classroom learning.

Scenario of PBL Model in Solving Problem

The PBL model is learning by using problems as a focus for developing problem-solving skills, materials, and self-regulation (Hmelo-Silver, 2004; Serafino & Cicchelli, 2005, Egen and Kauchak, 2012). PBL is a learning model that uses real students' daily problems to empower their creative thinking skills, as well as to obtain essential knowledge and concepts from IPS subject matter. The PBL model bases students' thinking patterns on cognitive theory including constructivism learning theory. In constructivism theory, the ability to think creatively can be seen from the ability of students to solve problems. The ability to solve student problems is empowered if students do it themselves, discover, and transfer the complexity of their knowledge.

Arends (2008) states that there are 5 (five) phases of PBL, namely (1) orienting students to problems; (2) organize students to research; (3) assisting independent and group investigations; (4) develop and present the work; (5) analyze and evaluate the problem-solving process. Problems given to students are problems related to the real world that exist in the daily lives of students. The ability of individual students is demanded to be adequate,

but in the learning process in PBL students can work together with others to understand the problems that are solved. The decisions that students take are made individually. The role of the teacher in PBL is as a facilitator in the learning process.

Roles of Teachers as Facilitators in The Implementation of PBL Model

The roles of the teacher in the PBL model are as follow: (1) as a facilitator in learning, (2) providing training for students to solve problems, (3) conducting mediation when students obtain information, gain access to information sources, develop information relationships (Tan; 2003). Barret and Moore stated that the teacher as a facilitator in the PBL model has the following roles: (1) to support students in accepting the problems given to be studied and to facilitate students when creating a challenging learning environment, (2) facilitate the learning process with PBL, (3) to become a listener active, observes the learning process, records any difficulties faced by students, (4) provides directions and instructions during the learning process, (5) provides stimulus to students so that students can enter the creative thinking stage, (6) challenges students to connect theory with problems in real life, (8) facilitates sharing of ideas and discussions between students, (9) provides targets for students to solve any given problem with full responsibility (10) facilitates students to reflect on their learning activities, development of their abilities, and their performance in teamwork, (11) facilitating students to do review problems that have been resolved.

The teacher as a facilitator in the PBL model plays a role as a facilitator who has the role of empowering students to have the ability to think creatively, building habits of solving problems by supporting students to think reflective, critical, and creative (Rusman (2014; Chan, 2013; Nargundar, et al. 2014) The teacher has a role in the PBL model as (1) providing students with creative thinking tools, (2) facilitating cooperation between students when solving given problems, and (3) implementing PBL models in learning.

III. RESULT

The results of the SPSS in the section of Leven's Test for Equality of Variance showed a value of 0.113> 0.05, which means that the data variance of the control group and the experimental group was homogeneous. The interpretation of the Independent Sample Test results table is guided by the values contained in the "Equal variances assumed" table. The basis for decision making, namely: (1) If the value of Sig (2-tailed)> 0.05 then H0 is accepted and Ha is rejected, which means that there is no average difference in students' thinking skills between the control class and the experimental class; (2) If the Sig (2-tailed) value was a significant difference in the average thinking skills between the control class and the experimental class. Then the t count is -2.897 (negative), meaning that group 2 or the experimental group is better than group 1 or the control group. More details can be seen in Table 2 and Table 3 below. Table 2. Statistical test results (Independent Sample t-test)

Table 2. Statistical test results (Independent Sample t-test)

Uji Statistik (Independent Sample t-test)
(Menguji nilai Postes Kontrol dan Postes Eksperimen)

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Keterampilan Berpikir	Kelas Kontrol	25	71,7200	6,59404	1,11881
	Kelas Eksperimen	25	76,0400	4,92849	,98570

Table 3. Statistical test results (Independent Sample t-test)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Keterampilan Berpikir	Equal variances assumed	2,601	,113	-2,897	48	,006	-4,32000	1,49108	-7,31803	-1,32197
	Equal variances not assumed			-2,897	47,2 80	,006	-4,32000	1,49108	-7,31926	-1,32074

Furthermore, it will be tested whether there is a significant improvement in the experimental class score. The test used was Paired Samples Test.

The results in Table 4 showed a summary of the results of the descriptive statistics of the two samples studied, the Pre-test and Post-test values. The pre-test value obtained an average of 68.96 learning outcomes. As for the Post-test score, it was obtained an average of 78.04. The number of respondents was 25 students. The second output showed the results of the Paired Samples Test. The hypothesis is as follows: (1) H0 = There is no average difference between pre-test and post-test thinking skills, which means that there is no effect of using the model in improving students' thinking skills, (2) Ha = there is an average difference between thinking skills in Pretest and Post-test, which means that there is an effect of using the model in improving students' thinking skills.

Guidelines for decision making in the Paired Sample T-Test are as follows: (1) If the Sig. (2-tailed) 0.05, then H0 is accepted and Ha is rejected. The second result showed that Sig (2-tailed) 0.000 <0.05. Therefore, H0 is rejected and Ha is accepted. That is, there is a difference in the average thinking skills of students during the Pre-test and Post-test. In other words, there is an effect of using the models in improving students' thinking skills.

IV. DISCUSSION

The results showed that the PBL model was more effective and significant in empowering the creative thinking skills of students in IPS subjects. This is supported by the results of research by Cheung (2011) and also researches of (Chan, 2013; Nargundar, et al., 2014; Yoon, et al., 2014; Wiguna, 2018) in various educational disciplines. The PBL model can be said to have a significant effect on students' creative thinking skills in the IPS subject.

Empowerment of students' creative thinking abilities can be optimized because the provision of non-routine problems related to students' daily lives includes aspects in the PBL model such as group collaboration, motivation from teachers and friends, teacher scaffolding, and student learning environments. For example, the learning environment could be optimized with more student-centered learning in the PBL model than in conventional classrooms. Pithers and Soden (2000) stated that student-centered learning is more effective at empowering

creative thinking skills. Galfoord, et al (2015) stated that the PBL model can help students adapt to their learning environment. In addition, the results of other studies showed that students' creative thinking abilities can be optimal when there is support and motivation from the teacher (Sarsani, 2007). Therefore, motivation and form of teacher support during the learning process are needed.

Solving non-routine problems in the PBL model requires more effort in the creative thinking stage and when students design solutions than in traditional learning. Siegler (1989) shows that the most effective method for developing creative thinking skills is by solving new problems. In addition, according to Siegler, when solving non-routine problems, students will set the solution mechanism, but these non-routine problems will result in new developments in their cognitive processes. Solving non-routine problems related to students' daily lives requires an open mindset that results in different thoughts. An important factor in instilling creative thinking is the readiness and openness of students to new experiences (Florida, 2014). Hmelo, Silver, and Barrows (2006) state that students who learn using the PBL model will be better able to apply their knowledge than students who learn using conventional models. Open learning activities in the PBL model can play an important role in developing students' creative thinking abilities (Rasimin, 2020).

The PBL model can be very effective in developing creative thinking skills in IPS lessons when students are given non-routine problems as open problems related to students' daily worlds. Students solve nonroutine problems given by linking the clues in problems with everyday life. The same thing was also given by Brandt et al. (2013) who emphasized that non-routine problems create learning together with the PBL model. Creative thinking training appears during the brainstorming stage, group collaboration, and when PBL model steps (non-routine problem solving, identification, discovery, determining possible solutions, etc.) can optimize the development of students' creative thinking abilities.

The stages of the PBL model allow students to clearly understand the entire learning process and stages of thinking. Students generally have more opportunities for success at every step of the process. In addition, the occurrence of group discussions, sharing of ideas is an open technique that is

very effective for practicing creative thinking skills. The group discussions and a list of ideas for solving non-routine problems that are given provide many opportunities for students during the decision-making process for problem-solving. In addition, group discussions can make a significant contribution to student performance and motivation. In this way, certain ambiguities in real-world problems are highlighted during long group discussions, which can have a positive effect on the development of creative thinking.

Students' creative thinking skills improve significantly in the PBL model class. Creative thinking skills are trained through the PBL model which requires students to be able to produce many original ideas in solving problems during learning (Kashani, Afrooz, Shokoohi, Kharrazi, & Ghobari, 2017). The PBL model steps begin with giving non-routine problems to students, then students solve problems by training students' creative thinking skills covering aspects of thinking fluency, flexibility, originality, and elaboration more optimally (Risvirenol, 2015; Sukidjo, 2015). Learning in conventional classrooms is dominated by teachercentered varied lecture strategies. The teacher explains the subject matter, gives examples, then students are asked to solve questions (Darmawan, 2010). The results showed that conventional classroom learning using varied lectures was not able to empower students' creative thinking skills (Sa'dijah, Nurrahmawati, Sudirman, Muksar, & Anwar, 2018).

V. CONCLUSION

The data analysis proved that the PBL model is effective for testing creative thinking skills better than the varied lecture method. Giving problems in the PBL model can train students' creative thinking skills in the IPS subject. Non-routine problem-solving training can support the empowerment of students' creative thinking skills. Non-routine problems that students solve generally cannot be solved using one method or a common usual solution. There are many opportunities for future research related to the PBL model on students' creative thinking abilities. Furthermore, research on the PBL model can also be expanded to various other disciplines.

REFERENCES

Amir, M. T. (2016). *Inovasi Pendidikan Melalui Problem Based Learning (Bagaimana Pendidik Memberdayakan Pemelajar di Era Pengetahuan).* Kencana.

Brandt, C. B., Cennamo, K., Douglas, S., Vernon, M., McGrath, M., & Reimer, Y. (2013). A theoretical framework for the studio as a learning environment. I*nternational Journal of Technology and Design Education,* 23(2), 329–348. https://doi.org/10.1007/s10798-011-91815

Chan, Z. C. Y. (2013). Exploring creativity and critical thinking in traditional and innovative problem-based learning groups. *Journal of Clinical Nursing,* 22(15–16), 2298–2307. https://doi.org/10.1111/jocn.12186

Cheung, M. (2011). Creativity in advertising design education: An experimental study. Instructional Science, 39(6), 843–864. https://doi.org/10.1007/s11251-010-9157-y

Darmawan. (2010). enggunaan Pembelajaran Berbasis Masalah dalam Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Pembelajaran IPS di MI Darrusaadah Pandeglang. J*urnal Penelitian Pendidikan,* 11(2), 21–29. http://www.ejournal.hamzanmawadi.ac.id/index.php/cob/article/view/1133 Florida, R. (2014). The rise of the creative class. New York: Basic Books.

Galford, G., Hawkins, S., & Hertweck, M. (2015). Problem-based learning as a model for the interior design classroom: Bridging the skills divide between academia and practice. *Interdisciplinary Journal of ProblemBased Learning,* 9(2). https://doi.org/10.7771/1541-5015.152

Glender, M. E. (2011). *Learning and Intruction*. Kenca.

Gunawan, R. (2013). *Pendidikan IPS*. Alfabeta.

Hmelo-Silver, C. E., & Barrows, H. S. (2006). Goals and strategies of a problem-based learning facilitator. Interdisciplinary Journal of Problem-based Learning, 1(1), 21–39. https://doi.org/10.7771/1541- 5015.1004 *Mudarrisa: Jurnal Kajian Pendidikan Islam*, Vol. 13, No. 1, 2021 89

Khirusyifa, A. A., Ibrahim, M., & Widodo, W. (2017). Implementasi Kemampuan Berpikir Kreatif Dan Penguasaan Konsep Siswa Kelas V Sekolah Dasar. *JRPD Jurnal Review Pendidikan Dasar*, 3(1), 378–387.

Moleong, L. J. (2006). Qualitative Research Methods: Revised Edition. Bandung: PT Remaja Rosdakarya.

Mu'aini. (2016). *Peningkatan kualitas pembelajaran ips melalui penerapan metode.* 3(1), 44–62.

Nargundkar, S., Samaddar, S., & Mukhopadhyay, S. (2014). A guided problem-based learning (PBL) approach: Impact on critical thinking. Decision Sciences Journal of Innovative Education, 12(2), 91–108. https://doi.org/10.1111/dsji.12030

Piawa, C. Y. (2010). Building a test to assess creative and critical thinking simultaneously. *Procedia - Social and Behavioral Sciences*, 2(2), 551–559. https://doi.org/10.1016/j.sbspro.2010.03.062

Pithers, R. T., & Soden, R. (2000). Critical thinking in education: A review. *Educational Research*, 42(3), 237–249. https://doi.org/10.1080/001318800440579

Rasimin, R. (2020). *Multikultural: Teori dan Aplikasi dalam Pendidikan IPS*. Yogyakarta: totalmedia.

Rasimin, R. (2017). Implementasi Model Pembelajaran Multikultural Untuk Meningkatkan Kompetensi Mahasiswa (Studi Pada Mahasiswa PGMI di IAIN Salatiga). *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 11(1), 141-162.

Rasimin, R. (2016). Pengembangan Karakter Multikultural Mahasiswa dalam Pembelajaran Civic Education (Studi pada Mahasiswa Jurusan Kpi Fakultas Dakwah Iain Salatiga). *INJECT (Interdisciplinary Journal of Communication),* 1(2), 145-164.

Risvirenol. (2015). Pengaruh Strategi Pembelajaran Berbasis Masalah Terhadap Hasil Belajar Mahasiswa Yang Memiliki Gaya Kognitif Berbeda. *Jurnal Sains Dan Teknologi Tadulako*, 4(1), 80–91. https://jurnal.unta.ac.id/jurnal/index.php/JSTT/article/view/6932

Rojuli, S. (2016). *Strategi Pembelajaran Pendidikan IPS*. CV. Garuda Mas Sejahtera.

Sarsani, M. R. (2007). Students' assessment of their teachers' encouragement in the classroom for the promotion of creativity. J*ournal of Educational Psychology,* 1(1), 47–60. Retrieved from https://eric.ed.gov/?id=EJ1066271

Siegler, R. S. (1989). How domain-general and domainspecific knowledge interact to produce strategy choices. *Merrill-Palmer Quarterly*, 35, 1–26.

Sukidjo, M. (2015). Peningkatan Hasil Belajar IPS dengan Model Pembejararan Berbasis Masalah, Media Stimulan Gambar. *Jurnal Pendidikan IPS,* 2(1), 30–41. http://journal.uny.ac.id/index.php/hsjpi/artikel/view/4601

Supardan. (2015). *Pendidikan IPS*. Bumi Aksara.

Torrance, E.P. (1974). T*orrance Test of Creative Thinking: Norms-technical manual*. Lexington, MA: Ginn.

Wiguna, F. A., & Damayanti, S. (2018). Pengaruh Model Pembelajaran Berbasis Masalah Terhadap Kemampuan Berpikir Pembelajaran IPS di SDN Ngadirejo Kota Kediri. *JPDN Jurnal Pendidikan Dasar Nusantara*, 3(2), 175–188. https://ojs.unpkediri.ac.id/index.php/pgsd/artikel/view/1178

Yoon, H., Woo, A. J., Treagust, D., & Chandrasegaran, A. L. (2014). The efficacy of problem-based learning in an analytical laboratory course for pre-service chemistry teachers. *International Journal of Science Education*, 36(1), 79–102. https://doi.org/10.1080/09500693.2012.727041.

6. The Effectiveness of Tolerant Character Development in Local Wisdom Based-Social Science

Rasimin

ABSTRACT

This study aims to improve tolerant character through the application of a tolerant character development model based on local wisdom in social studies learning. The approach used in this study is mix methods. The model will be tested for effectiveness using the quasi-experiment method. The t-test is used to see the effectiveness of using this character development model. The respondents in this study were 353 students who were taken using purposive sampling and quota sampling techniques. The results showed that there was a significant mean difference between the control and experimental classes (sig.2-tailed=0.014<0.05). The effectiveness of this model is also confirmed by the competence of teachers who can generally deliver social studies learning using this tolerant character development model. The effectiveness of this model is shown markedly through an increase in the achievement of student learning outcomes and a classroom atmosphere that is conducive to fun for students during learning. The conducive classroom atmosphere reflects that the implementation of learning using this model falls into the category of excellent. The advantage of this model is that it makes the affective aspect the main target, the cognitive aspect and the psychomotor aspect become supporting factors

Keyword: character, tolerant, social, local wisdom

I. INTRODUCTION

Recently, the condition of society, nation and state in Indonesia is very apprehensive [1]. Social problems between citizens can endanger the unity and integrity of Indonesia if there is no preventive solution [2]. In general, these social problems occur as a result of mutual imposition of will between individuals which have impact on sharpening differences amongst groups caused by varied opinions [3]. This condition can lead to social conflict [4]. The mentioned conflict illustrates that the moral-nationalism attitude taught in schools is not optimal in growing students' awareness [5]. This happens as the learning that is presented still focuses on the cognitive domain, while the affective aspects have not received attention [6]. The values of local wisdom that respect humanity, democracy and tolerance seem not to be used as a source. Thus, social science has a duty to contribute the growing of moral respectful awareness through the development of a tolerant character [7]. Through social studies education, moral tolerance in the midst of ethnic-cultural diversity in Indonesia can be grown [8]. Meanwhile, local wisdom approach is a reference in understanding and interpreting tolerance in Indonesia [9]. The life of a multicultural society runs harmoniously and is strong if every member of the community respects and upholds the cultural values. This social study education has an active role in fortifying youth from cultural that do not meet the spirit of Indonesia [10]. Contextually, local wisdom can help the millenials in understading the concept of social studies [11]. The studies can generate a more meaningful learning motivation for this generation that fits in their daily basis [12]. The National Education System Law No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by all citizens [13]. Thence, social studies education aims at developing a tolerant character to have a harmonious life for Indonesians [10]. Social studies learning is based on a post-positivistic paradigm, while the development of a tolerant character is developed with the philosophy of perennialism and reconstructionism [14]. To note, perennial

philosophy is used to develop students' intellectual abilities, such as: truth, beauty, and love of goodness. Meanwhile, the philosophy of reconstructionism perceives that the future of a nation should be governed democratically [15]. From these problems and theories, this research will develop tolerant learning, namely Developing a tolerant character in social studies learning based on local wisdom aims to achieve optimal learning. The focus of this research is digging: 1) Which kind of tolerant character development design is effective in social studies learning based on local wisdom for fifth grade students of Madrasah Ibtidaiyah (an Islamic based elementary school) in Salatiga; 2) Can the development of the tolerant character developed in social studies learning based on local wisdom increase the tolerance a wareness of fifth grade students at Madrasah Ibtidaiyah in Salatiga?; and 3) How high is the effectiveness of tolerant character development in social studies learning based on local wisdom in increasing tolerance awareness of the fifth grade students at Madrasah Ibtidaiyah in Salatiga?

II. METHODS

The approach used in this research is Research and Development (R&D) [16]. To test the effectiveness of the model, the experiment method is applied. Meanwhile, a qualitative descriptive method is used to interpret the effectiveness of the model and the quality of social science learning. The advantage of this research approach lies on its work procedure, because it pays close attention to real needs and conditions, and it is systematic and cyclical in nature.

The product of the effectiveness test in this study is a tolerant character development model design. The model that has been tested for its effectiveness has been carried out: (1) Preliminary Study Phase by conducting a literature review and needs analysis activities with the aim of finding a specific model. The findings of the preliminary study are used as a reference for the preparation of a product model for the development of tolerant character in social studies learning based on local wisdom; and (2) while at the study stage the model development is basicly designed on learning theory. Next, arrange learning

tools is developed as model instruments. A collaborative design between researchers and teachers is made to test the models that have been designed.

The next stage is planning a number of experiment classes and control classes. To see the effectiveness of the developed model, the research experiments on the model [17]. The experiment design used is Quasi Experiment as the researcher does not have full power in forming both the control class and experiment class. It is merely because True Experiment design is difficult to implement. The Quasi Experiment form used in this research is [18].

Nonequivalent Control Group design.

O1	X	O2
O3		O4

Figure 1. Nonequivalent Control Group

Design Model

There are 6 experiment and 6 control groups taken from 6 schools. The chosen design is purposive sampling technique. This research is carried out in all Madrasah Ibtidaiyah in Salatiga with the total number of participants are 353 students, where 164 students are in control class and the rest 189 are in experiment class. Respondents in this study are taken using purposive and quota techniques. The samples in control and experiment classes are taken from normally distributed populations.

Data collection techniques used in this study are taken from primary and secondary procedures. The primary data collections are taken from interview, observation, questionnaire and test. While the research instruments used are interview guides, observation sheets, tolerance questionnaires, and tests. Interview techniques are used to collect teacher and student response data in social studies learning using a tolerant character development model based on local wisdom. Observation techniques are used to see the percentage of learning implementation. Questionnaire techniques are used to analyze the needs and constraints encountered during the implementation of learning [19]. Technical tests are used to measure students' knowledge, attitudes, and skills.

Meanwhile, the secondary data is from documentation in field. Documentation techniques are used to retrieve data sources in the form of social studies curriculum documents containing local wisdom, social studies learning documents based on local wisdom, and the real conditions of students in urban and suburban areas[20].

III. LIMITED APPLICABILITY TEST OF THE MODEL PHASE I

he implementation of the phase I applicability test is in rural school areas. Rural school locations are assumed to represent the applicability test of the Phase I model which will then be developed for the Phase II model applicability test at urban school locations.

Table 1. Data on the Number of Students in Rural Schools

School Code	Total students Control	Experiment
1/A	35	36
2/B	39	26
3/C	21	35
4/D	22	34
5/E	23	32
6/F	24	26

From the data in the table, it can be seen that the average number of students in rural schools is 30 students in each class from the total 6 classes involved in the study (at least 21 and at most 39 students). The results of the test of the applicability of the learning model in rural schools are clearly seen in the table below.

Table 2. Average Learning Outcomes in Rural Schools

School cide	Pretest score Control	Posttest score Experiment	Average increase KControl	Experiment	Control	Experiment
1/A	61	66.22	80.05	82.39	19.05	16.17
2/B	50.36	51.42	59.08	89.27	8.72	37.85
3/C	57.81	68.86	64.71	80	6.9	11.14
4/D	72.18	74.29	75.41	71.62	3.23	0
5/E	57.81	68.86	64.71	80	6.9	11.14
6/F	56.81	67.86	63.71	79	6.7	10.14

From table 1 and 2, it indicates that the average pre-test vale in the control class is under the experiment class (control < experiment). The difference is not that sharp, except for the control class at 57.81 and the experiment class is at 64.71. Sharp differences in class are possible and acceptable because students at these two schools have relatively different qualifications from the students' background. This is corroborated by the increase in the average student achievement of two schools during the posttest, where the control class is still lower than the experiment class, namely in the control class the average increase is at 6.9 lower than the experiment class with an average increase at 11.14 (see table 2). Overall, the number of students in 6 classes involve in the study do not differ significantly from the results of the pre-test. If the average pre-test scores in the control class and the experiment class do not have a significant difference (see table 2), then these 8 classes can be considered appropriate in implementing the learning model.

The average increase of the post test from both the control class and the experiment class has increased. The pre-test score of the experiment class at 74.29 had a abetter result than its post-test at 71.62. thus, it can be inferred that the increase in the experiment class is 0 (see Table 2). However, the learning outcomes in this experiment class are still in the good category because the results are above the standard at 70. This means that even though there is one experiment class which learning achievement decreased, the overall average achievement of student learning outcomes in the control class is below the learning outcomes in the experiment class. It can be interpreted that the experiment class has proven its success in implementing the social studies learning model based on local wisdom as shown by the average score of learning outcomes in the post-test score which is higher than the pre-test one.

Table 1 illustrates the difference in the level of increase in each control class and experiment class. It seems clear that all of 6 classes involved in the study have show an increase in learning achievement. This means that not all teachers in the experiment class are able to carry out the learning process using the learning model according to research expectations or not all students in the experiment class can accept the learning model that has been conveyed by the teachers. It can

also be interpreted that the learning model can be implemented optimally by the teacher though the students cannot get maximum learning results. Regarding the evaluation by the supervisor (validator) of the teacher when implementing the learning model and how the teacher evaluates the learning device has illustrated that one or two teachers in a certain learning component are not able to implement optimally in assessing the learning tools prepared by researchers. However, this feature is considered normal (less meaningful for teachers).

From the description above, it can be interpreted that the average student achievement in the experiment class is better than the student outcome in the control class. The difference in the number of students has no effect on learning outcomes with the developed model (Table 2). Table 2 has depicted that the experiment class had the highest increase in learning achievement (37.85) from a total of 26 students. Meanwhile, respectively from 36 students in the experiment class's achievement is at 16.17 and from a total of 35 students the achievement is at 11.14. Surprisingly, the lowest achievement at 0 is experienced by the experiemnt class with 34 students.

The results of a high pre-test average score do not necessarily have a direct impact on the high achievement of the average post-test score. For example, it can be seen that in the experiment class where the lowest pre-test average score is 51.42 while the highest score is 89.27. Different figure is seen from the experiment class where the highest pre-test average score is 74.29 and does not experience an increase in learning outcomes when the post-test is carried out instead decreased araound 4 at 71.62. The decrease in post-test scores compared to pre-test in the experiment class is possible because the teachers in the experiment class did not participate in the dissemination. The teacher came when the event had just closed so they only had time to receive all the learning tools and only received outline directions containing technical implementation of existing learning tools. It is predicted that students would not understand what the teacher has explained. The explanation seems different from the experiment class as the tacherrs in this class participated in the dissemination. Student confusion was understandable, because the teacher in delivering learning material (possibly) did not follow

what procedures should be done with the model being developed. This was evidenced by the results of the responses of the instrument given to students in rural areas. In a suburban school there were 34 students from 4 experiment classes of this developed model. In general, students were happy with the subject matter given by the teacher, there were 30 students (88.24%); 31 students (91.18%) were happy with the students worksheet (LKS) used; happy with the learning atmosphere created (82.35% of 28 students); and happy with the way the teacher taught (82.35% of 228 students). Generally students found new things in the lessons conveyed by the teacher. In detail, there were 29 students (85.40%) of the subject matter; on students worksheet (LKS) there were 30 students (88.23%); on the learning atmosphere in class there were 28 (82.35%); and how to teach the teacher there were 28 students (82.35%) said it was new.

It can be concluded that teachers in rural schools got the largest response from 6 students (17.65%) who said they were not happy with the learning atmosphere in class and were not happy with the teaching of the teacher taught. They said that the learning atmosphere was not new. The reason for these students indicates that the way the teacher conveys learning was still conventional even though all the developed model learning tools were new. The proof was that, in general, students in the experiment rural school class said they were happy with the developed subject model (above 80%). The conventional way of teaching is possible because the experiment class teacher did not participate in the dissemination. Experiment class students' pre-tests answers were done without any interference and better than the control class. It could be said that this learning model in stage I proved to be effective in increasing student learning achievement. The effectiveness of the learning model had been proven to be achievable so that it was feasible to test its applicability in stage II.

IV. LIMITED APPLICABILITY TEST OF MODEL PHASE II

In the results of the second phase of the applicability test, it will be explained how much the increasing average in learning outcomes is. At this stage the schools involved in the study are urban schools.

Table 3. Data on the Number of Students in Urban Schools

School Code	Total students Control	Experiment
1/A	41	26
2/B	30	28
3/C	22	19
4/D	21	27
5/E	20	29
6/F	23	13

From the data above, it is known that the number of students between one class and another varies greatly. Most of the number of students in urban schools with a parallel class consist of 41 students. Meanwhile, the least number of students was in the urban classwas 13 students. The average number of each class was around 22 students from 6 schools involved in the research. Student learning outcomes in phase II applicability test will be able to describe more broadly on the level of effectiveness of the model because the applicability test was extended to schools in urban areas. The description of the level of effectiveness of the model was inseparable from the data on student learning outcomes in the classes involved in the research. To make it easy to understand, below will display student learning outcomes in the form of a table of average pre-test and post-test scores in urban schools.

Table 4. Pre-test and post-test average scores in urban schools

School Code	Pretest score Control	Rata-rata kenaika Experiment	Post-test Score Control	Eksperiment
1/A	68.57	66.19	74.07	73.74
2/B	63.57	63.61	91.7	88.54
3/C	45.77	62.5	48.36	78.7
4/D	68.62	49.07	78.48	77.04
5/E	67.35	49.03	86.25	73.03
6/F	60.52	61.62	66.3	83.15

From the data shown above, it is used to make clearer differences in the average pre-test scores between the control class and the experiment class in urban schools.

Looking at the data shown in the table above, it can be seen that the average results of the pre-test scores in the control class in urban schools are not much different from the experiment control class. It can be inferred that

the result was relatively the same. In urban schools, all control classes scored above 50 to close to 70.

It means that, there is no significant difference between the experiment class and the control class in urban schools. Similarly, there was no difference in learning achievement in urban schools from the overall pre-test average scores between the control class and the experiment class. The lowest average values are 63.61 and 64.12 in the experiment class while the lowest average values 49.03 and 49.07 in the control class. The highest average values are of he experiment class in urban schools are 65.08 and 66.19 (see Table 4).

The difference that appears in the average pre-test scores, especially in the experiment class, actually reinforces the assumption that urban schools generally have better facilities and more adequate access to education. Meanwhile, in the control class the average pre-test scores are relatively the same.

It can be seen that in urban schools the lowest average pre-test scores are 50.8 and 61.63. In urban schools, the highest average pre-test scores are 63.57 and 68.57 (see Table 4). That is, that the learning achievements of the control and experiment classes can match their learning achievements. It can be interpreted that in schools that have limited facilities and access to education, it is possible that their learning achievement is equal to or exceeds that of schools that already have more facilities and sufficient access to education if they get adequate learning opportunities. It is importany to find out the comparison of learning outcomes in the control class and the experiment class.

From the average post-test scores in the control class and the experiment class as a whole the results are relatively the same in urban schools. For the control class in urban schools, the highest post-test average scores are 74.07 and 91.7. Meanwhile, in the experiment class in urban schools the lowest average post-test scores are 71.54 and 73.74. The highest mean post-test scores in urban schools are 75.2 and 88.54. (see Table 4). It shows that both the control class and the experiment class show an increase in learning outcomes. The average value of the urban school experiment class is shown in Table 5 below.

Table 5. Urban School Experiment Class Average Score

Pretest score	Posttest score	Average score increase
65.08 (D)	75.2 (E)	9.4
64.12 (E)	71.54 (F)	7.42
66.19 (F)	73.74 (G)	7.55

Table 5 above provides an explanation that learning outcomes in the experiment class are better than the control class. Almost all experiment classes experienced better achievement increases. However, the increase in the control class did not reduce the general meaning that the average experiment class experienced a better increase. It can be interpreted that the average learning outcomes in the control class strengthens the research hypothesis i.e. the experiment class's learning achievement increases better than the control class.

Table 6. Pre-test and post-test average score in 12 control classes of applicability test

Control class	Pretest	Posttest
1/A	61	80.05
2/B	50.36	59.08
3/C	57.81	64.71
4/D	72.18	75.41
5/E	50.8	59
6/F	61.63	67.63
7/G	68.57	74.07
8/H	63.97	91.7
9/I	45.77	48.36
10/J	68.62	78.48
11/K	67.35	86.25
12/L	60.52	66.3

From table 6 it can be seen that the average pre-test score in 24 classes shows that the control class average pre-test score is lower than the post-test average score.

Table 7. Average Score of Pre-Test Control Class and Experiment Class in Rural and Urban Schools

School	Control class	Eksperiment class
1	61	66.22
2	50.36	51.42
3	57.81	68.86
4	72.18	74.29
5	50.8	65.08
6	61.63	64.12
7	68.57	66.19
8	63.97	63.61
9	45.77	62.5
10	68.62	49.07
11	67.35	49.03
12	60.52	61.62

Table 7 shows clearly that there are three control classes which pre-test scores are better than the experiment class. However, the seven experiment classes look better than the control class. Meanwhile, there is a very slight difference in one of the control classes by which is better than the experiment class (in class no. 8: 63.97 > 63.61 or there is a difference of 0.36). The whole of the 24 classes involved in the study the pre-test scores in the experiment class shows better results than the control class though the difference is not significant. This means that all students or 12 classes are eligible to be involved in this study whether as a control or experiment classes. The level of effectiveness of the developed model is clearer from the details shown in the results of the pretest and post-test in the following 6 experiment classes.

Table 8. Average Pre-Test and Post-Test of Experiment Classes in Urban and Rural Schools

Eksperimental class	Pretest	Posttest
1	66.22	82.39
2	51.42	89.27
3	68.86	80
4	74.29	71.62
5	65.08	75.2
6	64.12	71.54

Table 8 above indicates that the average post-test score for the experiment class is better or higher than the average pre-test score amongst 12 experiment classes. A slight difference (of 75.41 > 71.62) is seen and is at good category as the post-test score is still above 70, the specified minimum standard. That is, the average learning outcomes with the developed model increasingly reach success in increasing student achievement. It is proven by the average post-test score by which is higher than the pre-test score. This means that the learning model developed has proven to be effective in improving student achievement. Furthermore, more detail learning success through post-test scores between 6 control classes and 6 experiment classes (there are 12 classes) involved in the research will be clearly rovided below.

Table 9. Post-Test Average Value of Control Class and Experiment Class in Urban and Rural Schools

School	Control class	Eksperiment class
1	80.05	82.39
2	59.08	89.27
3	64.71	80
4	75.41	71.62
5	59	75.2
6	67.63	71.54
7	74.07	73.74
8	91.7	88.54
9	48.36	78.7
10	78.48	77.04
11	86.25	73.03
12	66.3	83.15

Table 9 clearly indicates that from the 6 control classes and 6 experiment classes, the average post-test scores in the experiment class are generally better than the 3 experiment control classes. Meanwhile, there are 3 control classes which average post-test results are better than the experiment class. There is one school (no. 7) which experienced a very slight difference where the posttest scores in the control class are better than the experiment class (74.07 > 73.74) or there is a difference of 0.33. The average posttest score in the low control class shows that it strengthens the success of the experiment class. There is a significant difference because the average student learning outcomes in the experiment class are better than the control class.

Table 10. Increase in Learning Outcomes in the Control Class and Experiment Class in Urban and Rural Schools

School	Control class	Experiment class
1/A	19.05	16.17
2/B	8.72	37.85
3/C	6.9	11.14
4/D	3.23	0
5/E	8.2	10.12
6/F	6	7.42
7/G	5.5	7.55
8/H	27.73	24.93
9/M	2.59	16.2
10/N	9.86	27.97
11/O	18.9	24
12/P	5.78	21.53

Table 10 above clearly shows that in general the experiment class and the control class experience an increase in their post-test scores. It seems clear that in the experiment school the post-test score can be said to have a zero increase or no increase. The achievement of the post-test score has decreased compared to the pre-test score. It means that the tolerant character development model in social studies learning based on local wisdom that has been developed is proven to be able to improve student achievement. The number of students does not have a direct effect on the level of increase in the average learning achievement (Table 7).

The quality of students does not always contribute to the success of understanding the developed learning model. It is evidenced by the average rural class with lower pre-test scores (compared to urban school pre-test scores) but the result of an increase in the average post-test score is higher. Moreover, it is higher than schools in urban areas, because (possibly) the developed learning is in accordance with the values of local wisdom in rural schools. Values that are still loyally maintained in the society. The developed learning model in general can be well understood by students in experiment classes. This means that the social studies learning model based on local wisdom developed in this study is effective in increasing tolerance awareness as evidenced by increasing student achievement in the experiment classes.

The Effectiveness of Tolerance Character Development

The effectiveness of tolerant character development is carried out using parametric statistical tests. The researcher conducted the test 3 times. The first test was to do an independent samples to test the balance of the data before the treatment was given to know whether the control class and the experiment class had the same (homogeneous) variance. Then the second test also used independent samples to test whether there was a significant difference between the control class and the experiment class after the treatment was given. The third test was the paired samples test to test whether there was a significant increase in the experiment group.

Based on the output, it can be seen the value of Sig. The Levenes Test for Equality of Variances is 0.887 > 0.05. It can be inferred that the variance of the data between the control class and the experiment class is homogeneous (similar). Obtained a sig (2-tailed) value of 0.157> 0.05, it can be concluded that there is no significant significant average diffrence of pretest scores between the control class and the experiment class.

The paired samples test shows that the sig. (2-tailed) is 0.045 Thus, it can be concluded that there is a significant difference in student scores before using the developed model with student scores after using the model. The t-value is -2.666 indicating that the value of group 2 (post-test) is higher than the value of group 1 (pre-test).

Model Effectiveness Description

The limited applicability test stage I is to determine the effectiveness of the model in urban schools. It is assumed that the results of the effectiveness of the model in urban areas and rural areas of schools effective where the average learning achievement in the experiment class is better than the control class. This means that the tolerant character development model has proven effective so that it can be continued to phase II limited applicability test both in urban schools and rural schools.

The results of the average pre-test scores in the control class in urban schools are not much different from the control class in rural schools (relatively similar). Meanwhile, in the experiment class, the average pre-test scores in rural schools are below urban schools. It appears that there are two classes in rural schools which results are below 50 and in the experiment class in urban schools are above 60. The experiment class in urban schools have better pre-test scores than the experiment class in rural schools, while there is no significant difference between the control class in urban schools and rural schools. It indicates that learning achievement in urban schools is better than in rural schools.

The difference that appears in the average pre-test scores, especially in the experiment class, actually reinforces the assumption so far, that rural schools, because they have limited learning facilities and access to education than urban schools which generally have better facilities and access to a more adequate education. School achievement in rural areas can match schools urban areas although learning facilities and access to education are not as good and advanced as schools in urban areas.

Seen from the average increase in learning outcomes through post-test scores, it can be interpreted that: all the experiment classes show better success than the control classes. The average post-test scores in the control classes corroborate the success of the experiment classes. There is a significant difference because the average student learning outcomes in the experiment classes are better than the control classes This condition proves that the developed learning model has succeeded effectively in increasing students' achievement.

The Effectiveness of Tolerant Character Development in Local Wisdom Based-Social Science

That is, the tolerant character development model in social studies learning based on local wisdom that has been developed is proven to be able to improve student achievement The developed learning model is successfully implemented by the teacher in accordance with the research objectives. The average The developed learning model is successfully implemented by the teacher in accordance with the research objectives. The average experiment class teacher can understand well the model developed to be implemented in the learning process. Learning using the developed model can be understood by experiment class students who are involved in research well. It can be interpreted that the development of a tolerant character in social studies learning based on local wisdom that has been developed has succeeded in effectively increasing awareness of being tolerant as evidenced by increasing student learning outcomes.

The teacher has transformed local wisdom values which contain harmony to be used as a basis for tolerance in the life of the Indonesians (moral knowing). The phenomenon of social problems (social conflicts) developed in the society is used as a learning medium to build empathy (moral feeling) for students so that they can participate in solving social problems. Values that uphold feelings of appreciation, respect others, and cooperation without discriminate against differences in religious, ethnic, cultural and other backgrounds are inserted. Student learning outcomes from the validation test of the applicability of the tolerant character development model in 6 experiment classes show that the students experience a pretty good improvement. It is known from the comparison when the pre-test is carried out that the lowest class average value is 49.03 and the highest is 66.19. Meanwhile, during the post-test, the lowest class average score is 71.54 and the highest class average score is 88.54. It can be interpreted that the development of tolerant character in social studies learning based on local wisdom through application tests shows the success for the students' learning.

V. CONCLUSIONS

From the analysis result, it is concluded that developed social studies learning based on local wisdom is effective in increasing students' tolerant character. Effectiveness is measured using the t-test with sig.2-tailed results s <0.05, thus there is a significant average difference between the control and experiment groups. Obtained t count of -2.690, it indicates that the experiment group is better than the control group. The tolerant character of students can be seen in their attitudes during the social studies learning process by not imposing their will, respecting and appreciating the opinions of friends. There is empathy and being able to work together in role playing. A conducive classroom atmosphere reflects that the learning tools can be applied properly and learning using the developed model is more interesting.

REFERENCES

1) U. T. Hanifa and D. M. Nurgaha, "Pembentukan Karakter Cinta Tanah Air dalam Situasi Pandemi Covid-19," *Harmony: Jurnal Pembelajaran IPS* dan PKN 7, no. 229, pp. 1–6, 2022.

2) J. Mahardhani and Ardhana, "Menjadi Warga Negara yang Baik pada Masa Pandemi Covid-19: Persprektif Kenormalan Baru," *Jurnal Pancasila dan Kewarganegaraan,* vol. 5, no. 2, pp. 65–76, 2020.

3) I. Rahmawati, "Metode Bermain untuk Meningkatkan Nilai Sosial Siswa dalam Pembelajaran IPS di SDN 3 Karanganom Klaten Utara," J*urnal Pendidikan Modern*, vol. 4, no. 2, pp. 16–23, 2019.

4) T. N. Rahmawati, "Peluang Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) dalam Mewujudkan Pendidikan yang Berbasis Multikultural," *Jurnal Soshum Insentif*, pp. 86–91, 2020.

5) A. Wahid, "Pengaruh Strategi Pembelajaran Kooperatif Jigsaw dan Kabupaten Bangkalan," *Jinotep*, vol. 3, no. 1, pp. 14– 30, 2016.

6) N. A. Hidayati, H. J. Waluyo, R. Winarni, and Suyitno, "Exploring the implementation of local wisdom-based character education among indonesian higher education students," *International Journal of Instruction,* vol. 13, no. 2, pp. 179–198, 2020.

7) R. D. Fitrianah and M. O. Saputri, "Stretegi Guru IPS dalam Menanamkan Sikap Toleransi pada Siswa Multikultural: Studi Kasus di SMP Negeri 15 Kota Bengkulu," *Indonesian Journal of Social Science Education* (IJSSE, vol. 3, no. 2, pp. 95–104, 2021.

8) B. Riyanto and P. Lestari, "Penguatan Perilaku Toleransi Dalam Pembelajaran Ips di SMP Pangudi Luhur Salatiga," *Sosiolium: Jurnal Pembelajaran IPS* 2, no. 2, pp. 84–88, 2020.

9) A. Widodo, "Nilai Budaya Ritual Perang Topat sebagai Sumber Pembelajaran IPS Berbasis Kearifan Lokal di Sekolah Dasar," *Gulawentah:Jurnal Studi Sosial,* vol. 5, no. 1, p. 1, 2020.

10) A. Nursyifa, "Transformasi Pendidikan Ilmu Pengetahuan Sosial dalam Menghadapi Era Revolusi Industri 4.0," *Jurnal Pendidikan Kewarganegaraan*, vol. 6, no. 1, p. 51, 2019.

11) N. R. Sholihah, "Traditional game-based learning: As a local wisdom learning model in elementary school," *Multicultural Education*, vol. 6, no. 5, pp. 182–186, 2020.

12) A. B. Mahmoud, L. Fuxman, I. Mohr, W. D. Reisel, and N. Grigoriou, ""We aren't your reincarnation!" workplace motivation across X, Y and Z generations," *International Journal of Manpower, vol.* 42, no. 1, pp. 193–209, 2021.

13) A. Y. K. Matlani Matlani, "Analisis Kritis Undang-Undang Sisdiknas Nomor 20 Tahun 2003," *Jurnal Ilmiah Iqra*', vol. 13, no. 2, p. 81, 2019.

14) B. Pang, "Engaging Bourdieu's habitus with Chinese understandings of embodiment: Knowledge flows in Health and Physical Education in higher education in Hong Kong," *Educational Philosophy and Theory*, vol. 52, no. 12, pp. 1256– 1265, 2020.

15) C. Czingon, A. Diefenbach, and V. Kempf, "Moral Universalism at a Time of Political Regression: A Conversation with Jürgen Habermas about the Present and His Life's Work," *Theory, Culture and Society,* vol. 37, no. 7–8, pp. 11–36, 2020.

16) A. Z. F. Nik Haryanti, M. P. P. *Kuantitatif, and kualitatif, Mixed Method, dan Reasarch and Development, Madani media*, 1st ed. Malang: Intrans Publishing, 2020.

17) Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2017.

18) E.-A. Dumitru, "Testing Children and Adolescents 'Ability to Identify Fake News/ : A Combined Design of," *Societies,* vol. 10, no. 71, 2020.

19) A. Y. Khunaifi and M. Matlani, "Analisis Kritis Undang-Undang Sisdiknas Nomor 20 Tahun 2003," *Jurnal Ilmiah Iqr*a', vol. 13, no. 2, p. 81, 2019.

20) E.-A. Dumitru, "Testing Children and Adolescents ' Ability to Identify Fake News/ : A Combined Design of," *Societies,* vol. 10, no. 71, 2020.

7. Disadvantaged Students' Experiences with Social Studies Distanced Learning: A Phenomenological Study

Supardi

ABSTRACT

Distanced learning, for most people, is synonymous with internet-based education and high technology. High technology-based learning in distanced learning contrasts with the distributed learning experienced by children in disadvantaged areas. This topic is complex and requires attention so that no child is left behind; yet it is rarely discussed in literary works, especially the facts of distanced learning without the internet from students' point of view who directly experience the phenomenon. This study aims to explore students' experiences in disadvantaged areas in Indonesia regarding the implementation of distanced learning during the COVID-19 pandemic. In the process of in-depth individual interviews with seven participants, I used the Interpretative Phenomenological Approach. The results of this study indicate that although students in remote areas have a passion for learning, the distanced learning process without the support of adequate facilities during the COVID-19 pandemic is felt to be severe for the students. This condition causes psychological problems for junior high school students in remote areas; namely, students feel inferior and suffer a learning loss. In the future, it is necessary to develop an effective distance-learning model without internet-oriented for children in remote areas to develop students' well being.

Keywords: distanced learning, student well-being, without internet, disadvantaged areas, phenomenology

I. INTRODUCTION

The closure of schools physically during the COVID-19 pandemic had many impacts on learning practices globally, including the emergence of learning disorders (UNESCO, 2020). Students' school fees debts are increasing because their parents became unemployed in the COVID-19 era, and the use of technology in distanced learning has grown as one solution to ensure that education is carried out correctly (Onyema et al., 2020). Distanced learning is a learning model that focuses on utilizing media and teaching materials to deliver teaching to students that are not bound by distance and time (Houston & Thompson, 2017).

The implementation of distanced learning is not new, nor is it a big "challenge" for students in urban areas with digital facilities and support from parents to learn using high technology (Supardi & Hasanah, 2020). Currently, there are many platforms and modern learning media available and easy to use (Lampropoulos et al., 2019; Leontyeva, 2018). Teachers and students can easily use the features of supporting distanced learning (Hasanah et al., 2022), which is free or paid (Greenhow, 2011). In addition, online-based distanced learning has become a learning model that is considered more flexible and profitable in terms of cost and time effectiveness (Yamagata-Lynch, 2014). On the other hand, for children in underdeveloped villages, distanced learning is a learning process that is strenuous to carry out effectively because children in poor villages do not have learning support tools such as high technology or a good internet network. However, students in disadvantaged areas must also carry out distanced learning during the COVID-19 pandemic as an effect of the physical closure of schools (Viner et al., 2020).

The COVID-19 pandemic has disrupted the learning process and reduced the quality of education services, and this impact is more severe for disadvantaged children and families, both experiencing economic deprivation (Arpaci et al., 2020) and those with special needs (Radha et al., 2020). Children from more marginalized areas, such as Papua, Indonesia, also face challenges in accessing distanced learning, due to the unavailability of regular or fast internet connectivity and partly because of the capacity of teachers or

regions to support distanced learning (UNICEF, 2021). This fact requires a more in-depth study, especially to overcome various disruptions during the pandemic period, especially on students' academic and psychological development in disadvantaged areas, such as what happened in isolated regions in the Indonesian archipelago.

Research Background Context

Indonesia is one of the developing countries in Southeast Asia, which consists of 16,056 islands. Based on the 2019 population census results, there were 3,655,385 students in Indonesia studying at both public and private schools (BPS Indonesia, 2021). Most students in Indonesia are currently familiar with e-learning as a form of distanced learning. The high use of internet-based learning has made Indonesia one of the largest e-learning markets in the world (Dilas et al., 2019). However, Internet-based learning in Indonesia still tends to be dominated by students in big cities such as Jakarta, Bandung, Surabaya, Semarang, Denpasar (Bali), and others. Meanwhile, numerous remote areas are entirely unfamiliar with the internet-based learning system because the internet does not reach their residences. There are still 2,500 villages in remote areas of Indonesia that have not been contacted by electricity (NA, 2017).

In Indonesia, there is still inequality in education between one region and another (Harahap et al., 2020; Heyward & Sopantini, 2014; Widyanti, 2018). In dealing with the imbalance in the quality of education, the Indonesian government has issued various policies; however, the inequality of quality of education in Indonesia is still unresolved. The disparity in the quality of education between regions in Indonesia has become increasingly complex since the outbreak of COVID-19. During the COVID-19 quarantine period, the Indonesian government simultaneously implemented a policy of implementing distanced learning for all students throughout the territory of Indonesia in urban areas, rural areas, and remote areas. This educational policy (Young & Lewis, 2015) has widened the gap between urban students and students in remote areas, especially students who have no access to electricity and the internet (Muttaqin, 2018).

Children in urban areas in Indonesia also experience difficulties in implementing distanced learning because even though there is electricity in urban areas, not all students can afford the internet quota. A survey conducted by the Indonesian Child Protection Commission (KPAI, 2020) showed that 42.2% of student respondents claimed to have no internet quota. This situation means that distanced learning through the internet is only done by 58% of students, while the rest carry out distanced learning within limited facilities. Children who don't have cell phones have to take turns with their parents when doing online learning, or sometimes, they can only access cell phones after their parents come home from work. It is also difficult because there are parents who come home from work during the day, in the afternoon, or even at night, meanwhile, in general, the online learning schedule in schools is carried out from morning to noon. As a result, students experience problems, such as being late for assignments given by the teacher (Husin & Sawitri, 2021). Based on several research results (Fruehwirth et al., 2021; Leontyeva, 2018), when teachers and students in disadvantaged areas carry out distanced learning, many things are identified as co-effects of this condition. Thus, the conditions of distanced learning in remote areas of Indonesia may also lead to various coeffects for students, especially in social studies learning (Alemu & Shea, 2019).

Social study is a subject that is identical to civics learning (Marini et al., 2019), which requires direct or indirect interaction between students, as well as between teachers and students, to build students' social skills effectively (Brugar & Whitlock, 2018; Farisi, 2016; Robeva et al., 2020). However, the co-effect will differ from one student to another; it all depends on the students' point of view in interpreting all the events they experience (Hasanah et al., 2019; Hasanah & Supardi, 2020; Supardi & Hasanah, 2020). This study explores the meaning of distanced learning for children who live in underprivileged neighborhoods that do not have internet facilities. To facilitate the data collection process, I crafted the following research question: what is the meaning of social studies distanced learning for students in disadvantaged areas in Indonesia?

Role of the Researchers

I am a researcher and associate professor at a university in Indonesia. Daily, I have direct exposure to education development in Indonesia, especially in preparing prospective social studies teachers. Therefore, this research has an essential role for the institution where I work because, from the research results, distanced learning models can be developed in remote areas to pay more attention to the students' well-being.

II. METHOD

This study aimed to explore the meaning of distance social studies learning experience for junior high school students in disadvantaged areas, so the most suitable approach for this research is to use a phenomenological method. Based on literacy results in writing (Aspers & Corte, 2019; Hasanah & Supardi, 2020; Neubauer et al., 2019), when a researcher wants to explore the essence of a phenomenon from the point of view of people who have experienced it, the researcher can develop a design of research on a phenomenological philosophical perspective.

Participants

Participants in this study consisted of seven junior high school students in disadvantaged areas in Indonesia, which I selected through purposive sampling (Jupp, 2015). This method refers to Langdridge's opinion (Hasanah & Supardi, 2020; Langdridge, 2017) that the number of participants in phenomenological research does not need to be large in quantities but rather enough between three and seven people because participants in phenomenology studies can only be people who have direct experience of the phenomenon studied. I determined specific criteria for participants; namely, junior high school students aged 15-16, obtained permission from parents, experienced with social studies distanced learning without internet, and living in disadvantaged areas in Indonesia. Indonesia has 122 underdeveloped areas (Putera & Rhussary, 2018), but not all areas can be easily reached. In the process of selecting research sites, I took into consideration the affordability of the area and the areas where it was possible to obtain research permits,

both from the school and from the parents. I did this considering that the data collection was carried out during the COVID-19 outbreak, which was still high at the time in various regions in Indonesia.

At the beginning of the selection of participants, I sought information from several members of the National Social Sciences Teacher Association in Indonesia about which schools were conducting distanced learning without the support of the internet network. Then, I contacted a social studies teacher in a junior high school in a disadvantaged area in west Indonesia. I then submitted a written request to research students' experiences in social studies distanced learning without the internet. This research is an educational study involving humans, but in the local context, it does not require third-party approval to ensure ethics and participants' safety, privacy, and confidentiality. However, as a researcher, I have obtained research permission from the school the students attend. I also obtained written permission from the parents of students who participated in this study. To ensure ethical practices and the safety, privacy, and confidentiality of participants, before conducting research, I included an informed consent which contains the procedures for the research to be carried out and the rights of participants while participating in the research (Mavroudis & Cook, 2020; Simpson & Innes, 2020). The informed consent also states that all personal data, including the school's address where the research was carried out, will be protected. In addition, the informed consent stated that all data obtained from the results of extracting research data were to be used solely for academic purposes.

Data Retrieval Process

The data collection process was carried out through an individual interview process (Asadullina et al., 2020). During the COVID-19 pandemic (Carrillo & Flores, 2020), (I tried to make innovations to explore phenomenological data through the process of extracting data from participants directly while still ensuring that health procedures were up to the COVID-19 standards. Before I met and conducted in-depth interviews with the participants, I first asked them to write a short article about themselves and their experiences of participating in distance social studies learning. Since the

participants do not have tools for long-distance communication (mobile phones) or e-mail, I asked the teacher for help sending the data submitted by the participants by taking a photo of the writing by the teacher, then sending it to me in the form of an image. After I got an overview of the distanced learning conditions experienced by the participants in writing, I compiled a more specific interview guide based on the participants' answers. I used the question guide during in-depth individual interviews in person. In this way, I could reduce the intensity of physical gatherings to reduce the risk of the spread of COVID-19. Each in-depth individual interview process was conducted for 25-40 minutes. With the participant's permission, I recorded the entire interview process. In the case of two participants, I conducted interviews twice. Because it was difficult to transcribe the first interview because the audio recording was not detected, and some of the voices were not detected (lost). Hence, I conducted re-interviews for some missing pieces of information. In the process of data extraction, I followed the interview guide, which contained three main questions:

1) How did you experience the distanced learning process?
2) What kinds of support and obstacles did you feel during the implementation of distance social studies learning?
3) How would the distanced learning experience without the internet mean to you?

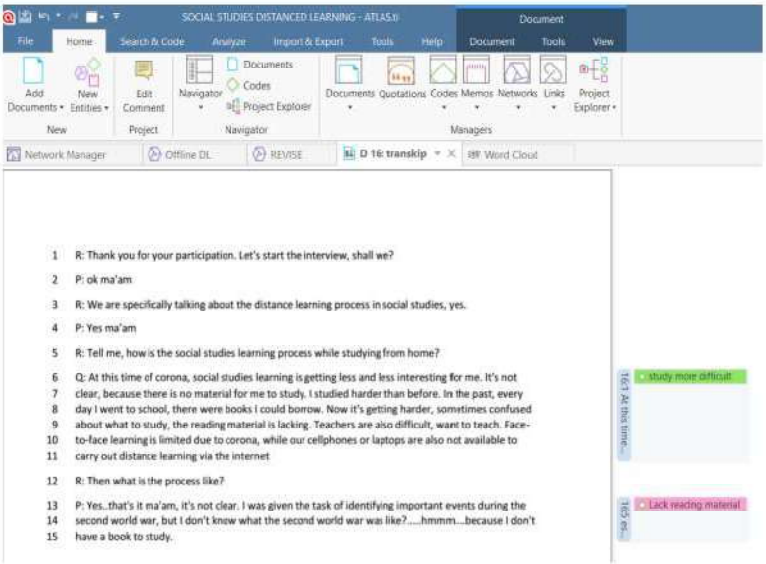
Data Analysis Process

I transcribed all interview data and analyzed data using the phenomenological analysis method (Hasanah & Supardi, 2020; Moustakas, 1994) In more detail, the entire process of data analysis in this study is as follows:

1) I paid attention to field notes and logbooks to recall the entire process and context of the research that has been carried out. Then I made a transcript of the data based on the interview recordings. I also paid attention to the data written by the participants, which contained personal data and a description of the distanced learning activities experienced by the participants.

2) The next stage was horizontalization (Hasanah & Supardi, 2020). In this process, I paid attention to the statements of the participants that were conveyed explicitly, indicating the essence of the participants' experiences in distanced learning verbatim. Research questions become the main guide in the process of examining relevant participant statements and can be used as answers to research questions. I identified participant statements that explicitly told about (a) the distanced learning activities they experienced and (b) the meaning that occurred in the participants for every event they experienced related to the entire distanced learning process they experienced. The code generated is based on my interpretation based on the explicit responses given by each participant to each question. I carried out this analysis process with the data analysis software, (QDAS) atlas.ti (Paulus et al., 2019), as shown in Figure 1 below.

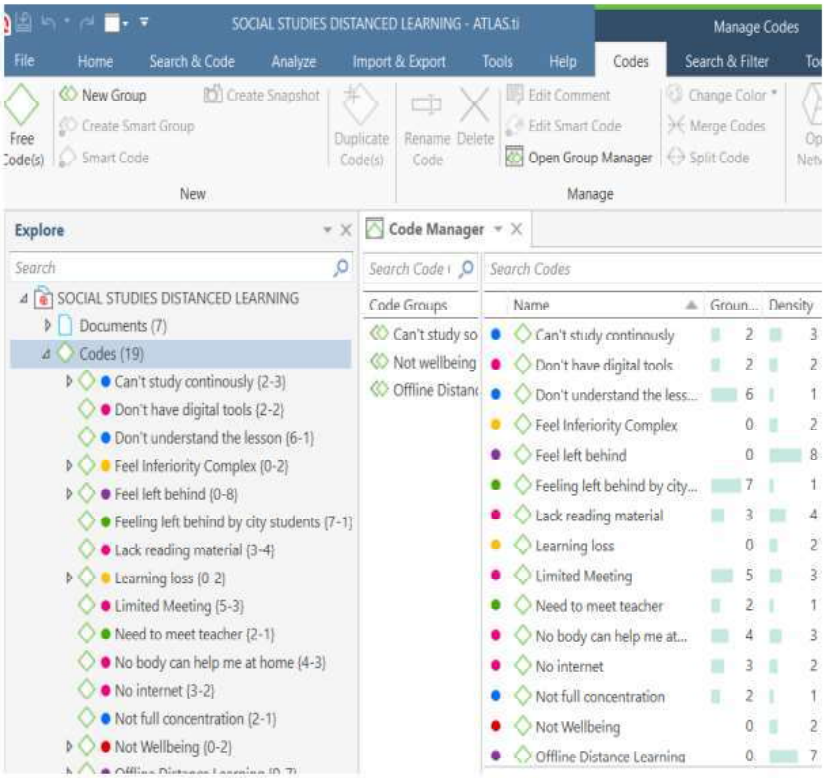
Figure 1
Initial code generation



All relevant statements from participants from the transcript (blocked, as depicted in Figure 1)were then coded to record the essence of each sentence explicitly stated by the participants (Kalpokaite & Radivojevic, 2019; Wicks, 2017). I conducted the coding process without any prejudice: I have an open view and understand that every statement has the same value.

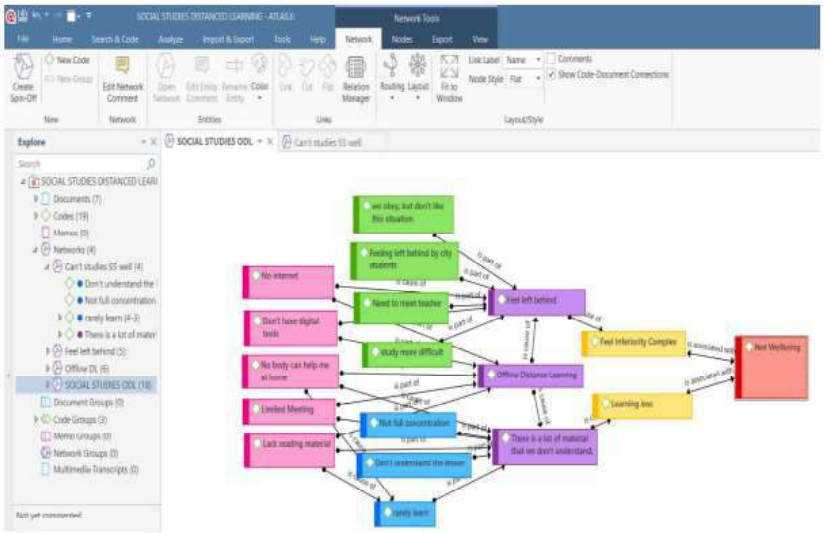
3) The next step was the collection of relevant statements that had the same meaning inthe research themes. After coding for all relevant statements, I analyzed all the code that had been formed. After that, I collected the principles that had the same meaning into one theme. For example, in the code collection, I found the same purpose for the codes: "no digital tools,""no teaching materials," "nobody can help me at home," and "no internet," which are combined with various other codes to indicate a condition that they perform: Offline Distanced Learning. For more details, the whole process of grouping code into themes can be seen in Figure 2 below:

Figure 2
Creating themes



4) After forming the research themes, I arranged the Composite Textural Description (CTD). In this step, I interpreted each theme to explain how the phenomenon occurred for each theme created. Then I built a network of relationships between themes. Below is a picture of the network formation process for each theme (Figure 3).

Figure 3
Network formation



The final stage in the data analysis process was to interpret it from the point of view of educational theory, the results of which are presented in the field of discussion.

III. RESEARCH RESULT

Based on the results of data analysis, three main themes show an overview of the experiences of junior high school students in implementing social studies distanced learning in disadvantaged areas in Indonesia. The themes are namely: "offline distanced learning," "can't learn social studies well," and "I felt left behind." In detail, we discuss these themes as follows:

Offline Distanced learning

The first theme that was found in this research is the offline distanced learning process experienced by students in remote areas. There are five codes that can represent the description of the implementation of distanced learning offline; namely, "no internet," "don't have digital tools," "lack of reading material," "limited face-to-face," and "nobody can help me at home."

No Internet.

In participating in distanced learning, the participants stated that there was no learning using the internet because there was no internet or electricity coverage in their area. In addition, the students said that they did not have digital equipment. Students learn through limited faceto-face learning every two weeks. They do not learn together but rather take turns in small groups. The teachers form study groups at certain gathering points, then take turns leading the study group. The formation of small groups is intended to make learning more effective and to prevent the spread of the virus among students and teachers. Below is a relevant statement from one of the participants regarding the distanced learning process he experienced:

> I study harder than before. Previously, every day I went to school, there were books that I could borrow. Now it is more difficult. Sometimes, I am confused about what to study, and I lack reading material. Teachers are also troubled when they teach. Face-to-face learning is limited due to corona, while we also don't have cellphones or laptops to carry out distanced learning via the internet (P1, lines 7-10).

Lack of Reading Material.

P2, an 8 th -grade junior high school student in the same school as P1, also expressed the same sentiment about the distanced learning practice they experienced. Here is P2's statement regarding the matter:

> Yes… I learned as little as I could, following the teacher's instructions that were delivered in writing to us. Sometimes it was delivered in person in a limited meeting because everything was more difficult due to corona. Sometimes I learn something; sometimes, I don't know

what I'm learning at all,…. Anyway, it's hard, and I get behind in lessons. Maybe the city children are okay, they have everything to study, it's different with us here, everything is very limited. We lack reading material here; we don't have internet, and we don't have cellphones or laptops (P2, lines 5 to 11).

Below is the relevant statement from P3:

There is no internet. We study as usual, but the number of students is limited. We meet directly with the teacher every two weeks, but now it's more limited. He said it is to prevent the spread of COVID, so you shouldn't hang out with too many people. My meeting with the teacher is not as routine every day as it used to be. We meet every two weeks to get explanations and assignments (P3, lines 14-21).

Limited Face-To-Face.

P4 also experienced the same thing as P3, who conducted distanced learning during COVID-19 without the internet. P4 stated that the teachers would periodically come to the students to provide an explanation of the teaching materials that the students had to study, then give assignments for the next two weeks. The following is an explanation from P4:

The teachers come to us every two weeks. The place is not in school because it is not allowed. We met the teacher at the house of one of the students, only six people for each study group. The teachers also often give messages so that we continue to be enthusiastic about learning even in these conditions, but sometimes we are lazy and feel that we don't understand the content of the lesson (P4, lines 13-19).

Nobody Can Help Me at Home

The picture of distanced learning during the COVID-19 pandemic in disadvantaged areas is increasingly real with the explanation from P6. He explained how teachers and students continue to struggle amidst limited facilities. There are things that need attention according to P6; namely, he feels that the learning that was distributed during the COVID-19 pandemic: is only learning in moderation.

> No… there is no learning using the internet. Never mind the internet; many don't have electricity. In our place, electricity is only used for the lights at night. So there is no learning using the internet. I learn in a rudimentary way; what I understand, I do; what I don't understand, I leave because I don't know what to do. I don't have a brother I can turn to for an explanation. Even so, sometimes the teacher came to us to the villages. That is just sometimes and also limited. So, studying is rough (P6, lines 17-23).

In line with the statements of his other colleagues, P7 also felt that the contributed learning he experienced had many weaknesses. Lack of educational facilities, limited learning resources, and lack of support in the form of support facilities and knowledge from parents are all obstacles to studying well for students living in disadvantaged areas. The following are the relevant statements from P7 regarding this matter:

> To be honest, I mostly don't understand the lessons being learned. I also don't have a complete book, nor do I have internet or cellphone facilities to support learning. The teachers occasionally provide sheets of lesson notes and assignments to do independently. We are also often motivated to stay enthusiastic about learning (P7, lines 12-17).

P5 explicitly explained that he did not own a cellphone as well as other modern electronic devices, so it was impossible for him to participate in mobile distanced learning activities. In this case, P5 seems to have a desire to try distributed learning through online learning, but it cannot be implemented due to limited facilities. P5's statement regarding this matter appears in the following statement:

> I heard from the teachers that in that city, they use Zoom and the internet. They learn many things. We can't be like that. We used to borrow books from the school library. There are books that all students can borrow, but books that can only be used in turns. It's also troublesome. Sometimes I wonder, it would be nice if I could normally study like before the corona… Hhhhhhhhhhhhhmmm [pause for a moment] … Actually, I want to try online learning. What's it like? (P5, lines 6-12).

There Is a Lot of Material that We Don't Understand

The participants stated that they must be independent in learning. Whatever the result, you have to do it yourself when you have assignments from school. This thing happened because their parents were mostly illiterate. Even though some can read and write, they also do not understand current junior high school students; as a result, the children give up on the reality they face. Some of the participants' statements implicitly indicate the conditions that exist in the codes: "don't understand the lesson," "not total concentration," and "rarely learn."

Don't Understand the Lesson

Participants said that they often did not understand what they were learning. This is in line with P1's statement regarding this matter:

> Well… I taught myself at home; my friends are the same. I feel that we are forced to be independent in studying in this condition. How come? Many of our parents did not go to school and could not read or write. Luckily my teacher is very patient, and her house is close to mine. Sometimes I go to the teacher's house to ask questions that I don't understand … [pause] … Sometimes I also don't study or do assignments because I feel the material is too difficult to understand … to be honest, there's more material which I don't understand in this distanced learning. I spend less time studying because I am confused what to study (P1, lines 21-25).

P3, who is a grade 9 student, has feelings and views that are almost the same as his other peers regarding the importance of independence for them so that they can continue to learn amidst their limitations. That spirit is implied by the words he conveyed as follows:

> Before or after the pandemic is just the same for me. I have to be independent in studying because no one can help me study at home … [pause] … but the difference is that in the pre-pandemic, I could go to school every day to meet friends and teachers, but now I am mostly at home. Even though my parents are at home, no one helps me study. My father and mother can both read and write, but they cannot help because, according to them, today's lessons are very difficult (P3, lines 22-25).

Researcher: So what do you do when there are things you don't understand in learning?

P3: Yes … I just keep quiet, and sometimes I do other things besides studying. It is difficult to learn alone without materials; moreover, no one is teaching.

Furthermore, P6 recounts the experience of studying social science in minimal conditions as follows: "For me, distanced learning is boring. Especially for social science lessons because many things need to be known, while I don't have the materials."

Rarely Learn

Coinciding with the statements of his other colleagues, P7 also felt that the distanced learning he experienced was learning that had many weaknesses. Lack of educational facilities, limited learning resources, and lack of support in the form of facilities and knowledge from parents are obstacles to studying well for students living in disadvantaged areas. The following are the relevant statements from P7 regarding this matter:

To be honest, I mostly don't understand the lessons being learned. I also don't have a complete book, nor do I have internet or cellphone facilities to support learning. The teachers occasionally provide sheets of lesson notes and assignments to do independently. We are also often motivated to stay enthusiastic about learning, but it's difficult to do (P7, lines 12-17).

P7 also stated the same thing with his friends. He is more often confused with the assignments he got from the teacher during school closure. The same problems exist with his friends: there are no supporting facilities, and parents cannot help learning because they do not understand the contents of junior high school class 9. Even so, P7 still tries to learn as optimally as possible. The following is the P7 statement that is relevant to this:

When I got the assignment sheets from the teachers, I tried them myself. Done as best I could. No one can teach. I did not understand more of the tasks because there was no place for me to ask questions, nor did I have books. In the end, I didn't study ... well ... my friends didn't

too ... hmmm .... many of my friends, like me, couldn't learn (P7, lines 23-25).

Often not Concentrated

Another participant said he felt tired of studying alone without any support facilities, nor did he have friends. These conditions make him less likely to concentrate on studying. Here is his statement:

> I find it challenging to study, especially studying social science subjects. Besides requiring a lot of ingredients, I wouldn't say I like it because there are too many things that I have to memorize. Too many obstacles make me often not concentrate on studying. So I can't keep learning; I'm tired (P1, lines 46- 50).

I Feel Left Behind

During the COVID-19 pandemic, students in disadvantaged areas have to live life in minimal conditions. There is a feeling of disappointment with the situation, but they still obey the orders of teachers and parents to stay enthusiastic about learning. The participants are teenagers who live in developing countries that are very large and have extraordinary natural resources but are trapped by technological backwardness in their regions. There is something they feel behind their obedience to parents and teachers in the context of distanced learning in this era of the COVID-19 pandemic; namely, "we obey but don't like this situation," "study more difficult," "need to meet teacher," and "feeling left behind by city students." Following are the relevant P2 statements regarding this matter:

> Since childhood, I was taught to be obedient and respectful to parents and teachers, so even though I am under such a limitation, I am still obedient, but I want this situation to be over as soon as I feel tired. Sometimes I also feel sorry for the teachers and teachers who do more work during this distanced learning (P2, lines 69-72).

Another participant (P3) shared the feelings he experienced when doing distanced learning without adequate facilities during the COVID-19 period, have made learning more difficult than before:

> During this corona pandemic, learning social studies is getting less and less interesting for me. It's not clear because there is no material for me to study. I studied harder than before. In the past, every day I went to school, there were books I could borrow. Now it's getting harder, sometimes confused about what to study, and the reading material is lacking. Teachers are troubled when they teach. Face-to-face learning is limited due to corona, while cellphones or laptops are also unavailable to carry out distanced learning via the internet (P3, lines 6-10).

P5 also felt the same way when experiencing distanced learning. Here are the relevant P5 statements to describe the feelings they felt:

> Actually, we don't really understand why we have to limit meetings at school, our school is far from the crowd, and people rarely go outside the area. We could still carry out face-to-face learning. Learning model like today is very difficult for me to understand. I'm also tired of assignment sheets. It made me tired, more tired than usual. Even though I was tired, I still obeyed the orders of the teachers because in our village, all the students really respect the teachers, and I also really respect the teachers (P5, lines 55-61).

P6 also hopes that the corona will end soon so that life can return to the way it used to be. Even though they both must study without the internet, at least, he can play with friends comfortably at school. P6 expressed his desire for the corona pandemic to end as follows:

> I want corona to pass soon so that I can go together with friends to school. Even though now I still study and obey, I am tired. Sometimes I feel bored like this. Our life is already very limited, added like this. I am bored if I have to continue to follow this kind of learning (P6, lines 61-64).

P7 also states the same thing as P2, P5, and P6. He's facing the corona sooner away. P7 admitted that he was still obedient to continue learning as best he could, but he did not like the current situation. Distanced learning without the internet adds new problems for children in disadvantaged areas. Following are the relevant P7 statements regarding this matter:

> During the period of distanced learning, I obeyed the orders of both my teacher and parents, but I didn't like this situation because even though I was studying, I still didn't understand a lot of material. We want to go back to school like before; I also miss my friends (P7, lines 42-44).

IV. DISCUSSION

Of the three themes that were found in this study, it is known that individually and as a group, students in marginalized areas cannot follow the synchronous mode of teaching and learning; this hurts the development of students' studies (Tsolou et al., 2021), and the mental health of students (Hasan & Bao, 2020). In this condition, students are forced by circumstances to be able to deal with various challenges that are much more difficult than their lives before the pandemic occurred. The three themes of the results of this study are a realization of the psychological conditions of the participants, which can be broadly grouped into two essences of the experience of following distanced learning without the internet that is felt by junior high school students in disadvantaged areas in Indonesia (Sitompul et al., 2018). Participants felt the effects directly from the physical closure of schools (Faulkner, 2020; Poole et al., 2021); they were forced to take part in distanced learning without the support of adequate educational facilities such as the internet and other high-tech devices. Apart from the lack of educational facilities, students living in disadvantaged areas also do not get knowledge support from their mostly uneducated parents. On the other hand, junior high school children in disadvantaged areas know that students in urban areas can still follow distanced learning in much better conditions because everything is easier and more accessible to the community in cities. This condition has caused feelings to emerge in the hearts of the participants.

The distanced learning process without the internet is considered an ineffective learning process by students. Academically, the participants found it difficult to understand the material they were studying. This phenomenon shows that distanced learning in disadvantaged areas can demotivate student

learning (Darling-Hammond et al., 2020; Darling-Hammond & Hyler, 2020). In addition, children in disadvantaged areas still have to obey the orders of teachers and parents in the distanced learning process because the culture of Indonesian society places great emphasis on respecting older people, even though the participants claimed to be obedient and would learn even though they didn't like it. This is in line with research that states that culture positively correlates with the implementation of learning (Littlewood, 2000). When culture shapes students' learning behavior, that is a positive thing, but it needs to be considered from a mental health perspective: in this context the students feel less well off. From this explanation, it can be concluded that the meaning of distanced learning experiences can be seen in Figure 4 below:

Figure 4
The meaning of students-experience of offline distanced learning in disadvantaged areas

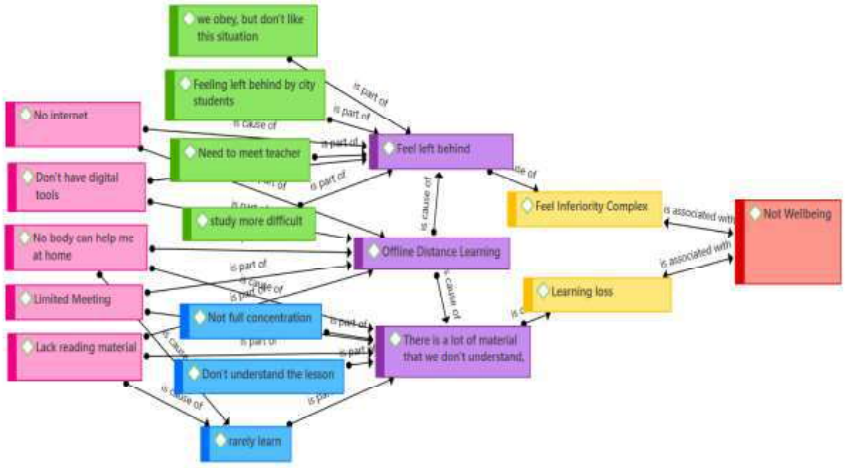


Figure 4 shows the flow of meaning that appears in students as an effect of not fulfilling the requirements for implementing distanced learning. In more detail, image one can be explained as follows:

1) Inferiority Complexes Among Students

This study indicates that during the COVID-19 pandemic, there was a learning process that did not meet ideal standards among students living in disadvantaged areas in Indonesia. The students feel left behind by the city

children and feel how bad it is to learn in terms of limitations. Psychologically, distanced learning without the support of adequate educational facilities is not good for the development of students, especially when the students know that other students can learn better with sufficient support and facilities. The minimal educational facilities and the lack of support for parents in distanced learning in underdeveloped areas are a threat that can cause the decline in the quality of education in disadvantaged areas in Indonesia. This condition can cause the widening gap in the quality of education in Indonesia (Muttaqin, 2018)

The participants' feeling of being left behind and being completely limited arises because of the lack of support for learning facilities and support for adequate human resources. This matter is something that needs to be considered so as not to reduce the psychological development of students in disadvantaged areas (Ma et al., 2019; Magayang et al., 2020). The feeling of being left behind by students in urban areas is a source of the emergence of an inferiority complex in the participants' minds (Kabir, 2018; Kolisnyk et al., 2020; Sultana & Kabir, 2018). This condition is bad for the development of students' mental health (Burns et al., 2020) because complex inferiority can cause frustration among adolescents (Kenchappanavar, 2012).

2. Learning Loss

The lack of supporting factors for implementing distanced learning causes students in remote areas to feel that distanced learning is more complex than face-to-face learning models. That situation indicates that there are many things that they cannot learn independently as long as they participate in distanced learning during the COVID-19 period. The results showed that the participants experienced learning loss. The participants felt that there were many things that students did not understand, and there was no place to ask questions, which were statements that showed a loss of optimal learning opportunities for students in disadvantaged areas (Magayang et al., 2020). The students had no place to ask the questions they wanted to ask, nor did they have enough teaching materials to be

able to study independently. This shows that students in remote areas need communication with their teachers. This condition is the fact that both educators and policymakers need to pay attention to. Losing learning opportunities is a destructive phenomenon for children in disadvantaged areas because of missing learning opportunities during the COVID-19 pandemic season; there is a decrease in new knowledge that students can obtain and a reduced chance for students to build social skills as their life (Clark et al., 2020).

The participants can remain independent in learning because their parents do not have the supporting capacity in terms of facilities or knowledge. In addition, the participants remain obedient to the teacher's orders to carry out the learning instructions given by the teachers. This phenomenon shows that students who live in disadvantaged areas tend to have maturity in responding to the conditions they experience. Based on several research results (Sari et al., 2020; Wardany, 2019), the obedience of children and adolescents to the regulations provided by teachers and parents is due to the lifestyle they receive from their family and community environment, which emphasizes discipline and religious values. Even though students remain obedient in carrying out the orders of teachers and parents, educators and parents need to understand that behind the maturity of positive attitudes and moral development, there is resentment towards pandemic conditions that require them to employ distanced learning.

The results of this study indicate that distanced learning is learning that requires adequate support facilities. Ideally, distanced learning is carried out using the help of high-tech tools. However, for students living in disadvantaged areas, where it is impossible to take advantage of high technology, it is necessary to develop distanced learning strategies to improve effective communication between educators and learners. This condition illustrates that during school closures in the era of the COVID-19 pandemic, students in remote areas experience negative psychological co-effects, namely, the absence of student wellbeing.

REFERENCES

Alemu, D. S., & Shea, D. (2019). A path analysis of diagnosis of organizational levels of functionality: Implications to educational organizations. *International Journal of Educational Management*, 33(7). https://doi.org/10.1108/IJEM-10-2018-0297

Arpaci, I., Abdeljawad, T., Baloðlu, M., Kesici, Þ., & Mahariq, I. (2020). Mediating effect of internet addiction on the relationship between individualism and cyberbullying: Crosssectional questionnaire study. *Journal of Medical Internet Research*, 22(5). https://doi.org/10.2196/16210

Asadullina, G. R., Korovkina, N. V., Sadretdinova, E. V., Badretdinovich, R. S., & Hajrullina, N. G. (2020). Social character: Issues of methodology and research methods. *Revista Amazonia Investiga*, 9(26). https://doi.org/10.34069/ai/2020.26.02.61

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. Qualitative Sociology, 42(2), 139-160. https://doi.org/10.1007/s11133-019-9413-7 BPS Indonesia. (2021). Catalog/ : 1101001. Statistik Indonesia 2020, 1101001, 790. https://www.bps.go.id/publication/2020/04/29/e9011b3155d45d70823c141f/statistikindonesia-2020.html

Brugar, K. A., & Whitlock, A. M. (2018). Social studies skills or something else? An analysis of how the "Essential Social Studies Skills and Strategies" reflects social studies instruction. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91(3), 111-117. https://doi.org/10.1080/00098655.2017.1418129

Burns, D., Dagnall, N., & Holt, M. (2020). Assessing the impact of the COVID-19 pandemic on student wellbeing at universities in the United Kingdom: A conceptual analysis. *Frontiers in Educatio*n, 5. https://doi.org/10.3389/feduc.2020.582882

Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education,* 43(4). https://doi.org/10.1080/02619768.2020.1821184

Clark, A. E., Nong, H., Zhu, H., & Zhu, R. (2020). Compensating for academic loss: Online learning and student performance during the COVID-19 pandemic. *Journal of Education*, 1(2).

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2). https://doi.org/10.1080/10888691.2018.1537791

Darling-Hammond, L., & Hyler, M. E. (2020). Preparing educators for the time of COVID … and beyond. *European Journal of Teacher Education,* 43(4), 457-465. https://doi.org/10.1080/02619768.2020.1816961

Dilas, D. B./ ;, Mackie, C., Huang, Y., & Trines, S. (2019). Education in Indonesia. World Education Services. https://wenr.wes.org/2019/03/education-in-indonesia-2 Farisi, M. I. (2016). Developing the 21st-century social studies skills through technology integration. *Turkish Online Journal of Distance Education*, 17(1). https://doi.org/10.17718/tojde.47374

Faulkner, S. L. (2020). School closed. Communication Education, 69(4). https://doi.org/10.1080/03634523.2020.1803384

Fruehwirth, J. C., Biswas, S., & Perreira, K. M. (2021). The Covid-19 pandemic and mental health of first-year college students: Examining the effect of Covid-19 stressors using longitudinal data. *PLoS ONE*, 16(3 March 2021).

https://doi.org/10.1371/journal.pone.0247999 Greenhow, C. (2011). Online social networks and learning. *On the Horizo*n, 19(1). https://doi.org/10.1108/10748121111107663

Harahap, E. S., Maipita, I., & Rahmadana, M. F. (2020). Determinant analysis of education inequalities in Indonesia. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2). https://doi.org/10.33258/birci.v3i2.937

Hasan, N., & Bao, Y. (2020). Impact of "e-Learning crack-up" perception on psychological distress among college students during COVID-19 pandemic: A mediating role of "fear of academic year loss." Children and Youth Services Review, 118. https://doi.org/10.1016/j.childyouth.2020.105355

Hasanah, E., Desstya, A., Kusumawati, I., Limba, A., & Kusdianto, K. (2022). The mediating role of student independence on graduate quality in distributed learning. *International Journal of Instructio*n, 15(1), 61–82. https://doi.org/10.4135/9781483318332.n114

Hasanah, E., & Supardi, S. (2020). The meaning of javanese adolescents' involvement in youth gangs during the discoveries of youth identity: A phenomenological study. *Qualitative Report*, 25(10), 3602-3626. https://doi.org/10.46743/2160-3715/2020.4409

Hasanah, E., Zamroni, Z., Dardiri, A., & Supardi, S. (2019). Indonesian adolescents experience of parenting processes that positively impacted youth identity. *The Qualitative Report*, 24(3), 499-512. https://doi.org/10.46743/2160-3715/2019.3825

Heyward, M., & Sopantini. (2014). Indonesia: The challenges of quality and equity in education. In Education in South-East Asia. https://doi.org/10.5040/9781472544469.ch-004

Houston, D., & Thompson, J. N. (2017). Blending formative and summative assessment in a capstone subject: 'it's not your tools, it's how you use them*.' Journal of University Teaching and Learning Practice*, 14(3).

Husin, H., & Sawitri, S. (2021). Covid-19/ : Tingkat Stres Belajar Anak-Anak Di Daerah Terpencil. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 5(2). https://doi.org/10.35931/am.v5i2.542

Jupp, V. (2015). Purposive sampling. In V. Jupp (Ed.), *The SAGE dictionary of social research methods*. https://doi.org/10.4135/9780857020116.n162

Kabir, S. M. S. (2018). Psychological well-being, inferiority complex, and interpersonal values of the universities' students of Bangladesh. Jagannath University Journal of Life and Earth Sciences.

Kalpokaite, N., & Radivojevic, I. (2019). Demystifying qualitative data analysis for novice qualitative researchers. *The Qualitative Report*, 24(13), 44-57. https://doi.org/10.46743/2160-3715/2019.4120

Kenchappanavar, R. N. (2012). Relationship between Inferiority complex and Frustration in Adolescents. *IOSR Journal of Humanities and Social Science, 2*(2). https://doi.org/10.9790/0837-0220105

Kolisnyk, L., Èekrlija, Đ., & Kalagurka, B. (2020). Peculiarities of superiority and inferiority complexes of Ukrainians. *Mental Health: Global Challenges Journal,* 4(2). https://doi.org/10.32437/mhgcj.v4i2.86

KPAI. (2020). Laporan Kinerja Tahun 2020 Komisi Perlindungan Anak Indonesia "Perlindungan Anak di Era Pandemi COVID-19.

Lampropoulos, G., Siakas, K., & Anastasiadis, T. (2019). Internet of things in the context of industry 4.0: An overview. I*nternational Journal of Entrepreneurial Knowledge,* 7(1), 4-19. https://doi.org/10.2478/ijek-2019-0001 Langdridge, D. (2017).

Phenomenology. In B. Gough (Ed.), *The Palgrave handbook of critical social psychology* (pp. 165-183). Springer https://doi.org/10.1057/978-1-137-51018-1_9

Leontyeva, I. A. (2018). Modern distanced learning technologies in higher education: Introduction problems. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(10). https://doi.org/10.29333/ejmste/92284

Littlewood, W. (2000). Do Asian students really want to listen and obey? ELT Journal, 54(1). https://doi.org/10.1093/elt/54.1.31

Ma, L., Chen, M., Fang, F., & Che, X. (2019). Research on the spatiotemporal variation of rural-urban transformation and its driving mechanisms in underdeveloped regions: Gansu Province in western China as an example. *Sustainable Cities and Society,* 50. https://doi.org/10.1016/j.scs.2019.101675

Magayang, D., Komariah, A., Gaffar, M. F., Suhardan, D., Meirawan, D., & Kurniady, D. A. (2020). Underdeveloped region education: Teacher existance, access and educational policy. *Utopia y Praxis Latinoamericana*, 25(Extra 2). https://doi.org/10.5281/zenodo.3809220

Marini, A., Maksum, A., Satibi, O., Edwita, Yarmi, G., & Muda, I. (2019). Model of student character based on character building in teaching learning process. *Universal Journal of Educational Research*, 7(10), 2089-2097. https://doi.org/10.13189/ujer.2019.071006

Mavroudis, C., & Cook, T. J. (2020). *Informed consent. In C. Mavroudis, J. Cook, & C. Mavroudis (Eds,), Bioethical controversies in pediatric cardiology and cardiac surgery* (pp. 39-54). Springer. https://doi.org/10.1007/978-3-030-35660-6_3

Moustakas, C. E. (1994). Phenomenological research methods. Sage. Muttaqin, T. (2018). Determinants of Unequal Access to and Quality of Education in Indonesia. Jurnal Perencanaan Pembangunan: *The Indonesian Journal of Development Planning*, 2(1), 1–23. https://doi.org/10.36574/jpp.v2i1.27 NA. (2017). EMR Minister regulation number 38: Effort to meet an electricity remote areas.

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. Perspectives on Medical Education, 8(2). https://doi.org/10.1007/s40037-019-0509-2

Onyema, E. M., Eucheria, C. N., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of Coronavirus pandemic on education. *Journal of Education and Practice*, 11(13). https://doi.org/10.7176/jep/11-13-12

Paulus, T. M., Pope, E. M., Woolf, N., & Silver, C. (2019). It will be very helpful once I understand ATLAS.ti": Teaching ATLAS.ti using the Five-Level QDA method. I*nternational Journal of Social Research Methodology,* 22(1). https://doi.org/10.1080/13645579.2018.1510662

Poole, M. K., Fleischhacker, S. E., & Bleich, S. N. (2021). Addressing Child Hunger When School Is Closed — Considerations during the Pandemic and Beyond. *New England Journal of Medicine*, 384(10). https://doi.org/10.1056/nejmp2033629

Putera, M. T., & Rhussary, M. L. (2018). Peningkatan mutu pendidikan daerah 3T (Terdepan, Terpencil dan Tertinggal) di kabupaten Mahakam Hulu (Improving the quality of 3T (Front, Remote and Disadvantaged) regional education in Mahakam Hulu district). *Pendidikan Dan Manajemen*, 12(5).

Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-learning during lockdown of Covid-19 pandemic: A global perspective. *International Journal of Control and Automation*, 13(4), 1088-1099. http://sersc.org/journals/index.php/IJCA/article/view/26035

Robeva, R. S., Jungck, J. R., & Gross, L. J. (2020). Changing the nature of quantitative biology education: Data science as a driver. *Bulletin of Mathematical Biology*, 82(10). https://doi.org/10.1007/s11538-020-00785-0

Sari, W., Rifki, A. M., & Karmila, M. (2020). Pembelajaran Jarak Jauh Pada Masa Darurat Covid 19. *Jurnal MAPPESONA*, 1, 12.

Simpson, J. K., & Innes, S. (2020). Informed consent, duty of disclosure and chiropractic: where are we? *Chiropractic and Manual Therapies*, 28(1). https://doi.org/10.1186/s12998-020-00342-5

Sitompul, R., Kusumowidagdo, G., Matiur, E. B., Barliana, J. D., Sitorus, R. S., & Sungkar, S. (2018). Post-ocular trauma corneal staphyloma in a child living in an underdeveloped region of eastern Indonesia. *Case Reports in Ophthalmology*, 9(1). https://doi.org/10.1159/000485553

Sultana, A., & Kabir, S. M. S. (2018). Inferiority complex and self-esteem among Madrasa students in Bangladesh: A real crisis. I*llness Crisis and Loss,* 29(4), 327-339. https://doi.org/10.1177/1054137318813059

Supardi, S., & Hasanah, E. (2020). Junior high school students' experiences of high technology based learning in Indonesia. *International Journal of Learning, Teaching and Educational Research,* 19(5). https://doi.org/10.26803/ijlter.19.5.9

Tsolou, O., Babalis, T., & Tsoli, K. (2021). The Impact of COVID-19 Pandemic on Education: Social Exclusion and Dropping out of School. Creative Education, 12(03). https://doi.org/10.4236/ce.2021.123036 UNESCO. (2020). COVID-19 Impact on Education. *UNESCO Institute for Statistics Data*, 19(2).

UNICEF. (2021). *Indonesia case study: Situation analysis on the effects of and responses to COVID-19 on the education sector in Asia* (pp. 1–72). UNESCO. https://www.unicef.org/eap/media/9326

Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child and Adolescent Health*, 4(5), 397-404. https://doi.org/10.1016/S2352-4642(20)30095-X

Wardany, D. K. (2019). The effect of Islamic education subject on the development of student social behavior. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal,* 2(2). https://doi.org/10.33258/birle.v2i2.278

Wicks, D. (2017). The Coding Manual for Qualitative Researchers (3rd ed.). *Qualitative Research in Organizations and Management: An International Journal,* 12(2), 169- 170. https://doi.org/10.1108/qrom-08-2016-1408

Widyanti, R. D. (2018). Wage Inequality and Return to Education in Indonesia: Quantile Regression Analysis. Signifikan: *Jurnal Ilmu Ekonomi*, 7(1). https://doi.org/10.15408/sjie.v7i1.6071

Yamagata-Lynch, L. C. (2014). Blending online asynchronous and synchronous learning. *International Review of Research in Open and Distanced Learning,* 15(2). https://doi.org/10.19173/irrodl.v15i2.1778

Author Note

Supardi is an associate professor at Yogyakarta State University, who is concerned in the field of education and social sciences. He is active in seminars, training, and education development workshops in Indonesia. Correspondence regarding this article can also be addressed directly to: pardi@uny.ac.id.

8. Junior High School Students' Experiences of HighTechnology Based Learning in Indonesia

Supardi dan Enung Hasana

ABSTRACT

This study aims to understand the meaning of high technology utilization in learning for early adolescents. High-Technology Based Learning (HTBL) is for a phenomenon inevery country today. However, the side effects of the use of high technology in education are troubling, especially for early adolescent junior high school students, who are still labile. This article tries to explore the meaning of HTBLin junior high school in Yogyakarta. The researchers used a phenomenological approach in collecting the data in this study in line with the idea thatthe people who understand the meaning of an experience are themselves, the subject of the phenomenon. Participants were chosen using purposive sampling with the following criteria: junior high school students, 11-13 years old, living in Yogyakarta and experiencing HTBL at school.The results of the research show that for junior high school students:1) HTBL is more fun and more accessible; 2) adult guidance is necessary as a means of raising self-awareness.Wesuggest collaboration between parents and teachers in the implementation of all HTBL processes at school and home since they play significant roles in the use of HTBL for students.

Keywords: high-tech; adolescents; phenomenology.

I. INTRODUCTION

High-tech or high technology is the newest, most advanced technology that can be found today (Cortright& Mayer, 2001). In the era of industry 4.0 (Vuksanoviæ, Vešiæ & Korèok, 2016; Erboz, 2017), society is veryfamiliar with high-tech. The most advanced technology that can be found today is Information Technology (IT) that has affected many aspects of human lifeand ithas succeeded in changing today's education paradigm (Vivekananthamoorthy, Shanmuganathan &Sharmila, 2009; Newell, 2014), so that it incorporatestechnologymore fully. This new paradigm needs a responsive mechanism that is different from those ofthe past (Tomoziiab &Topalã, 2014) organizationally and individually, to achieve holistic, innovative, and sustainable solutions (Morrar, Rabeh& Arman, Husam, 2017). In the context of education, the organizations and individuals referred to in this paper are the schools, school's management, government, society, parents, and students.

In developing countries such as Indonesia, society hasbegun to utilize IT extensively in daily life. This is illustratedby the data which indicate that Indonesiansuse the internet for an average of almosteight hours a day (Kemp, 2020). Unfortunately, the development of the educational system in its new digital direction is still in its early stages, and use of digital IT has not yet penetrated every layer of education in every region evenly. There are some well-advanced regions such as Yogyakarta, Jakarta, and Bali. However, some regions do not yet utilizehigh-tech. These regions are categorized as 3T [Terpinggir, Terdalam, Terluar,or marginalized, deepest, outermost]regions. Hasthoro&Ambarwati (2016)stated that a marginalized region is defined based on the social condition, economy, culture, and the area, which are below other regionsin terms of a variety of measures. These 3T regions include26 provinces and 142 cities.

The distinct differences in the social conditions of differentregions in Indonesia (Daerobi&Suyono, 2019) is a serious matter for the Indonesian government. Moreover, it relatesto the uneven development of science and technology that has resulted in uneven development ofhuman resources, which directly affects national development. Therefore, the Indonesian

government is trying to structure, equalize, and improve the quality of education, including educational policy by implementing HTBL in the regions. Unfortunately, the transition of the educational model from manual to digital form in schools in particular regions in Indonesia raises some problems. Besides the lack of facilities, the attitude of students toward high-tech and digital communication devices or gadgets is still worrying. Most junior high schoolstudents in Indonesia are in their early adolescent period (Papini, Farmer, Clark, Micka & Barnett, 1990; Malin, IndrawatiLiauw&Damon, 2017). People think that early adolescents stillconsider entertainment to be the primary function and purpose of high-tech and gadgets. This perception has raisedfearsamong parents regarding the adverse effects of technology for their children (Hollingworth, Mansaray, Allen & Rose, 2011; Hind, 2017). Therefore, many parents in Indonesia are reluctant to support the utilization of high-tech at school and home.

Schools,as the catalyst for education (Hammer, 2016), need to find strategies that can synergize the potential of children, parents'support, and the school (Ainscow, Muijs, Daniel & West, 2006), especially in terms of the use of IT in learning. The trajectory towards its use is aimed atimproving the quality of education in line withthe demands of the time. It is necessary to understand that education is not a generic concept; it ispart of the process of life, wherein there is arealizationthat it is essential to pay attention to values for the sake of the sustainability of individuals or communities through experiences (Dewey, 1963; Chambliss, 2003).

Therefore, adults should be willing to listen to adolescents concerning the use of high-tech in learningbased on adolescents'experiences of HTBL implementation.

The utilization of high technology in learning is proven to improve the academic competences of students(Basri, Alandejani & Almadani, 2018); however, the impact of theimplementation of HTBL for junior high school students in developing countries has not yet been clearly understood.This article aims to explore the meaning of HTBLexperienced by early adolescents in a developing country to fill about a gap in our understanding ofthis issue.

The researchers hope the results of this research can be used as a supplementary source of knowledge for parents and teachers. It is hoped that the research will help teachers and parents in decidingonhow to use high-tech in the process of learning at school and home for junior high school students, especially for students in a developing country such as Indonesia.

II. RESEARCH PROBLEM

The development of the educational system in a new digital direction in Indonesia is still in its early stages. In contrast,the digital roles of modern information technology have not yet penetratedevery layer of education in every region evenly because there are differences in the development of each region. There are some well-advanced regions such as Yogyakarta, Jakarta, and Bali. However, some regions do not yet make much use ofhigh-tech. These regions are categorized as 3T [Terpinggir, Terdalam, Terluar, or marginalized, deepest, outermost] regions. Thus,students across Indonesia have not had the same opportunities in terms of utilizinginformation technology in learning. Some of them are already familiar with HTBLwhilemanyof them have not encountered itat all. Of the various problems that exist, this research focusedon exploring how junior high school students interpret theirexperiences of HTBL. We hypothesizethat junior highschool students in Indonesia have positive impressions of the use of HTBL in their learning processes.Thepurpose of this study is to explore the HTBL experiences of junior high school students in Indonesia.The research question is: How do junior high school students interpret theirexperiences of HTBL?

In this research, there is no intimate relationship between the researchers and the participants. There is only a professional relationship betweenthe researchersand theirsample participants. The role of the researchers is solely to collect data through individual in-depth interviewsand analyze the data according to a pre-established framework. As lecturersand researchersin Indonesia, the researchers chose this topic because they felt responsible for participating in building a civilization through research relating to education.This empirical research is a part of comprehensive analysisthat

focuses on the psychological readiness of middle school students to usehigh technology in learning, with a particular focus onthe use of gadgets compared to the use of PCs in developing countries. To measure the level of psychological readiness of students,data were needed relating to the meaning given to such technology in theminds of students. Therefore,the initial step undertaken by the researcher was to conduct qualitative empirical research in order to explore the data in depth.

III. RESERACH DESIGN

Theresearch followed a qualitative research (Creswell, 2009; Creswell & Creswell, 2013), using a phenomenological perspective (Moustakas, 1994; Wolff, 2012). The phenomenological perspective always perceives the essence of the data's meaning to come from the first-person perspective, obtained from dialog. In this context, students are the people who experience the process of HTBL. Hence, they are the most knowledgeable people to inform onthe meaning for them ofexperiencing IT-based learning and to identifythe effects on their lives.

The researchers obtained information about children in junior high school from the management of Kampung [hamlet] Joho, Yogyakarta, Indonesia. Later, the obtained information was followed up by visiting the Joho mothers' community activity and asking the parents whose children were at their junior high school and had IT implemented in the classroom. In Johohamlet, 11 children were attending junior high school and already using IT in their classes. After obtaining the names of the students, researchers visited the parents of the children to ask for permission to interview their children, handing out a letter stating that all the participants' private data would be kept confidential. Out of the 11 children whom researchers asked, only seven children were willing to be interviewed and given permission to be participantsin the research.

Theresearch wasapproved by the Universitas Negeri Yogyakarta and the school where the participants study. Additionally,we weregranted permission

by the participants' parents throughwritten informed consent to secure the participants' confidential data. We also assured participants that theiridentities in the study would be altered tocodes to protect their privacy.

IV. INSTRUMENT AND PROCEDURES

The data source in this research was the experiences of junior high school students in Yogyakarta, whose school conductsHTBL, mainly in IT-based learning. The participants in this research were seven students, three boys, and four girls. To determine the number of data sources in this research, the researchers referred to Langdridge (2007), who stated that forqualitative research, 3-7 participants is sufficient because each participant will give plenty of data.

The researchers obtained the data for this research through in-depth individual interviews at each participant's home. Each participant was interviewed once for 45-60 minutes. Researchers summarized the resultsof each interview and rechecked the interview resultswith each participant before analyzing and publishingthem to ensure the validity of the data. Besides that,the researchers also performed a second interview with some of the participants to crosscheck any unclear data. A phenomenological study, usually but not always, is a qualitative research project designed to betterunderstand individual experiencesof a phenomenon. Therefore, open questions are suitableto elicit more understanding of particular topics rather than trying to define or identify the cause of a phenomenon (Langdridge, 2007; Moustakas, 1994).

The interview guide comprises two main questions, given below:

1) Please tell us about your experience ofHTBL, whether using PCs or gadgets. Could you tell us more about that?
2) Pleasetell us about your feelingswhen experiencing HTBL using PCs or gadgets or laptops. Could you tell us more about that?

The data analysis technique used in this research wasmodified phenomenological data analysis by Moustakas (Moustakas, 1994: 119-152;

Zeeck, 2012:39; Shosha, 2012: 34-41), which consists of six steps of data analysis, as follows: 1.) researcher conducts transcription; 2.) identifying all relevant data; 3.) reducing transcendental phenomenology; 4.) the invariant constituent which is theunique quality from the prominent experience of each participant is identified and all of them are arranged into themes that may point to general themes for every participant; 5.) validating the invariant constituent; 6.) arranging the individuals'structural description.Then the data are described using individual textural description (ITD) to develop a composite description of the essence of all of the participants'experiences.

V. FINDINGS

From the result of the interviews with seven junior high school students in Yogyakarta, the researchers found some themes relevant to the meaning of IT implementation in the process of learning. The themes are: 1.) HTBLkeeps me awake;2.) using computers in learning has to be focused, using gadgets is much more fun;3.) I know that I have to be self-controlled(in using gadgets), but still, it is hard to do. Beloware the individual textural descriptionsof early adolescents'experiences.

Theme 1:HTBL keeps me awake.

The participants statedthatlearningusinggadgetsis fun. One of the things which they identified as fun whenusing high-tech was thatthey felt that learning using high-tech was more interesting than just listening to a lecture. Besides that, they felt more comfortable about obtaining the learning materials that were being studied. The statements of P1 as follows:

> *"At my school, not all teachers can use high-tech. Some teachers just speak in all the classes. Well then, I get bored..., when students get sleepy, we are scolded, but they just keep talking by themselves in front of the class. That's the old ones, hehe, as old as my mom. However,the young teachers are fun when teaching..., moreover when we are permitted to use our gadgets... (A little pause) ...When using gadgets in learning, it's more fun. I don't get sleepy... Hehe... We can also do some other stuff with it. My friends are just the*

same. While studying, they watch pictures of some artists or peek at social media"(P1, Line 9-17).

The feeling of fun when using gadgets or high-tech in the learning setting was also felt by P2. The notion can be seen in thestatement of P2 as follows:

> "There is a prohibition of bringing gadgets at my school, except for particular dayswhen it is a must to bring one, a gadget or laptop for learning. Outside those particular schedules, we are prohibited from bringing any gadgets. Sometimes when my parents couldn't pick me up, well, we had to bring the gadget; therefore, we must entrust our gadget to be kept by the class's teacher. It is fun for learning using high-tech. We can find many things: is it something around me, in the other regions, or even something outside the country? Also, I can watch Instagram, just a brief surf, so I don't get caught by the teacher hehe (smiling)... The gist is, it is fun. Sometimes I also get serious when studying; there are many questions asked by the teacher, and every answer can be found with high-tech. I like to find it at brainly.com. Every lesson is there; it's totally different from the manual style of learning. Always having speech lectures, it's boring. Actually, sometimes I also take a chance to watch social media while in the class when we're using gadgets (blushing)"(P2, Line 12-19).

P5 also described their feelings whichoffun when learning using high-tech. Moreover, exams using android have already been implemented at their school. For P5, learning using high-tech can increase themotivation to study, also the motivation to socialize on the internet.

> "Well, we are happy to use high-tech and gadgets. Every matter learned is in high-tech. We also don't need to writemanually, just search on the internet, copy, paste... done. When the exams are coming, it's simpler,right. The results of the exams can be seen immediately; there is no need to be wondering anymore about the result. Nevertheless,not everything must be using high-tech, some still are done manually; for example, math. We still have to write and count manually. If we don't learn how to count, then how it would be?" (P5, Line 17-24).

In another statement, P5 also explained:

> "In the process of learning, using high-tech, I became motivated to study. Everything got simple. Besides that, I can also make more friends on the internet. However,my social media accounts still can be seen by my parents, so I'm not freely playing on the internet. My parents know all the passwordsof my accounts, even my android password too"(P5, Line 29-33).

P7 also made a similar statementtothe other participants. P7 admitted that learning with gadgetsgave them different impressionscompared tothe traditional learning process, which they usually experienced. Below is P7's statement that shows a change of perception about learning when experiencing learning with high-tech."

> I felt happy because the learning at school right now is more fun compared towhen I was at elementary school. Now, I can often use thesmartphone and the internet for learning. I don't need to keep listening to teachers' lectures, but I also can look for learning materials on the internet by myself. It is more fun and interesting"(P7, Line 24-29).

Theme 2: Using computers in learning has to be focused, using gadgets is much more fun.

The participants stated that learning using gadgets also involves many distractions in the process of education. They become distracted and play on social media while learning. It is different for students who are using PCs or laptops. They aremore focused on the lesson rather than trying to steal some time to surfsocial media.

P1 explicitly explained the process of learning and their attitude towardsthe use of gadgets compared to laptops or PCs. P1 admitted that the use of gadgets distracts them from beingfocused on the study. It istoo tempting to use gadgets forother things besides learning. Below is P1's statement which illustrates this:

> "Sometimes, the teachers ask me to bring gadgets or laptops for learning at school. From what I experienced, using the gadget is much

simpler and easierto carry, and it's also easier to be played with. Even though I didn't have any intention to play, sometimes my friends ask me to play with them, stealthily playing games together in the class"(P1, Line 25-29).

Despite studying at a different school to P1, P3 said something similarregarding the use of gadgets and laptops or PCs. Belowis P3's statement regarding a comparison of using computers and gadgets in learning.

"Well, compared to using gadgets, I became more focused when learning using a laptop because we can't haphazardly open any application. The teacher also can watch what we do in the class. However,using the gadget is simpler;many apps can be used and downloaded"(P3, Line 16-18).

P4 also stated that studentsare more comfortable usinggadgetsthan computers. However, in termsof the success of the learning, they admitted that using computers makes them more focused. They also like gadgets more than laptops because they are less complicated and more comfortableto carry. In contrast, a laptop is quite heavy. Below is one of P4's statements comparinglaptops and devices:

"I like to use the gadget more; it's easier to use and to carry. If using a laptop, even if it also high-tech, sometimes the WIFI at school is turned off or not reaching our class, it's bothering. There is also a case, hmmm... If I want to open social media, I would likely be scolded by the teacher; they can properly see what we do. We can't also download new apps. So, when there is a time that we must bring a device, I prefer bringing my gadget. A laptop is heavy, but in termsof learning, it's better to use a laptop. There is a smaller chance of deviating by playing on social media because we are being watched. At home, too, I am restricted in terms of using gadgets,but it is okay to use the PC. My mom said that it is better for my eyes"(P4, Line 27-33).

Theme 3: I know that I have to be self-controlled, but still, it is hard to do.

Early adolescents are aware that they ought to be self-controlledso that they do not misuse gadgets. However, they still find this hard. The desire to exist and communicate with their friends through social media is a majorfactor that leads to the misuse of gadgets. Some students see gadgets as mere entertainment forplaying on socialmedia or games;hence they are unable tocontrol themselves. The participants admitted that the temptation to use thetechnology in unhealthy ways does not have a positive effect on their self-development and is caused by animpulse to want to be the sameas their friends. They do not want to be left behind by their friends. They were afraid of beingregarded as an unsocial person. Therefore, even if the school prohibits students from bringing gadgets except occasionally, students still sneakily bring their gadgets for the sake of socializing with their friends.

P2 admitted that they had been addicted to their gadget since junior high school. P2 loved to surf the internet with gadgets, watchingvideos on YouTubeand any other apps. Below is P2's statement:

> "My mom has been prohibiting me from playing with HP (Handphone). I didn't get a chance to play it. However, since junior high school, the school often asks us to bring gadgets with us... Because of that, Igotencouraged to explore the gadget more. I like to watch videos, social media, chatting with my friends, and many more"(P2, Line 25-28).

P5 also felt in a similar way toP2. They often could not be self-controlledwhen using high technology. They would rather play with the gadget than study with it. The following is one of the participant's statements regarding this issue:

> "Well, for me, my mom and dad want me to study, my teachers also want me to study through this gadget, not playing. I am often told that I ought to manage my time. There is alsoan agreement between my parents concerning the time I can use the gadget and me, I learned to conduct self-control, but still, I can't. It's hard to do... I also need something to play, need entertainment, playing games with my friends,

or just watching videos on the internet. I also need those so I can make friends"(P5, Line 78-82).

Another participant also spoke aboutthe process of learning self-control and time management in using gadgets. P7 explained:

"I often get scolded when playing gadgets.I can't play too long, except for browsing learning materials. However,sometimes,I still tried to steal some occasions. My friends play it (gadget). I want to do the same"(P7, Line 32-34).

VI. DISCUSSION

The results show that students experience a positive impact fromIT-based learning. However, early adolescents also realized that high technology has been affecting them negatively. Based on Moustakas (1994), the researchers conducted further data analysis of the data from the entire group of individual texturaldescriptions, which then developed into a composite description. The meaning and the invariant themes from every participant were intricately identified to obtain a focusedimage of the entire group's overall experience.

IT-based learning is more comfortable and more fun for early adolescents.

Minimizingdrowsiness and beingmore comfortable finding study materials were the two mostprominent factors that adolescentsidentified in the use of HTBL. This is in line with VasalloandWarren(2018) who showedthat the use of computers can be extremely helpful forstudents in developing their skills in particular academic subjects.The use of modern devices such as smartphones, tablets, or gadgets offers various advantagesin learning(Disterer& Kleiner,2014). Technology could be a factor in academic achievement and motivation to stay longer at school (Harris, Al-Bataineh & Al-Bateineh, 2016).The use of high-tech for junior high school students is more likely to be interpreted as a positive thing in thelearning environment. For junior high school students who tend to have a high desire to play, HTBL

becomes a medium through which to cope with their boredom(Raja &Nagasubramani, 2018).

The statements of the participants about their experiences of HTBL at school demonstrate that the participants considered the use of high-tech to be more comfortable and more fun. This indicatesthat early adolescents are in a transition period in which they wanteverything to be fun for them (Swartz & Wilde, 2012; Emmons, 2012). Parents and teachers need to respond to this situation wisely in the context of early adolescent students'education. Besides providing a safe high-tech environment (Hogan & Strasburger, 2018), teachers and parents need to improve their communication skills appropriately to understand what adolescents desire from their parents and teachers. In such a context, behavior related to high-tech utilization would become more directed and positive (Ardies, De Maeyer, Gijbels & van Keulen, 2014).

The enthusiastic responses of the participants regarding HTBL demonstrate that,fundamentally,technology was considered to be a medium that can relieve the psychological burden of students. This is because it minimizes the need for students to keep listening to teachers' lectures intensively. It also allows them to actively gather learning materials independently. This should be encouragedby teachers and parents becausejunior high school children fundamentally have thepotential to becomeindependent learners.

Adults'guidance is more important than their control over the usage of IT.

The revealed facts showed that the participants regardedgadgets and high-tech merely as entertainment. Hence, they admitted to trying to stealsome time to open non-learning sitesduring learning sessions. This matter needs to be addressed byparents and teachers. Gadgets with internet access have the potentialto be misused by adolescents. For example, adolescents could access content with violenceand pornography. The misuse of gadgets can have a negative effect onchildren'sand adolescents'psychological

development(Flood, 2009). Therefore, the use of gadgets by early adolescents needs to be accompanied by guidance from parents.

Awareness raised amongearly adolescentson HTBL may result in self-directedbehavioral control. This corresponds withthe idea ofHommeland Wiers(2017),that the congruity between actionsand understanding of humans in terms of ethical codesis an effect of their perception arising from the match between their intention and actions. Forstudents who regard gadgets as mere entertainment, the school needs to come up with a solution by utilizing computers (PCs or laptops) rather than gadgets. Some studies support this finding, demonstrating that gadgets result in more unexpected distractions in the process of learningin comparison with computers (Langmia &Glass,2014; Ugur& Koç, 2015). Therefore, schools need to develop educational strategies to increasestudents' awareness about the importance of HTBL and its advantages in the future.

The data gathered in theinterviews reflectfacts, knowledge, and the experiencesof the participants regarding the phenomenon; theseadolescents'perspectives may differfrom adult thinkingon the same issue. The data offer novel informationregarding HTBL for early adolescents. Itis hoped that the research willhelp schools and teachers to understand more about the most appropriate HTBL and/or IT-based learning methods for early adolescents (Li, Snow &White, 2015).

The findings from this research demonstrate that parents and teachers face a challenge in terms of providing guidance to junior high school students, who are also early adolescents, about the dangers of the misuse of gadgets and high-tech to prevent themfrom experiencing the negative effects of technology. Guidance can come in theform of adviceand role models, and also when early adolescents internalize religiousand moral values,and social values in their daily lives.

Teachers and parents should be adapting to changes intechnology. Technological advances easily change the behaviors and perspectives of adolescents because children adapt quickly totechnology (Gaidhani, Arora &Sharma, 2019). Teachers and parents tend to be slower in adapting

totechnological advances (McDaniel & Radesky, 2017). Therefore, it is not surprising if,between parents and children, there is always a generation gap that makes it difficult for them to connect.Based on this notion, teachers and parents who already have aparticular lifestyle and have already adopted a mindset towardstechnology need to make a serious effort to escalate their adaptability to be able to accompany theirchildren in the process of the technology revolution.Technology is like two sides of a coin. There are beneficialand adverseimpacts onthe growth of adolescents. Therefore,teachers and parents should be able to increase the positive impactsand reduce the negative impactsof technology by strengthening their own skillsand competencyin terms of technology (Mundy, Kupczynski& Kee, 2012).

VII. CONCLUSSION

High-tech contains various educational instruments needed to support students'educational processes(Gudanescu, 2010). However, it is necessary to adjust the use of a variety of technology according to the psychological development of students. Teachers and parentsneed to realize that, in the digital era, the utilization of high-tech is a certainty because it is a basic necessity to adapt to the changing times. Parents and teachers must give more space to adolescents. It is more important forteachers and parents to guide adolescents (Laitonjam & Singh, 2014) to enable them to manage themselves in a health way. This research shows that gadgets, as an example ofhigh-tech, have more negative effects than various otherhigh-techdevices. Therefore, schools need to elaborate on regulations that direct the use of technology besides gadgets, to prevent the learning tasks from becoming a cover for beingdependent on gadgets. This approach also needs the support of parents in its execution, asparents must always be prepared for changes in the world of education. In this context, collaboration between parents and schools is essential, whether in terms of the planning or implementationof approaches. Collaboration is necessary because, in addition to an understandingof the negative and positive effects in the implementation of HTBL, gadgets are also continuously in use both at school and at home by adolescents.

VIII. LIMITATION OF RESEARCH

This study involved qualitative research that was intensely influenced by the participants' cultural environment. Thus, the results of the study cannot be generalized. However, the results can be used by researchers, parents, and teachers operating in similar contexts.

REFERENCES

Ainscow, M., Muijs, D., & West, M.(2006). Collaboration as a strategy for improving schools in challenging circumstances. Improving Schools,9(3), 192-202. doi:10.1177/1365480206069014

Ardies, J., De Maeyer, S., Gijbels, D., & Van Keulen, H. (2014). Students' attitudes toward technology. I*nternational Journal of Technology and Design Education,*25(1), 43–65. doi:10.1007/s10798-014-9268-x

Basri, W.S., Alandejani, J.A., & Almadani, F.M. (2018).ICT Adoption Impact on Students' Academic Performance: Evidence from Saudi Universities. Education Research International, 2018, 1–9.doi:10.1155/2018/1240197

Bhattacharyya, R. (2015). Addiction to modern gadgets and technologies across generations.Eastern Journal of Psychiatry,18(2), 27-37. Chambliss, J.J. (2003). John Dewey's philosophy of education before democracy and education. *Education and Culture Spring,*19(1), 1-7. Retrieved from https://docs.lib.purdue.edu/eandc/vol19/iss1/art2/.

Chasanah, A.M., &Kilis, G. (2017). Adolescents' gadget addiction and family functioning. *Proceeding of Universitas Indonesia International Psychology Symposium for Undergraduate Research* (UIPSUR) (pp. 350-358). doi:10.2991/uipsur-17.2018.52

Cortright, J., &Mayer, H. (2001). High tech specialization: A comparison of high technology centers. Center on Urban and Metropolitan Policy. Retrievedfrom https://www.brookings.edu/research/high-tech-specialization-a-comparison-of-high-technology-centers.

Creswell, J.W. (2009).Research design: *Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage Publications.

Creswell, J.W. (2013). *Qualitative inquiry & research design: Choosing among five approaches.* (3rd Ed.). Thousand Oaks, CA: Sage Publications.

Daerobi, A., & Suyono, E. (2019). The disparity and convergence of district. City human development index in central java province, *Indonesia. Journal of Applied Economic Sciences,* 14(1), 219-228. doi:10.14505/jaes.v14.1(63).20

Dewey, J. (1963). *Experience and education. The kappa delta pi lecture series.* New York: Macmillan Publishing.

Disterer, G.,& Kleiner, C. (2014). *BYOD —Bring your own device. HMD Praxis der Wirtschaftsinformatik*, 50, 92-100. doi:10.1007/BF03340800

Dolot, A. (2018). *The Characteristics of Generation Z. E-Mentor*, 2(74), 44-50. doi:10.15219/em74.1351

Emmons, R.A. (2012). Queen of the virtues? Gratitude as human strength. *Reflective practice: formation and supervision in ministry*, 32,49–62.

Erboz, G. (2017). How to define industry 4.0: Main pillars of industry 4.0. In I. Košièiarová, Z. Kádeková(Eds.), *Managerial Trends in the Development of Enterprises in Globalization Era* (pp. 761-767). Nitra, Slovakia. Retrieved from https://spu.fem.uniag.sk/fem/ICoM_2017/

Flood, M. (2009). The harms of pornography exposure among children and young people. *Child Abuse Review*, 7(6), 384-400. doi:10.1002/car.1092

Gaidhani, S., Arora, D.L., & Sharma, B.K. (2019). Understanding the attitude of generation z towards workplace. *International Journal of Management, Technology, and Engineering, 9*(1), 2804–2812.

Ghavifekr, S., &Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. I*nternational Journal Of Research In Education and Science* (IJRES),1(2), 175-191.

Gudanescu, S. (2010). New educational technologies. Procedia -Social and Behavioral Sciences,2(2), 5646-5649. doi:10.1016/j.sbspro.2010.03.922

Guha, A. (2010). Motivators and hygiene factors of generation x and generation y-the test of two-factor theory. *Vilakshan: The Ximb Journal of Management, 7*(2), 121-132.

Hammer, P.C. (2016). *Catalyst schools' implementation of the learning school approach. Catalyst schools research study repo*rt. West Virginia: West Virginia Department of Education. (ERIC Number: ED569936) Retrieved from https://eric.ed.gov/?id=ED569936

Harris, J.L., Al-Bataineh, M., & Al-Bataineh, J. (2016). One to one technology and its effect on student academic achievement and motivation.*Contemporary Educational Technolog*y, 7(4), 368-381.

Hasanah, E., Zamroni, Z., Dardiri, A., & Supardi, S. (2019). Indonesian adolescents'experience of parenting processes that positively impacted youth identity.*Thequalitativereport*, 24(3),499-512.

Hasthoro, H.A., &Nanik, A.N.(2016). *Analisis sebaran guru dikdasmen di wilayah 3T(terluar, terdepan dan tertinggal)*: Tinjauan sekolah menengah pertama [Middle and high education teacher distribution analysis in 3T [marginalized, deepest, outermost] regions: Junior high schools review].

Jakarta: Kementerian Pendidikan Dan Kebudayaan Pusat Data Dan Statistik Pendidikan Dan Kebudayaan. Retrieved from http://publikasi.data.kemdikbud.go.id/uploadDir/isi_D106C225-660A-4208-96A3-7DDD6FDED443_.pdf

Hind, T.M. (2017). The impact of adopting and using technology by children. *Journal of Education and Learning*, 11(1), 35-40. doi:10.11591/edulearn.v11i1.5588

Hogan, M., &Strasburger, V. (2018). Social media and new technology: A primer. *Clinical Pediatrics*, 57(10), 1204–1215. doi:10.1177/0009922818769424

Hollingworth, S., Mansaray,A., Allen, K., & Rose, A. (2011). Parents' perspectives on technology and children's learning in the home: Social class and the role of the habitus. *Journal of Computer Assisted Learning*, 27, 347-360. doi:10.1111/j.1365-2729.2011.00431.x

Hommel, B., &Wiers, R.W. (2017). Towards a unitary approach to human action control. *Trends in Cognitive Sciences*, 21, 940-949. doi:10.1016/j.tics.2017.09.009

Kabakci, I., Odabasi, H.F., & Ahmet, N.C. (2008). Parents' views about Internet use of their children. *International journal of education and information technologies,* 2(4), 248-255. Retrieved from http://naun.org/main/NAUN/educationinformation/eit-75.pdf

Kemp, S. (2020). *Digital 2020: Indonesi*a. Retrieved from https://datareportal.com/reports/digital-2020-indonesia

Kumar, A.,&Sherkhane, M. (2018). Assessment of gadgets addiction and its impact onhealth among undergraduates. *International Journal of Community Medicine And Public Healt*h,5(8), 3624-3628. doi:10.18203/2394-6040.ijcmph20183109

Laitonjam, V.,& Singh, R. (2014). Guidance Needs of Adolescents: Reflections from Their Type of Family. *Journal of Social Science*, 38(3), 307-311. doi:10.1080/09718923.2014.11893260

Langdridge, D. (2007). *Phenomenological Psychology: Theory, Research and Method.* Harlow, UK: Pearson Education.

Langmia, K., & Glass, A. (2014). Coping with smartphone distractions' in a college classroom. *Teaching Journalism and Mass Communication*,4(1), 13-23, Winter 2014. Retrieved from https://aejmc.us/spig/wp-content/uploads/sites/9/2014/03/tjmc-w14-langmia-glass.pdf

Li, J., Snow, C., & White, C. (2015).Teen culture, technology, and literacy instruction: Urban adolescent students'perspectives. *Canadian Journal of Learning andTechnology*, 41(3), 1-36. doi:10.21432/T2004H

Lundy, S.M., Silva, G.E., Kaemingk, K.L., Goodwin, J.L., & Quan, S.F. (2010). Cognitive functioning and academic performance in elementary school children with anxious/depressed and withdrawn symptoms. *Open Pediatric Medicine Journa*l, 4, 1-9. doi:10.2174/1874309901004010001

Malin, H., Indrawati L.I.,&Damon, W. (2017). Purpose and character development in early adolescence. *Journal of Youth Adolescence,* 46, 1200–1215. doi:10.1007/s10964-017-0642-3

Marcia, J.E. (1966).Development and validation of ego-identity status.J*ournal Of Personality And Social Psycholog*y, 3(5), 551-558. doi:10.1037/h0023281

McDaniel, B., & Radesky, J. (2017). Technoference: Parent Distraction With Technology and Associations With Child BehaviorProblems. *Child Development,*89(1), 100-109. doi:10.1111/cdev.12822

Morrar, R., &Arman, H. (2017). The fourth industrial revolution (industry 4.0): a social innovation perspective. *Technology Innovation Management Review*, 7(11), 12-20. doi:10.22215/timreview/1117

Moustakas, C.E. (1994).*Phenomenological Research Methods*. Thousand Oaks, Calif.: Sage.

Mundy, M.-A., Kupczynski, L.,& Kee, R. (2012). *Teachers'Perceptions of Technology Use in the Schools*. SAGE Open, 2, 1-8. doi:10.1177/2158244012440813

Newell, T. (2014). *Five paradigms for education: Foundational views and key issues. The cultural and social foundations of education* (1st ed).New York: PalgraveMacmillan.doi:10.1057/9781137391803.0007

Ntekane, A. (2018). P*arental involvement in education. Vanderbijlpark, South Africa: Author*. doi:10.13140/rg.2.2.36330.21440

Onongha, G.I. (2015). Influence of parent-adolescent conflict on adolescent academic performance in Oriade local government area, Osun State, Nigeria. I*nternational Journal of Educational Research and Information Science*,2(4), 61-66.

Papini, D., Farmer, F., Clark, S., Micka, J., & Barnett, J. (1990). Early adolescent age and gender differences in patterns of emotional disclosure to parents and friends. *Adolescence*, 25(100), 959-976. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/2275449

Pham, B., &Lim, S.S. (2018). Bridging parental expectations and children's aspirations: Creative strategies in migrant students' mediated communication with their left-behind families. In G. Catherine andB.

S. A.Yeoh (Eds). *Transnational Migrations in The Asia-Pacific.* London, UK:

Rowman & Littlefield. Raja, R., & Nagasubramani, P. (2018). *Impact of modern technology in education. Journal of Applied and Advanced Research,* 3(1), 33-35. doi:10.21839/jaar.2018.v3iS1.165

Shelby, L., & Vaske, J. (2008). Understanding meta-analysis: a review of the methodological literature. *Leisure Sciences*, 30(2), 96-110. doi:10.1080/01490400701881366

Soewito, B., &Isa, S. (2015). Digital technology: the effect of connected world tocomputer ethic and family. *Commit (Communication and Information Technology) Journal,* 9(1), 23-28. doi:10.21512/commit.v9i1.1654

Suhana, M. (2018). Influence of Gadget Usage on Children's Social-Emotional Development. In *Proceedings of the International Conference of Early Childhood Education* (ICECE 2017) (pp. 224-227). Padang, Indonesia. doi:10.2991/icece-17.2018.58

Swartz, S., & Wilde, L.(2012). Adolescence. In J. Hardman (Ed.), *Child and Adolescent Development: A SouthAfrican Sociocultural Perspective* (pp. 203-244).Cape Town: Oxford University Press Southern Africa.

Tomoziiab, S.E.,&Topalã, I. (2014). Why do we need to change the educational paradigms? *Procedia -Social and Behavioral Sciences*, 142, 586–591. doi:10.1016/j.sbspro.2014.07.670

Ugur, N.G., &Koç, T. (2015). Mobile phones as distracting tools in the classroom: college students'perspective. *Alphanumeric Journal*, 3(2), 57-64. doi:10.17093/aj.2015.3.2.5000145549

Vassallo, S., &Warren, D. (2018). Use of technology in the classroom. In D. Warren and G. Daraganova (Eds.), *Growing Up In Australia –The Longitudinal Study of Australian Children, Annual Statistical Report* 2017 (pp. 99-112). Melbourne: Australian Institute of Family Studies. Retrieved from https://growingupinaustralia.gov.au/research-findings/annual-statistical-report-2017/use-technology-classroom

Vellymalay, S.K.N. (2012). Bridging School and Parents: Parental Involvement in their Child's Education.J*ournal of Studies in Education,* 2(1), 41-57. doi:10.5296/jse.v2i1.1170

Vivekananthamoorthy, S., Sankar, R.S., &Sharmila, S. (2009). New paradigms for innovation in teaching and learning process. *In 7th International Conference on ICT and Knowledge Engineering*(pp. 94-99). Bangkok: IEEE. doi:10.1109/ICTKE.2009.5397338

Vuksanoviæ, D., Ugarak, J.,&Korèok, D. (2016). Industry 4.0: The future concepts and new visions of factory of the future development. *In International Scientific Conference on ICT and E-Business Related Research.* Belgrade, Serbia. doi:10.15308/Sinteza-2016-293-298

Whitehead, S.N. (2009). Teens building identities in urban contexts. *Journal of Youth Adolescent*, 38, 744–745. doi:10.1007/s10964-008-9380-x

Wolff., M.R. (2012). *First-person methods: Toward an empirical phenomenology of experience.Practice of Research Method.* Rotterdam, The Netherlands: Sense Publishers. doi:10.1007/978-94-6091-831-5

9. Pengalaman Siswa SMA di Yogyakarta dalam Proses Pengembangan Kepemimpinan di Sekolah

Enung Hasanah, Supardi, M Ikhwan Al Badar

ABSTRACT

Student leadership is essential to be developed so that students can develop their potential better. This study aims to explore the experiences of students in Yogyakarta regarding the implementation of developing student leadership competencies based on the experiences they have experienced. This research is qualitative research in phenomenology that prioritizes extracting data from the main actors of a phenomenon. Participants in this study were 7 students who were selected by purposive sampling. The results showed that 1) Students need sufficient space to be active in leadership activities. 2) Students assess that teachers and parents focus more on academic development than student leadership.

Keywords: Development, student leadership, phenomenology, self-potential.

I. PENDAHULUAN

Kapasitas kepemimpinan siswa merupakan hal yang sangat penting untuk dikembangkan (Mulick, 2009), karena kapasitas kepemimpinan memiliki efek positif terhadap perkembangan potensi siswa secara dominan. Beberapa hasil penelitian menunjukan bahwa kapasitas kepemimpinan para siswa terbukti secara langsung berkaitan dengan kemampuan siswa dalam memecahkan masalah (Hay, & Dempster, 2004), dapat meningkatkan kemampuan kaum muda untuk lebih aktif secara sosial serta perkembangan diri yang positif (Komives, dkk., 2005), meningkatkan kemampuan ketahanan remaja (Redmond, 2013), serta mampu meningkatkan kapasitas perilaku sosial dan pencapaian keberhasilan di tempat kerja di masa depan (Frizzley, 2017). Dengan demikian, meskipun kapasitas kepemimpinan kaum muda terkadang dipandang sebagai sesuatu yang akan tumbuh seiring perkembangan usia saat mereka sudah lulus sekolah, namun hal tersebut harus dikembangkan sejak dini(Shiller, 2013), agar mencapai kematangan kemampuan kepemimpinannya.

Osberg, Conner dan Strobel (2007) menjelaskan bahwa hasil penelitian yang dilakukannya terhadap prilaku para siswa yang tergabung dalam program "Youth Engaged in Leadership and Learning (YELL), sebuah program untuk semua tingkatan kelas yang tidak secara eksplisit menekankan keterampilan kepemimpinan, tetapi mendorong banyak dimensi pembangunan pemuda. Siswa yang terlibat dalam program ini mengakui beberapa karakteristik kepemimpinan yang termasuk penting yaitu: (a) komunikasi dan kemampuan interpersonal, (b) refleksi analitis dan kritis, dan (c) keterlibatan positif dalam urusan masyarakat.

Pendidik harus mulai berinvestasi pada siswa mereka dan memberdayakan mereka untuk menjadi peserta dalam usaha kolektif bersama yaitu meningkatkan kualitas pendidikan mereka. Hal itu dapat dilakukan jika para pendidik benar-benar mampu untuk membuat model demokrasi partisipatif di sekolah dan membantu mempersiapkan siswa untuk hidup sebagai warga negara (Neigel, 2006: 24). Para guru perlu melakukan berbagai inovasi untuk membangun karakter para peserta didik (Anisa & Jerusalem, 2019).

Landasan filosofis untuk mendukung pengembangan kepemimpinan sejak dini dapat dilihat dari pernyataan Bonstingl (2006:) bahwa pengembangan keterampilan kepemimpinan yang tepat di usia muda, memilki hubungan antara egois siswa dengan semangat berhasil untuk dirinya sendiri. Proyek jangka panjang yang paling menarik bagi siswa adalah hidupnya sendiri. Oleh sebab itu pengembangan kepemimpinan siswa sangat penting, dengan cara mengajari mereka tentang alat-alat dan strategi untuk sukses memimpin kehidupan mereka sendiri, kita memberi mereka kunci untuk berhasil dalam setiap aspek kehidupan.

Kapasitas kepemimpinan siswa dapat dikembangkan di mana pun, tetapi di antara semua tempat pengembangan tersebut, sekolah merupakan tempat pembangunan kapasitas kepeminpinan siswa yang memiliki peluang terbesar untuk keberhasilannya. Hal itu disebabkan karena hampir seluruh kaum muda di seluruh belahan dunia merupakan siswa di sekolah. Mereka melakukan interaksi, komunikasi, kerjasama, dan saling berbagi dengan teman-temannya di sekolah. Selain itu para siswa belajar bersikap patuh terhadap guru, juga dididik untuk memiliki kemampuan berpikir kritis dan belajar memimpin, melalui berbagai kegiatan yang mereka ikuti di dalam dan di luar kegiatan pembelajaran di kelas.

Kouzes dan Posner (1995: 97) menyatakan bahwa peluang bagi siswa untuk belajar tentang kepemimpinan di Sekolah, dapat melalui jalur resmi (pendidikan) dan jalur tidak resmi (melalui trial and error dan melalui belajar dari orang lain). Sekolah memiliki peluang untuk memberikan kesempatan kepada siswa belajar kepemimpinan baik secara formal dan informal. Bahkan, Karnes dan Stephens (1999: 62) berpendapat bahwa sekolah adalah lingkungan yang optimal untuk mengajar kepemimpinan bagi remaja. Sejalan dengan itu, Martinek et al. (2006: 143) berpendapat bahwa sementara peluang kepemimpinan informal dapat membantu anak-anak menjadi pemimpin, "pendidikan kepemimpinan terstruktur mungkin yang paling penting dalam membantu mereka yang belum dirasakan dari diri mereka sebagai pemimpin atau yang tidak terlibat dengan kegiatan masyarakat dan sekolah".

Para siswa yang tertarik dalam pengembangan keterampilan kepemimpinan mereka, dididentifikasi aktif berpartisipasi dalam pelatihan dan dukungan kegiatan ekstra kurikuler. Pernyataan ini sejalan dengan hasil penelitian Kristianto & Fitriana, (2019) yang menyebutkan bahwa keterampilan kepemimpinan siswa dapat dibangun melalui kegiatan ekstrakurikuler. Meskipun penegasan karakteristik kepemimpinan siswa penting, tetapi yang lebih penting adalah untuk mendapatkan penjelasan yang detil mengenai proses pengembangan kepemimpinan yang terjadi dalam diri siswa berdasarkan apa yang mereka alami. Hal ini dapat berfungsi sebagai gambaran nyata tentang program pengembangan kepemimpinan yang dapat dikembangkan oleh para pendidik di sekolah agar menjadi sebuah program yang efektif.

Dalam konteks ini, orang-orang dewasa perlu memberikan kesempatan kepada para siswa agar menyampaikan apa yang mereka perlukan untuk dapat mengembangkan potensi kepemimpinan merekaseperti yang dikatakan Smith, Petralia, dan Hewitt (2005) bahwa sebagian besar dari siswa mengharapkan agar orang dewasa mau mendengarkan mereka. Namun, hingga saat ini masih sangat jarang referensi yang menunjukan adanya kesempatan yang diberikan kepada para siswa untuk menyampaikan pengalaman kepemimpinan mereka di sekolah. Oleh sebab itu penelitian ini bertujuan untuk mengisi kekosongan literatur mengenai pengalaman para siswa tentang proses pengembangan kepemimpinan di sekolah

II. METODE

Setelah mempelajari tulisan Moustaqas (1994), Langdridge (2007), Cresswell (2012), penulis menilai bahwa metode penelitian yang paling tepat untuk menjawab pertanyaan penelitian ini adalah memggunakan metode penelitian phenomenology. Penelitian phenomenology berusaha untuk menggali secara mendalam tentang esensi pengalaman seseorang mengenai suatu fenomena sehingga orang yang dianggap paling memahami tentang makna sebuah fenomena adalah para partisipan yang benar-benar mengalami sendiri fenomena tersebut (Mannen, 2017).

Sumber data. Sumber data dalam penelitian ini adalah para siswa SMA di Yogyakarta yang aktif dalam organisasi di sekolah juga dalam ekstrakurikuler. Jumlah partisipan dalam penelitian ini terbatas hanya sejumlah 6 orang sebab Teknik pengambilan data yang digunakan adalah dengan purposive sampling (Palys, 2008). Kriteria partisipan adalah para siswa SMA yang aktif di organisasi sekolah maupun dalam kegiatan ekstrakulikuler, dikenal memiliki karakter kepemimpinan yang baik oleh lingkungannya, dan memiliki nilai akademik sekolah yang baik. Pengambilan data. Data ini diambil pada bulan JanuariFebruari 2020, melalui wawancara individu. Setiap satu kali wawancara dilakukan selama 45-60 menit, di tempat yang ditentukan oleh partisipan. Ini bertujuan agar para partisipan merasa nyaman dalam menyampaikan pengalamannya.

Metode analisis data. Data yang berupa transkip hasil rekaman audio, dianalisis dengan menggunakan langkahlangkah analisis phenomenology (Moustakas, 1994). Langkah awal yang dilakukan adalah dengan membaca setiap transkip secara hati-hati, kemudian melakukan horizonalization yaitu proses untuk menganalisis pernyataan-pernyataan yang relevan dengan tujuan penelitian, dan dinaytakan secara eksplisit oleh para partisipan. Semua pernyataan yang memiliki makna yang sama dikumpulkan menajdi tema-tema hasil penelitian. Dalam menilai relevansi pernyataan, peneliti harus memililiki pandangan bahwa semua pernyataan itu memiliki hasil yangs ama, dan harus dipandang dengan pandangan yang objektif. Tema-tema tersebut digunakan untuk mendiskusikan hasil penelitian dan untuk menganalisis esensi pengalaman para siswa tentang keaktifannya dalam organisasi di sekolah dalam proses pembangunan kapasitas kepemimpinan. Proses ini dilakukan mulai dari penyusunan deskripsi structural individual yang kemudian diakhiri dengan penyusunan deskripsi esensi pengalaman secara kelompok.

III. HASIL DAN PEMBAHASAN

Berdasarkan hasil analisis pernyataan relevan, kemudian dilakukan perumusan makna/esensi dari pernyataan relevan, dapat diidentifikasi ada 4 tema utama yang menjadi esensi pengalaman para siswa SMA di kota

Yogyakarta dalam proses pembangunan kapasitas kepemimpinan siswa: 1) Ikut organisasi itu penting 2) kepemimpinan tidak menjadi penilaian dalam penialian kelas; 3) orang tua lebih mendukung jadi kutu buku.

Tema 1) Ikut organisasi di sekolah itu penting

Para partisipan menyatakan bahwa para guru di sekolah maupun orang tua, sama-sama lebih menekankan pentingnya belajar mata pelajaran di kelas daripada ikut aktif di organisasi untuk mengembangkan kapasitas kepemimpinan. Para partisipa justru merasa bahwa pengembangan kepemimpinan yang mereka alami lebih banyak didapatan di kegiatan ekstrakurikuler daripada pembelajaran di kelas. Hal itu tampak dalam pernyataan P1 sebagai berikut:

> Di kelas saya sering hanya fokus ke pelajaran, yang penting bisa untuk menjawab soal ulangan dan ujian tentang materi pembelajaran. Kalau keterampilan kepemimpinan, organisasi, komunikasi yang langsung terasa manfaatnya, saya rasa lebih banyak didapatkan di kegiatan ekstrakurikuler, terutama di OSIS, dan kegiatan pleton inti yang saya ikuti. Di situ saya merasa kemampuan untuk berpikir memecahkan masalah, bekerjasama, juga berkomunikasi dengan rekan-rekan, benar-benar meningkat. Jadi bagi saya ikut organisasi di sekolah itu penting banget. Jadi tidak hanya jadi kutu buku (P1, baris 5-11).

P2 juga menyatakan hal senada bahwa sebagai seorang siswa dia merasa gurugurunya lebih menekankan para siswa untuk rajin belajar, khsusnya belajar tentang bahan ajar di sekolah.

> Di sekolah saya mengikuti 3 organisasi, ada OSIS, pramuka, Kelompok KIR. Saya merasa di organisasi itulah kemampuan kepemimpinan saya bisa berkembang. Kalau hanya mengandalkan kegiatan di kelas, jarang guru yang menekankan pembentukan kemampuan kepemimpinan. Umumnya guru-guru saya, apapun kegiatannya, utamanya adalah mengukur kemampuan siswa dalam menyerap materi yang diajarkan, bukan sikapnya. Seingat saya kalau penilaian sikap, asal tidak kebangeten pasti lulus (P1, baris 12-18)

P5 yang juga seorang aktivis sekolah memberikan penjelasan yang cukup Panjang tentang manfaat yang dia rasakan dengan keikutsertaannya dalam organisasi. Berikut ini pernyataan P5 yang relevan dengan tema satu sebagai berikut:

> Sejak awal masuk SMA, saya sudah dikenalkan oleh kating [kakak tingkat], saat masa pengenalan sekolah tentang organisasi-organisasi yang ada. Saya tertarik ikut kelompok kerohanian, peleton inti, dan PMR. Ketiga-tiganya memiliki kegiatan-kegiatan rutin yang dapat membangun rasa tanggung jawab, dan harus mampu bekerjasama dengan baik. Saya juga merasakan bagaimana kemampuan komunikasi dan tenggang rasa diasah dalam organisasi di sekolah yang saya ikuti. Dalam hal ini, guru Pembina dan kating memiliki peran penting sebagai intruktur yang mengarahkan saya sebagai anggota yang masih baru (P5, baris 15-22).

Tema 2) Kepemimpinan kurang diperhatikan dalam penilaian di kelas.

Para partisipan merasa bahwa implementasi progam pegembangan kepemimpinan siswa di sekolah kurang mendapatkan perhatian. Para partisipan merasa bahwa guru-guru juga kurang mampu memicu motivasi siswa agar lebih mengembangkan kompetensi kepemimpinan. Di kelas, guru lebih cenderung menekankan pencapaian kompetensi dasar pengetahuan daripada pengembangan kepemimpinan. Pernyataan yang relevan mengenai hal itu antara lain dinyatakan oleh P3 sebagai berikut:

> Hampir semua guru di sekolah saya, kalau di kelas hanya focus pada mata pelajaran yang diajarkan. Meskipun ada juga yang cukup focus ke pembentukan karakter, missal yang rajib ngingetin aklau pakai baju harus sopan, harus rajin belajar, dan lainlain…hmmmm…. kalua masalah kepemimpinan jarang sekali disinggung, semuanya focus pada nilai ujian. Makanya kami juga menyesuaikan dengan permintaan guru dan orang tua, yang penting harus pinter, rajin baca buku (P3, 17-22)

P5 juga memiliki kesan yang sama terhadap implementasi pendidikan kepemimpinan di kelas masih sangat kurang karena terlalu mementingkan ketercapaian akademik. Pernyataan P3 mengenai hal tersebut tampak dalam pernyataanya sebagai berikut:

> Kalau aku di kelas, ya rasanya semua kegiatan lebih ditujukan untuk belajar materi pelajaran. Mau kegiatan pembelajaran kayak apapun. Ujungujungnya harus paham materi pelajaran. Kadang-kadang kalau ada kegiatan dari organisasi di sekolah, pas bertepatan dengan jam pelajaran, sulit juga minta izin ke guru. Ini sepertinya menjadi kendala dalam pengembangan kapasitas kepemimpinan kami para siswa. Tidak ada mata pelajaran yang focus untuk menilai kepemimpinan, yang dinilai hanya sikap kita secara umum, ya.. yang patuhlah yang nilai sikapnya pasti A hhahaha…. kami, jadi para siswa juga hanya yang benar-benar ingin aktif baru aktif di organisasi, kalau kutu buku ya pilih belajar teori daripada ikut organisasi (P5, baris 9-16).

Para partisipan menilai bahwa berdasarkan pengalaman mereka sebagai aktivis di organisasi sekolah kurang dihargai. Para guru dan orang tua, maupun masyarakat tampak lebih menyukai para remaja yang tampil sebagai juara kelas daripada menjadi aktivis di sekolah. Ini pernyataan P6 yang menunjukan pengalamannya tentang kurangnya apresiasi guru dan orang tua terhadap aktivitas siswa di organisasi non akademik.

> Saya sih bersyukur bisa tetap aktif di organisasi dan tetap menjadi juara kelas. Semuanya saya lakukan dengan optimal karena saya ingin sukses di masa depan. Sejak waktu SMP saya memang suka belajar dan suka berorganisasi. Saya rasakan manfaat yang luar biasa ketika saya aktif di organisasi, sering ikut kegiatan bareng dengan teman satu sekolah atau dengan siswa dari sekolah lain. Hal itu menambah kepercayaan diri dan menambah keterampilan saya dalam mengatur waktu. Sayangnya orang tua maupun guru sepertinya lebih mengapresiasi para juara kelas daripada para aktivis di sekolah. (P6, baris 9-17).

Tema 3) Orang tua khawatir nilai siswa turun kalau terlalu aktif di organisasi sekolah

Para partisipan yang merupakan aktivis di berbagai organisasi di sekolah masing-masing, merasa bahwa orang tua mereka kurang mendukung kalau para partisipan terlalu banyak aktif di organisasi kesiswaan karena orang tua mereka khawatir jika keaktifan tersebut dapat menyebabkan merosotnya nilai akademik. Para orang tua secara langsung maupun tidak langsung tidak menyukai kalau anak-anak mereka terlalu sibuk di kegiatan dalam orgnasiasi kesiswaa di luar kegiatan mempelajar materi pelajaran kognitif untuk ujian. Berikut pernyataan P2 mengenai hal itu:

> Saya tidak ceritakan semua ke orang tua. Mereka tahunya saya pulang malam itu kerja kelompok, bukan berorgnasiasi. Orang tua saya tidak suka kalau saya terlalu sibuk di kegiatankegiatan di luar kegiatan pembelajaran regular. Mereka khawatir nilai saya jelek, sehingga nantinya sulit untuk mencari perguruan tinggi yang diinginkan (P2, 23-27).

P3 juga menyatakan hal yang senada mengenai kurangnya dukungan orang tua kalau terlalu banyak mengikuti kegiatan organsaisi sekolah. P3 merasa orang tuanya lebih menyukai kalau dirinya hanya tekun belajar mata pelajaran di kelas daripada aktif di organisasi atau ekstrakurikuler. Hal itu memicu munculnya sikap kurang terbukanya remaja kepada orang tua mereka. Pernyataan P3 yang relevan sebagai berikut:

> Oang tua saya tidak tahu kalau saya mengikuti 3 organisasi di sekolah. Mereka marah kalau tahu, apalagi kalau pas saya sedang melaksanakan usda, jual-jualan bunga, jual-jualan kue untuk membiayai even yang akan dibuat, pasti ngomel. Makanya saya diem aja…jangan bilang-bilang (P4, 37-41).

Makna pengalaman siswa dalam proses pengembangan kompetensi kepemimpinan di sekolah

Berdasarkan 3 tema yang muncul, dapat diketahui bahwa berdasarkan pengalaman para remaja mengenai pengembangan kompetensi kepemimpinan siswa di sekolah, ditemukan 2 makna utama dari pengalamn tersebut, sebagai berikut:

Para siswa membutuhkan ruang yang cukup untuk aktif di kegiatan-kegiatan kepemimpinan.

Pengalaman para siswa yang menyebutkan bahwa mereka merasakan manfaat yang besar dalam mengembangkan keterampilan kepemimpinan siswa dari keikutsertaannya dalam organisasi di sekolah yang sering menyelenggarakan kegiatan-kegiatan kepemimpinan, menunjukan bahwa para siswa membutuhkan dukungan yang kuar dari pihak sekolah untuk diberi ruang gerak yang lebih luas untuk aktif di organisasi sekolah. Mereka menilai bahwa organisasi di sekolah mempunyai peran penting untuk mengembangkan potensi kepemimpinan siswa baik dari kemampuan berkomunikasi, pemecahan masalah, maupun berkolaborasi. Hal ini sejalan dengan hasil penelitian Kelly & Azaola (2015) yang menyatakan bahwa ada banyak manfaat potensial yang diperoleh siswa ketika mereka terlibat dalam kegiatan kepemimpinan, terlepas dari pendekatan kepemimpinan yang dilakukan. Parasiswa yang aktif dalam kegiatan kepemimpinan (organisasi) cenderung sukses dalam membangun kapasitas kepemimpinan siswa.

Efektivitas pengembangan kepemimpinan siswa tergantung pada integritas, kondisi psikologis dan pedagogis yang kompleks sebagai agregat integral yang terdiri dari kegiatan-kegiatan kepemimpinan siswa yang diselenggarakan secara khusus, memberikan siswa tetap dalam peran kepemimpinan, prioritas pengembangan kualitas kepemimpinan (Alimbekova, dkk., 2015). Oleh sebab itu, agar sekolah dapat mengimplementasikan penegmbangan kepemimpinan siswa secara optimal, maka sekolah perlu memberikan: (a) bimbingan yang tepat, (b) peluang pemberdayaan, dan (c) dukungan kurikulum (Reese, 2008). Dengan demikian, kualitas pengembangan kepemimpinan siswa yang dirancang dengan baik oleh sekolah dapat memberikan efek yang merangsang tumbuhnya kemampuan kepemimpinan siswa, terutama dalam mengembangkan kemampuan kolaborasi, dan tanggung jawab masing-masing anggota untuk pekerjaan, hubungan, kerja sama, kerja tim, dan saling mendukung.

Para siswa menilai bahwa guru dan orang tua terlalu focus pada pengembangan akademik daripada kepemimpinan siswa.

Pengalaman yang dialami para partisipan menunjukan adanya praktik pendidikan yang terlalu dominan dalam pengembangan akademik, sehingga mereka merasa kurangnya apresiasi baik dari guru maupun orang tua terhadap eksistensi siswa dalam organisasi sekolah. Hal itu dapat menjadi salah satu penghambat proses pengembangan potensi kepemimpinan siswa. Dalam hal ini, sekolah perlu melakukan tindakan-tindakan yang mendukung pengembangan keterampilan kepemimpinan siswa antara lain dengan cara (a) Sekolah perlu menetapkan filosofi kepemimpinan mereka di tingkat manajemen senior dan membiarkan itu memandu tujuan dan hasil yang jelas untuk semua siswa di setiap bidang program; (b) Sekolah perlu mengeksplorasi penilaian hasil pendidikan kepemimpinannya; (c) Contoh nyata dan rencana pelajaran perlu ditambahkan ke situs web; dan (d) Harus ada fokus pada hubungan antara pendidikan berbasis tempat dan kepemimpinan (Zafar, Tharwani, & Saher, 2020). Semua program tersebut akan berjalan dengan baik jika ada kesepahaman dan Kerjasama yang baik antara pihak sekolah dengan orang tua. Hal ini sejalan dengan hasil penelitian Javier dan Jubay, (2019), bahwa kolaborasi guru dan orang tua memiliki dampak yang signifikan terhadap penegmbangan potensi siswa, termasuk potensi kepemimpinan siswa.

IV. SIMPULAN

Hasil penelitian ini menunjukan bahwa berbagai kegiatan kepeimpinan di sekolah seperti kegiatan ekstrakurikuler dan pengembanagn organsasi di sekolah dirasakan memiliki banyak manfaat oleh siswa dalam proses pengembangan kepemimpinan siswa, namun praktiknya kepemimpinan siswa belum menjadi focus perhatian di sekolah. Oleh karena itu pihak sekolah perlu bekerjasama dengan orang tua untuk lebih meningkatkan perhatian terhadap proses kepemimpinan siswa dengan menyediakan peluang sebanyakbanyaknya bagi para siswa agar aktif terlibat dalam kegiatannya secara lebih optimal.

DAFTAR RUJUKAN

Alimbekova, A., Zhetpisbaeva, B., Kozybaevna, K., & Kadirovna, S. (2015). Leadership Development University Students in the Activities of Student Government. *Procedia - Social and Behavioral Sciences*. 197. 2131-2136. 10.1016/j.sbspro.2015.07.336.

Anisa, R. & Jerusalem, A. (2019). Program Petugas Kedisiplinan Kelas Inovasi Penanaman Karakter Disiplin di Sekolah Dasar. *Jurnal Pendidikan Edutama,* 6(2) 77-86. Doi http://dx.doi.org/10.30734/jpe.v6i2.3 19.

Frizzley, S. M. (2017). The Benefit Of Creating A Culture Of Student Leadership On School Aged Students. *Thesis*. Gordon Albright School Of Education. Avalaible On Https://Pdfs. Semanticscholar.Org/Eb 11 7a15651ffece397d2c 9644e4db5b6 e4eec6d.Pdf

Hay, I., & Dempster, N. (2004). Student Leadership Development Through General Classroom Activities. *Educating: Weaving Research Into Practice:* Volume 2, 141.

Javier, D. R. & Jubay Jr, R. (2019). Exploring Parent-Teacher Collaboration To Improve Students' Vocabulary Skills: An Action Research. *International Journal of Comparative Literature and Translation Studies*. 2. 194-203. 10.32996/ijllt.2019.2.5.22.

Karnes, F. A., & Stephens, K. R. 1999. Lead the way to leadership education. Educational Digest, 64(8), 62-65.

Kelly, A, & Azaola, M. (2015). *The benefits of student involvement in leadership: an annotated bibliography of underpinning research* https://www.researchgate.net/publica tion/299428458

Komives S. R., Owen J. E., Longerbeam S., Mainella F. C., Osteen L. (2005). Developing Aleadership Identity: A Grounded Theory. *Journal Of College Student Development*. 2005;6:593– 611.

Kouzes, J.M., & Posner, B.Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organization*s. San Francisco: JosseyBass.

Kristianto, Aprila & Fitriana, Wedi. (2019). Latihan kepemimpinan melalui kegiatan ekstrakurikuler pramuka (Studi kasus aktivis pramuka penegak di SMK Budi Bakti Utama). *CommEdu (Community Education Journal).* 2. 108. 10.22460/commedu.v2i2.2508.

Martinek, T., Schilling, T. & Hellison, D. (2006). The development of compassionate & caring leadership among adolescents. *Physical Education & Sport Pedagogy*, 11(2), 141-157.

Neigel, K. (2006). Building leadership capacity in students. *Principal Leadership*, 7(4), 20-24. http://eric.ed.gov/?id=EJ767844.

Osberg, Conner, J., & Strobel, K. (2007). Leadership development: An examination of individual & programmatic growth. Journal of Adolescent Research, 22(3), 275297. doi:10.1177/0743558407299698.

Palys, T. (2008). Purposive sampling. In L. M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods.* (Vol.2). Sage: Los Angeles, pp. 697-8.

Redmond, S. (2013). An explorative study on the connection between leadership skills, resilience and social support among youth. (*Doctoral dissertation*). Retrieved from NUI Galway Theses. http://hdl.handle.net/10379/3552.

Reese, S. (2008). *Today's students, tomorrow's leaders. Techniques*, 83(1), 18-22. From Eric Database.

Shiller, J. T. (2013). Preparing For Democracy: How Community-Based Organizations Build Civic Engagement Among Urban Youth. *Urban Educatio*n, 48(1), 69–91. Https://Dx.Doi.Org:10.1177/0042085912436761

Smith, P., Petralia, J., & Hewitt, K. (2005). Tuned in: Listening to student voices. *Principal Leadership*, 6(3), 28-33. http://eric.ed.gov/?id

Zafar, B., Tharwani, M., & Saher, S. (2020). *Determinants of Student Leadership Development: A Case Study*. 7. https:// www.researchgate.net/publica tion/339302277.

SUMBER ARTIKEL

Herry Porda Nugroho Putro, Sutarto Hadi, Ismi Rajiani, Ersis Warmansyah Abbas, Mutiani. (2022). Adoption of e-Learning in Indonesian Higher Education: Innovation or Irritation? *Educational Sciences: Theory and Practice*, Vol. 22 No. 1, 2022.

Herry Porda Nugroho Putro, Deasy Arisanty, Bambang Subiyakto, Syaharuddin Syaharuddin. (2023). Enhancing the Academics' Continuous Use of Educational Management Information Systems in The Post-Pandemic Era. *Polish Journal of Management Studies,* 2023; Vol. 27 (1), 2023.

Herry Porda Nugroho Putro, Bambang Subiyakto, Jumriani Jumriani, M. Aditya Ramadhan, Muhammad Yusuf. (2023). The Urgency of Quality Management in Higher Education Information Systems. *The Kalimantan Social Studies Journal*, Vol. 5, (1), 2023.

Rasimin, Muh Zuhri, Muhammad Hamsah, Nurchamidah Nurchamidah, Ali Miftakhu Rosyad. (2022). Effectiveness of Multi-Matobe Integration in Social Studies Learning to Enhance Critical Thinking Skills. *Journal of Innovation in Educational and Cultural research*, Vol. 3, no. 4., 2022.

Rasimin, Sukron Ma'mun. (2021). Effectiveness of Problem-Based Learning Model in Empowering Creative Thinking Ability of Elementary School Students. *Mudarrisa: Jurnal Kajian Pendidikan Islam*, Vol. 13, No. 1, (2021).

Rasimin. (2023). The Effectiveness of Tolerant Character Development in Local Wisdom Based-Social Science. *International Journal of Social Science Humanity & Management Research*, Volum 02, Issue 04, (2023).

Supardi. (2022). Disadvantaged Students' Experiences with Social Studies. *The Qualitative Report*. Vol. 27, No. 5 (2022).

Supardi, Enung Hasanah. (2020)). Junior High School Students' Experiences of High Technology Based Learning in Indonesia. *International Journal of Learning, Teaching and Educational Research*, Vol 19, No 5 (2020) .

Enung Hasanah, Supardi, M Ikhwan Al Badar. (2022). Pengalaman Siswa SMA di Yogyakarta dalam Proses Pengembangan Kepemimpinan di Sekolah. *Jurnal Pendidikan Edutama*, Vol 9, No 2, 2022.

PENULIS

Herry Porda Nugroho Putro, lahir di Sanggau Ledo, 27 Juli 1962 dan Guru Besar pada Program Studi Pendidikan Sejarah FKIP Universitas Lambung Mangkurat. Sarjana Ilmu Sejarah Universitas Diponegoro tahun 1989. Magister Pendidikan Sejarah di IKIP Jakarta tahun 1995 dan Program Doktor Pendidikan IPS di Universitas Pendidikan Indonesia tahun 2006.

Selain rutinitas aktivitas akademik, penulis menulis tulisan akademik untuk dipresentasikan pada berbagai seminar nasional dan lnternasional. Karya tulisnya antara lain : "P*engembangan Pembelajaran IPS dalam Kurikulum 2013*" (Penulis, 2013), "*Revitalisasi Nilai - Nilai Transfortasi Tradisional dalam Pembelajaran IPS di Kalimantan Selatan*" (Penulis, 2015), "*Pemberdayaan Perempuan Pada Kawasan Wisata: Studi Pada Pasar Terapung Lok Baintan*" (Tim Penulis, 2018), "*The role of women in Lok Baintan Floating Market, South Kalimantan: implication for tourism development*" (Jurnal, 2017), *"Revitalisasi Nilai-Nilai Transportasi Tradisional dalam Pembelajaran IPS di Kalimantan Selatan*" (Jurnal, 2020), "*Kehidupan Sosial Dan Ekonomi Masyarakat Bantaran Sungai A Sebagai Sumber Belajar IPS*" (Jurnal, 2020), "*Penguatan Nilai Nasionalisme Dalam Sejarah Perjuangan Alri Divisi Iv Kalimantan Selatan Sebagai Sumber Belajar IPS*" (Jurnal, 2022), "*Kajian Empirik Pendidikan dalam Latar Peristiwa Masyarakat Tradisional, Modern, dan Era Globalisasi*" (Jurnal, 2022), "*Social Life of the Community: Perspective of Riverbanks Community in Sungai Jingah, Banjarmasin"* (Jurnal, 2020), "*Adaptation of Riverbanks Community to Urban Green Open Space Developmen*t" (Jurnal, 2021), "*Culinary Distribution in Minggu Raya Banjarbaru as a Learning Resource on Social Studies*" (Jurnal, 2022) serta beberapa artikel ilmiah lainnya.

Penulis juga aktif dalam menulis artikel nasional dan Internasional, serta pertemuan ilmiah lainnya. *Assistance In Making Learning Media Based on Android-Based Educational Game Learning Media* (Jurnal, 2023), *The Urgency of Quality Management in Higher Education Information Systems* (Jurnal, 2023), *Community and government preparedness to reduce the risk of land fires on peatlands* (Jurnal, 2023), T*he Socialization of the Family Planning Village Program in Kuranji Banjarbaru* (Jurnal, 2023), *Management to Eliminate the Sectoral Ego* (Jurnal, 2023), *Adoption of eLearning in Indonesian Higher Education: Innovation or Irritation?* (Jurnal, 2023), *Enhancing the academics' continuous use of educational management information systems in the post-pandemic era* (Jurnal, 2023), *Turnitin-Enhancing The Academics Continous Use of Educational Management Information Systems in Post-Pancemic Era* (Jurnal, 2023).

Rasimin lahir di Pati, 13 Juli 1975. Mengawali pendidikan formal di Sekolah Dasar Negeri Pati (1987), kemudian Madrasah Tsanawiyah Roudlotusysyubban Winong Pati (1991), SMA Wahid Hasyim Pati (1994), Sarjana Tadris Pendidikan IPS IAIN Kudus (2001), Magister Pendidikan IPS Universitas Negeri Semarang (2004) dan Doktor Pendidikan IPS di Universitas Pendidikan Indonesia (2018).

Pengalaman di bidang pendidikan diawali tahun 1997 sebagai Guru MTs. Roudlotusysyubban Winong Pati (1997-2001), Dosen STAI Pemalang (2001-2008), dan Dosen UIN Salatiga (2008-Sekarang). Artikel akademiknya dimuat beberapa jurnal, dan atau, dipresentasikan pada berbagai seminar, di dalam maupun di luar negeri. Misalnya, *Integrated Social Sciences in Improving Achievement and Charakter Education to Elementary School Students in Pandermic Era (*Eurasian Journal of Educational Research (EJER), v100 2022 Print ISSN : 1302-597X | e-ISSN : 2528-8911 Q2 SJR: 0.31); The *Use of Photo Comics Media: Changing Reading Interest and Learning Outcomes in Elementary Social Studies Subjects (Cypriot Journal of Educational Sciences*, v16 n5 p2300-2312 2021 Q3 SJR 0.22); *Contextual Teaching Learning Strategies Through The Anime Movie "Bhineka Tunggal Ika" for Enchancing Student (*Golden Ratio of Social Science and Education Vol 2 Issue 1 tahun 2022 E-ISSN 27975827); *Effectiveness of Multi-Matobe Integration in Social Studies Learning to Enhance Critical Thinking Skills (*Journal of Innovation in Educational and Cultural Research Vol. 3 Issue 4 tahun 2022 P707-713, Sinta 2, P-ISSN 2722-9688 E-ISSN 2722-9696); *Effectiveness of problem-based learning model in empowering creative thinking ability of elementary school students (*Jurnal Kajian Pendidikan Islam Vol. 13 No. 1 tahun 2021, Sinta 3, P-ISSN: 2085-2061 E-ISSN: 2541-3457); Pemikiran Pendidikan KH. Ahmad Dahlan dan Relevansinya dengan Dunia Pendidikan Modern (*Risalah; Jurnal Pendidikan dan Studi Islam, Vo. 7 No. 2 Tahun 2021, Sinta 4, P-*

ISSN 2085-2487, E-ISSN 2614-3275); Pengembangan Model Pembelajaran Aktif Think Pair Share Berbantukan Video Animasi Mata Pelajaran Pendidikan Kewarganegaraan (PKn) Materi Pemilu di MI Al-Islami Mergowati (Jurnal Bahana Manajemen Pendidikan, Vol. 10 No. 2 Tahun 2021 p 77-82, Sinta 4 P-ISSN 2614-6576 E-ISSN 2614-6967); Pembelajaran Musik Virtual di Era Pandemi COVID 19 Tindakan Sosial Rasionalitas Formal dan Nilai (Jurnal Penelitian dan Pengkajian Seni, Vol 5 No. 1 Tahun 2022, Sinta 5, p-ISSN 5654-4466 e-ISSN 2685-1261); Pengembangan Karakter Toleran dalam Pembelajaran IPS Berbasis Kearifan Lokal; Studi pada Siswa Madrasah Ibtidaiyah di Kota Salatiga (Penerbit Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) IAIN Salatiga ISBN 978-602-5916-62-5); Multikulturalisme Teori Dan Aplikasi Dalam Pendidikan IPS (Penerbit Kreasi Total Media Yogyakarta ISBN 978-602-1271-58-2 Edisi : 1, Tahun Terbit : 2020); Karakter Toleran; Tinjauan Filosofis dalam Pendidikan IPS (Penerbit CV Pena Persada Purwokerto ISBN Edisi: 1 Tahun terbit: 2022); Pendidikan Kewarganegaraan; Tradisi, Kajian, dan Pendekatan dalam ilmu-ilmu sosial (Penerbit Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) IAIN Salatiga ISBN 978-623-8182-11-4 Edisi: 1 Tahun Terbit: 2022). . Belaajar Pe De (2008), Pendidikan IPS (2008), Pembelajaran IPS (2009), Antropologi Pendidikan (2009), Metodologi Penelitian: Pendekatan Praktis Kualitatif (2010), Media Pembelajaran: Teori dan Aplikasi (2011), *dll.* Diklat yang pernah diikuti, antara lain : Workshop Dosen Pendidikan Kewargaan Perguruan Tinggi Agama Islam Se-Indonesia, di Jakarta (2007), Workshop Pembelajaran IPS berbasis Multimedia, di Semarang (2008), Workshop KBK Perguruan Tinggi Agama Islam, di Temanggung (2008), Workshop Dosen Pendidikan IPS Se-Indonesia di Bandung (2008), Seminar Nasional dan Internasional.

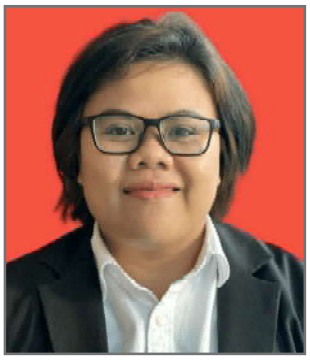
Ratusan tulisannya dimuat berbagai media cetak, antara lain Jawa Pos, Suara Merdeka, Suara Pembaharuan, Kedaulatan Rakyat, Berita Nasional, Jayakarta, Pelita, Riau Pos, Radar Semarang, Solo Pos, dan media cetak lainnya

Supardi lahir di Sukoharjo, 15 Maret 1973. Guru Besar pada Program Studi Pendidikan IPS Fakultas Ilmu Sosial, Hukum dan Ilmu Politik Universitas Negeri Yogyakarta. Sarjana Pendidikan Sejarah IKIP Yogyakarta (1998). Magister Pendidikan Pendidikan IPS UNY (2007) dan Program Doktor Ilmu Pendidikan (2017). Dekan Fakultas Ilmu Sosial, Hukum dan Ilmu Politik Universitas Negeri Yogyakarta dan Sekretaris Jenderal APRIPSI.

Selain rutinitas aktivitas akademik, penulis menulis karya ilmiah untuk dipresentasikan pada berbagai seminar nasional dan lnternasional. Karya tulisnya antara lain : "*Indonesian adolescents experience of parenting processes that positively impacted youth identity*" (Jurnal, 2019), "*Effect of work environment and salary on private school teachers in Indonesia"* (Jurnal, 2020), "*Values Education in Teaching of Social Studies in Junior High School Indonesia"* (Penulis, 2020), "*Humanistic Learning of Social Studies at Junior High School of Budi Mulia 2 Yogyakarta Indonesia*" (Jurnal, 2020), *"Family Resilience: Preventive Solution of Javanese Youth Klithih Behavior"* (Jurnal, 2020), "*Junior High School Students' Experiences of High Technology Based Learning in Indonesia"* (Jurnal, 2020), "*The meaning of Javanese adolescents' involvement in youth gangs during the discoveries of youth identity: a phenomenological study*" (Jurnal, 2020), "*Gender Equality Education in Social Studies Learning at State Junior High School 15 Yogyakarta Indonesia*" (Jurnal, 2020), "*Meaning in Work of Indonesian Teachers: A Phenomenological Research.*" (Jurnal, 2021), "Pengembangan Pembelajaran Sejarah Berbasis Microsoft Teams Untuk Membentuk Kecakapan Abad 21" (Jurnal, 2021), "*The phenomenology approach and its relevance to historical learning at the high school level in the revolutionary era 4.0*" (Jurnal, 2021), *Pemanfaatan Museum dan Situs Cagar Budaya di Pontianak Sebagai Sumber Belajar Sejarah Indonesia* (Jurnal, 2022), *Disadvantaged Students' Experiences*

with Social Studies Distanced Learning: A Phenomenological Study (Jurnal, 2022), *The evaluation of the programs of gender-responsive school in Yogyakarta* (Jurnal, 2022), *Pengalaman Siswa SMA di Yogyakarta dalam Proses Pengembangan Kepemimpinan di Sekolah* (Jurnal, 2022), *Determinants Affecting Democratic Values in Southeast Asian Countries* (Jurnal, 2022).

EDITOR



Mutiani, lahir di Banjarmasin 07 September 1989. Sarjana Pendidikan Sejarah FKIP ULM Banjarmasin (2012), Magister Pendidikan IPS UPI Bandung (2015) dan Doktor Pendidikan IPS UPI Bandung (2023). Saat ini menjadi dosen pada Program Studi Pendidikan IPS FKIP ULM, Program Magister dan Doktor Pendidikan IPS Pascasarjana ULM dan menjabat sebagai Koordinator Program Studi Pendidikan IPS FKIP ULM.

Karya tulis terpublikasi: *"The Social Studies Contribution To Reach Environmental Education Into Stunning Generation 2045*" (Tim Editor 2014), "*Pemanfaatan Puisi Sebagai Sumber Belajar IPS untuk Menumbuhkan Kesadaran Lingkungan Peserta Didik Di SMP Negeri 6 Banjarmasin"* (Tesis, 2015), "*IPS dan Pendidikan Lingkungan: Urgensi Pengembangan Sikap Kesadaran Lingkungan Peserta Didik"* (Jurnal, 2017), *"Education and multiculturalism: The Road Ahead Harmony In Globalization"* (Prosiding Internasional, 2017), "*Literasi Budaya Lokal Sebagai Wahana Edukasi di Era Milenial"* (Prosiding Nasional, 2018), "Penguatan Pendidikan IPS di Tengah Isu-Isu Global" (Tim Editor, 2018), "*Social Capital dan Tantangan Abad 21: Kontribusi Pendidikan IPS dan Eksplorasi Nilai Sosial melalui Biografi KH Zainal Ilmi*" (Jurnal, 2019), "*Collaborative Learning: Building cological Awareness through Social Studies*" (Prosiding Internasional, 2020), "Strategi Pembelajaran IPS : Konsep dan Aplikasi" (Tim Penulis, 2020), "Pendidikan IPS; Konsep dan Implementasi" (Tim Penulis, 2021), "*The traditional fabric convection*

industry of Banjarmasin Sasirangan: A portrait of a local business becoming an industry" (Jurnal, 2021), "*Kontribusi Mata Pelajaran IPS untuk Penguatan Sikap Sosial pada Anak Tunagrahita*" (Jurnal, 2021), "*Building Students' Learning Experience in Online Learning During Pandemic*" (Jurnal, 2021), "*Pembinaan Etika Peserta Didik Melalui Pembelajaran Tematik-Integratif Di Sekolah Dasar*" (Jurnal 2021), "*Kajian Empirik Pendidikan dalam Latar Peristiwa Masyarakat Tradisional, Modern, dan Era Globalisasi*" (Jurnal, 2022), "Peran dan Inovasi Generasi Milenial dalam Mewujudkan Indonesia Emas 2045" (Tim Editor, 2022), serta beberapa artikel ilmiah lainnya.

Mutiani juga aktif menulis artikel nasional dan internasional, serta pertemuan ilmiah lainnya, *The Existence Of Water Transportation Towards Improving The Community Economy* (Jurnal, 2022), Menulis Artikel Ilmiah Menulis Akademis (Tim Penulis, 2022), *Putting Global Education Through Transcript Based Lesson Analysis in Higher Education* (Jurnal, 2022), *Promoting Creative Learning in Social Studies by Exploring Floating Cage Fish Cultivation Activities as Learning Resources* (Jurnal, 2022), *Kampung Hijau: Bonding and Bridging Social Capital in Developing Sustainable Local Tourism* (Jurnal, 2022). *Academic Stress Toward Limited Internet Access When Learning During the COVID-19 Pandemic in Rural Areas* (Book Chapter, 2023). Peningkatan Kecerdasan Ekologis Siswa SD melalui Komik Edukasi Berbasis Kearifan Lokal sebagai Sumber Belajar (Studi Etnosains Masyarakat Banjar dan Baduy) (Jurnal, 2023). *Strengthening the Content of Local History in Social Studies* (Jurnal, 2023). *Social Capital of Banjarese for Peatland Fire Mitigation: Combining of Local Wisdom and Environment* (Jurnal, 2023).

Ersis Warmansyah Abbas Lahir di Muaralabuh, Solok Selatan, 7 Juni 1956. Pendidikan dasar ditempuh di SDN 1 Muaralabuh dan melanjutkan ke PGAN 4 Muaralabuh, PGAN 6 Tahun Padang. Sarjana Muda Pendidikan Sejarah IKIP Padang (1978), Sarjana Pendidikan Sejarah IKIP Yogyakarta (1980), Magister Pengembangan Kurikulum IKIP Bandung (1995), Doktor Pendidikan IPS UPI Bandung (2013. Pernah kuliah di FK Filsafat UGM (1982), dan alumnus Pendidikan (Kursus) Teori, Metodologi dan Aplikasi Antropologi UGM (1993).

Dosen pada Program Studi Pendidikan IPS S1, S2 dan S3 menjabat sebagai Ketua Program Doktoral Pendidikan IPS ULM. Memberi kuliah di Program Studi Pendidikan Sejarah, Program Studi Psikologi, Fakultas Kedokteran ULM, Program Studi Teknologi Pendidikan dan Magister IPA Pascasarjana ULM sekaligus pengajar dan menjadi Ketua Penjaminan Mutu Diklat Pemprov Kalsel.

Menjabat sebagai Ketua Umum Asosiasi Perkumpulan Program Studi Pendidikan IPS Indonesia (APRIPSI), Sekretaris Jenderal Aliansi Relawan Perguruan Tinggi Anti Penyalahgunaan Narkoba (ARTIPENA) Indonesia dan berbagai organisasi akademis dan kemasyarakatan lainnya.

Artikel akademiknya dimuat beberapa jurnal, dan atau, dipresentasikan pada berbagai seminar, di dalam maupun di luar negeri. Misalnya, 5th *UPSI-UPI Conference on Education*, Selangor Malaysia (2012), *20th International Scientific Conference on Economic and Social Development*, Prague Prague, 27-28 April 2017, *International Conference and Global Forum on Multidisciplinary Research towards Social Value Creation* (ICMRES), 29-30 Oktober 2018, Melbourne, Australia, *33rd IBIMA conference will be held in Granada*, Spain 10-11 April, 2019, *ADVED 2019- 5th International Conference on Advances in Education and Social Sciences*, 21-23 October 2019- Istanbul, Turkey, dan 35rd IBIMA conference will be held in Seville, Spain, 2020.

Editor

Mengikuti berbagai pelatihan seperti *Workshop of Teacher Educators for Preparing Education in Society 5.0. held in University of Tsukuba*, Japan, July 2nd-5th, 2019.

Ratusan tulisannya dimuat berbagai media cetak, antara lain HU *Kompas, Sinar Harapan, Suara Pembaharuan, Kedaulatan Rakyat, Berita Nasional, Jayakarta, Pelita, Bandung Pos, Haluan, Radar Banjarmasin, Dinamika Berita, Banjarmasin Pos, Bandjarbaroe Post, Sinar Kalimantan* dan media cetak lainnya.

Ersis mendirikan Gerakan Persahabatan Menulis (GPM) berbasis dunia maya yang cabang daratnya berkembang di kota-kota Indonesia dengan pelibat di Singapura, Taiwan, Hongkong, Mesir, dan berbagai negara lainnya. GPM telah menerbitkan puluhan buku dan untuk itulah EWA sering bepergian ke berbagai kota untuk *sharing* menulis atau pelatihan menulis. **Tulis apa yang ada di pikiran bukan memikirkan apa yang akan ditulis**. Tulis apa yang hendak ditulis, pasti jadi tulisan.

EWA menerbitkan beragam buku berbagai tema menuju 200 buku, sebagai penulis atau penyunting, atau penulis dan penyunting bersama. Buku EWA perihal menulis :

Abbas, Ersis Warmansyah. (2023). *Panggilan Cucu ke Negeri Kincir Angin*. Banjarbaru: EWA Banua Publishing.

Abbas, Ersis Warmansyah . Editor: Mutiani. (2023). *Kolaborasi Menulis Artikel Terindeks Scopus*. Pekalongan: PT Nasya Expanding Management.

Abbas, Ersis Warmansyah Abbas. (2023). *Menulis Menyamankan Pikiran Menentramkan Perasaan.* Pekalongan: PT Nasya Expanding Management.

Abbas, Ersis Warmansyah. Editor: M. Ridha Ilhami. (2023). *Meneliti, Menulis Artikel dan Menerbitkan Buku*. Pekalongan: PT Nasya Expanding Management.

Abbas, Ersis Warmansyah. Editor: Jumriani. (2023). *Menulis Membangun Kolaborasi*. Purbalingga: Diva Pustaka.

Deasy Arisanty. Editor: Ersis Warmansyah Abbas. (2023). *Menulis Jurnal Internasional Bereputasi Terindeks Scopus*. Pekalongan: PT Nasya Expanding Management.

Jumriani. Editor: Ersis Warmansyah Abbas. (2023). *Kajian-Kajian Lokal Kalimantan Selatan.* Pekalongan: PT Nasya Expanding Management.

Jumriani. Editor, Ersis Warmansyah Abbas. (2023). *Menulis, Mempublikasikan Artikel dan Menerbitkan Buku*. Sumedang: CV. Mega Press Nusantara.

Mutiani. Editor: Ersis Warmansyah Abbas. (2023). *Membelajarkan Diri Menulis Membukukan Tulisan.* Pekalongan: PT Nasya Expanding Management.

Mutiani. Editor: Ersis Warmansyah Abbas. (2023). Menulis Artikel Jurnal Internasional & Konferensi Internasional. Pekalongan: PT Nasya Expanding Management.ng.

Syaharuddin. Editor: Ersis Warmansyah Abbas. (2023). *Menulis Kajian-Kajian Akademik Membukukan Tulisan.* Pekalongan: PT Nasya Expanding Management.

Subiyakto, Bambang. Editor: Ersis Warmansyah Abbas. (2023). *Membukukan Artikel Kajian-Kajian Akademik.* Pekalongan: PT Nasya Expanding Management.

Abbas, E. W. (2022). *Sutarto Hadi Mengokohkan Sense of Belonging dan Pride. Banjarmasin*: Program Studi Pendidikan IPS FKIP ULM.

Abbas, E. W. (2022). *Menulis Mudah, Menulis Ala Ersis Writing Theory* (Cetakan Kedua). WAHANA Jaya Abadi.

Abbas, E. W. (2022). *Ersis Writing Theory: Cara Mudah Menulis* (Cetakan Kedua). WAHANA Jaya Abadi.

Abbas, E. W. (2022). *Menulis di Otak Menuliskan Pikiran.* Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Hadi, S., & Abbas, E. W. (2022). *Membukukan Artikel Akademis*. Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Handy, M. R. N., & Abbas, E. W. (2022). *Menulis dan Mempublikasikan Artikel Akademis.* Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Hidayat Putra, M. A., & Abbas, E. W. (2022). *Mempublikasikan Kajian Akademis.* Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Mutiani, M., & Abbas, E. W. (2022). *Menulis Artikel Ilmiah Menulis Akademis*. Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Jumriani, J., & Abbas, E. W. (2022). *Menulis Artikel Jurnal Menunaikan Amanah Akademis.* Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Rusmaniah, R., & Abbas, E. W. (2022). *Menulis Artikel Menuliskan Pembelajaran.* Banjarmasin : Program Studi Pendidikan IPS FKIP ULM.

Abbas, Ersis Warmansyah. (2021). *Menulis di Kalam Ramadhan Kareem*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat.

Abbas, Ersis Warmansyah. (2021). *"Banjir Banua" Menulis Keempatian Banjir Kalimantan Selatan 2021*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat.

Abbas, Ersis Warmansyah; Rajiani, Ismi. (2020). *High Impack Publishing: Collaboration and Small Group Mentoring*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat.

Abbas, Ersis Warmansyah. (2020). *Menulis Artikel Jurnal Internasional*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. https://repo-dosen.ulm.ac.id/handle/123456789/17528

Abbas, Ersis Warmansyah. (2020). *Menulis Kenangan Kuliah*. Banjarmasin : Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. https://repo-dosen.ulm.ac.id/handle/123456789/17396

Abbas, Ersis Warmansyah dan Neka Erlyani. (2020). *Menulis Di Kala Badai Covid-19*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. http://eprints.ulm.ac.id/10012/

Abbas, Ersis Warmansyah. (2020). *Ersis Writing Theory: Cara Mudah Menulis*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. http://eprints.ulm.ac.id/10013/

Abbas, Ersis Warmansyah. (2020). *Menulis Mudah Ala Ersis Writing Theory*. Banjarmasin: Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. http://eprints.ulm.ac.id/10011/

Zulkifli; Ansori, Hidayah; Matnuh, Harpani; Winarti, Atiek; Kusasi, Zakiah Agus; Mansyur, Hamsi; Abbas, Ersis Warmansyah; Muth'im, Abdul; Novitawati; Hamid, Abdul (2019). *Pedoman Penulisan Karya Ilmiah.* Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat.

Abbas, Ersis Warmansyah. (2018). *Menulis Ala Ersis Writing Theory*. 2018. Bandung: Wahana Jaya Abadi. http://eprints.ulm.ac.id/10011/

Abbas, Ersis Warmansyah. (2015). *Menulis di Otak*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2015). *Menulis Menuliskan Diri*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2015). *Menulis Mengasyikkan*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2015). *Menulis Membangun Midset*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2015). *Menulis Menjinakkan Kegagalan*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2015). *Menulis Menghancurkan Belenggu*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2015). *Menulis Enjoy Enjoy Sajalah*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2013). *Menulis Mudah Memudahkan Menulis*. Bandung: Wahana Jaya

Abbas, Ersis Warmansyah. (2013). *Indonesia Menulis: Perjalanan Spiritual*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2012). *Suer, Menulis Itu Mudah*. Jakarta: Elex Media Komputindo, KK Gramedia.

Abbas, Ersis Warmansyah. (2012). *Percaya Ngak Percaya, Menulis Itu Mudah*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2012). *Mudah Menulis Memudahkan Menerbitkan Buku*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2012). *Menulis Menyenangkan*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2011) *'Jatuh Cinta' Menulis*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2011). *Indonesia Menulis*. Bandung: Wahana Jaya Abadi.

Abbas, Ersis Warmansyah. (2009). *Menulis Tanpa Berguru*. Yogyakarta: Gama Media.

Abbas, Ersis Warmansyah. (2009) *Menulis Membangun Peradaban*. Yogyakarta: Gama Media.

Abbas, Ersis Warmansyah. (2008). *Menulis dengan Gembira*. Yogyakarta: Gama Media.

Abbas, Ersis Warmansyah. (2008). *Menulis Berbunga-Bunga*. Yogyakarta: Gama Media.

Abbas, Ersis Warmansyah. (2008).*Virus Menulis Zikir Menulis*. Yogyakarta: Gama Media.

Abbas, Ersis Warmansyah. (2008). *Menulis Mudah: Dari Babu Sampai Pak Dosen*. Yogyakarta: Gama Media.

Abbas, Ersis Warmansyah. (2007). *Menulis Mari Menulis*. Yogyakarta: Mata Khatulistiwa.

Abbas, Ersis Warmansyah. (2007). *Menulis Sangat Mudah*. Yogyakarta: Mata Khatulistiwa.

Kajian dan Aplikasi Pendidikan IPS Indonesia

Buku ini merupakan hasil dari penelitian yang dilakukan di berbagai program studi Pendidikan Ilmu Pengetahuan Sosial (IPS) di perguruan tinggi Indonesia. Penelitian tersebut tidak hanya bersifat konseptual, tetapi juga bersifat aplikatif, dengan fokus tidak hanya pada pembelajaran Pendidikan IPS tetapi juga pada pengabdian kepada masyarakat, khususnya guru-guru Pendidikan IPS.

Rencana Rapat Kerja Asosiasi Program Studi Ilmu Pengetahuan Sosial (APRIPSI) di Universitas Islam Negeri Mataram, yang dijadwalkan pada tahun 2024, menjadi momentum penting bagi pengurus APRIPSI untuk menyusun agenda-agenda termasuk menerbitkan buku tentang Pendidikan IPS.

Berita baiknya, tiga profesor terkemuka dalam bidang Pendidikan IPS, yaitu Profesor Herry Porda Nugroho Putro dari Universitas Lambung Mangkurat (ULM) Banjarmasin, Profesor Rasimin dari Universitas Islam Negeri (UIN) Salatiga, dan Profesor Saliman dari Universitas Negeri Yogyakarta (UNY), bersedia untuk menulis bersama dalam buku ini. Proses penyuntingan dilakukan oleh Mutiani dan Prof. Ersis Warmansyah Abbas. Komunikasi yang baik antara mereka memungkinkan pembahasan mengenai rencana Rapat Kerja di Mataram, termasuk pembahasan tentang penulisan buku. Berbagai bahan penelitian dikirimkan, dan editor menjalankan tugasnya dengan baik sehingga naskah buku "Kajian dan Aplikasi Pendidikan IPS Indonesia" dapat terbentuk.

Penelitian dan penulisan mengenai Pendidikan IPS disusun dalam bentuk buku agar dapat memberikan manfaat yang lebih besar. Oleh karena itu, buku "Kajian dan Aplikasi Pendidikan IPS Indonesia" dipublikasikan dalam dua format, yaitu sebagai buku konvensional dan juga sebagai e-book yang dapat diakses secara daring. Penerbitan buku ini bertujuan untuk memenuhi kebutuhan akan informasi, gagasan, dan hasil kajian dalam bidang Pendidikan IPS, serta diharapkan dapat menjadi pemicu bagi perkembangan lebih lanjut dalam gerakan menerbitkan buku-buku mengenai Pendidikan IPS.

EWA Banua Publishing

ISBN 978-623-09-9305-3