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Sringernyuang, Luechai (Ed.)

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EXPLORING NEW HORIZONS AND CHALLENGES FOR SOCIAL STUDIES IN A NEW NORMAL

Edited by

Idris, Agus Purnomo, Muhamad Alif Haji Sismat,
Zawawi Isma'il and Luechai Sringernyuang



EXPLORING NEW HORIZONS AND CHALLENGES FOR SOCIAL STUDIES IN A NEW NORMAL

The new standards and changes exist in social science studies. Covid 19, especially in Indonesia, at the end of 2019, has an impact on changes in every sector of life. This change is a form of community adaptation. Therefore, this conference aims to explore theoretical and practical developments of the social sciences, to build academic networks while gathering academics from various research institutes and universities.

This book provides the new standard and encourages many thoughts in theoretical and empirical studies in the social field. The scope that can be generated in this standard includes patterns, opportunities, and challenges in social science, learning to new standards, learning innovation, and implementing new learning standards in Indonesia, which was adopted in the form of the *Merdeka Belajar* program. The study results will fill the gaps in knowledge in the new social life and social science. Therefore, this book aims to mediate the researchers in the same field to discuss and find solutions to current issues in the social field and build cooperation and synergy in creative ideas to work together to create joint research.

This book will be interesting to students, scholars, and practitioners who have a deep concern in social science. It is futuristic with a lot of practical insights for the students, faculty, and practitioners. Since the contributors are from across the globe, it is fascinating to see the global benchmarks.



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Exploring New Horizons and Challenges for Social Studies in a New Normal

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Preface

The International Conference on Social Sciences and Educational Issues (ICOSSEI) is a biennial international seminar organized by the Social Science Education Study Program, Faculty of Social Sciences, Universitas Negeri Malang. The first seminar was held in 2019 with the theme Strengthening the Role of Social Studies and Promoting Environmental Issues in the Disruption Era. At this seminar, the committee presented four expert speakers in the social and environmental fields, including, (1) Bronwyn Elizabeth Wood, Ph. D from Victoria University of Wellington from New Zealand, (2) Kanako N. Kusanagi, Ph. D from University of Tokyo, from Japan, (3) Assoc. Prof. Edo Han Siu Andriesse, Ph. D from Seoul National University, from South Korea, and (4) Syamsul Bachri, Ph.D from Universitas Negeri Malang, from Indonesia.

The first seminar was successfully held with the Atlantis Press and the Reputable International Journal, International Journal of Emerging Technologies in Learning (iJET). For information, in this second seminar, the seminar's major title was adjusted from the International Conference on Social Studies and Environmental Issues to the International Conference on Social Studies and Educational Issues based on the considerations of the leadership of the Faculty of Social Sciences (ICOSSEI). The rational basis is that regularly in the same year, a similar seminar was held at the Faculty of Social Sciences by the Department of Geography with one of its environmental scopes. Therefore, since the 2nd ICOSSEI in 2021, these changes have been determined.

The second ICOSSEI seminar in 2021 refers to how new standards and changes exist in social science studies. As we know, Covid 19, which is endemic in the world, especially Indonesia, at the end of 2019, has an impact on changes in every sector of life. This change is a form of community adaptation. Therefore, this activity aims to discuss theoretical and practical developments of the Social Sciences, to build academic networks while gathering academics from various research institutes and universities.

Theme about how this new standard will provide many thought contributions to theoretical and empirical studies in the social field. The scope that can be generated in this new standard includes patterns, opportunities, and challenges in social science, learning to new standards, learning innovation, and implementing new learning standards in Indonesia, which was adopted in the form of the *Merdeka Belajar* program. The study results will fill the gaps in knowledge in the new social and social science fields' new standards. Therefore, this seminar is also a place to socialize for researchers in the same field to discuss and find solutions to current issues in the social field and build cooperation and synergy in creative ideas to work together to create joint research.



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The organizers also wish to acknowledge publicly the valuable services provided by the reviewers. On behalf of the editors, organizers, authors and readers of this Conference, we wish to thank the keynote speakers and the reviewers for their time, hard work, and dedication to this Conference.

The organizers wish to acknowledge Prof. Dr. Sumarmi, M.Pd, Prof. Dr. Sugeng Utaya, M.Si. Dr. Sri Untari, and Dr I Nyoman Ruja for the discussion, suggestion, and cooperation to organize the keynote speakers of this Conference. The organizers also wish to acknowledge for speakers and participants who attend this seminar. Many thanks given for all persons who help and support this conference.

The organizers wish to apology to the speakers who cannot publish his/her paper in this Conference Proceeding. Our apology also given to all participants for all shortcomings in this conference. See you in the next ICOSSEI 2023 at the Universitas Negeri Malang.

Malang, January 5, 2022

Local Organizer of ICOSSEI 2021

Social Studies Program Faculty of Social Science Universitas Negeri Malang



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Gender equality in the scope of the student organization of Malang State University in 2021

A.P. Safitri*, R. Jannah, S.D. Ulfahmi, S.F. Hikmah, S. Naiborhu & I. Idris
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ABSTRACT: Gender is the characteristic difference between men and women regarding behavior, traits, or roles that come from a social construction. This study was conducted with the aim of knowing how big is the role of female students in giving opinions on the implementation of important activities in the Social Sciences Education Study Program Student Association (SPSA) Malang State University (MSU) in 2019. The methods in this study used a qualitative descriptive approach and data collection techniques, such as through observation and open questionnaire. The sampling technique used is purposive sampling in which five respondents were taken from female members of the 2019 Social Sciences Education SPSA who were actively organizing in the 2021 period. The results of the study stated that this organization did not exhibit any gender inequality, which was marked by equal rights in expressing opinions at every implementation of important activities in Social Sciences Education SPSA MSU.

Keywords: Equality; Gender; Student organization

1 INTRODUCTION

Leadership is a word that is generally associated with individuals who act as leaders. This role links many biological aspects, such as gender with individual abilities (Yulianti et al. 2018). This then creates a gender gap where the position of women as leaders becomes unprofitable. The leadership position is often considered “open” for a male. The tendency of the division of labor based on gender indirectly reflects that men are still above women. If women want to be leaders, they must be taller than men and have special abilities (Yulianti et al. 2018).

Women and men have the same opportunities to represent themselves in leading an organization. This right to representation is stated in the Law Number 39 of 1999 concerning Human Rights Article 49 Paragraph 1, which states that a woman has the right to be elected and appointed in positions, professions, and jobs in accordance with the requirements and laws and regulations.

Regulations that discredit women in terms of leadership are yet to be found (Fitriani. 2015). However, in fact, until now this position has not met any gender target in leadership. If you pay attention, women’s gender leaders are still not much involved in the Indonesian government. The Indonesian ministry, from 2019 to 2024, had only five women ministers. In the position of Indonesian legislators from 2019 to 2024, the position of women is still below 30 percent of the DPR’s allotted seats. When detailed, the percentage of women in DPR seats for the 2019 to 2024 period is 20.5 percent or 117 people. This figure has increased from 2014, which was previously only 97 people. However, the 30-percent quota for women’s involvement in parliament has not been achieved. Likewise for the governor’s position, only 0.1 percent or 1 person is filled by Khofifah Indar Parawansa who follows the governor of East Java province for the 2019–2024 period. And

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for the position of mayor, about 6 percent of the total number of mayors in Indonesia are women (Habibah, 2015).

It is possible, in the campus environment, especially in the Social Sciences Education student environment, State University of Malang, where the leadership of the organization is still dominated by men. The position of Chairperson of the Social Studies Study Program Student Association (SPSA) for the past five years from 2016 to 2021 has always been filled by men. In filling each division in the organization, men are also more likely to act as coordinators for each division. Although not everything is like this, this phenomenon is reflected in almost every organization on campus. In general, many women in organizations are identified as secretaries or treasurers, but rarely tend to be organizational leaders. In fact, the current leadership position is not only for men, but is also wide open for women.

This is clearly seen in the ideology of our country, which is included in the values of the 5th precept of Pancasila that puts forward “social justice for all Indonesian people.” Judging from the mandate of the 5th precept, it is clear that this state ideology means that rights and obligations are not only owned by certain groups but are also owned by every component of the society. One of the topics that can be learned from Indonesia’s national ideology is the concept of gender equality.

Mosser (1989) argues that gender is the difference between women and men who prioritize their respective behavior, status, expectations, and roles according to the prevailing social structure. Gender roles arise as a result of differences in society’s views about men and women who think, act, and feel. That is, in social life, humans are not only seen from their biological differences but also from their roles as men and women, where these roles are determined by society, which is colored by the culture, norms, and values that apply in that society. Thus, it can be concluded that the status and roles of men and women when viewed from a gender perspective can change from one society to another, and from one time to another.

2 METHODS

This study uses a qualitative descriptive method, namely research that aims to describe various existing phenomena, both engineered and natural by paying attention to characteristics, relationships, and quality (Sukmadinata, 2017). This study uses triangulation of data sources as validity obtained through observation and open questionnaires to female members of SPSA Social Studies Education, State University of Malang. The sampling technique used is purposive sampling in which five respondents were taken from female members of the 2019 Social Science Education HMPS who are actively organizing in the 2021 period.

3 RESULTS AND DISCUSSION

A research was conducted by Fibrianto (2016) on Gender Equality in the Scope of Student Organizations at Sebelas Maret University Surakarta in 2016. The results of this research show that women’s leadership in student organizations at UNS is still minimal. This is marked by the dominance of men who become leaders in every student organization. The position of women was mostly found in the positions of treasurer and secretary. This proves that there is still no implementation of gender equality and gender mainstreaming in the campus environment.

The results of research conducted by Putri and Fatmariza (2020) on Women and Leadership in Padang State University Student Organizations showed that the percentage of female leadership in student organizations at UNP was 5.88 percent in the 2015–2020 period. The reason for low leadership of women in UNP student organizations is the lack of knowledge about leadership (65%), the stereotype of women being less good at making decisions (62%), not being confident (47%), unsure of being able to fulfill their responsibilities as leaders (44%), patriarchal culture (59%), less able to discipline adult men (54%), and lack of relation in voting (50%).

The Malang State University (MSU) is one of the favorite State Universities (SU) in Malang City. As a university in general, MSU has a student organization that operates independently. This student organization is intended as a vehicle and means of self-development for students to broaden their horizons and improve their intelligence and personality integrity. According to Munir and Wahyu Divine (2006: 117), an organization is the whole process of grouping people, tools, tasks, responsibilities, and authorities to form an organization that can be moved as a unit to achieve a goal.

Based on the Regulation of the Chancellor of the State University of Malang Number 13/KEP/UN32/KM/2012, in 2012, the student organization structure consisted of Student Government Organizations and Student Non-Government Organizations. The Student Government Organization covers three levels, namely (1) university level (University Legislative Institution and University Executive Institute); (2) faculty level (Faculty Legislative Body and Faculty Executive Board); and (3) departmental level or Student Association. Meanwhile, Student Non-Government Organizations comprise three levels, namely (1) Student Activity Unit (SAU); (2) Faculty Student Council (FSC) as a legislative body; and (3) Student Executive Board (SEB), Department Student Association (DSA), and Study Program Student Association (SPSA) as the executive body.

The Faculty of Social Sciences (FSS) State University of Malang (SUM) consists of one FSC as a legislative body organization at the faculty level and one SEB as an executive body at the faculty level. For the departmental level, because the Faculty of Social Sciences consists of five departments and each department has one set, then based on field findings, the number of sets in FSS SUM is five sets. In other words, there are seven organizations as legislative and executive institutions that operate at the faculty level in FSS SUM.

In one of the organizations in FSS, namely the Social Science Education Study Program Student Association or better known as the Social Sciences Education SPSA, it was found that in the organizational structure those who served as General Chair or as organizational leaders were men. Meanwhile, the role of women lies in the positions of deputy general chairman, general secretary, and general treasurer. The position of head of the division or the head of the field in the organization is also held by men. The role of women is still minimal in holding positions in Social Sciences Education SPSA.

From a gender equality perspective, this still does not meet the requirements. There are several assumptions from some members who are members of the organization that the figure of a leader is preferred to be held by a man. However, this is not a problem for female members who take part in Social Sciences Education SPSA. They assume that even though it seems unfair in carrying out activities or conveying their aspirations and opinions, gender equality in opinion is found.

4 CONCLUSION

The Malang State University (MSU) is one of the favorite State Universities (SU) in Malang City. As per the regulation by the Chancellor of the State University of Malang Number 13/KEP/UN32/KM/2012, in 2012, the student organization structure consisted of Student Government Organizations and Student Non-Government Organizations. Both these organizations were found to have three layers of structure. In one of the organizations in the Faculty of Social Sciences, namely the Student Association of the Social Sciences Education Study Program or better known as the Social Sciences Education SPSA, it was found that in the organizational structure the position of General Chair or as organizational leaders was held by men. While the role of women lies in the position of vice chairman, general secretary, and general treasurer. The position of the head of the division or the head of the field in the organization was also held by men. The role of women is still minimal in holding positions in Social Sciences Education SPSA.

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Utilization of music application technology and singing and understanding methods as preventive media of symbolic violence practices in learning

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ABSTRACT: The history of Indonesia is considered as an uncomfortable and boring subject because it is full of material, abstractive, and conventional learning methods. As a result, the students only understand the material at a recitation level and have not understood the meaning obtained from learning to be applied in daily life. Therefore, students exhibit symbolic violence and hence the teacher is required to create new methods as preventive efforts that make learning comfortable and joyful. The aim of this research is to upgrade the teacher's learning method to make students more easily understand the Indonesian history. This research was done and made use of XI Marketing 1 Class as the main sample. Data validation was carried out using data source triangulation. The technique of analyzing data used integrated data that resulted from the observation during history of Indonesia learning and interviews conducted with other teachers and students. The theory employed was Pierre Bourdieu's Symbolic Violence. The result of the research showed that the utilization of music application technology and singing and understanding methods make learning joyful and easy to understand for students. Teacher's competence and good synergy between students and teachers is crucial in making this method effective.

Keywords: Music application technology; Singing and understanding; Preventive media; symbolic violence

1 INTRODUCTION

In general, the implementation of historical learning is still conventional in nature, namely by the method of delivering lectures and by using only one single learning source, the Student Worksheet. Hence, the understanding of history for students is only limited to "outer skin," as they are less able to construct their own knowledge, and there is no essence that imprints the historical values firmly in students.

Teaching material lacks any concrete description that is simple and easy to understand for students. History teachers who are disciplined are given the image of a "killer teacher" and are thus unable to make learning for students comfortable and easy to understand. Instead, students are afraid and build a stereotype that history lessons are boring and required to be memorized rather than understand.

The latest 2013 curriculum being followed in Indonesia, known to date as the 2013 curriculum, is expected to be able to solve the various problems mentioned above. In the 2013 curriculum, each

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subject is required to make use of a constructivism learning approach, which means making students explore and understand the knowledge gained based on their own understanding in the field.

The history learning methods carried out by history teachers are quite diverse and in accordance with the principles of the 2013 curriculum learning approach, namely the method of discussion and presentation. If examined more closely, almost all subjects use the method of discussion and presentation in a “just-that” way, which obviously raises new problems, namely the existence of symbolic violence.

Symbolic violence means the phenomenon of violence experienced by students but is not physical or verbal, but in a symbol that has a certain meaning to make students do something that is actually uncomfortable but seems to be fair in the lesson. One form of symbolic violence in history is memorization-based learning methods. A case study of learning with conventional lecture and presentation methods was applied in Class XI Marketing I with the theme “efforts to maintain the independence of the Republic of Indonesia.” The material relates to the chronology of war and its effects so that the initial hypothesis of the writer is that students get a value above the Minimum Mastery Criteria, but the opposite is true. The daily test score of the essay model is below the complete score, and the oral test score does not reach the due value limit. When similar questions for oral remedial are repeated, many students have difficulty remembering and finally are required to memorize the material again one by one giving the answers to the oral test to the teacher. This proves that students experience a phase of “historical memory,” meaning that they only memorized the history without understanding.

It is felt that a new breakthrough is needed for teachers in applying creative and innovative learning methods. There have been many previous studies relating to creative and innovative historical learning methods, such as those conducted by Wahyudhi (2014) with the title “Video Games As History of Learning Media” (An Alternative in Organizing History Learning); Saiman (2011) with the title Historical Learning Method in 2011 with the title “Approach to CTL (Contextual Teaching and Learning) with the PASA (Picture And Student Active) Model”; Fibrianto (2014) with “The Implementation of Cooperative Learning Model of Determined Heads Together to Improve the Activity and Achievement of Learning in Sociology Subjects in Class XI Students IIS 4 SMA Negeri 2 Surakarta Academic Year 2014/2015”; and Fitriyaningsih (2017) with the title “The Implementation Of Context, Input, Process, And Product Evaluation Theory In Contextual Learning Of Indonesian History In Semedo Ancient Site, Semedo Village, Kedungbanteng Sub District, Tegal Regency, Central Java, Indonesia”.

The difference between previous research and this research lies in the learning method used. If the previous studies used the discovery method, then in this study makes use of the project singing and understanding method by using music application technology as a support, meaning that students besides constructing their own understanding also produce work based on their own understanding. The following are the shortcomings of the discovery method: (1) students who are good at monopolizing the course of learning in the field; (2) it takes a lot of time because there are too many students; (3) lack of students’ affective and psychomotor aspects; and (4) lack of opportunities to think creatively and solve problems found in the field. On the other hand, advantages of singing and understanding methods by utilizing music application technology as a support include: (1) being able to train students in holistic thinking; (2) accustoming the integration of the results obtained by students, not only the cognitive aspects but also the affective and psychomotor aspects; (3) students have functional knowledge; (4) train cohesiveness and be serious in working on each project; (5) and train students to take full responsibility for the project being made. (3) students have functional knowledge; (4) train cohesiveness and be serious in working on each project; (5) and train students to take full responsibility for the project being made. (3) students have functional knowledge; (4) train cohesiveness and be serious in working on each project; (5) and train students to take full responsibility for the project being made.

Based on this reason, the author’s interest in researching the effectiveness of the method of learning singing and understanding by utilizing music application technology as a supporter in changing the mindset of history lessons is changing boring lessons into fun learning and free from the practice of symbolic violence.

2 METHODS

This research was conducted at SMK Negeri 1 Dukuhturi Tegal, Tegal Regency, Central Java Province, Indonesia. Data and qualitative research information were obtained using this case study approach. Data were obtained from meaningful subjective experience from students and teachers supporting subjects of Indonesian history. This study took a sample of Class XI Marketing I with the following considerations: (1) history class hours in the class are the last hours of learning so students are not enthusiastic during the lesson; (2) Class XI students majoring in Marketing 1 have difficulty focusing on accepting historical subject material if only delivered using conventional methods.

This study aims to determine the creative breakthroughs of teachers in increasing interest in learning as well as efforts to prevent the practice of symbolic violence experienced by students in Indonesian History in SMK Negeri 1 Dukuhturi Tegal. Data validity is obtained by triangulating data sources. Data analysis techniques were carried out by integrating data from observations in class during lessons, interviews with students, student learning outcomes, and documentation of the implementation of the learning method of singing and understanding with the use of music applications as a support in the learning process. This study was analyzed with the theory of symbolic violence from Pierre Bourdieu. The analysis begins by mapping the conditions that occur when historical subjects take place in three sub-concepts of symbolic violence belonging to Pierre Bourdieu, namely habitus (the process of adjusting agents to social reality in his life); capital (agent ownership of symbolic, social, economic, and cultural); arena (where agents experience symbolic violence), then draw conclusions in the form of the impact of the occurrence of symbolic violence, as well as treatment in the form of singing and understanding learning methods by utilizing music application technology as a support and ending with a post test.

3 RESULTS AND DISCUSSION

3.1 *Pierre Bourdieu's symbolic violence theory*

Pierre Bourdieu's concept of symbolic violence departs from the idea of a class structure in the social formation of society, which is a set of networks that systematically relate to each other and determine the distribution of culture (cultural) and economic capital (economic capital). Symbolic violence is a model of cultural and social domination that takes place unconsciously in people's lives, which includes acts of discrimination against certain groups/races/ethnicities/genders. Bourdieu alternately uses the terms "symbolic violence," "symbolic power", and "symbolic dominance" to refer to the same thing.

Pierre Bourdieu explained that symbolic violence as a generative formula has three propositions, namely habitus (the process of adjusting agents to social reality in their lives), capital (agent ownership of symbolic, social, economic, and cultural), and arena (where agents experience symbolic violence). The following explanation: (1) Habitus means a system of dispositions (schemes of perception of the mind, and actions obtained and enduring). Habitus is also a lifestyle (values), values (values), character (dispositions), and expectations (expectations) of certain social groups. Some habitus was developed through experience. Habitus is also a social value that is lived by humans and is created through a process of socialization of values that lasts a long time, so it settles into a way of thinking and patterns of behavior that persist in humans. (2) Capital means a group of actual or potential resources associated with ownership of a network of mutual recognition or mutual recognition that gives members support for capital that is shared. Capital in this case includes social capital, cultural capital, economic capital, and cultural capital. (3) Arena means the place of actors who commit and experience symbolic violence. Usually, the arena is in the form of a special space within the community, such as the education arena, the business arena, the arena of artists, and the political arena. If someone wants to succeed in an arena, then he needs to have the right habitus and capital.

3.2 Indonesian history learning

Saiman in his writing titled “Innovation of Historical Learning Methods” explains that there are several aspects that need to be considered by teachers in learning Indonesian History, including: (1) learning centered on mastery of concepts or memorizing; (2) ongoing learning tends that do not involve development of student knowledge, because teachers always dominate learning (teacher-centered); (3) learning is still informative, lacking in developing aspects, values, attitudes, and skills; (4) the subject matter presented is less directly related to students’ daily lives and is not problematic; (5) insufficient number of history teachers with the number of available hours or classes; (6) the performance of history teachers who are generally still low; (7) the history teacher’s background is not in accordance with the field being taught.

Suhartini (2001) explained that the fallacy of the Indonesian History learning method developed by the teacher was caused by the following factors: (1) the density of subject matter making it possible to take shortcuts, ignoring the affective and psychomotor aspects; (2) the teacher does not have the knowledge and skills to teach history that can interest students; and (3) teachers tend to use one method in learning the whole material, without considering the characteristics of each material topic presented. Mistakes in learning history are being made because the choice of becoming a history teacher is not a moral calling, but just wants to get a job quickly (Umasih 2006).

The same thing was also expressed by Kumalasari (2005) that there are at least four interrelated components that cause problems in the emergence of historical learning, namely: (1) history teaching staff who are generally poor in historical insight because there is a kind of intellectual laziness to explore historical sources, in the form of objects, documents, and literature. Good history instructors are those who can stimulate and develop students’ imagination in such a way that the historical story presented challenges curiosity; (2) history books and history learning media are still limited; (3) students who lack positive responses to learning history; and (4) historical learning methods in general do not challenge the intellectual power of students.

In fact, if examined more deeply, the subjects of Indonesian History are in accordance with the contents of Minister of National Education Regulation No. 22/2006 that contain values of heroism, for example, pioneering, patriotism, nationalism, and an unyielding spirit that underlies the process of character formation and student personality. This important role is supported by materials that contain important values for students. Through history subjects, character education can be integrated in the subject matter and the learning process. But what happens is how the teacher can internalize the values above if the learning method is conventional.

Along with the development of historical learning methods that are increasingly diverse and innovative, there have been many articles and research on creative and innovative methods of learning history, as written by Wahyudhi (2014) titled *Video Games As a History of Learning Media (An Alternative in Organizing History Learning)* contained in the journal *Sosio Didacika*: Vol. 1, No. Dec. 2, 2014. Video games are a popular activity for children. Even so, it is still a scourge among parents, considering a game that interferes with their children’s learning activities. Negative stigma about this video game seems to be slowly corrected by maximizing its potential as a learning tool for children. Learning history through video games with a historical theme is a solution to bridge the decline in the interest of learning history with the addiction of playing games among children.

But the problem is that video games set in Indonesian history are still rarely found. Most historical video games are still dominated by historical content abroad, such as Roman civilization, China, World War II, and Crusades so that further developments need to be adapted to the material contained in Indonesian History subjects (Wahyudhi 2014). The next article was written by Saiman entitled *Innovation of Historical Learning Methods* in 2011 with the title “Papproach to CTL” (Contextual Teaching and Learning) with the PASA (Picture and Student Active) Model. Applying the PASA Model CTL learning method is expected to increase interest and foster creativity and the ability to provide answers and opinions that are argumentative, so that students get holistic learning and understand the meaning of learning material by using image media related to the context of daily

life (personal, social, and social contexts), so students have dynamic and flexible knowledge/skills to actively construct their own understanding.

Then another innovative learning method applied by Fitriyaniningsih (2017) by means of a field study to the Semedo Archaeological Site of Tegal Regency with the title *The Implementation of Context, Input, Process, And Product Evaluation Theory In Contextual Learning Of Indonesian History In Semedo Ancient Site, Semedo Village, Kedungbanteng Sub District, Tegal Regency, Central Java, Indonesia*. This study aims to determine the effectiveness of contextual learning in Indonesian History. The research makes use of qualitative methods. Data validity is obtained by triangulating data sources. Data analysis techniques are carried out by integrating data from observations at fossil discovery sites, interviews with students, fossil discoverers, museum managers, and documentation from various sources to support information on the Semedo Archaeological Site. The theory used is the Context Evaluation Theory, Input, Process, and Product Daniel Stufflebeam. The results of the study explained that contextual learning in the form of field studies at the Semedo Archaeological Site is very effective in the subject of Indonesian History. Students are more enthusiastic in studying Indonesian History; pre-literate human lifestyle, better understand the characteristics of fossils from the middle pleistocene era, and better able to distinguish the types of living tools in the mesolithic and neolithic.

3.3 *Singing and understanding learning methods with utilization of music application technology*

In addition to the history learning method, research on singing and understanding learning methods has also been widely carried out. However, this research also applies music application technology as a supporter of the learning process, so that learning becomes more relaxed and enjoyable and provides comfort. In addition, unfortunately most of these methods in Indonesia are still applied to students at the Elementary and Middle School levels, even though the High School/Vocational level also requires it as a form of refresher in learning.

Like the research conducted by Rohmah et al. in 2014 about “The Use of the Sing A Song Method in Efforts to Increase Motivation and Learning Outcomes of Grade IV Students in SDN Tegalsari” contained in the journal *CENDEKIA CAMP* (Volume 5, Number 1.1, p. 36–41) in general, many students get a complete score due to: (a) lack of student attention or motivation in the learning process, (b) lack of student involvement in learning, (c) application of learning methods that are less appropriate, (d) low levels of mastery of the material newly learned. The low absorption of these students is not solely due to students. The results of the study explained that: (1) the use of the sing a song method can increase student motivation. It is evident that in participating in learning students are increasingly active and enthusiastic about learning. (2) The students’ learning outcomes in English are increasingly evident from the results of the evaluation of cycle I to cycle III, in cycle I there were 74% of students who had completed grades with an average value of 82, in cycle II decreased 16% from cycle I.

Subsequent research was conducted by Ratminingsih, in 2014, with the title “Development of Inductive English Learning Models Based on Creative Songs” in the *Journal of Educational Sciences*, Volume 20, Number 1, June 2014, p. 47–58. Based on the results of the questionnaire to teachers to capture learning problems, it can be concluded that there are still many teachers (61%) out of the 180 teachers who have problems making their own material. In terms of utilizing learning strategies, some teachers (54%) still have problems using innovative learning strategies. In terms of song use, the majority of teachers (86%) said they had never used songs in learning English. In terms of assessment, only 64 teachers (36%) stated that they still had problems using authentic assessments.

From all the findings above, it can be concluded that there are several learning problems in primary schools in the province of Bali that are identified, namely the lack of ability of teachers to develop their own learning materials, lack of ability of teachers to vary learning strategies, lack of ability of teachers to create and use songs as an innovative learning strategy in varying learning, as well as a lack of teacher’s ability to determine the type of authentic assessment and assessment rubric.

This research use Gall and Borg's (R&D) research and development approach (2003) with research designs before and after. Educational products developed in this research are learning songs based on created songs, which are oriented toward integrative and holistic learning. The difference in the position of this study with previous research is at the class level that is applied to the learning methods of singing and understanding and the subjects being taught as well as the use of music application technology as a support in the ongoing learning process. If the two previous studies were applied to elementary and junior high school students and English subjects, this study was applied to Class XI high school or vocational students with Indonesian history subjects. The teacher's consideration in using this method is that the students' test scores are at the minimum completeness limit, which is 78 in the material "the struggle of the Indonesian people in an effort to maintain independence from the Allied and Dutch threats." This shows the existence of things that are still abstract in students' understanding of the material described so that it is necessary to deepen the material with more creative and innovative learning methods so that students are easier to understand the subject matter.

This research focuses on the subject matter of the Struggle to Defend Independence from Allied and Dutch Threats contained in the 2013 syllabus curriculum revision of the subject of Indonesian History Class XI semester 2 of Basic Competence number 3.11, namely analyzing the struggle of the Indonesian people in an effort to maintain independence from Allied and Dutch threats and its indicators number 4.11, namely analyzing the struggle of the Indonesian people in an effort to maintain independence from Allied and Dutch threats.

The reason for choosing material about efforts to maintain the independence of the Republic of Indonesia is because it hopes that after learning ends students are able to live and practice the values that can be emulated from various struggles to maintain the independence of the Republic of Indonesia, so it needs a real invitation such that the teacher collaborates conventional learning methods with singing learning methods and understanding by utilizing music application technology.

The reason the teacher uses the method of learning singing and understanding and the use of music application technology in the material about efforts to maintain the independence of the Republic of Indonesia is because in the material there are five major events and influence for the Indonesian people, namely the Five Day battle in Semarang, the Medan Area battle, the battle Ambarawa, the Bandung *Lautan Api* battle event, and the Banyuwangi Cross-Sea Operation battle event; therefore, it is felt that students need to be emulated by students to have an in-depth understanding to maintain the unity and integrity of the Unitary State of the Republic of Indonesia. In addition, the material is interesting and meaningful material is delivered with songs so that students are not bored and are more comfortable in learning,

3.4 *Analysis of the symbolic violence concept against singing and understanding learning methods and utilization of music application technology*

The concept of violence used in this study is not physical or verbal violence (rough words), but a mechanism of "coercion" of values that must be obeyed through symbolic activities. Symbolic violence is one of Pierre Bourdieu's concepts to explain the mechanism used by upper class groups that dominate the social structure of society to "impose" ideology, culture, habits, or lifestyle on the lower-class groups who are domination. Or in this case it is a way to teach history teachers who always emphasize the pattern of "learning history means learning to memorize all historical events being studied."

Habitus explained that the occurrence of symbolic violence of students in the subjects of Indonesian History had occurred from the level of primary and secondary education as the initial gate for students to get the subjects of Indonesian history. Learners are accustomed to reading subject matter before the process of teaching and learning activities begins in the classroom with one single source, the Shiva Worksheet. How to teach monotonous teachers with conventional lecture methods with considerable time and explanations of subject matter that are abstract from students' daily understanding and assessment models that emphasize memorization. It is not uncommon for students who are not able to answer the questions correctly and exactly in the textbook will be given

a value under the complete threshold. Not to mention history is synonymous with oral replay. This habit applies continuously so that it is considered fair. As a result, students are able to memorize a lot of subject matter but only for a moment. Examples of real time will be given as daily test. Many students are competing to memorize the material by reading it aloud. At first glance, the test scores look good but on the next occasion when the teacher reviews the results of the test, it is very rare for students to be able to recount with their own language, and not infrequently just forget about material that has been memorized.

Next is the capital sub-concept. Capital here is not only interpreted as capital in the form of material or economic material, but in the form of symbolic capital, namely things that are inherent in the actors themselves, namely students. Then cultural capital, which means habits that are produced by habitus, such as the habit of memorizing historical subject matter when going to face a daily test, midterm test, and test repetition of class. The next cultural capital is the habit of filling out questions in a textbook by searching for answers on the summary sheet of the previous material and there is the influence of a narrow space in the column of questions in the textbook that causes students to become accustomed to answering questions in a concise, concise, clear, but lacking depth. The teaching pattern of the teacher emphasizing answering the test questions must be the same as that conveyed by the teacher, as it also influences the formation of cultural capital "must be able to memorize all material." In social capital, finally, students in the class are divided into two groups. The group that can memorize the subject matter of history and who are not able to memorize. This influences the rationality of selecting discussion group members. Usually, students who memorized will choose their friends who have also memorized or interpreted as "smart children" and vice versa. Instead of equitable understanding, what happens is social inequality. While in economic capital, students who have sophisticated and complete gadgets tend to group with friends who are just like them.

Next, according to Bordieu, it is the arena or place where symbolic violence occurs. The arena of symbolic violence in this study was Class XI Marketing 1 with 38 students. Social practices of symbolic violence experienced by students have been experienced since grade X because the character of the teachers of historical subjects of classes X and XI are different, because there are differences in teachers when teaching at different levels, so that at every new level to begin there must be efforts to try to review historical material that has been taught, and also students have not been able to understand the material taught in depth and there is no appreciation of values that can be implemented in everyday life.

Based on the abovementioned problems, this study tries to apply the method of learning singing and understanding by utilizing music application technology. This method is a refresher from the previous method, the sing and song method. Usually, the sing and song method is applied in primary and secondary education as well as in English subjects; the aim of which is to facilitate students in learning vocabulary and remembering it easily. Whereas the method of learning singing and understanding is applied to the level of education and history subjects and by utilizing music application technology as a support in the ongoing learning process. The aim is to make the learning atmosphere fun, relaxed, comfortable, and easy to understand the material delivered by singing. Thus, the learning process that occurs is not only definitive or memorizing but can also be constructive or understand the material presented. That way, the material taught by teachers to students can be remembered well and last a long time, because there is an impression in the learning process that occurs.

The steps for implementing the singing and understanding learning method by utilizing music application technology are as follows: (1) the teacher conducts a written pre-test with material on efforts to maintain the independence of the Republic of Indonesia; (2) the teacher divides students into five groups with different discussion themes, namely: groups with the theme of the Five Day battle in Semarang, the Medan Area battle event, the Ambarawa battle event, the Bandung Lautan Api battle event, and the Banyuwangi Cross-Sea Battle event; (3) the teacher gives an apperception about the events that occurred after the proclamation of the independence of the Republic of Indonesia and the role of young people and fighters in addressing these events; (4) the

teacher gives time for students to start discussions with members of the group while the teacher becomes a facilitator if there are sub-themes of the discussion that are not understood by students; (5) students begin the discussion by using various learning resources, namely relevant books and internet sources; (6) learners write the results of discussion onto a paper; (7) learners choose one favorite song based on group agreement; (8) learners resume the discussion results into song lyrics and try to arrange them using music application technology, which results in the karaoke process between music without lyrics that is sung from music application technology with lyrics that have been made by students that contain subject matter; (9) students present the results of the discussion in front of the class by singing songs from the discussion results in karaoke, with the learning process of arranging the lyrics of the material adjusted to the intonation of the music that is sung from the music application technology used; (10) after the presentation with singing, then each member went around to the other groups to explain the contents of the discussion in depth; (11) students close the presentation by using rhymes or rhymes inspired by the profiles of fighters who lead the Five Day battle in Semarang, the Medan Area battle, the Ambarawa battle, the Bandung Lautan Api battle, and the Banyuwangi Cross-Sea Battle; and (12) the teacher does a post-test.

4 CONCLUSION

Singing and understanding learning methods and the use of music application technology have become a favorite learning method for students. The students of Class XI Marketing I are motivated to learn by choosing the music they want to sing mixed with song lyrics made from discussion material. So the music created is a mixture of music from music application technology with song lyrics that are made in groups using material from the assigned topic. The learning process that occurs is a project-based learning with the work of musical arrangements between music playing using music application technology with lyrics made from subject matter. Meaningful experiences of students include: (1) feeling comfortable and happy during learning; (2) feeling very enthusiastic and motivated during the learning process; (3) feel challenged by the tasks given starting from choosing music to be sung through music application technology, then making lyrics with subject matter discussion material to singing it creatively from the arrangement of both; (4) the creation of competitive desires by displaying each performance to its full potential and achieving the best results from each group; (5) feel interested and curious about the performance of other groups and encourage one another if other groups are performing; (6) more active in the question and answer process; (7) the post-test scores are above the completion limit, so that learning objectives are reached and students understand the subject matter well.

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Outdoor study: Playing and learning history at Kendalisada Temple

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ABSTRACT: History learning today demands an adjustment of the learning system based on the characteristics of Generation Z. Generation Z's learning pattern demands real and fun learning. One solution to the learning system can be implemented by learning directly from learning sources, such as at the Kendalisada Temple. This article describes the concept of an outdoor learning process based on Kendalisada Temple. The use of an outdoor learning system in history learning will provide an effective learning experience and eliminate the boredom of learning history. The learning steps carried out in the outdoor learning history learning system at the Kendalisada Temple site consist of the preparation stage, implementation stage, and follow-up stage, which are described in detail in this article.

Keywords: Outdoor learning; Kendalisada Temple; history learning

1 INTRODUCTION

History is the study of science based on past facts that have occurred and recorded. Studying history does not only involve studying an event in the past, but history must be understood in depth in order to find the meaning and value of an event. Studying history will create historical awareness that comes from the essence of the development of human culture and civilization (Sayono 2013). Historical awareness has a major impact on the character education of Generation Z today.

Learning history in the era of generation Z requires an interesting and visible learning process. Characteristics of Generation Z prefer interactive and interesting learning (Umamah 2017). This generation prefers contextual, real, and flexible learning processes (Seemiller & Grace 2017). The learning concept expected by Generation Z requires the world of education to be able to adapt the learning process according to the times. This interesting interactive learning according to Generation Z can be implemented using the concept of outdoor learning. The concept of outdoor learning uses an open nature approach as a place for learning to be carried out (Bilton 2010; Joyce 2012).

Kendalisada Temple is one of the archaeological relics on Mount Penanggungan in the form of a staircase on a cliff. Kendalisada Temple is located on a cliff that has a narrow yard and faces a ravine (Geria et al. 2017). Kendalisada Temple is in Balekambang Hamlet, Seloliman Village, Trawas District, Mojokerto Regency. Kendalisada Temple is precisely located at an altitude of approximately 1,137 meters above sea level.

The history of Kendalisada Temple is certainly part of the world of education. The phenomenal archaeological remains in the Penanggungan area have been recognized by the public. However, for some people, such as students, they do not really understand Kendalisada Temple as a source of learning history. History learning that adapts to Generation Z's learning interests through outdoor learning can be the best choice. The selection of Kendalisada Temple considered that the relics of the Hindu-Buddhist kingdoms in Indonesia could be studied in real terms by being present in person so that it would create an effective learning experience. Several previous studies have proven the effectiveness of learning history by utilizing local sites as historical sources (Sulistyono et al. 2021, 2020).

Outdoor learning-based history learning at the Kendalisada Temple site will assist educators in delivering the material directly. In addition, students will get material not only based on data from books. The learning experience on the site directly will not be too burdensome for students, of course with a relaxed learning system. Therefore, the author would like to explain further regarding outdoor learning-based history learning through the research title “Outdoor Learning: playing and learning history at the Kendalisada Site.” The purpose of this study is to provide an overview of historical learning in the study of relics of the Hindu-Buddhist kingdoms in Indonesia according to the character of Generation Z.

2 METHODS

This research makes use of a collaborative approach, namely historical and qualitative. The historical method is used to describe the history of the Kendalisada temple. In historical research there are five stages, namely topic selection, source collection, verification (historical criticism and sources), interpretation, and historiography (writing) (Wasino & Endah Sri 2018). Furthermore, for the preparation of the concept of learning, outdoor learning using library re-search is used. This method is often referred to as a literature study, which has an understanding of how to collect data through a study of books, notes, reports, and literature that have links to certain problems (Blaxter et al. 2010).

3 RESULTS AND DISCUSSION

3.1 Kendalisada Temple

Kendalisada Temple is in Dukuh Balekambang Hamlet, Seloliman Village, Trawas District, Mojokerto Regency with coordinates $-7.605886506974693/112.6078002999804$. Kendalisada Temple is known as a relic that resembles a *punden* terrace. Kendalisada Temple is located in the area of Mount Penanggungan, which considers Mount Penanggungan to be a sacred mountain in Java (Rafsanjani 2019).



Figure 1. Kendalisada Temple.

Kendalisada Temple is in the form of a staircase that appears to be attached to a cliff on Bekel Hill. Kendalisada Temple consists of a *punden* terraced building and a cave. The name Kendalisada is a name given by the community or the inventor and is not the original name of the building (Muhammad 2016; Munandar 2019). However, further explanation regarding the meaning of the name cannot be clearly revealed. The construction of Kendalisada Temple cannot be separated from

its purpose as a place of worship and hermitage. The purpose of this development can be seen from the variety of reliefs on the *punden* terraced building.

The reliefs at the Kendalisada site are very thick with the Panji story from the Majapahit era. This indicates that Majapahit had a major influence on the construction of Kendalisada Temple. The construction of this site is estimated at the end of Majapahit with a Hindu religious style in the late 15th and 16th centuries (Nugroho 2011). When entering the Kendalisada Temple complex, the first thing seen is a cave in a cliff niche, while the *punden* is not so visible from the entrance. *Punden* terraces in Kendalisada have four terraces of different sizes. The page which is not too wide is about 3 meters forming an elongated shape.

Kendalisada Temple has four relief panels. On terrace I there are two relief panels and two relief panels on terrace II. Each relief panel has a different picture; however, in general the reliefs at Kendalisada Temple tell the story of Panji. Relief *punden* terraces in the reliefs in panels 1 and 2 are carved Panji reliefs. The Panji relief at *Punden* Kendalisada has a story about Panji and Candrakirana. Panji's story begins with Panji and Candrakirana going to a beautiful place. On the way they rested and Panji played the vina instrument. Then they continued their journey through the path by looking at the beauty of nature until they finally arrived at a place, namely the beach. On the beach, Panji points toward the sea with his hand (Kieven 2014).

The Panji reliefs are related to the Majapahit era. *Punden* on the Kendalisada website explains about Panji's story with a romantic nuance. Therefore, the romantic story of Panji does not explain the story of religious teachings but, related to romance, it still has stories of wars, wandering stories, and disguises. (Prasetya & Dana 2014). Panji's story has a populist reflection because Panji and Candrakirana are always wandering in the village, wearing simple clothes like ordinary people, even though they are originally nobles (Kieven 2014). Some of the fairy tales that developed in the community are the Ande-ande Lumut, Conch Mas, Timun Mas, and others as the embodiment of Panji disguised as ordinary people in society.

There are also reliefs on the walls of the cave, reliefs of Arjunawiwaha, which tells the story of Arjuna who meditated on the hill of Indrakila. Arjunawiwaha explains religious life with a Hindu background (Izza 2016). The relief of Arjunawiwaha, which is depicted doing rituals but being tempted by the nymphs. Arjuna looks like he is trying to avoid and focus on the creator and must be able to let go of all worldly distractions (Muhammad 2016). This story provides an explanation that human life cannot be separated from lust and worldly pleasures.

In addition, there are also Bhima relief sculptures on the cave walls. Bhima's relief is depicted wearing a "coil of rivets" and being in the middle of the ocean looking for something (Santiko 2017). Bhima's story is related to the story of "*Dewa Ruci*" that Bhima went on the orders of Pastor Drona to look for *tirtha amrta* or *toya pawitra* in the ocean. Bhima's journey was carried out to get the perfection of life in the ocean. The reliefs carved on the walls of the cave are in accordance with the function of the cave. The cave becomes a place of meditation to get closer to the ruler, this is in line with the story of Bhima who is looking for *titha amrta* or *toya pawitra*.

Kendalisada Temple is not only rich in reliefs but also decorative motifs, such as temple motifs. One of the most dominant motifs is the vine motif. Sultur is the motif that is most often found in the relics of the Majapahit era. This motif is depicted in the form of plants that have the meaning of fertility (Halim & Herwinda 2017). The plants carved in the temple have a purpose to explain, which is this life will grow better toward prosperity. Another motif in Kendalisada Temple that is often encountered is the *tumpal* motif. The *tumpal* motif is seen as an isosceles triangle-patterned image with the top-most part at the bottom so that it looks like a triangle facing downwards. This motif has a meaning as a symbol of fertility. Kendalisada temple has a *tumpal* motif filled with a vine motif.

On the third terrace, floral motifs are found along the third terrace of Kendalisada Temple. Floral motifs are related to the means of worshipping the phallus of Lord Shiva, the ruler of the mountain. In addition, flowers have a connection with Lord Kama (Muhammad 2016). Other decorative motifs found in Kendalisada Temple are geometric motifs. Geometric motifs are motifs that have existed

since pre-historic times so that this motif is the oldest motif (Istari 2016). Geometric motifs have meaning as the life and origin of the ancestors.

3.2 Outdoor learning in Kendalisada Temple

Outdoor learning-based learning can be carried out through several new stages—preparation, implementation, and follow-up (Karyadi et al. 2018). *The first stage*, in the form of preparation, begins with preparing the needs of teachers to be used in teaching, such as lesson plans, object visit permits, and technical preparation. In addition, at this stage, the teacher is obliged to provide a little pre-implementation direction so that students can better understand better the learning objectives. *The second stage* is the form of implementation by carrying out learning activities in the intended places. At this stage the teacher explains the activities that must be carried out by students and then students carry out according to directions. Student activities are usually in the form of taking notes that students meet in the field (Sulistyo 2019). *The third stage* is a follow-up to the learning activities that have been carried out. This follow-up can be carried out in the classroom with a discussion process for each student and teacher. At this stage, the teacher provides an assessment and determines the next activity in learning (Figure 2).

Kendalisada Temple as a source of historical learning can provide important lessons in the life of the people of the Hindu-Buddhist kingdom in Indonesia. The choice of Kendalisada Temple was taken with the consideration that the trip to Kendalisada Temple will meet several other temples in Bekel Hill so that it will provide a broad learning experience for students. The location of Kendalisada Temple can be reached approximately 40 km from the southwest of Surabaya City, adjacent to two other mountains, namely Mount Arjuno and Welirang. The access road to the temple can be reached via a path from Balekambang village by following a path that takes approximately 5 hours. Kendalisada Temple can also be reached through several routes, the first is through route II that later passes through the Seat Temple, Buyung Cave, and Kama III Temple. Meanwhile, if you pass route I, you will find the Dragon Temple, Pura Temple, Putri Temple, and Baby Temple.

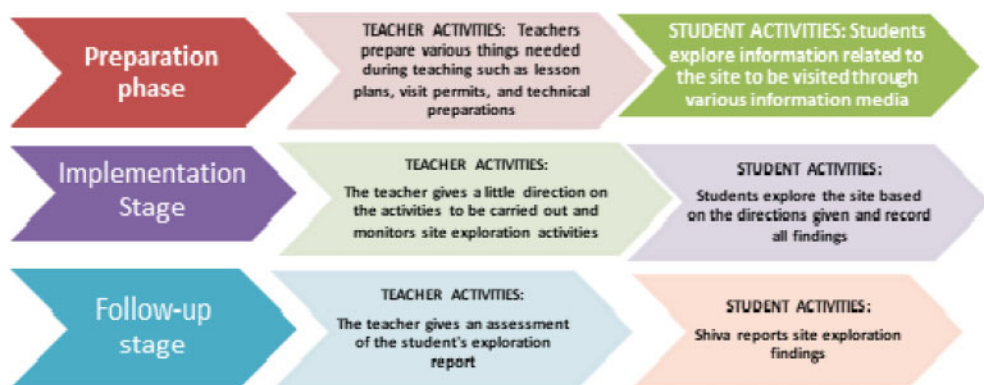


Figure 2. Diagram depicting stages for outdoor learning.

Outdoor learning history learning activities at the Kendalisada Temple site can be carried out for all groups, both students and the public. The suitability of the material for students can be done in class X (History of Indonesia) and class XI (History of Specialization). In class X outdoor learning activities at Kendalisada Temple can be carried out in Basic Competence 3.6 that includes analyzing the characteristics of community life, government, and culture during the Hindu-Buddhist kingdoms in Indonesia and showing examples of evidence that still applies to the life of the Indonesian people in the past. Meanwhile, class XI can go through Basic Competence 3.1 that includes analyzing the maritime kingdoms of Indonesia during the Hindu and Buddhist eras in the system

of government, social, economic, and cultural as well as their influence in the lives of Indonesian people today.

Kendalisada Temple is one of the relics of the social and cultural implications of the Hindu-Buddhist kingdom in Indonesia. The analysis process carried out by students is based on the knowledge and understanding of students in learning so that what has been learned in the book will be proven during direct observation. Activities like this will make students more interested in learning history and eliminate boredom learning in class (Sugiantari 2016). This will have an impact on more stable learning outcomes and learning experiences obtained. The concept of outdoor learning at Kendalisada Temple does not have to be fully studied. The nature of this learning is more flexible and does not have to require students to record their findings continuously. The learning process can be done with the concept of playing and learning. Playing for students by being present in different learning places becomes an attraction and is considered as a refreshing form. While in the learning process, students actively learn from learning sources directly.

4 CONCLUSION

Learning according to the character of Generation Z that demands real and interesting learning can be carried out using outdoor learning. In history learning, outdoor learning is more interesting if it is based on historical heritage sites. One of the historical heritage sites that can be used is Kendalisada Temple. The temple, which is located on the slopes of Mount Penanggungan, has historical value that can be used as a learning resource. Therefore, a fun history learning concept was packaged by adopting outdoor learning based on Kendalisada Temple. In outdoor learning, there are several stages, namely preparation, implementation, and follow-up. The preparatory stage is used by teachers and students to prepare things needed during learning. The implementation stage is the active role of students in observing learning resources that become a reference for the success of learning objectives. The follow-up stage is the teacher's assessment of student performance during site exploration. It is hoped that the use of outdoor learning history learning process will be able to enhance students' enthusiasm in learning history, not just reading books. However, direct learning experience will show the real conditions of the things that students learn.

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Tracing the roots of decolonization of the history curriculum in Indonesia

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ABSTRACT: This study aims to trace the ideas, aspirations, and practices of the decolonization of the history curriculum in Indonesia by looking back at the beginning of the 20th century. In this study, we employed digital history. The data were collected from the digitalized materials, both the primary and secondary sources. The data were corroborated and analyzed. We found that there was a gradual shift in the history curriculum at school. Initially, the history subject was focused on the history of the fatherland or the history of the Netherlands. Due to several ideas and aspirations, the history of the Netherlands East Indie was being taught at schools even though the emphasis was on the cultural history and the perspective was mostly Eurocentric. We found that the colonial government tried to depoliticize the history curriculum in public schools, meanwhile, the indigenous private schools had their own history curriculum in a way that challenged the Eurocentric knowledge.

Keywords: History curriculum; roots of decolonization; tracing

1 INTRODUCTION

There has been an increase in the number of research on the decolonization of the history curriculum worldwide. Decolonization in this context means an attempt to seek “freedom from colonial form of thinking, to revive native, local and vernacular forms of knowledge by questioning and overturning European categories and epistemologies” (Nayar 2010, p. 3). Within this broad term, there were various attempts by different countries in decolonizing their respective history education. In his research, Greene (2017) suggests that Uganda has decolonized its history curriculum following the end of British colonialism in a way that history subject promotes the identity of the people of Uganda and challenges the former colonial narrative. Vom Hau (2017) also found that Mexico, Argentina, and Peru also went through a similar process in decolonizing their history curriculum. Notwithstanding that, Tina Van der Vlies (2021) called the decolonization of the history curriculum “a topical issue”. However, fewer studies have been done in the Indonesian context. Just like any other country that was formerly colonized, Indonesia also went through a process of decolonization of history education that changed or challenged the Eurocentric narrative.

The inauguration of institutionalized and formalized education in the Netherlands East Indies (now Indonesia) for the indigenous people took place in the 19th century for a very small number of males from the aristocratic class to fulfill the needs of low-rank civil servants (Zainu'ddin 1970). Considering the so-called ethical policy in the 20th century, the colonial government opened more schools. However, these schools were segregated based on racial differences and social statuses, which resulted in a very complex and discriminating education system at that time (Tilaar 1995).

The flourishing of institutionalized and Western schools also brought an unintended result of education: the educated indigenous elite. These small numbers of elites then organized themselves to challenge the colonial oppression, where some of them also used education to do that. The

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beginning of the 20th century provided a breeding ground for the ideas that challenge the Eurocentric history curriculum. Yet, the research on history of curriculum in Indonesia rarely touches upon this period and tends to focus on the development after Indonesian independence (see for example Zulkarnain 2020).

This article aims to find the roots of the decolonization of the history curriculum in Indonesia prior to its independence. We try to trace the ideas, aspirations, and efforts to decolonize the history curriculum back to the beginning of the 20th century. In so doing, we want to fill in the gaps of the study of decolonization of the history curriculum in the Indonesian context.

2 METHODS

As we try to trace the roots of the decolonization of the history curriculum in Indonesia, we seek our data mostly from archives and research publications. We employ digital history, which is a way of studying the past “using variety of electronically reproduced primary sources, texts, images, and artifacts as well as the constructed historical narratives, accounts, or presentations that result from digital historical inquiry” (Lee 2002, p. 504). Digital history offers unprecedented possibilities and opportunities for historians in their work (Kortti 2021).

We obtained our sources, both primary and secondary, from various websites, such as *delpher.nl*, which provides an extensive collection of newspapers from the Netherlands East Indie (the former name of Indonesia during the colonial period), *jkn.go.id* from the Indonesian National Archives, Google Scholar (*scholar.google.com*), and Google Books (*books.google.com*), as well as the Internet Archive (*archive.org*). All the sources were corroborated and analyzed to find the ideas, aspirations, and efforts to decolonize the history curriculum.

3 RESULTS AND DISCUSSION

Given the complex and racially discriminated education system, it should be noted that history was not taught as a subject in all schools. History was not taught in the second-class vernacular schools (also known as *sekolah ongko loro*, schools for lower-class indigenous people) as they were focused on teaching basic reading, writing, and arithmetic (Emerson 1946). History was given as a subject in the other schools that used Dutch as a mode of instruction, such as the *Hollands Inlands School* (HIS/primary school for the indigenous elite), *Europeesche Lagere School* (ELS/primary school for the Europeans, Eurasians, indigenous aristocrats, and Chinese elites), *Meer Uitgebreid Lager Onderwijs* (Junior High School), *Algemeene Middelbare School* (AMS/Senior High School), and so on. In his account, Surjomiharjo (1995) argued that history was not taught properly in those schools.

Initially, there were two history subjects in those schools. The first one was the history of the fatherland (the history of the Netherlands) and the general history, which was mostly occupied by European history. The general history was taught in such a way that it had a direct influence on the history of the Netherlands (Anoe 1900; De locomotief 1900). So the history subjects were very Eurocentric, if not Nerlandocentric.

There was a gradual change in the history curriculum of secondary schools, such as MULO and AMS, which started to introduce the history of the colony in relation to the history of the fatherland because there was a need for “association and cooperation” of different races in the Netherlands East Indie (Meulen 1929) in favor of the colonial interest. It shall be noted that the Dutch never wanted to assimilate all the colonial subjects into the Netherland’s society. Frankema (2013) noted that “[t]he colonial subject was perceived as ‘an alien’ as well as ‘a relative’, and the question to which extent this ‘alien relative’ should be treated as ‘equal’ or ‘distinctively different’ was highly contested.”

As early as 1903, there were public concerns about the teaching of history at primary and secondary levels. The history of the fatherland and the colony was seen as very poor, with lack of insights and factual knowledge (Bataviaasch Nieuwsblaad 1903). The contents of history subject as schools were mostly about battles with little or less explanation of causalities and interconnections of events and the development of society (De locomotief 1905).

The colonial government introduced a new curriculum for primary schools in 1907. In this curriculum, history was taught starting from 5th grade. In this grade, the students were expected to learn about the short history of the Netherlands East Indies as preparation before they learned the history of the fatherland in later grades (De locomotief 1907). After learning this “basic knowledge”, the students would learn more about the history of the Netherlands and the geography of the Netherlands that were deemed as more important subjects (Het nieuws van den dag voor Nederlandsch-Indies-Indies 1907).

Following the introduction of the history of the Netherlands East Indies in schools, there were aspirations to expand the content of the subject. It was seen as a paradox that the students knew more about the Netherlands and they did not know much about the Netherlands East Indies while they were expected to work in the latter upon graduation (Vermuelen 1908). Eventually, the Netherlands East Indies History was given more coverage in secondary school. However, the problem was that the materials and the textbooks were written by the Dutch from their national point of view (De locomotief 1921a). Hence, the history of the Netherlands East Indie was merely the appendix of the history of the Netherlands.

Another aspiration came from the Java Institute. The first congress of the institute held in Bandung 17–21 June 1921 paid special attention to the importance of history education, especially the Javanese history. Prior to the congress, the papers of the speakers were published in the first volume of *Djawa*, the magazine of the Java Instituut (Supardi 2013). They mostly agreed on the need for teaching Javanese history in schools as it provided the knowledge of the past, of one's own people, that can strengthen the love and pride for the ancestors for the sake of the future. The Javanese people shall know the fact that they went through a great period of prosperity followed by a period of national decline. This knowledge was important to strengthen the urge for a renewed independent people (De locomotief 1921b). While many European historians at that time tended to sideline the local source and labeled them as myths, Soeriokoesomo insisted that it is important for Javanese students to learn history from *babad* or other local sources because the people in the East had their own way of understanding the reality that differs from the Western people (Djajadiningrat 1921).

Soeriokoesomo's idea wasn't generally accepted at the time, even by his fellow indigenous like R. Darna Koesoema who insisted that the history at school shall be based on a rigorous scientific inquiry (De locomotief 1921b). Even though the idea to teach history using local sources was not implemented in public schools, it was implemented in private schools, particularly in the indigenous schools. *Taman Siswa*, for example, incorporated *babad* and *wayang* as materials for history teaching. Unlike the colonial public education that taught history in favor of the colonizer, *Taman Siswa* chose to put a great emphasis on the Indies history, especially before the arrival of the Dutch, and highlighted the resistance of local people toward the colonial oppression. This practice was followed by several “extra-colonial” schools such as the *Indonesisch National School* (INS) in Kayu Tanam and *Perguruan Rakjat* in Batavia.

Douwes Dekker or Setiabudi, the founder of the *Ksatrian Instituut* in Bandung, even wrote a history textbook from an Asian perspective in 1936. Unfortunately, the book was banned by the colonial government even before it was printed due to the anti-Dutch perspective (Surjomiharjo 1995). Six years later, he finally succeeded in publishing a history textbook titled *Vlugtig Overzicht van de Geschiedenis van Indonesia*, which was the first history textbook using the word Indonesia in its title (Wirjosuparto 1965). This book was later reprinted and became the source of many history textbooks in Indonesia after the independence.

4 CONCLUSION

The first half of the 20th century marked a new era of education in Indonesia that was known as the Netherlands East Indie at that time. We trace the roots of the decolonization of the history curriculum that took place after independence by looking at the beginning of the previous century. As we have discussed, there were several efforts to decolonize the history curriculum by acknowledging and

including the history of the Netherlands East Indie at school, in addition to the history of the Netherlands.

The historical accounts that we found suggest that there were several ideas and aspirations to give more attention to the history of the Netherlands East Indies, though in some cases it was merely the appendix of the history of the Netherlands and the perspective was completely Nerlandocentric. Its contents are very limited and highlighted in the cultural history. It indicates the depoliticization of the history curriculum, especially in public schools. However, the private schools, especially the ones initiated by indigenous, had their own way in history instructions. Some schools, like *Taman Siswa*, used the local historical materials and acknowledged the local knowledge of history. By acknowledging the vernacular knowledge, they challenged the Western knowledge, thus decolonizing the curriculum (Shihade 2017; Tuck & Yang 2012).

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Factors leading to low score in Madrasah Aliyah teacher competency test in Indonesia

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ABSTRACT: The assessment of Madrasah Teacher Competency (APKGM) is a test to measure teacher competency under the Ministry of Religion. This test measures teacher competency, professionalism, and pedagogic aspect. APKGM is not conducted simultaneously (nationally), but is governed by individual regional offices of Indonesia's Ministry of Religion. Each region has different schedule and process. However, the output of APKGM was still unsatisfactory, one of which was in Malang Regency, East Java, Indonesia. Through a qualitative research, the author explained the cause and the attempt taken to deal with APKGM. In addition, this research showed the factor causing the failed output of APKGM at micro- and mezzo-levels. APKGM could not work optimally due to the weakness in process preparation and follow-up conducted by teacher, school, and even executor (government). The author explained this condition in habitus, capital (asset), and arena perspective as suggested by Pierre Bourdieu. As a result, there is a vacuum (arena) impenetrable to social practice and capital.

Keywords: Assessment; Madrasah; Teacher competency; Social practice; Arena

1 INTRODUCTION

A state's economic power depends on its human resource quality ("Capacit. Build. Econ. Educ. Res." 2007). Therefore, education is the basic need to be fulfilled. Good human resource is composed of high-quality education. However, such condition still becomes homework to correct in Indonesia. The Global Competitiveness Index 4.0 2019 Rankings indicates that Indonesia ranks 50th. This position is still below Singapore, Malaysia, and Thailand (Schwab 2019). As a state with over 265 million people, the resource quality in Indonesia is still far below the expectation. A third of Indonesian populations is productive workers, but only 7% of them have been graduated (bachelor's degree) (Rakhmat 2018).

On the other hand, the quality of Indonesian education, in fact, cannot compete with its neighbor states. The result of PISA shows that Indonesia is still less competitive compared with other states, even in South East Asian region, in which Indonesia is still below Malaysia and Brunei Darussalam (BBC 2019). Considering this finding, some potency can be optimized for the quality of Indonesian education, teacher, and student composition. Indonesian Central Bureau of Statistic suggests that the teacher-student composition in Indonesia has been proportional enough, 1:15–16 (Badan Pusat Statistik 2019). Article 17 of Republic of Indonesia's Government Regulation Number 74 of 2008 about Teacher mentions that ideally one teacher is responsible for 20 students on Elementary (SD), Junior High (SMP), and Senior High School (SMA) levels and the equivalent. In addition,

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about 2,599,375 or 89.33% teachers have had graduate level education in 2018/2019 (Badan Pusat Statistik 2019).

The attempt of improving teacher competency has been conducted by government, one of which is through evaluating teacher competency. The competency under Ministry of Education is called Teacher Competency Test (UKG). Meanwhile, the competency test under Ministry of Religion is called Assessment of Madrasah Teacher Competency (APKGM).

This research revealed the result of APKGM existing in Malang Regency. It becomes a case study to indicate the poor competency of Madrasah teacher under Ministry of Religion. The latest APKGM was conducted in 2018 in Malang Regency. The subjects assessed are *Akidah Akhlak*, Arabic, Indonesian (*Bahasa Indonesia*), English, Biology, Economics, *Fikih*, Physics, Geography, Chemistry, Mathematics, Qur'an Hadith, Islamic Cultural History, and Sociology. The result shows that in fact the competent of most teachers is still below standard. This data was obtained from one of the Madrasahs existing in Malang Regency. Considering the data, the result of teacher competency in professionalism and pedagogy is still lower. It is the phenomena needing more in-depth study. Is teacher competency the only cause for such low assessment result? Or are there other factors causing it? Therefore, this research is conducted to explain the factors causing the low result of APKGM on Madrasah Aliyah level in Malang Regency, East Java, Indonesia.

2 METHODS

This qualitative research applied case study approach. This approach was used to reveal the specific case, which can explain a condition in-depth (Creswell 2007). This research interviewed ten Madrasah Aliyah teachers in Malang Regency who underwent APKGM test. Teachers' experience with preparing and implementing assessment process was the primary data source the author explored through interview. Meanwhile, the criteria for teachers to be eligible to undergo this test were as follows: attending APKGM test in 2018 and having low test result (below score of 60). The author interviewed teachers of different subjects in an attempt to explore information from headmaster and related government officials. It is the implementation of source triangulation technique to obtain good data validity. Following the interview, the author reduced and displayed data as findings of this research. In this process, the author applied an interactive model of analysis that records, reduces, and then analyzes data as suggested by Miles and Huberman.

3 RESULTS AND DISCUSSION

3.1 Implementation of APKGM

The implementation of APKGM in fact finds some problems. First, some tests are not held in adequate space. The test is not held in a closed room, but under the tent with seating facility only. Some participants can walk around freely during the exam. As a result, other participants cannot focus on the exam. Even, this condition enables some participants to cheat or to ask other participants for answers to some questions.

Second, this test is conducted using Android-based application and using cellular phone. The implementation of test using personal cellular phone harms teachers. They read questions on a small screen and font. As a result, they cannot read the questions discretionarily. Meanwhile, some teachers have age-related visual impairment.

Third, not all questions be answered well. Having answered the questions, participants can see their results directly. The result is of course unsatisfactory. The limitations in test implementation increase teachers' disappointment as the participants of test.

3.2 Factors causing low score of APKGM

The low score of APKGM is explained in social practice perspective. At micro-mezo arena level, it can be seen that there are two basic components affecting teacher's competency: *habitus* and *capital*

in smaller arena. The author calls this arena “comfort zone” giving new challenge inadequately to teachers to develop their competency. The arena intended includes School and Subject Teacher Discussion (MGMP).

Bourdieu said that the individual strategy allows for social exchange (Yang 2014). Social exchange occurs to compensate their weaknesses (Fowler 2020). Bourdieu confirmed that individuals will sacrifice anything in each of social relations to benefit themselves (Power 1999). Bourdieu revealed the collectivity in habitus establishment in his book titled *The Outline of a Theory of Practice* (Bourdieu, n.d.). The group will help individuals because of the same feeling. Teachers’ effectiveness in building relation with their colleagues in MGMP is a capital. Bourdieu explained the capital in his book entitled *The Logic of Practice*. The capital can be the effectiveness of inter-colleague relation network (Bourdieu, Pierre & Nice n.d.-b). In this condition, social capital affects mostly the teachers who are preparing for APKGM.

The mechanism of consciousness is the next factor affecting the establishment of habitus consistency. The consciousness mechanism of teachers participating in APKGM is useful to understand the situation encountered. Teachers aware of APKGM will prepare themselves for facing it. They attempt to build social connection between MGMP members to help each other during planning a strategy to deal with APKGM. However, the less optimal result can be obtained because some teachers prepare themselves less maximally for dealing with APKGM. In addition, the existence of MGMP in undertaking their function has not activated their members maximally yet.

Bourdieu explained that inter-individual relation and interaction does not occur fully directly, but it can occur symbolically (Hallett 2007), one of which is through WhatsApp group. For example, they exchange questions with all members participating in APKGM. It is intended to help other teachers in planning APKGM. The interaction will build group solidity as suggested by Bourdieu (Cheung & Ma 2011). Action and interaction are based on sympathy, friendship, and love (Turnbull et al. 2019). However, most teachers sending questions related to APKGM are those facing APKGM enthusiastically. Meanwhile, other teachers serve as recipients only.

Interaction affects the establishment of consistency in individual habitus (Akrivou & Di San Giorgio 2014). Bourdieu explained that individual interaction will bring the individual objective into reality (Bathmaker 2015). Furthermore, it will give them position in a domain or arena. The interaction creates good and appropriate habitus (Bottero & Crossley 2011). The interaction that can be made by teacher during planning APKGM is with any one from parties, such as headmaster, school, colleague, or fellow members of MGMP. However, interaction can be unidirectional in nature. Most teachers become listeners only.

In addition, the domain affects the period of preparing APKGM for teachers. Intervention given by domain will create habitus and capital to teachers. However, in the period of planning conducted by teachers, school tends to serve as an administrator and motivator. School does not develop a rule to govern and to control teachers’ actions in preparing for APKGM. It impacts teachers walking alone without school’s support in facing APKGM. Structure can actually govern and provide an organized habitus; unfortunately, it cannot be optimized well.

In this case, the author puts school into mezzo domain. Meanwhile, the implementation of the test is a broader/macro scope. Domain produces a structure of rules binding to individuals within (Hilgers & Mangez 2014). Then, the rule affects teachers’ preparation for APKGM. Uncooperative schools make teachers take action individually and rely on their relation with MGMP members only. The form of relation can be cooperation, sustainable network, and social exchange. It is intended to compensate the weakness, the planning, and to search for benefits from the relation built for themselves. It also reflects that they utilize their position in small-scale arena: school and MGMP.

Bourdieu explained that social practice is the reflection of harmonious relation between habitus, capital, and domain (Bourdieu et al. n.d.-a). Those three sectors affect either good or bad social practice direction. In this APKGM case, disharmony occurs between the three elements. When faced with broader domain (in this case APKGM), in fact, teachers cannot provide the optimum output. It can be due to weak habitus and capital supporting each other, based on previous explanation. Social practice to build competency cannot be built instantaneously. A consistent process is required

to improve teacher competence. This reinforcement is not given, so that school and MGMP's commitment is required to build it. Such condition, according to Bourdieu, occurs because habitus is related to the rule.

4 CONCLUSION

In this condition, teachers striving for improving their competency sustainably should receive government's support. Teachers play an important role in building human resource of the nation's golden generation. Therefore, the role of school, MGMP, and government in enhancing teacher competence is very desirable. Teacher should not only be required to have high-quality education but should also be equipped with adequate space for learning and developing their self-competence.

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Social studies learning in the pandemic era: Perceptions of implementation, expectations, and challenges

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ABSTRACT: Learning is one of the ways to improve the quality of Indonesian human resources. The role of learning or education is critical. How education copes with difficult situations and limitations is still an exciting topic to discuss. Moreover, implementing learning to provide good quality of education is also needed as a reflection and improvement for future education. This study aims to (1) describe the implementation of teaching and learning during the pandemic, (2) explains the students' expectations from the implementation of online learning; (3) shows the challenges in implementing online learning at present and in the future. A mixed method was used in this study. The research subjects in this study were students of social studies education. The study results show that the implementation of online learning has been carried out quite well and is enjoyable with various kinds of learning methods. The students are expected to have face-to-face learning as soon as possible, and they look forward to better online learning with multiple types of teaching methods. The future challenge is how to optimize the role of parents, universities, and lecturers to create effective online learning.

Keywords: Challenges; Expectations; Learning implementation; Pandemic

1 INTRODUCTION

Educational institutions took quick action during the pandemic to carry out virtual or online learning (Kaufman et al. 2020; Wyse et al. 2020). Many educators work very hard to provide good quality of learning even with limitations and restrictions (Wood et al. 2021). The implementation of online learning forces every educator to adapt themselves and utilize technology. In this case, we can say that tenacity is necessary because it will help them overcome every challenge in educating the students even in difficult times (Wood et al. 2021).

The detention in implementing online learning is unavoidable. Many problems arise during the implementation of online learning. The issues are faced not only by the students but also by the educators. The issues among the educators are lack of IT expertise and limited access to student supervision. Meanwhile, one of the problems among the parents is the limited amount of time for assisting their children during online learning. Also, the problem occurs among students: they tend to be less active during online education and limited supporting facilities and Internet access (Asmuni 2020). Several research articles mentioned that the problems that arise in the implementation of online learning are the ability to afford Internet access, the family relationship that supports the success of the learning process, Internet networks that are different in each region, facilities owned by the students, such as laptops/mobile phones, and subject matter (Niani & Rahma 2020; Prijowuntato & Wardhani 2021; Rosali 2020). The gap in each student's economic levels and residence also affects the implementation of online learning (Kaufman et al. 2020).

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Contrary to the previous research, Sadikin and Hamidah (2020) show that students have already had adequate facilities that could be utilized for online learning activities. Moreover, most Primary School Teacher Education (PGSD) students attend online learning using gadgets with a good data connection and Internet signal (Widiyono 2020). The result shows that there are no significant problems in terms of facilities.

Online learning depends on the excellent quality of facilities, especially the Internet connection or website used as a medium of communication and presentations (Appana 2008). It is essential to find out if there is a problem with the facilities during online learning. Knowing the difficulties, detentions, and challenges ahead may be used as a reference for improving the quality of online education in the future.

Evaluation of a small scope is critical because the results will help determine policies in the given scope. Several previous studies on the assessment of online learning have been carried out. Evaluation of online learning in West Papua shows that the implementation of online learning is carried out appropriately (Yudiawan 2020). Furthermore, the results state the quality of lecturers and students is good enough to carry out online learning. The substance of material is the same as face-to-face learning, but the problems being witnessed are non-technical constraints, network, and cost issues. Subsequent research on evaluating the implementation of online learning at the University of Lampung exhibited that all components ranging from context, input, process, and product were suitable (Riyanda et al. 2020).

The difference between previous research and this research is the place of research, where this research is conducted at Social Studies Program, besides the focus of research will be on how the implementation of policies affects teaching and learning, problems, as well as challenges that will arise in the future. Because of its importance in formulating policies and improving teaching and learning in the future, this was very important to be researched.

2 METHODS

The research design used in this study is a mixed method. The quantitative research method was used in the first stage and then continued in the second stage by qualitative research. A quantitative research method is used to obtain measurable quantitative data that are descriptive, comparative, and associative. On the other hand, the qualitative research method aims to prove, deepen, expand, weaken, and/or eliminate the data that have been obtained through the quantitative research method at the early stage (Monica & Yaswinda 2021).

The research subjects were students of social studies, Faculty of Social Sciences, Universitas Negeri Malang. The selection of the subject was based on the consideration of the need for evaluation of how online learning is implemented. In quantitative research, the sampling was done through a random sampling technique. It was done with the consideration that all students have experienced online learning in the previous semester. In qualitative research, the data collection techniques are carried out through observation, interviews, and documentation. The Miles and Huberman model was implemented to analyze the qualitative data. The analysis was done interactively following four steps: data collection, data reduction, data presentation, and conclusion.

3 RESULTS AND DISCUSSION

3.1 *The Implementation of Online Learning*

Similar to conventional or face-to-face learning, online learning also requires good preparation. Moreover, evaluations from universities and students are also essential (Rusdiana & Nugroho 2020). This is very important to improve the quality of teaching and learning. Each student gave a different feedback on the online teaching and learning executed in the second semester. Overall, 63.3% of

the students stated that the implementation of online learning was quite enjoyable. Meanwhile, 20% and 16.7% of the students notified that it was insufficient and not satisfying.

Enjoyable learning means that the learning process is not monotonous. Using various kinds of learning methods can be a way to create an enjoyable learning process. Research conducted by Adi (2018) shows that using multiple learning activities, such as games, may increase students' interest in the learning process. Related to the previous research, the interview results with several informants stated that the learning process that makes the students enthusiastic during the class could be considered enjoyable learning. Other informants argued that enjoyable online learning should use exciting media and various synchronous and asynchronous teaching methods. The result of the questionnaire, which is in line with the result of the questionnaire, shows that most students felt that the learning process is quite enjoyable and has already utilized many interesting online teaching methods.

Implementing enjoyable teaching and learning is very important because, during the COVID-19 pandemic, students are given lots of assignments and materials. Online learning implemented in the Social Studies Program has already incorporated various kinds of teaching methods. The evidence is that every student chooses all of the methods provided in the questionnaire. This is very reasonable because the selection of learning methods must be in accordance with the material and students' background (Hasibuan 2013). The use of varied learning methods is carried out to create an enjoyable learning process. The skills of educators in teaching are helpful in creating an enjoyable learning process (Jaya 2017).

The method used in 70% of the implementation of teaching and learning in the Social Studies Program is group discussions. In contrast, the remaining use independent learning methods with provided modules from the lecturer, field practice, and direct explanations.

In terms of satisfaction, most of the students show a positive response toward implementing the teaching and learning process in this semester. The majority of students, 66.3%, stated that they are quite satisfied with the distance learning carried out in the second semester. However, 13.5% indicated they were delighted, yet other students are not happy with the teaching and learning process.

Several students stated that this semester's teaching and learning process was much better than the previous semester because the teaching methods were more organized and varied. Other students also noted that the media used during the last semester did not vary. However, it became so much better and more varied in this semester, and it helped the students to have a better understanding, although it was not as good and satisfying as face-to-face learning.

Although students prefer face-to-face learning, they still benefit from online learning, such as flexible and effortless learning, wherever and whenever, being more sensitive to learning using technology, self-regulated learning styles, and time efficiency (Ningsih 2020). The students who were not satisfied with distance or online learning stated that they could not socialize with other students. Other students also mentioned that there is almost no interaction in distance or online learning. Other reasons are lack of communication, piled-up assignments, and insufficient material that can be adequately understood.

In addition to positive impressions, such as flexible and efficient time, students also have negative images of distance or online learning, for example, lack of direct interaction (Ngurah & Laksana 2020; Prijowuntato & Wardhani 2021). The lack of interaction between students is considered reasonable because the class of 2020 students in the second semester experienced distance or online learning since the first semester. Thus, the relationship among the students is not developed yet.

Students' responses to material comprehension are also very diverse. Most of the students, 67.4%, said they understand the materials because the instructions given are clear enough. Instruction in learning is one of the essential parts. It is because instruction is related to the success of the teaching and learning process. With clear instructions, students will know what they should and do to achieve the teaching and learning goals.

Around 21.21% of the students stated that they do not understand the materials due to some problems. It may happen because of the environment where the students study. At school, many factors support effective teaching and learning, while the atmosphere is different at home. To

create effective teaching and learning, there must be fewer distractions at home, well-maintained schedules, routines, and the students should be provided with clear instructions (Currie-Rubin & Smith 2014); however, it seems complicated to create such an environment at home.

3.2 Expectations about the implementation of Online Learning

Most students expected that online teaching and learning could end soon, and the teaching and learning process could be carried out face-to-face as was carried out before the pandemic. Many students expected to study typically again as quickly as possible. Students have already missed face-to-face learning, which can help them understand the material better, and there are no more network problems while communicating with their teachers and friends (Priowuntato & Wardhani 2021).

Another expectation is that the teaching and learning process can use various teaching and learning methods and strategies, especially project-based learning or field practice. Also it is expected to have a variety of games so that it helps increase the students' enthusiasm. The use of various teaching and learning methods and games in the teaching and learning process may increase the students' interest in the teaching and learning process (Adi et al. 2018).

3.3 Challenges of the implementation of Online Learning in the future

The implementation of online learning in the previous semester had some problems, including time management due to flexible online lectures, network connections due to poor signal and even no signal, lack of facilities, such as mobile phones and/or laptops, high costs of Internet, as well as other problems related to environmental factors that make it difficult to concentrate and focus on lectures. Among those problems, 53.3% of the students faced environmental issues that make them difficult to focus on the learning process.

The environment has a significant role in promoting the success of the teaching and learning process. The most dominant environment closely related to online learning is house and requires support from the parents. The support and role of parents in online learning seem trivial, but in reality, some parents do not know what they should do to support the online learning process (Currie-Rubin & Smith 2014).

The future challenge in online learning is to overcome the problems that occur during the teaching and learning process, wherein the environmental factor is the most dominant. To maximize the potential of the environment, indeed, we need support from the parents. Schools and educators need to empower parents (Currie-Rubin & Smith 2014).

Another major problem faced by the students is network connection. It happens because the Social Studies Education Study Program students come from various regions in Indonesia, not only from the East Java area but also from Central Java, West Java, Kalimantan, and Papua. Therefore, the challenge is how educators and universities can provide supporting infrastructure for the smooth teaching and learning process. The role of universities in providing supporting infrastructure is crucial (Rusdiana & Nugroho 2020). In addition, lecturers or teaching staff play an essential role in delivering appropriate teaching materials (Ngurah & Laksana 2020). Maximizing these two roles may affect the creation of effective online teaching and learning. The students should also practice efficient time management. Since the implementation of online learning is flexible, if it is not supported with strong intentions and good management skills, it will undoubtedly restrict the execution of online learning.

4 CONCLUSIONS

Evaluation of the implementation of policies applied in learning needs to be carried out. It aims to reflect, evaluate, and ultimately improve future understanding. Online learning was executed in social studies by looking at how it was implemented—the methods and expectations.

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Geography student knowledge of flood disaster risk reduction in Sampang, Indonesia

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ABSTRACT: Sampang floods are caused because of urban floods, flash floods, and tidal floods. In addition to morphology, the Kemoning River flow pattern triggers flooding. Sampang floods cause losses in the educational, economic, and social aspects. Efforts to reduce disaster risk can be made through education. Education has a role in sensitizing geography students to disaster response. One way is to provide students disaster knowledge and disaster mitigation techniques. Therefore, it is essential to examine how high the level of knowledge and perception of geography students is in reducing the risk of floods in Sampang. The method used is a descriptive cross-sectional survey. This research was conducted in high school in Sampang. More precisely, researchers choose schools that the majority of students are affected by the flood in Sampang. Using descriptive data analysis, data were used for histogram analysis, bivariate correlation analysis, distribution analysis, and independent sample testing. Although students learned about the disaster flood in Sampang, many students do not have complete knowledge about it.

1 INTRODUCTION

Sampang is a district in Indonesia with a unique landscape consisting of hills (north) and basins (south). These hills stand at an altitude of 0–300 meters above sea level and an average slope of 2–25%. The northern elevation is higher than the southern area of Sampang, a basin that triggers flooding (Nugroho et al. 2019). This condition, exacerbated by river morphology, leads to depression, thus causing the accumulation of water discharge in the Kemoning River. Sampang floods occur from urban floods, flash floods, and tidal floods. In addition to morphology, the Kemoning river flow pattern triggers flooding. This river has a trellis flow pattern with intermittent river types. During the rainy season, the Kemoning river cannot accommodate water flow, so the water overflows into the area along the Kemoning river. Sampang flooding worsens if it takes place together with the Tide Spring on the southern coast of Sampang; this phenomenon occurred in 2001 and 2016.

Sampang floods cause losses in the educational, economic, and social aspects. BNPB data for 2019 states that, in the period between 2008 and 2018, there were 29 educational facilities, 3,853 houses, and 22 health and worship places damaged by the flood. This loss is caused by the intensity and frequency of floods that threaten the community regarding access to education, economy, and social affairs (Rufat et al. 2015). One of the main factors increasing the number of losses due to flooding is the increasing population and assets in the flood area (Tanoue et al. 2016). Therefore, efforts to reduce the risk of disasters need to be taught early on so that people have more knowledge about flood disasters.

Efforts to reduce disaster risk can be made through education. One way is to equip students about disaster knowledge and disaster mitigation. The introduction of disasters from an early age

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can exert influence in efforts to minimize disaster risks through knowledge about the disaster that has been given (Proulx & Aboud 2019). Substantially, efforts to create a community that is aware and responsive to disasters is made through education on Disaster Risk Reduction (Pascapurnama et al. 2018).

Education has a role in sensitizing geography students to disaster response. Disaster material is presented in geography courses covering natural disaster mitigation and adaptation material in the eleventh grade of semester. Disaster mitigation material includes decisions and activities before the disaster, during the disaster, and after the disaster (Irawan et al. 2020). Disaster education is an essential resource in efforts to deal with situations when disasters occur (Putra et al. 2021). Disaster material is contextual-based material, so that students easily understand and practice in everyday life.

The problems experienced by geography students in Sampang is still not being able to integrate the disaster material obtained at school with efforts to reduce the risk of flood disaster in the neighborhood. Therefore, it is essential to examine how high the level of knowledge and perception of geography students have in reducing the risk of flood disaster in Sampang. Thus, this research can be used as a reference for policymaking by related parties.

2 METHODS

This research explores the knowledge and perception of students in high school. The method used is descriptive cross-sectional surveys. This method collects extensive data to see many cases in one place with only one sampling (Yang et al. 2015). Researchers choose schools that most students are affected by the flood Sampang (SMAN 1 Sampang, SMAN 2 Sampang, SMAN 3 Sampang, and MAN Sampang). Researchers study from the knowledge and perception aspects of students in disaster risk reduction efforts. Aspects of knowledge include risk perception, emotional aspect (fear of disasters, the way students face or solve problems during a disaster), knowledge of disaster mitigation, self-readiness, and family in the face of disasters and disaster adaptation. Perceptual aspects include students' opinions about floods (past, present, and future) and the idea of disaster risk reduction.

Data retrieval is done directly by meeting respondents in the field—data retrieval using an online poll and form that has been printed offline. Questionnaires distributed to students through geography teachers. The population in this study is 235 students, with a total final sample of 197 students, or the response rate in this study was 84%. A total of 126 students are female respondents or 64% and men 71 students or 36% with an average age of 16 years. Researchers only choose students of grade of social studies, 12 social studies class, and geography specialization students considering that students have received disaster mitigation material in geography lessons.

Researchers asked students to show experience in dealing with floods. In addition, researchers ask students to indicate the source of disaster information in their neighborhood. Students are also asked to indicate the behavior done and not carried out by disaster mitigation materials received at school. Students were asked 20 questions about Sampang flooding, risk perception and adaptation to Sampang flooding, and psychological questions about disaster. This study aims to know students' knowledge and perceptions in disaster risk reduction in Sampang (descriptive data analysis, then used histogram analysis, bivariate correlation analysis, distribution analysis, and independent sample testing).

3 RESULTS AND DISCUSSION

3.1 *Influence of socio-demographics in disaster risk reduction*

Test is conducted to test how the socio-demographic influence on flood disaster knowledge, preparedness facing flood, disaster awareness, disaster adaptation, and disaster risk reduction

perception. Communities residing in disaster prone areas will have better adaptability than communities far from disaster sources (Ho et al. 2008). T-test results are presented in Table 1; statistically there is no significant difference between males and females. The significance is only seen in disaster awareness items (t-test less than 0.05).

Although the students have learned about the disaster flood Sampang, many students still do not know about it. Knowledge of disasters is essential in reducing the risk of disasters (Weichselgartner & Pigeon 2015). Respondents who had good knowledge of disasters as much as 48.5% and 51.5% did not have a good knowledge of the Sampang disaster. From this analysis, it was found that many students are still confused about the preparedness and adaptation of the Sampang flood disaster. A disaster risk reduction indicator shows good results in disaster awareness.

Most students argue that Sampang disaster knowledge is essential. The importance of understanding disaster knowledge can educate students to reduce the risk of disasters (Torani et al. 2019). This is seen from the average grades of male and female students associated with the knowledge of disaster risk reduction, which is not much different. However, female students are more confused regarding disaster awareness.

Researchers also described the media that students are using to obtain disaster flood information. The results showed that male and female geography students most often use social media to access disaster information. The widely used social media are Instagram, Facebook, and WhatsApp group. Students think social media as a platform is easier to use and receive fast information when compared to radio, TV, or newspapers. The role of social media today as part of the emergency warning and post-disaster recovery system as well as disaster risk reduction is very crucial (Boddy & Dominelli 2017). For example, the role of social media in disaster management invites public to focus on Haiti's earthquake in 2010; during the event, the community learns a lot about the earthquake that originated through social media (Yates & Paquette 2011). All students in this study use social media to be used as a means of disaster education.

Regardless of gender and age, very few students use radio and newspapers as a source of disaster information. Students do not use such information from the newspaper, as updates of latest information are not as fast as that on social media or the Internet. In addition, the availability of Internet network services makes it easy for students to access information anywhere and anytime.

3.2 *Student disaster experience*

For preparing for our research, we obtained background information on students before asking about students' experiences. First, students were asked whether students had been exposed to disasters, yes or no, 84% said they had been exposed to disasters, 16% had never been affected by disasters. The majority of disasters have been faced, namely 52% floods, 29% droughts, 11% fires, and 8% thefts. Therefore, each student's response to experiences dealing with disasters can be a parameter of disaster education. However, t-test results in the independent variables between groups do not influence disaster risk reduction problems.

Nearly half the students think that disaster adaptation is not very important. Even though disaster knowledge is essential, students can reduce the risk of Sampang flooding, which can lead to potential material and non-material losses. In addition, students can also reduce the sociocultural, physical, economic, and environmental vulnerability due to the Sampang flood disaster. Disaster provisioning by students is critical because representing the largest segment of the population in developing countries, children are often the first victims of natural disasters, making it essential to study the child-led disaster risk reduction approach (Martin 2010).

The researcher also gave questions to students about the level of discomfort from the disasters in Sampang. The results of the questions illustrate that majority of students who are uncomfortable with facing a disaster. The highest level of discomfort is that students argue that almost all educational, economic, and government service activities stop completely when a Sampang flood occurs.

Level of knowledge and perceptions of students regarding disaster risk reduction is important. Disaster education in the research location has not been well integrated into learning materials

in schools. The knowledge of indirect disaster will educate students to reduce disasters (Murray et al. 2019). The knowledge of students at the research location has just been reconstructed from post-disaster activities (post-event) in the form of emergency response and recovery from activities/education before the disaster (disaster reduction and disaster preparedness).

Knowledge, awareness, and culture of dealing with disasters should have started at Indonesia's lowest level of education, so that students' knowledge has been reconstructed through pre-disaster activities (Atmojo et al. 2018). For example, students can reduce potential hazards and losses due to disasters. Geography learning through the disaster curriculum can accommodate increased disasters awareness, disaster management exercises (disaster drill), understanding disaster response social systems, and understanding disaster policies (Muñoz et al. 2020). Much of the pre-disaster knowledge is forgotten, even though this activity is vital in dealing with and recovering from disasters.

Schools must become promoters of disaster risk reduction, so as to create a culture of security that shapes responsive attitudes toward disaster (Jovita et al. 2019). Schools have a role in shaping knowledge about the potential and risk of disasters in the student environment. Knowledge about disaster illustrates the capacity of students when facing a disaster so that it becomes a factor in decision-making when a disaster occurs. Schools must participate in disaster awareness, training, and mitigation activities for students. Children are a group that is vulnerable to disasters, so that disaster education must be given early (Putra et al. 2021).

A good level of knowledge about disasters will bring positive attitude changes in dealing with disasters. Student knowledge about the causes of Sampang flooding begins with experience and is equipped with information from disaster material in schools. Knowledge is information and skills acquired through conscious education from safeguarding facts or situations (Krylova et al. 2016). Local knowledge is formed over a period through the accumulation of experiences of community relations with nature helping adaptation to the conditions of the environment in which it lives.

4 CONCLUSION

The major problem experienced by geography students in Sampang is still not being able to integrate the disaster material obtained at school with efforts to reduce the risk of flood disaster in the neighborhood. Therefore, it is essential to examine how high the level of knowledge and perception of geography students have in reducing the risk of flood disaster in Sampang. Although the students have learned about the disaster flood Sampang, many students still do not know about it.

Schools have a role in shaping knowledge about the potential and risk of disasters in the student environment. Knowledge about disaster illustrates students' capacity when facing a disaster so that it becomes a factor in decision-making when a disaster occurs. Schools must participate in disaster awareness, training, and mitigation activities for students. Disaster risk reduction is carried out by students independently based on experience dealing with disasters. Students with awareness learn to know the various threats of flood disasters (annual cycle) to reduce losses due to disasters. Students' knowledge about this disaster is transmitted to family members, such as father, mother, as well as the extended family.

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Violence against women in dating style in Malang

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ABSTRACT: This study aims to analyze violence against women in dating style in Malang, which discusses forms of violence, factors that cause violence, and the impact of violence. This type of research is a descriptive study using a quantitative approach. The study population was students of State University of Malang. The research sampling used a non-probability sampling method with purposive sampling technique. The data collection technique in this study used a questionnaire and obtained answer from 47 respondents based on predetermined criteria. Furthermore, the data obtained were analyzed using descriptive statistical analysis techniques. The results showed that the dominant form of violence experienced by women was non-physical/psychological violence. In addition, the most dominant factor causing violence against women is the individual factor. Then, the impact of violence against women tends to affect physical and psychological conditions.

Keywords: Dating; violence; women

1 INTRODUCTION

Violence is one part of aggressive behavior which refers to exerting pressure to control, damage, and punish someone (Khaninah & Widjanarko 2016). Violence occurs in every relationship between individuals or groups, whether family relationships, dating, friendship, and others. Violence in a relationship between men and women also occurs after marriage, which is commonly referred to domestic violence. Even today, many acts of violence occur in dating relationships which are often experienced by women. Based on previous research by Lybertha & Desiningrum (in Nopiyanti et al. 2021), social development in adolescence and early adulthood is the peak period in socializing, where each individual will begin to make deeper relationships and relationships with various layers of friendship. As for cases of violence in dating, known as dating violence, these rarely get the public spotlight compared to cases of domestic violence, because the phenomenon of violence in dating is one of the forms of violence taking place in privacy. In addition, cases of violence in dating are often not reported because in dating every couple has feelings of mutual affection, love, and romance. If examined more deeply, referring to the 2019 Komnas Perempuan Annual Notes, it shows that in recent years there has been an increase in cases of violence against women, where in 2018 there were 1873 cases that in 2019 increased to 2073 cases (Nopiyanti et al. 2021). In this case, the tendency of men to become perpetrators of violence is indeed higher. This can be proven by the report of the Indonesian Child Protection Commission in 2018, where there were 122 men and 32 women who were victims of violence (Erica et al., 2020). In addition, other data presented by the National Commission on Violence Against Women in 2019 showed that the perpetrators of violence were people known to the victim, such as the victim's boyfriend (1.528 people or cases).

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Violence in dating relationships occurs when a person intentionally commits violence by hurting and making threats to his partner (Soba et al. 2018). Violence in dating style is a form of violence that is classified as juvenile deviant behavior, which can take the form of verbal, non-verbal (physical), economic, spiritual, and even sexual violence. When victims have experienced acts of violence in dating relationships and even their rights as women are shackled, they tend to ignore them by always allowing apologizing because they love the perpetrator. This is by the opinion of Horwitz & Skiff (Soba et al. 2018) that 40% - 70% of women who experience violence in dating tend to maintain their relationship for a certain period even to the altar by considering various factors, one of which is love. Whereas logically and rationally women as human beings have the right to break off unhealthy courtship relationships for their good.

Violence acts that occur in dating relationships are caused by several factors behind women experiencing violence, namely biological, environmental, and individual factors (Ramadita 2011). Putri (2012) in her research suggests that several factors that can cause violence against women in dating relationships are jealousy, uncontrollable emotions, a high sense of belonging to a partner (obsession), and the fear of losing a partner. The violence that occurs can have a bad impact physically, mentally, psychologically, or socially on the victim (Putri 2012). The impact is in the form of heartache, trauma, psychological disturbance, stress, the crisis of trust in others, anger, silence/closing, and if experiencing physical violence, the impact is in the form of limb pain and others.

Based on the explanation of this phenomenon, research on violence in dating style is very interesting to study and deepen, especially among students. In addition, research on the topic of violence in dating is quite a lot. Amanda and Mansoor's (2021) research, in their journal *A Phenomenological Study of Women Rising from Violent Relationship* focuses on the experiences of adult women aged 21 - 23 who are in a relationship with violence, and how they can get out of unhealthy relationships, and can bounce back in new relationships with other people. Meanwhile, this study aims to focus on analyzing the forms, factors, and impacts of violence against women in the dating style, especially in the city of Malang. With this research, it is hoped that the study can provide in-depth information to everyone, especially women, about violence in dating that still exists today. So that it can help women be careful and take care of themselves to minimize the negative impacts of dating.

2 METHODS

Research on "Violence against Women in Dating Style in Malang" is a type of descriptive research that makes use of a quantitative approach. The population of this research are students of State University of Malang. The research sample was taken using non-probability sampling with a method purposive sampling technique. Method or non-probability sampling-random method is used to select elements from the population as samples, where each element does not have the same opportunity to be selected (Rasyad 2003). Sugiyono (Maharani & Bernard 2018) suggests that the purposive sampling technique is a way of determining and taking samples with certain considerations. In this study, the purpose of using the purposive sampling technique is to obtain a representative sample with the following criteria: (a) female students who are studying at the State University of Malang at the D3 to S1 level; (b) semesters 2 to 8; (c) aged 17 to 24 years; (d) currently or have been in a relationship during college; and (e) experienced violence during dating during college.

Data collection techniques use a questionnaire obtained from 47 respondents based on predetermined criteria. Furthermore, the data obtained were analyzed using descriptive statistical analysis techniques. Descriptive statistical techniques are used to analyze data by describing data presented in the form of tables or frequency distributions, cross-tabulations, diagrams, histograms, polygons,

and so on (Muhson 2006). As for this research, the technique of presenting data is done by using a bar chart.

3 RESULT AND DISCUSSION

3.1 *Factors causing dating*

Violence against women in dating relationships is motivated by various factors. According to (Hutasoit 2019), the factors that cause women to become victims of violence in dating relationships are internal factors and external factors from victims and perpetrators, both of which have the potential to cause violence in dating. Internal factors are factors that come from both the victim and the perpetrator. Internal factors of victims, such as knowledge, behavior toward violence, low self-confidence, education, age, and mentality are some of the reasons why women often become victims of physical, sexual, and psychological violence (Ariestina 2009). In addition, the perpetrator's internal factors, such as age, education, drug, and alcohol use, also have a major influence in causing violent behavior. External factors are factors that occur beyond the control of both the victim and the perpetrator, such as community perceptions, conflicts within the family, and peer experiences.

One of the ill effects of dating is the emergency of violence in dating. Violence in the form of physical and non-physical violence can often occur. The occurrence of this violence is a continuation of the conflict. Conflict is the main factor that can lead to violence. Violence in dating is an expression of one's emotions when dating. This can occur due to several factors, such as possessiveness and excessive jealousy (Evendi 2018).

Anggoro in (Azmiyani & Supradewi 2015) suggests that the roles of gender, personality, mass media, peers, and unpleasant parenting and family environments are also some of the factors causing violence against women in dating. In cases of violence that have occurred before, often the victims are women. This is closely related to the sociocultural aspects that develop in society regarding the difference in images between men and women, where men are considered to have a masculine image, while women have a feminine image. In general, the destructive and manipulative personality and the disturbed mentality of the perpetrator are also not uncommon causes of violence in dating. This is closely related to parenting and an unpleasant family environment. Violence perpetrated by parents against children, less harmonious relationships between parents and children, parental divorce, and weak economic conditions are also the factors that shape the behavior of deviant perpetrator (Anantri 2017). In addition, the scope of association, peers, and the mass media also have great potential in bringing up male aggressive behavior toward partners.

Cases of violence against women in dating can also be viewed as a gender-based issue, where it becomes important to highlight the underlying causes of violent behavior from perpetrators toward victims (Vania & Lentari 2019). Attitudes and perspectives of men or perpetrators toward gender, patriarchy, sexism, and male dominance in a relationship can be the causative factors that support violence. The culture of domination inherent in people's beliefs, where men are considered as superior and women are considered as inferior makes society often justify the attitude of men who control and control women excessively (Harnoko 2012). Such behavior causes women to be subordinated and marginalized. On the other hand, there is a mistake in interpreting gender stereotypes that occur in society, where most people think that men are stronger than women. The culture in society that develops in such a way results in violence often occurring against women, both in domestic relationships and in dating.

In this study, the researchers focused on analyzing the factors causing violence against women in dating style in Malang on individual and environmental aspects.

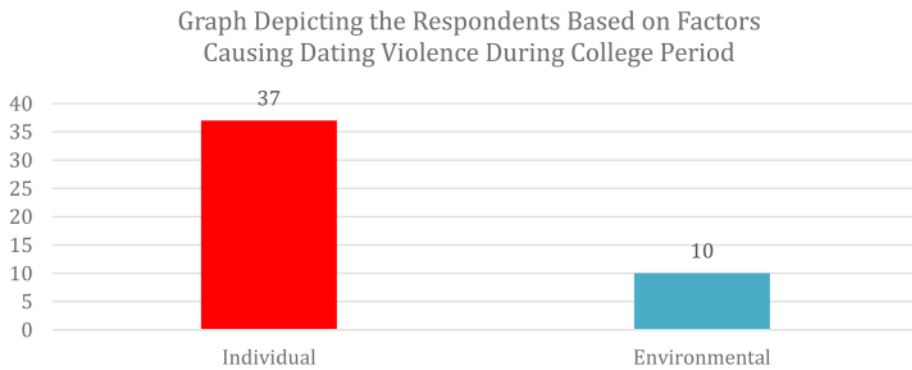


Figure 1. Graph depicting the respondents based on factors causing dating violence in college period.

Based on the data obtained and presented in the diagram above, individual factors are the dominant causal factors for violent behavior against women in dating during college. The results of the analysis of the data obtained by the research team showed that the character or behavior of men who were selfish, stubborn, possessive, easily jealous, and easily emotional were the main factors causing disputes, fights, and led to acts of violence, both physical and non-physical violence, physical, sexual, or psychological. In addition, differences of opinion and frequent misunderstandings can also lead to debates and acts of violence. In addition, environmental factors, such as the influence of the social environment and excessive involvement of other people in dating relationships are also the cause of violence against women in dating.

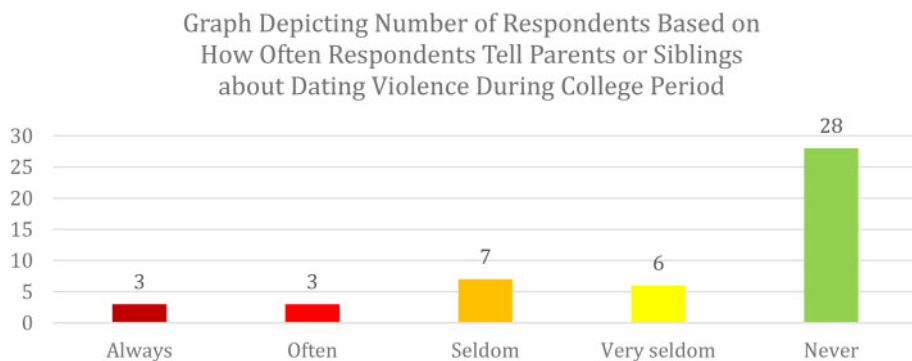


Figure 2. Graph depicting number of respondents based on frequency of telling parents or siblings about dating violence during college period.

Based on the data obtained regarding the openness of respondents to their parents or relatives, most of the respondents never talked about violence in dating during their lectures. Children's openness to their parents or siblings about violence in dating also needs to be highlighted. (Anantri 2017) suggests that children who rarely talk about romantic relationships, or in this case dating relationships, will increase the risk of violence for women. In this case, parenting and parental supervision of children are very important to prevent violence against women.

Graph Depicting the Number of Respondents Based on How Often Respondents Tell Close Friends or Friends about Dating Violence During College Period

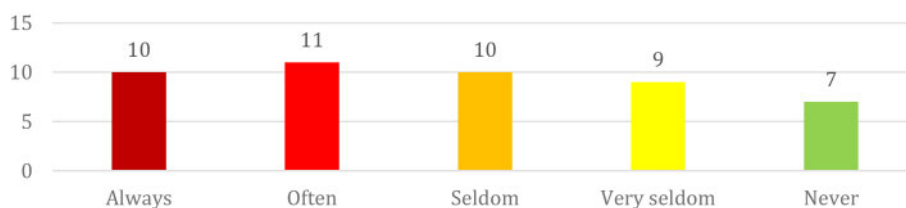


Figure 3. Graph depicting the number of respondents based on frequency of telling close friends or friends about dating violence during college.

As per data obtained regarding the openness of respondents to close friends or friends, the number of respondents who often talked about violence in dating during college was more than those never telling a close friend or friend at all. This shows that the respondent's closeness and trust in someone affects the frequency of storytelling.

3.2 Forms of violence against women in dating violence against

Women in dating may face physical or non-physical harm. Violence in dating can occur regardless of gender, ethnicity, race, religion, educational background, and level of education (Seka 2018). All of these things can be investigated based on the forms of violence committed by a man against a woman in dating. Violence in dating has various forms in its application.

According to (PKBIDIY 2016) there are four forms of violence in dating. First, physical violence, which can be in the form of slapping, hitting, injuring with other weapons, pulling (grabbing) hair, and others. Physical violence, usually causes bruises in certain areas of the body of the victim. Second, psychological violence, is a form of violence that is emotional. Psychological violence can be in the form of swearing, comments that hurt self-esteem, humiliation, and prohibiting something because of restrictions using threats, and so on. Third, social violence that is a form of violation of the rules of society in dating. Can be exemplified by dating somewhere until late at night, even though there is a limit not to exceed the hours that have been determined in the area. Fourth, sexual violence which can be in the form of fingering, forcibly holding the body, raping, etc. In this case, it can be fatal, for example it may lead to sexually transmitted infections like AIDS.

According to Murray (2000), the forms of violence in dating are divided into three forms. First, verbal and emotional, violence is a threat that is done through words or facial expressions. Verbal and emotional violence consists of: 1) name-calling, 2) intimidating looks, 3) use of pagers and cell phones, 4) making a boy/girl wait by phone, 5) making a boy/girl feel insecure (make girlfriend feel uncomfortable/safe), 6) blaming, 7) making threats, 8) interrogating, 9) humiliating her/him in a publisher/him in public, and 10) breaking treasured items. Second, sexual violence is a social contact activity carried out by unwanted partners. Sexual violence consists of: 1) rape, 2) unwanted touches, and 3) unwanted kiss. Third, physical violence consists of: 1) hitting, 2) pushing, and injuring, 3) control and restrain, and 4) playing rough games.

Meanwhile, Devi (2013) divides forms of violence in dating into five forms as follows. First, economic violence. Like managing the victim's finances, the victim is forced to pay for the life of the perpetrator, and so on which causes financial loss to the victim. Second, physical violence. Physical violence consists of: 1) hitting, 2) grabbing, 3) slapping, 4) pushing, and 5) so on that cause injury to the victim's body. Third, non-physical/ psychological violence. Non-physical/ psychological violence consist of: 1) yelling, 2) insulting, 3) restraining, 4) having an affair, and 5) so on that disturb the partner's psychology. Fourth, sexual violence. Sexual violence consists of: 1) fingering,

2) unwanted touching, 3) seduction for sex, and 4) rape. Fifth, spiritual violence. Spiritual violence consists of: 1) forcing the victim to believe in something they do not believe, 2) demeaning what the victim believes or believes, and 3) all other forms of belief.

In this study, we obtained information through a survey based on the forms of violence experienced by women in dating during college, which is presented in the form of the following bar chart.

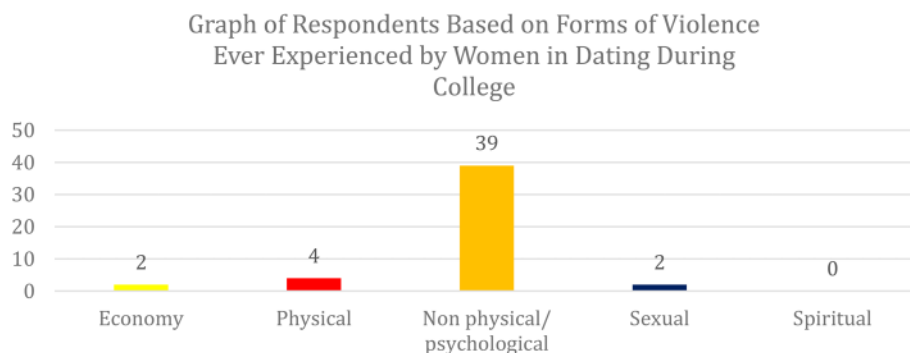


Figure 4. Graph of respondents based on forms of violence ever experienced by women in dating during college.

Based on the diagram above, non-physical/psychological violence is the dominant violence experienced by women in dating during college. The results of the analysis of the data obtained by the research team showed that most of the women had experienced non-physical/psychological violence during lectures such as lying, harsh words (swearing and insults), mentioning names that were offensive, restraining, and having an affair.

3.3 *Impact of dating*

Violence in dating involves a wide range of acts committed against the opposite sex who is not married. This violence is carried out in the form of physical, sexual, emotional, and psychological. The violence that occurs a lot is one indication of the abuse of power, gender inequality, and domination (Mesra et al. 2014). This act of violence, in general, can have an impact on the individual itself starting from physical, psychological, and others.

According to Pitawati (2008) in Fatimah (2016), some of the impacts of violence in dating are as follows. First, psychological impact, as a result of experiencing violence, women become hateful and even traumatized by men because they are afraid to have another relationship with men. Second, social impact, if the woman feels she has given her chastity to her partner, she usually feels inferior to have a relationship with new people again. Third, physical impact, this impact can be seen such as the appearance of bruises, bruises, cuts, abrasions, fractures, and even unwanted pregnancies.

Meanwhile, based on the results of research conducted by Safitri and Sama'i (2013), there are four impact of violence in dating. First, psychological impact, women become traumatized and even hate the opposite sex. This is because she is afraid to have relationships with men. Victims can experience depression, stress, and excessive anxiety, have difficulty concentrating, have trouble sleeping, have low self-esteem, and may even show suicidal behavior. Second, sexual impact, where victims experience trauma and show stress they experience in the form of words and cries. Third, physical impact, violence can result in bruises, cuts, abrasions, fractures, and gynecologic conditions. Fourth social impact, which can make the victim unable to leave the perpetrator of violence. This is because, perpetrators of violence do not allow victims to play on the internet, and even perpetrators isolate their victims from their friends, family, and other friends. The existence of

this kind of control can affect the victim, namely the lack of a sense of socializing in the surrounding environment.

Based on the results of our research, we obtained information through a survey about the impact felt by women when experiencing violence while dating the opposite sex during college. Based on the survey results, the impact of this violence is divided into two, namely physical and psychological impacts. First, physical impact. The violence experienced by women during dating in Malang significantly affects the physical condition of the victim. A majority of them experienced various changes after experiencing violence. Many respondents said that they experienced physical changes after experiencing this, such as a pattern of weight loss due to too much thought so that their eating patterns are irregular and can even cause stomach acid to recur for those who suffer from ulcerative conditions. In addition, with such physical condition, the body's resistance decreases such that it can be easier to get tired and sick. Second, psychological impact. Violence in dating has a heavy psychological impact on victims. Based on the results of a survey that we have conducted, many respondents said that they are more likely to experience sadness, trauma, insecurity, or lack of confidence, and even mental damage. As a result of violence, they often overthink their relationship, always thinking hard about the various mistakes that have occurred. Therefore, victims of violence are more sensitive to what is happening around them. Victims tend to be moody so that it leads to laziness and difficulty concentrating. This can be seen as not enthusiastic in carrying out various activities and often even procrastinating work.

4 CONCLUSION

Violence in dating is exerting pressure on a person, such as forcing and even injuring their partner. Violence in a dating relationship occurs when a person intentionally commits violence by hurting and making threats to their partner. It may arise due to individual and environmental factors. Violence in dating style is a form of violence that is classified as juvenile deviant behavior, where the forms can be verbal, non-verbal (physical), economic, spiritual, and even sexual violence. Violence in dating style can have an impact psychologically, physically, socially, as well as spiritually. For further research, it is recommended to use interview techniques to get more concrete reasons from victims of dating violence.

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Resilience of peasant's households during the COVID-19 pandemic

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ABSTRACT: The COVID-19 pandemic has not only affected public health, but also the economy. Millions of workers have been left unemployed during the COVID-19 pandemic. This condition is likely to get worse, because various academic and government predictions state that there will certainly be a food crisis in the future. This research was conducted to observe the resilience of families among farmer classes in terms of education, economy, and health in the midst of a pandemic. This study used qualitative research methods. The data collection process was carried out by interviewing farmers in the most productive village, Malang Regency. The results of this study indicate that capitalism led to class differentiation in rural agriculture; however, the COVID-19 pandemic has had a different impact on classes among farmers. For capitalist farmers, the pandemic had no impact on family resilience, however it has quite an impact on family resilience of farmer proletariat.

Keywords: COVID-19 pandemic; Resilience; Class differentiation; peasant

1 INTRODUCTION

Coronavirus disease (COVID-19) continues to claim many lives. Until this report was written, COVID-19 worldwide had reached 26,886,386 cases and claimed 880,419 lives. Physically, social restrictions and strict health protocols had been implemented around the world to regain public health condition. Unfortunately, these conditions directly affected the economic conditions. The main indicators of economic decline can be characterized by low productivity and the mobility of people during lockdown. These conditions have a wide impact, such as the declining Gross Domestic Product (GDP), reduction in manpower, downsizing or shutdown of various sectors and companies, and the rise in poverty. Problems such as productivity gap between people who worked outside home and those who are able to work remotely became a major topic related to differences in welfare quality midst the pandemic. For people who work outside home, the choice is between losing job, losing salary, and keep going out to work midst the pandemic (Hiscotta et al. 2020). These conditions led the low-income households to reduce spending in the consumption of daily necessities (Hacioglu et al. 2021).

In Indonesia, the total cases of COVID-19 reached 191,000 with 7,940 deaths. In East Java, 35,005 people were infected with COVID-19, 27,401 people recovered, and 2,488 people died. In terms of number of cases, East Java ranks second highest among all provinces of Indonesia, while in terms of the number of victims, East Java occupies the highest position. On the economic side, COVID-19 has also plunged many people's economies. Since the quarantine in several areas was implemented and the Planning-Scale Social Restriction (PSBB) was implemented simultaneously, companies have closed and streamlined themselves thus, many workers have become victims of lay-offs. Since PSBB was implemented in Indonesia a significant decline in economic growth of around -4.19% was observed in the second quarter of 2020, and in the fourth quarter it declined by -0.42%

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(BPS 2021). Although the scope of the economic downturn in Indonesia is quite extensive and affects various sectors, such as transportation, tourism, trade, and health, households remain the most affected economic sectors (Susilawati et al. 2020). Small traders and urban informal workers flocked to their hometowns. Returning to their hometown becomes one last effort to fulfill the economic needs. Changes in consumption expenses are even practiced by most people, while others prefer to earn additional income and maintain family expenses (Kurniasih. 2020). This condition has proved that small traders and urban informal workers were the most vulnerable groups to an economic crisis in the midst of pandemic.

Another sector that is also affected by COVID-19-associated government policies is the agricultural sector. In macro terms, most of the farmers in Indonesia are small-scale farmers that hold low economic value. In addition, problems, such as high prices of fertilizer and the erratic selling value of agricultural commodities, have worsened during the COVID-19 pandemic, which leads to instability in the prices of goods needed for the production process (Febrianto 2021).

Various reports state that farmers as food producers are actually the most affected party in the threat of the food security crisis amid the pandemic. This occurs due to the decline in food commodity prices to a very low level in various regions in Indonesia, especially in Java, even though people continue to buy at normal prices, they tend to increase in various supermarkets (Dian Wahyu Utami 2020). Significant differences between big traders and small traders on dealing with threats during PSBB affected their resilience during the pandemic. Unfavorable post has been circulated on social media stating that some farmers in Malang Regency flocked to give away their crops free of cost while others just threw them in the river. This action reflects farmers' disappointment over the shutdown of traditional markets during the lockdown (Kompas.com 2020). The pandemic has exacerbated farmers' resilience, especially with respect to their competition with modern market. Ironically, various academic and government predictions state that there certainly will be a food crisis in the future. Farmers' unguaranteed sustainability prospects are evidence supporting the food security collapse in the future.

2 METHODS

This study used qualitative research methods. The data collection process was carried out in several stages, namely determining the study area, interviewing, observing, and studying the literature. This research was conducted in Jatirejoyoso Village, Kepanjen District, Malang Municipality. The determination of this area is based on the largest rice production in East Java Province. The interview process was conducted with 33 farmer families with different land area ownership. The selection of informants is based on differences in social class between farmers who are divided into five class differences, namely: Capitalist Farmer (CF), Petti-Commodity Producers (PCP), Semi-Proletarian Farmer (SPF), Proletariat Farmer (PF), and Full-Fledged Proletarian (FFP). All farmers are married and fall in the age range of 45–75 years. This research was conducted to see the resilience of families among farmer classes in terms of education, economy, and health in the midst of a pandemic.

The data analysis in this study used thematic analysis. This analysis was carried out through several stages (**Bryman 2016). First, reviewing the interview transcripts. After that, coding the results of the interview transcripts from several quotes and classifying the results of the interviews based on the topics discussed. And the last is to interpret findings from predetermined ideas.

3 RESULTS AND DISCUSSION

Capitalism is a system of production and reproduction based on the relationship between capital and labor. Capital exploits labor for profit. Labors work for capital to earn wages (**Bernstein 2019). Capitalism is a class of production for the umpteenth time in the history of mankind, after the modes of production of slavery and feudalism. The mode of production of slavery consisted

of the slave class and slave owners. Meanwhile, the feudal mode of production consisted of the landlords and peasant classes.

COVID-19 has a lot to do with capitalism. What is the impact of COVID-19 on the social reproduction of farmers? Social reproduction is at the core of current debates, going beyond power relations within households and gender, and encompassing all institutions and processes of labor reform (Ben ;ousins 2018; **Ferguson et al. 2016).

The results of this study, which use the categorization of four key questions from the perspective of agrarian political economy by the agrarian sociologist Henry Bernstein, show that farmers are differentiated into different social classes. The following four key questions of political economy refer to social relations in production and reproduction. Production system: Who owns what? The job market system. Who did what? Distribution system. Who got what? Reproduction system. What are their results used for?

In more detail, the analysis we use is based on the relationship between property and participation in the labor market. We analyzed 33 respondents and showed that the results were class differentiation in the form of a Capitalist Farmer (CF), 7 Petty Commodity Producer (PCP), 4 Proletariat Farmer (PF), 1 Semi Proletarian Farmer (SPF), 4 Full Flade Proletariat (FFP).

CFs are part of the top social class that is determined by Land Ownership (LO) within control (LC) over paddy fields. Not all CFs in Jatirejoyoso Village hold control of their land independently, some of them share the authority of cultivation system arrangement with other farmers. Several landowners even lived in other village and left land cultivation on tenants or cultivators. CFs are occasionally monitoring their paddy fields in the growing and harvesting season. Profit sharing system between landowner and peasant in Jatirejoyoso Village was defined in two systems, which is *majek* system with 1:3 sharing proportion, which 25% of agricultural produce belongs to farm laborers and 75% agricultural produce belongs to landowners who bear the production input. On the other hand, there is *maro* system with 50:50 benefit sharing proportion, in which same portion of agricultural produce belongs to the farmer and landowner. In addition, farmers should bear all production expenses in *maro* system so they get a more profitable portion than the *majek* system.

Majek system is the most sharing system that used in Jatirejoyoso village. This condition shows that the main authority of land cultivation belongs to the landowner so economic resilience of peasants is determined by the landowner's tact. Helplessness of the farmers to demand a profitable sharing system is occasionally used by landowner to tacitly the farmer. Landowners tend to have wide knowledge on controlling capitals, means of production, crops marketing, and profit-sharing systems. Wide knowledge on the agricultural sector and power over land control is usually owned by CFs who do not have other businesses outside the agricultural sector. These CFs often have antagonistic relations with the farmers. Those CFs tend to be profit-oriented, they purchase means of production, such as plow machines, rice thresher machines (*doser*), rice peeler machines (*selep*), and any other means of production to decrease production input. Authority of means also helps CFs to increase the effectiveness of production. The consequence of means authority is decreasing social relation between landowner and farm laborers.

On the other hand, there are landowners who hand over the authority to cultivate the land to farmers. Most of those landowners are CFs that open businesses or have other income outside the agricultural sector. These variations of CFs do not have sufficient knowledge and unique skills in agriculture as CFs who only have business in agriculture. This condition bridges the relationship between landowners and farmers. However, landowners hold the strongest opinion in determining control over land cultivation. This relationship between landowners and farmer is aiding in wider production and reproduction-social relations.

During this pandemic, CFs did not face any significant impact, especially on family resilience. Landowners have more stable economic conditions, both from business or income from other sectors. In addition, this condition is also supported by the absence of a decline in productivity in the agricultural sector. With a stable economic condition, CFs tend to be able to overcome obstacles in health and education problems in their families.

In the social class categorization of farmers in Jatirejoyoso Village, Petty Commodity Producer (PCP) has been formed from the capitalist system. The role of PCP in the agricultural sector is to sell or buy cultivation workers at specific periods. This sector urged PCPs to compete in the class battle. PCPs have to face CFs as their competitors. PCPs who do not have insufficient power to compete, will be transformed into the SPF to Proletariat Farmer. On the other hand, they probably can transform into CF, when winning the class battle. This position is quite risky because if they lose, they must be part of the farmers who depend on the landowners because they lack the means of production. Especially during the pandemic, PCPs faced major obstacles in selling agricultural products due to low selling prices. This condition has affected the family resilience of petty commodity producers, especially in maintaining economic conditions amidst the pandemic.

The next category of farmer social class in Jatirejoyoso Village is the wage labor class that consists of three types according to Land Authority and Land Control status and also Labor Market, namely Semi Proletariat Farmers (SPF) and Proletariat Farmers (PF) and Fully Fledged Proletariat (FFP). In the SPF category, there are a few who own the lands but in small areas, or have control or moving control of the land but also in small areas. The aspect that distinguishes SPF from PCP is insufficiency in harvest or output to cover daily needs from SPFs. Thus, SPF has to sell its labor to other people. Meanwhile the Proletariat Farmers (PF) own no rice fields and have no control of the field. Instead, they are selling their laborforce to earn income. Last category in wage labor farmer social class in Jatirejoyoso Village is the Fully Fledged Proletariat (FFP). They owns no rice fields and have no control over the rice fields, this category of farmers has no means of production and insufficient wages from their labor to cover daily needs.

Currently, the average wage of agricultural laborers is 30 thousand rupiahs (IDR) per day. In contrast, the salary in one hamlet, which is Tamanayu, is higher, where farm laborers are more important than in other villages. In Tamanayu, the wages of farmworkers are higher, 35 thousand rupiahs (IDR) per day for farm laborers (*tandur* and *matun*), with a difference of 10 thousand rupiahs (IDR) for other workers (*brujuul*, *mopok*, and *derep*).

Pandemic indeed affected the agriculture sector, however, this is different from the condition of the wage-labor farmers in Jatirejoyoso village because the SPF PF in this village continues to work as usual. But instead, the families of these farmers who work in the industrial sector are affected by the pandemic such as reduced working hours which causes a decrease in income.

The results of this study indicate that capitalism has led to class differentiation in rural agriculture, but the COVID-19 pandemic has absolutely no impact on the social reproduction of rice farmers, including even small farmers and agricultural workers. This is because 1) peasants can still carry out activities during the pandemic, 2) residents also continue to carry out activities during the pandemic and adhere to health protocols outside of agricultural activities, and 3) the stable price of rice agricultural commodities in the community.

A peasant labor said that COVID-19 had absolutely no impact on his income. "Just ordinary in the economy. Yes, keep going to the fields as usual." The government provided financial assistance to owners of land less than 0.25 ha. If it is less than 0.5 ha, it depends on the approval of the Village Apparatus. The assistance provided amounted to Rp. 600 thousand. Meanwhile, a 3 ha land cultivator also said that there was no impact during the pandemic. "There is no impact during a pandemic. There is indeed an impact from the income side, but caused by rat pests." Based on information from farmers, the price of daily food commodities has also remained stable in the market.

4 CONCLUSION

The results of this study indicate that capitalism has led to class differentiation in rural agriculture, but the COVID-19 pandemic has absolutely no impact on the social reproduction of rice farmers, including even small farmers and agricultural workers. This is because farmers can still carry out activities during the pandemic, adhere to health protocols outside of agricultural activities, and remain stable with the price of rice-based agricultural commodities in the community.

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Industry and the existence of rural culture

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ABSTRACT: The purpose of this study was to find out sociocultural changes in the village community after the existence of industry in Wringinanom, Gresik. This research used qualitative descriptive methods. Observation activities, interviews, and documentation were carried out by a team of researchers to obtain the necessary data. The results showed that the development of the industry brought exposure of foreign culture to people living in Wringinanom Subdistrict, Gresik Regency, which led to the gradual decline of the local culture.

Keywords: Cultural change; Region industry; Rural culture

1 INTRODUCTION

Industrial development has great opportunities in Indonesia. Geographical and strategic location is one of the factors leading to significant developments in the industry (Adianty & Murdianto 2018). Indonesia's strategic environment is a great opportunity to target export markets, investment partners, technological developments, and also becomes a challenge and competitor. The existence of industry in Indonesia is regulated by Law No. 3 of 2014 on industry. The law states that industry is an order for all activities related to industrial activities. Industry in Indonesia can shift people's economic activities, from the agricultural sector to the industrial sector (Darajah et al. 2012). Government policies that continue to encourage industrial development can increase employment opportunities more broadly, to reduce the unemployment rate in the community and enhance welfare of the community (Nuraeni 2018).

Industry has a significant impact on an area that can change from an agrarian society to one that causes changes in society, including social and cultural change (Maghfiroh & Supriyono 2018). Sociocultural changes are caused by the existence of foreign cultures that enter and develop in people's lives. The industrial environment can attract people outside the area to live in industrial areas, which then bring foreign culture and thus influence existing cultures.

People migrate to industrial areas to find jobs and make a living. Job limitations in their previous area are probably the main factor for migration. Such arrival of people from different regions brought foreign culture, which gradually affected the native culture of the community. As a result, many of the younger generations know less about their own culture. Moreover, the construction of factories every year increases, which leads to reduction of agricultural land in Wringinanom Subdistrict, Gresik Regency. Nawawi et al. (2015) state the same that industrialization can affect the culture of the surrounding community, which will lead to changes in cultural values and lifestyle patterns.

Based on the problems that have been conveyed, the purpose of this research is: (1) describing agricultural culture in Wringinanom Subdistrict, Gresik Regency, (2) describing the role of industry in connecting people's lives in Wringinanom District, Gresik Regency, and (3) describing the impact of industrialization on cultural change in the community.

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2 METHODS

This research uses a qualitative descriptive approach, which is research that produces descriptive data in the form of written or oral words from people and perpetrators observed. This method of study emphasizes the naturalness of an object, where the researcher acts as the main observatory (Sugiyono 2019). Research activities are conducted in the natural environment and in the absence of special treatment. The results of this study emphasize meaning more than data generalizations.

Observations, interviews, and documentation studies are used by research teams for data collection. Information or data obtained is developed and repackaged to fit the theme of the research. Data collected goes through the stages of reduction and is analyzed qualitatively before final presentation. The instruments used in this study are interview guidelines and documentation in the form of primary and secondary data.

3 RESULTS AND DISCUSION

3.1 *The existence of agricultural culture*

Based on the results of observations from 2015 to 2020 in Wringinanom-Gresik, the research team saw a change in land function from the agricultural sector to the non-agricultural (industrial) sector. Based on the results of some interviews with local people, the causes of the transition of this sector are: (1) the income earned from the industrial sector is more than the agricultural sector, (2) the agricultural sector often suffers losses due to natural factors (pests and weather), and (3) the increase in community needs. This caused shrinkage in agricultural land in Wringinanom Subdistrict. The results of the observations were supported with the BPS statistical data. In 2015 there were 44 medium industries and 21 large industries (BPS 2015), then in 2020 there was an increase in industrial growth to 44 medium industries and 40 large industries (BPS 2020). This shows a year-on-year increase in the existence of the industrial sector, thus the existence of the agricultural sector area is decreasing indirectly. The development of industry in this area has implications for the loss of farming culture.

Wringinanom is a rural area. Rural communities are often identified with agriculture (Ningwuri 2017). The characteristics of rural communities are (1) strong relationships between rural communities, (2) living in groups with family principles (paguyuban), (3) community life mostly comes from agricultural products, (4) homogeneous society, in terms of work, religion, customs, and others (Shahab 2007).

Industrial development in the region is easily spread and well received by the community. This is because a factory employee generates more income as compared to the income generated through agriculture. In addition, there are industrial causes or factory establishments that are in demand in rural areas, such as (1) less profitable incomes in the agricultural sector or less marginal returns, (2) the rate of population growth increases, and agriculture is inadequate for living needs, and (3) slower agricultural sector growth even tends to stagnate (Harini & Affandi 2017).

3.2 *Industry as community connector*

The existence of industry in Wringinanom Subdistrict of Gresik Subdistrict has increased year on year, which can produce an impact on the lives of the community. Based on the results of interviews with the community, it was found that the existence of the industry was able to bring about better changes, especially in the economic field. The income obtained by the community from the industrial sector is more than from the agricultural sector, which often suffers losses due to crop failure, low-selling prices, high purchase prices of seeds, and so on. People also state that the presence of industry makes life better.

The existence of industry in Wringinanom District, Gresik Regency is widespread in almost all villages in the area. The expansion of industrial distribution can increase the economic level of the community. Industrial development can be the main cause of sustainable economic growth, which can solve many basic socioeconomic problems. This is because the presence of the industry can expand employment opportunities, help in meeting the needs of the community, aid in earning a fair income based on capability, and accelerate poverty alleviation while maintaining the sustainability of environmental functions. The existence of this industry can increase the level of employment as proven by the high number of people who work as factory employees.

3.3 *Industrialization has an impact on the loss of local culture*

The presence of industry in people's lives brings positive and negative impacts. As previously explained, the positive impact of industry in Wringinanom Gresik District is an increase in the number of jobs, an increase in income, and the fulfillment of community needs. The negative impacts are environmental pollution, air pollution, and the development of individualistic nature of citizens, which leads to withdrawal of local culture. Based on observations, the results show that people who preserve culture are (1) poverty culture, (2) sriasih dance culture remo, and (3) ludruk culture, which is declining. The existence of television and the internet, coupled with an increase in people's purchasing power for these technologies, has defeated local culture and cultural performances.

Kemisan culture is practiced by the community to send prayers to the dead members of the families. Anggraini et al. (2020) explained that Kemisan is a religious ceremony to send prayers to the dead. The implementation of this culture is followed by various groups. They sit together in the mosque to pray for relatives who have passed away. This culture is carried out every Kliwon Thursday and Legi Thursday according to the Javanese date after performing the Maghrib Prayer. The implementation of this culture is less preserved under the influence of new culture. Art in Wringinanom Gresik District has also begun to decline in its sustainability, namely the Remo Sriasih dance. This dance is now only preferred by the elderly, while young people prefer comparatively modern outdoor dance. In addition, ludruk culture involves performances, such as jokes, narrating people's lives, stories of struggles, and daily events in the community. The beginning of each event includes music, dance, and singing (Jatmiko & Prasaja 2018). This cultural preservation has become extinct in Wringinanom Gresik District.

This causes the existence of a lesser well-known culture for the next generation in the community. The values and norms contained in that culture also cannot be recognized by the community. The main contents of the culture that develop in people's lives are (1) knowledge systems, (2) values, (3) views of life, (4) religion or beliefs, (5) perceptions, and (6) ethos (Rosana 2017). Culture also has a big function, which is to become the hallmark of an area. The presence of culture is a valuable asset for the nation.

4 CONCLUSION

The development of the industry year after year in Wringinanom has changed the culture of the community. The rampant change of agricultural land functions to industrial land has made agricultural land shrink. This has led to the disappearance of agricultural culture. The existence of industry in Wringinanom is accepted by the communities because it can meet the needs of the community, such as: (1) job availability for the citizens, (2) increasing incomes, and (3) accelerated poverty reduction and increase in fulfillment of community needs. The presence of industry in Wringinanom has brought positive and negative effects. The positive impact is that it improved the economy of the citizens, and the negative impact is it fostered the attitude of community individualism that has an impact on the fading of local culture, such as culture of kemisan, remo sriasih dance arts, and ludruk culture.

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Online learning in pandemic era and its socio-psychology consequences

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ABSTRACT: The purpose of this study is to reveal the socio-psychological consequences of online learning during the COVID-19 pandemic. This study uses a systematic literature study related to the purpose of this study. The findings of this study are: (1) parents must provide facilities that support online learning, such as laptops, large internet quotas, and modems or hotspots, (2) parents need to provide special assistance to their children, (3) parents need to improve academic knowledge, and (4) the emergence of boredom, boredom, and stress. To overcome these challenges, optimal adaptation is needed with regard to “online learning” as a new habit caused by these technological changes.

Keywords: Online learning; socio-psychology consequences

1 INTRODUCTION

The COVID-19 pandemic has brought about changes in human life since the past 2 years. The pandemic has changed basic human actions based on direct interaction into indirect interactions. Yet, it is this direct interaction that guides all human social relations. The pandemic decreased human interaction, people rarely gather, and when they do they have to maintain social distance. The emergence of the pandemic has changed direct interaction as a culture that exists to be indirect in the online form. The presence of this online media with many online platforms has broad consequences in all areas of life. This can be seen in the proliferation of online activities, such as online meetings at an office, online recitations in a religious community, online wedding receptions, online *ta'ziah*, online sales, and online learning.

In the education system in Indonesia, online learning can be said to be a refinement of distance learning, which had been running for several years before the coronavirus infection. The definition of online learning before pandemic was to learn using the internet, where teaching materials were made available through the internet. Now, online learning means face-to-face learning between teachers and students through online platforms, such as Zoom, Google Meet, and others. It must be admitted, there are many advantages offered through face-to-face online learning platforms. These facilities include flexible study times, flexible learning locations, and flexible learning styles. However, with these benefits, there are many problems faced by the families of students in particular and in Indonesian society in general because of emergence of new technology. Why

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is this a problem? Because online learning technology is a new culture that requires continuous socio-cultural adjustments.

Online learning as an academic activity has been utilized by academics. Some of them are elaborated here. (1) The impact of online learning on children's socio-emotional behavior. This study aims to determine the impact of online learning on children's socio-emotional behavior, using case studies with thematic analysis. The results of the analysis show that in general the emotional social behavior of children during online learning is that children are less cooperative because children rarely play together, lack tolerance, lack socializing with friends, is limited by studying at home, children are sometimes bored and sad, children feel homesick, and friends and teachers were also recorded as experiencing verbal abuse due to the usual learning process (Kusuma & Sutapa 2020). (2) The impact of the COVID-19 pandemic on teaching and learning activities in Indonesia. This research uses the literature study method. The results of the study found that there were challenges in the implementation of teaching and learning in the form of technological adaptation, lack of facilities, and lack of internet access (Widya et al. 2020). (3) Research on the positive and negative impacts of distance learning during the COVID-19 pandemic. Using a survey approach, this study found negative impacts in the form of students being less enthusiastic about online learning because of monotony, issues with internet access, and data limits. The positive impact is a more flexible learning time and place, gaining new experiences (Adi et al. 2021). (4) Research on systematic review: Impact of online lectures during the COVID-19 pandemic on Indonesian students. The results of the study found that there were several impacts of online learning on students, namely (a) it still confuses students (b) students become passive, less creative, and less productive, (c) accumulation of information/concepts on students is less useful, (d) students experience stress, (e) increasing students' language literacy skills (Argaheni & Bayu 2020). (5) Devi and Kumala's research (2020) found the importance of involving children's families in online mentoring. (6) Tsaniya Zahra Yutika and Krisnani (2020); Widya et al. (2020) examined the implementation of distance learning policies and found that inadequate facilities and infrastructure as well as internet connection were the most common challenges.

This study also uses a systematic literature review on socio-psychological aspects that influence each other. The research above only focuses on one aspect, that is, psychological or social. Therefore, the purpose of this article is to answer the question of what are the socio-psychological consequences of online learning. Based on the results of this study, it is hoped that the public will know and understand the consequences to regulate the use of good and useful online learning.

2 RESULTS AND DISCUSSION

In education, distance learning is a learning system that involves conducting activities of the learning process using modules and tutorials through online platforms. In addition, distance learning is also carried out remotely with special time requirements to develop knowledge and skills according to the type, nature, and level of education. Through distance learning, learning outcomes can be known, where it can be ensured whether it is near to the teacher's expectations and learners can obtain better learning outcomes under the implementation of this method. In distance learning, printed modules are used for correspondence and instructional-based learning, such as television, radio, and computers, and the online platforms (Zoom, Google Meet, Websco, etc.). Thus, the teacher must know the best media that can be used by participants when studying a subject matter and level of technological ability. Distance learning that is being used since the past few years is indeed considered quite effective in the learning process, especially during this pandemic era. Take, for example, the Open University, which has been successful in organizing distance learning until now. However, distance learning has received reactions from education stakeholders at all levels, including the community. In other words, distance learning has social consequences in society. Some of these consequences are discussed below.

2.1 *Limited provision of facilities*

Since the COVID-19 pandemic started, the government mandated all learning processes to be conducted at home. Face-to-face meetings have been cancelled in the classroom and replaced with learning from home using online platforms. To facilitate the learning process from home, the government prepares internet learning facilities, such as face-to-face applications (Zoom, Google Meet), and utilizes social media applications, such as WA, Facebook, and Instagram, as well as TikTok (Muhammad Awin 2020). Learning media are also available and recommended for use, such as Google Class Room, Edmodo, Moodle, and so on.

The process of using these learning facilities is not as easy as thought. It turns out that to run all learning applications, it is necessary to procure an Android Smartphone or laptop, all of which must comply with the minimum standards of the applications to be run. The reality in the field is proven that at the lower-middle family level, this cannot be fulfilled, and hence has an impact on students involvement in several lessons. Yustika et al. (2019) show in their research that these challenges are experienced by students in online learning. Another obstacle faced by parents is the internet network, which often has problems, such as signal fluctuations and even loss. Some areas also do not entirely receive internet signals or data so that students in those areas cannot participate in learning through the Zoom application or Google Meet. Widya et al. (2020) in their research confirm the description above by stating that poor network conditions greatly interfere with the online learning process. In many cases, many students cannot participate in learning because they do not have internet data, even though they have an Android-based smartphone. At the same time, they also have to fulfill other needs so they choose not to do online studies. Abidin et al. (2020) in their research found that students' economic unpreparedness was an influential factor in distance learning during this pandemic.

2.2 *Parents need to provide assistance*

For most Indonesians, the transition from traditional learning to distance learning creates a culture shock. Why not, people seem to be “forced” to undertake online learning without any preparation and even without knowledge. Before the era of online learning, classroom management was considered quite easy (Kamaruddin et al. 2019). However, they are no longer used today. For parents who generally belong to the Baby Boomer generation, they have no other choice but to get involved in online learning. Although those who do it are their children, who are still in elementary school, high school, but the parents still have to support their children using the application. Let alone understand online applications, many of them are still clueless. It is in this context that these parents must be able to adapt to online learning situations. Tsaniya Zahra Yutika and Krisnani (2020) in their research found that it was necessary for the presence of parents in accompanying children to learn online so that the results could be better. Parents must be present in supervising and paying attention to children both before learning begins, during learning, until after learning is complete. Zainuddin et al.'s research (2017) regarding the important role of parents in overcoming children's learning difficulties stated that at the elementary school level, children are prone to face learning difficulties, especially those who do not understand teacher's explanations. Therefore, this is where the urgency of the presence of parents to help their children with learning arises.

2.3 *Parents need to adapt and increase knowledge*

Distance learning, especially online learning, requires a lot of attention from parents toward their children (Aji 2020). If during this time children go to school to study and are accompanied by teachers for almost half a day and parents can have free time to work, then in online learning the presence of parents supervising children becomes very important and urgent.

Furthermore, parents should also help their children in studying and completing their homework. It is in this context that parents are “obligated” to re-learn basic knowledge to balance their children's learning process, especially their tasks. In this context, Wahyu (2020) stated that during online

learning, parents also have an additional task to guide their children to master and access various devices and applications used for learning media, through Google Classroom, Google Meet, or Zoom, and others. It also conditions parents to learn about all these applications. Wahyu (2020) added that parents are also encouraged to accompany their sons and daughters to know and master every subject, helping their sons and daughters to complete assignments.

2.4 The emergence of boredom and stress

It is undeniable that the ongoing online learning processes since the 2 years, ultimately, lead to boredom, saturation, and even stress. Online classes that take place almost every day and are limiting students to step out of their house often become a triggering factor for stress and boredom. The number of assignments given by teachers or lecturers to students almost every day increases students' burden, especially if there are problems in the facilities that cannot be addressed and so they are unable to complete their assignments. This situation is exacerbated by the low creativity of online teachers, which makes the students feel bored. The findings of Niken Bayu (2020) in his research on the *Impact of Online Lectures During the COVID-19 Pandemic on Indonesian Students* states that students on an average experience boredom and stress, which then has an impact on their productivity and they also become passive. In the context mentioned above, both Tsaniya Zahra Yutika and Krisnani (2020) and Wahyu (2020) stated that to overcome this, parents must provide understanding support so that their children have patience, do not get bored easily, and are motivated to learn.

3 CONCLUSION

The use of online learning platforms, such as Zoom and Google Meet helps students in learning without having to go to class. The flexible study time and place of study provides benefits such as time to be able to do other things. However, online learning also has negative consequences, such as limited facilities such as internet access, data limits, unavailability of Android-based smartphones, and laptops. On the other hand, parents are required to put in extra time accompanying their children during learning and need to learn again so that they can effectively guide and support their children so that they are motivated to learn, and so on.

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Analysis of the quality of education on poverty alleviation through the perspective of students of the social education study program in Malang City

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ABSTRACT: Poverty is the inability to meet the minimum standard of living, such as lack of knowledge, so it is not only related to finances. This paper aims to determine the perspective of students on how influential the quality of education on poverty alleviation is. This research uses a quantitative approach with a descriptive type. Sampling was done by using purposive sampling technique and data collection by using questionnaires and literature study. For data processing descriptive statistical analysis and simple linear regression analysis were used. The results of this study indicate that the quality of education affects a person's mindset, as well as poverty alleviation. It is better to provide the latest solutions to be able to adapt to current conditions in overcoming the existing poverty.

Keywords: Education; Poverty; Poverty alleviation

1 INTRODUCTION

Poverty in Indonesian society has become a serious problem, which is being handled by the government. Poverty is the inability to meet the minimum standard of living. The population living below the limit is known as the poverty line. According to the World Bank (2001), poverty is the loss of welfare in the family. Poverty is not only seen from one point of view but can also be seen from various perspectives depending on each perspective. The core problem with poverty itself is the limitation of welfare. The level of welfare can be measured through the amount of a person's income and expenses. The ability to access available resources is also the meaning of well-being. If poverty and welfare are linked, then poverty is an inability to find and fulfill welfare or lack of access to achieve their needs.

As per Judy (2013), poverty is more likely to occur in urban areas. Due to lack of job opportunities, many villagers move to the city in search of work. Meanwhile, the reduction in poverty rates is very small but stable in both urban and rural areas. According to Sitepu (2012), the place of residence is a fundamental indicator of poverty. Not having their own place to live or living in the same house with other people is included in the poverty indicator. In addition, a small income in a day is also an indicator of poverty.

Poverty is not only limited to economic limitations. Failure to meet basic needs and rights as well as differences in the structure of society is also poverty. Utama (2010), basically, recognized the rights to fulfillment of general needs, such as food, health, education, housing, clean water, defense, and the environment. Education and poverty are in line with the Millennium Development Goals (MDGS) program. Talking about education in reducing poverty must be in line with human capacity. This is of course in line with the 2015 MDGs, which states that education for all, anywhere, and anyone, male or female, can complete basic education. Indicators in the completion of basic

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education include literacy rate, school enrollment ratio, mean years of schooling, and the ratio of male and female students.

Based on Giovanni's research (2018), entitled *Analysis of the Effect of GRDP, Unemployment and Education on Poverty Levels in Java Island in 2009–2016*, it is explained that education still has not had a significant effect on poverty alleviation. This happens because in West Java (the area studied) the school enrollment rate is still low because the number of poor people is still high and cannot continue their education. Furthermore, this will result in a shortage of labor in the future. Meanwhile, Syahputra and Hasibuan (2019) explained that education, especially non-formal education, does not bring significant changes in poverty alleviation if the perpetrators do not apply the skills they have in life. Based on this, the researcher wants to know the effect of education on poverty alleviation through various perspectives, especially the perspective of Social Education Study Program students.

According to Subari (2020), education is expected to change a person's thinking to be able to further develop the potential that exists within them; this way education will overcome existing poverty. Therefore, it is necessary to have the perspective of several people who are currently studying to be able to find out how important the quality of this education is to overcome poverty. Then, the existence of this perspective will provide an overview or explanation of the quality of education that will help overcome poverty. This is so important to study because poverty is still a social problem that needs to be considered about overcoming this problem. The existence of education will also bring its own influence in a person to be able to prevent poverty. Because poverty is not only measured in terms of finances but also in knowledge.

2 METHODS

This research uses a quantitative approach with a descriptive type. As per Sugiyono (2010), the quantitative approach is one of the approaches in research that is carried out systematically and structured from the beginning to the end of design-making. This approach was chosen because of the clear and detailed data source and data analysis carried out after the data was collected. Quantitative descriptive technique is a technique used by arranging data systematically and structured in the form of sentences that produce a conclusion (Agung, 2017). The subjects in this research were undergraduate students of social studies education, faculty of social sciences, state university of Malang. The population in this research was social studies education program students; a total of 82 students. The sampling technique used purposive sampling technique, namely the sampling technique determined by certain researchers where the consideration made by the researcher was the opinion given by the subject that could represent the public (Sugiyono, 2015).

Data was collected using questionnaires and literature research. The indicators used in the questionnaire to measure poverty alleviation are facilities and infrastructure, and differences in human resources and the economic sector. In addition, literature studies were chosen for data collection to enrich information that can further strengthen the explanations contained in this research. The data obtained were processed and analyzed to obtain information about the relationship between the quality of education and poverty reduction using descriptive statistical data analysis and were processed by simple linear regression.

3 RESULTS AND DISCUSSION

3.1 *Student perspectives on education and poverty*

Today, education is a mandatory requirement for every human being without exception. Education will shape character, develop potential, and minimize the shortcomings of each person (Arfani, 2018). Ustama's research (2010), entitled "The Role of Education in Poverty Reduction," explains that education will continue to influence everyone's growth and development through learning

experiences that take place in various situations and environments throughout their lives. It can also be said that receiving good education will provide everyone with knowledge and skills to continue to be productive and work. This will also have an impact on poverty alleviation where education can improve a person's quality of life and prosper.

In an increasingly modern era, various things are required to continue to adapt to existing changes, including education, which must continue to update its system for providing good quality for students and educators. Education must be able to answer the problems that occur in society and the challenges that will be faced in the future (Syukri et al. 2019). This can be done by continuously improving the quality of education so that what is taught can always accommodate existing needs.

Education and poverty will continue to go hand in hand. This happens because education is a bridge in achieving success, which will indirectly prevent someone from poverty. The problem of poverty is fairly complex and covers various aspects of people's lives. Poverty is a state of inability experienced by a person or group to meet their daily needs. According to Marmujiono (2014), the strategy in alleviating poverty is to improve the performance of local government poverty reduction. Meanwhile, as per Suleman and Resnawaty (2017), the Family Hope Program (PKH) will help improve the quality of life of poor families by providing cash funds to the community. However, this is a short-term solution offered for poverty alleviation. There needs to be concrete steps that can break the chain of poverty from its roots, one of which is quality education.

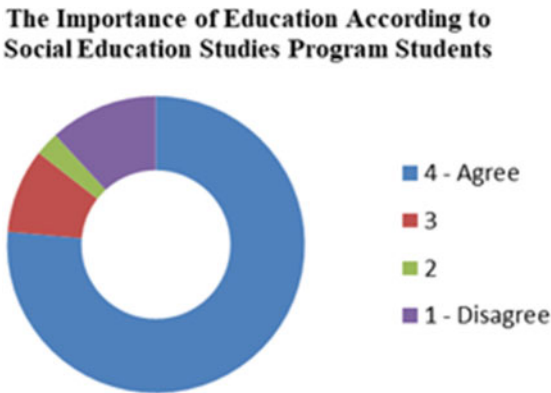


Figure 1. The importance of education social education studies program students.

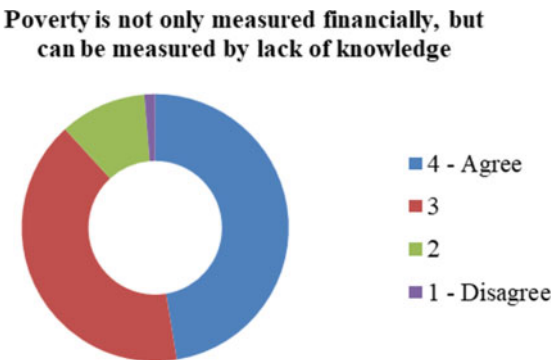


Figure 2. Poverty is not only measured financially, but can be measured by lack of knowledge.

Of course, this is in line with the opinion of social education study program UM students that education is important for them. As many as 76.3% agree with the statement, the rest think that

education is not a matter so urgent. Those who agree think that education is useful in increasing abilities and experience. In addition, taking education will make it easier to get a job because today's education is designed to prepare for entry into the world of work. The existence of education will also build one's personality so that it is more character and moral and has virtuous character so that it can develop in the world of work and the surrounding environment. Those who do not agree with this statement assume that education will not always influence our future, because many cases occur where someone gets a job outside of what is being occupied at this time.

Another statement is that poverty is not only measured in terms of finances only, but lack of knowledge is also one of the indicators of poverty. A total of 47.4% agree with this statement. They assume that knowledge is a guide to be able to continue to live and develop. Knowledge is not only obtained from learning in the classroom, the surrounding environment also indirectly gives us knowledge. It depends on how we use the knowledge we must be useful for survival and improve the quality of life.

Education is one way that can help alleviate poverty in the long run. To achieve this goal, it is necessary to improve the quality of education, one of which is by improving infrastructure in the implementation of education. More than half of the total respondents agree that good facilities and infrastructure will contribute to improving the quality of education. Good educational facilities and infrastructure should also be experienced by all students throughout Indonesia. This is an additional job for the government to be able to equalize educational facilities and infrastructure to support and improve the quality of education.

Social activity programs in education such as volunteering can have an impact on poverty alleviation

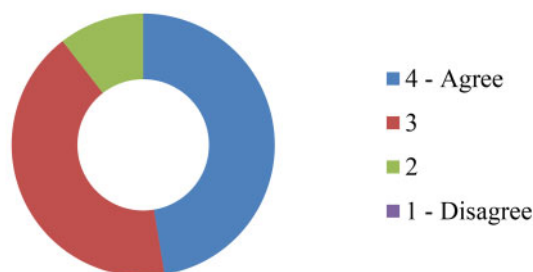


Figure 3. Social activity programs in education such as volunteering can have an impact on poverty alleviation.

Any educational program is very important for us for self-improvement. Social activity programs, such as volunteering, will make us more aware of the realities on the ground, so that we can be smarter in preparing ourselves for the future. As many as 47.4% agree with this, but they also think that for poverty alleviation to occur evenly, it is necessary to have equal distribution of education first. This is done because if an individual has knowledge and ability in any field, it will form a new mindset in him to continue to do more so that the quality of self can increase. This of course will be more influential in alleviating poverty because every individual gets a decent life.

3.2 *Quality of education on poverty reduction*

Education is, basically, so important in sustainable development that it builds good quality and is sufficiently competitive. Education is the basis for being able to build each other's quality in order to survive. Therefore, low-quality education will also affect the emergence of social problems, such as poverty. In addition, the problems faced in some areas are also due to the lack of educational facilities in these areas. According to Asnawi et al. (2021), education will affect one's ability to

develop and can provide opportunities in alleviating poverty. So, this can be proven through the results of simple linear regression analysis as in Table 1.

Table 1. Results of simple linear regression analysis.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	15.986	1	15.986	5.827	0.018
Residual	214.001	78	2.744		
Total	229.987	79			

Based on the results of statistical analysis through the SPSS program in Table 1, the calculated F value is 5.827 with a significance level of $0.018 < 0.05$. Hence, it can be proven that the variable of education quality (X) has an effect on the variable of poverty alleviation (Y).

Table 2. Results of simple linear regression analysis.

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	3.579	1.066			3.358	0.001
The Quality of Education	0.213	0.88	0.264		2.414	0.018

Then, SPSS results also produce a simple regression equation as follows.

$$\hat{Y} = \alpha + \beta X$$

$$\hat{Y} = 3.579 + 0.213X$$

From the regression equation above, it shows that alpha is the quality of education and beta is the number of poverty alleviation. If the quality of education remains constant, then the poverty alleviation rate is 3.579. However, if it is increased by 1, the poverty alleviation rate will increase by 0.213 to become 3.792. Based on Apriliani's research (2018), titled "Alleviation of Poverty in Talok Village through Bamboo Weaving-Based Non-Formal Education with Sustainable Development Methods Article 7 of Law no. 13 of 2011 toward the Sustainable Development Goals (SDGs) in Indonesia 2045" eradicating poverty can be through non-formal education or further developing the potential that exists within oneself through skills and utilizing local potential that exists in an area. The existence of this self-development is expected to improve the standard of living of the community through sustainable development.

Therefore, education is a provision for everyone in developing and honing our mindset to be able to get a better life. Then, higher education can provide broad opportunities for increasing income and continuous improvement of life. Hence, education is a hope that can bring change, growth, development in the country and its people. As per Mahsunah (2013), higher education will result in increase in the Labor Force Participation Rate (TPAK) and will provide opportunities to improve the welfare of life. In addition, the quality of education, such as facilities and infrastructure, can also be fulfilled to further improve the quality of human resources. According to Majid (2014), human resources are given the opportunity to be able to get an education and by having the opportunity to increase productivity and build the quality of human capital.

Problems that need to be addressed regarding poverty are further improving educational facilities, providing provisions for students, and aiding through scholarships. Then, in addition to providing provisions for students, it must also be based on character education that will make good citizens. Hence, with good education, it will indirectly participate in poverty alleviation.

The education in Indonesia can realize the goal of education to be able to build a quality and sustainable country. The existence of education is not only about knowledge, but also must be balanced with the provision of soft skills and training that can develop personal skills to be of higher quality. Then, there is equal education in all corners so that they can carry out their rights properly to be able to learn and have high knowledge. This will also open the mindset of the community to be able to participate in alleviating existing poverty.

4 CONCLUSION

Education will continue to influence the growth and development of each person through learning experiences that take place in various situations and environments throughout life. Education provides knowledge and skills to everyone to continue to be productive and work. This makes education one of the ways that can alleviate poverty in the long term because education can improve a person's quality of life and impart prosperity. The existence of a student's perspective on the importance of existing education will have an influence on overcoming existing social problems, such as poverty. Then, there is a significant effect of the quality of education on poverty alleviation, which is shown through the results of SPSS. If the quality of education increases, it will also aid in terms of poverty alleviation. This means that poverty in the city of Malang can also be overcome through improving the quality of education. Therefore, the current educational program will be very important in improving the quality of lives. In addition, social activity programs, such as volunteering, will make a person more aware of the realities on the ground. This makes a person change their mind set in preparing for the future. Then, it is hoped that further research can provide new solutions that can overcome poverty through education.

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A rough youth transition during COVID-19 pandemic in Indonesia

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ABSTRACT: The COVID-19 pandemic worldwide affected the living conditions rapidly. Not only in certain areas but the pandemic also turned out to be hampering social and economic conditions in almost all parts of the world, including Indonesia. One of the things that have changed is the experience of young people looking for jobs, which are increasingly difficult and limited due to the pandemic. This research was conducted for 8 months by identifying young people (fresh graduates from four universities) who had just completed their higher education studies in the East Java region. Using qualitative research methods, the researchers obtained about 30 informants who spread across several areas in East Java. The results obtained include their difficulty in getting opportunities and information related to work during the pandemic. Moreover, in other positions, these young people were also being chased by the demands and expectations of their social environment to get decent work and a good salary according to economic standards. Through the results of this research, hopefully, the government would implement new policies related for employment of the youth.

Keywords: COVID-19 pandemic; work; youth

1 INTRODUCTION

Experience with regard to youth transition in the world of work in different countries is certainly distinct. In developing countries, such as Indonesia, the process of getting a job is relatively more challenging or also called zig-zag journey (Parker & Nilan, 2013; Sutopo & Meiji, 2017). Every young person in Indonesia experiences a different transition period depending on their social class, social environment, and the goal they want to achieve. Job search competitions involves various aspects, from registering for job vacancies to participating in training that supports their careers in the future. Although the competition is quite intense with a relatively limited number of job vacancies if it is compared to the number of young job seekers (BPS Jatim, 2019). In addition, currently, the rapid spread of COVID-19 is weakening various sectors of the economy (Abodunrin, Oloye, & Adesola, 2020).

The policies issued by the government to overcome the pandemic have also not shown maximum results (Ihsanuddin, 2020). One of the policies related to labor issues is called *Kartu Pra-Kerja* (the pre-employment card), which was released during the COVID-19 pandemic for job seekers, especially for youth (Leon A. Abdillah, 2020). The policy, which takes the form of an online training program application and funds to start a business, is expected to alleviate the unemployment problems and create new jobs during the pandemic. Unfortunately, the policy is not well targeted and creates confusion in young job seekers in need of certainty during the pandemic.

This article aims to analyze the challenges faced by young job seekers amid the COVID-19 pandemic with respect to employment. In addition, this study also seeks to see how effective the pre-employment card policy is in the eyes of young job seekers. While the *Kartu Pra-Kerja* policy

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is running, the condition of employment in Indonesia has stagnated or even decreased due to the COVID-19 pandemic. This is important considering the policies carried out by the state will become a memory as well as a reference for the future.

One of the studies of youth sociology is a transitional phase that is usually classically divided into educational transitions, maturation transitions, and transitions into the world of work (White & Naafs, 2011; Woodman & Bennett, 2015). The study of youth sociology seeks to see the transition phase as dynamic and complex according to their respective dynamics (Batchelor, Fraser, Whittaker, & Li, 2020; Sutopo Oki Rahadiano & Meiji Nanda Harda Pratama, 2014). Higher education by young people in Indonesia certainly has one major goal, specifically to get a better career (either for themselves or when compared to their parents) (Sutopo & Meiji, 2017; White, 2015). Unfortunately, considering the conditions in the world of work in Indonesia, the number of job seekers is still inversely proportional to the number of available jobs, especially with the current pandemic.

Policies related to the pandemic are quite varied. At least there are various policies issued by the government related to the pandemic (Ihsanuddin, 2020; WALHI, 2020). The policies carried out by the Joko Widodo government, especially those related to young people, are especially in the education and economic sectors. This is issued in various forms, ranging from subsidizing education costs to an attractive policy, namely the *Kartu Pra-Kerja*. The policy is designed to reduce unemployment and increase young entrepreneurs in Indonesia. Those policies are quite attractive to young people in various parts of Indonesia because they give different experiences and new knowledge according to their preferences. It is undeniable that the policy was ultimately less than optimal due to the COVID-19 pandemic that hit various regions in the world, including Indonesia. As a result, policies need to be redesigned to get better results, especially to anticipate problems that arise in the future (French, 2019).

2 METHODS

This study uses qualitative research methods to see the depth of information and data related to youth and the job search process during the COVID-19 pandemic. Data were collected through observation, in-depth interviews, both face-to-face and video calling, as well as some additional data from related institutions and mass media. In this study, about 30 informants were selected from various regions. The young informants in this study were graduates from four state universities from Surabaya and Malang. The four universities were chosen because they are quite known in producing quality graduates and have an existence in East Java. The process of extracting data in the field until analyzing data takes approximately 8 months. The analysis of the discussion mainly focused on the challenges of youth job seekers during the pandemic and their responses to government policies regarding *Kartu Pra-Kerja*.

3 RESULT AND DISCUSSION

3.1 *The challenges finding work during the pandemic*

The global shift toward a future of work is the need for human understanding related to technology and information. During the pandemic, informants said they were still looking for work, as usual, both through online and offline systems. The informants expressed the difficulties they encountered when looking for work. There are several challenges that they must face, namely the reduced job opportunities due to the pandemic and the rise of fake jobs. These two challenges are difficulties that young fresh graduates often encounter when looking for work. The first challenge related to declining employment opportunities is not new. Data collected from informants show that many companies initially opened employment opportunities in their agencies but then after the pandemic was declared, these job vacancies began to disappear. This also happened in several other countries, which showed that unemployment rates in several countries tended to rise during the pandemic (Summary, 2020). This has an impact on job seekers who ultimately have to compete for jobs in other sectors.

The second challenge is the increasing number of fake job vacancies that try to fool young job seekers. This was stated by several informants where they received job offers that required them to be interviewed directly in the office. However, from an office perspective, it looks suspicious where the interview process is carried out in a remote shophouse. In addition, during the interview process, the informants are required to pay a security deposit as a token for securing the job. There is an inverted logic where job seekers pay to get a job. Informants explained that this was a fraudulent scheme by several individuals trying to take advantage of people who had difficulty finding jobs during the pandemic. Therefore, it is necessary to follow up from the government in controlling rogue businesses that are wandering around and trying to find prey in the form of young job seekers. From such challenges, we could see that the transition of young people in Indonesia has become harder than before. The emerging pandemic has exacerbated the difficulties of young people in Indonesia to find proper work.

3.2 *Inappropriate policy for youth*

In addition to the challenges that must be faced by young job seekers, it turns out that they also have to deal with policies that are not in their favor. The policies launched by the government during the pandemic are more focused on direct cash assistance packaged in various policies (Ihsanuddin, 2020). Policies made by the government focus more on macroeconomic development, for example, by giving tax breaks to large companies (Almuttaqi, 2020; Widodo, 2020). The government's logic is that when the company gets relief, the economy will continue to run without sacrificing workers. However, in reality, many workers end up getting terminated due to the instability of the company's balance sheet.

Another policy that has direct contact with young job seekers is the pre-employment card, in which several informants admit that they have also enrolled in the program. However, at the beginning of the socialization regarding the *Kartu Pra-Kerja* policy, there was still lack of information. This was explained by several informants who were not even aware of the policies issued by the government in early 2020. Dissemination and program directions that are less focused seem to have caused the *Kartu Pra-Kerja* policy to stagnate. Some of the informants who participated in the program even stated that they were only "targeting" the aid funds provided by the government after participating in the training activities. Unfortunately, although this *Kartu Pra-Kerja* policy has been running until 2021, the realization of the results is indeed not optimal and successful. Therefore, it is necessary to redesign policies that are not only focused on cash funds but more toward improving the welfare of youth seeking jobs (Meiji et al. 2021).

4 CONCLUSION

The COVID-19 pandemic, which is widespread and still increasing, has made market segments, including the world of work, experience risky and full of crises. Indonesia, through its government, has tried to issue several policies to aid health, social, and economic conditions. Even the budget issued by President Jokowi for the prevention and mitigation program due to COVID-19 is quite significant. However, it seems that the policies that have been made have not reached their full potential. This includes the *Kartu Pra-Kerja* policy, which is expected to have an impact and stimulus for youth job seekers. However, the policy is not optimal enough. The challenges faced by young job seekers cannot be accommodated by the existing policy. Therefore, there is a need for implementing policies that are more effective and efficient for young job seekers.

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Leadership evaluation with the Kirkpatrick model

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ABSTRACT: This study aims to evaluate the effectiveness of the implementation of TK. III leadership training in the Human Resources Development Agency of Bali Province. One model for evaluating these activities is based on Kirkpatrick Model. The study population was the participants of the Tk. III Leadership Training in 2019. Data collection for each variable was done using the Likert scale. The analysis technique uses descriptive analysis. Based on the evaluation, results were divided into four levels, namely (1) the level of participant satisfaction with the implementation of the training; (2) the level of learning of the training material; (3) evaluation of the level of work behavior of training participants after returning to their work unit; and (4) the impact of changes in the level of innovation development after attending the training. As per the results, 48.39% of the participants expressed satisfaction with the training process. . Based on the evaluation of the learning level, 65% of the participants stated that the training was carried out effectively with high standards.. And on the basis of the evaluation results at the behavioral level, as many as 87.09% of training participants have the desire to replicate and develop innovations after completing the training. Meanwhile, on evaluation, 74.19% of participants stated that they strongly agreed with the statement about education and training, which could encourage innovation in employees.

Keywords: Kirkpatrick model; leadership training; program evaluation

1 INTRODUCTION

Tk. III Leadership Training at the Bali Province Human Resources Development Agency is an effort to develop human resources, especially to develop intellectual abilities and human personality. Notoatmodjo (2007) revealed that training is more related to increase the ability or skills of employees who are already occupied with a certain job or task. In other words, training emphasizes psychomotor abilities, even though it is based on knowledge and attitudes. Because of the orientation or emphasis on the implementation of tasks and specific abilities to the target, the training period is generally shorter. As per Wursanto (2010), the benefits of training are: (1) improves the way employees work, not only in static environment but also where they have been adjusted to considerations of the organization and work volume, (2) civil servants are more capable of working efficiently, (3) civil servants are better able to carry out tasks well, (4) civil servants can develop themselves, and (5) increases in morale and work productivity.

Training can be viewed as a form of investment. Human resource development, especially Civil Servants, refers to Government Regulation No. 11 of 2017 in the Sixth Part of Appointment of Civil Servant Candidates and the Probation Period of Candidates for Civil Servants, that PNS Candidates are required to undergo a probationary period of 1 (one) year, and the probation period is a pre-service period carried out through the education and training process (RI Government, 2017). The education and training process is carried out in an integrated manner to build moral integrity, honesty, spirit, and motivation for nationalism and nationality, superior and responsible

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personality traits, and to strengthen professionalism and competence in the field (Head of State Administration Institute, 2021).

The advantages of education and training programs are: (1) can educate employees to work more skillfully, quickly, and effectively, (2) can reduce errors in work, (3) can provide or increase employee knowledge and skills, (4) can increase self-confidence, responsibility, and self-esteem, which affect morale, and (5) can create and develop better working methods. Meanwhile, the weaknesses are that education and training programs require a significant amount of money and the possibility of moving employees from one department to another (Alamri, 2015). Mangkunegara (2005) argued the following components need to be considered in the implementation of education and training: (1) training and development goals and objectives must be clear and measurable, (2) the trainers (trainers) must be adequately qualified, (3) training and development materials must be adjusted toward goals, (4) training and development methods must be in accordance with the ability level of the participants, and (5) training and development participants must meet specified requirements.

To identify the advantages in a training program, it is necessary to conduct an evaluation to reduce the impact of the weaknesses of the program (Rouse 2011). This complies with the stated objectives of the evaluation by Wirawan (2012), such as to measure and assess if the objectives of training are achieved by identifying the strengths and weaknesses of a program. According to Vendung (2004), evaluation is to look back, to steer the future through monitoring and systematizing, so that public officials can act responsible, creative, and as efficient as possible in the future. While the evaluation activities according to Kirkpatrick (2006) are to measure the effectiveness of the training program as planned, it becomes the basis for the evaluator team in making decisions based on the evaluation results. While carrying out these evaluation activities, an evaluation model is required as a reference capable of assessing the quality and effectiveness of the implementation of an education and training program. The four-level evaluation model developed by Kirkpatrick is a conceptual framework to help determine what data should be captured in the evaluation of human resource development. Dahar (1998) and Rahmi et al. (2019) mentioned that the methods used are different, namely the student-centered approach, problem-solving, and competency-based training.

Based on the description of the theory above, it can be synthesized that the Tk. III Leadership Training and Education are said to be effective if the training participants have positive feedback (satisfaction) to the training process, with an increase in participant knowledge positive changes in work behavior, and the training provides benefits to the organization. Therefore, this study aims to examine how satisfied are the training participants with the implementation of the training?. What are the changes in mental attitudes? What is the improvement in knowledge, and/or additional skills of participants after completing the training program? What is the work behavior of training participants after they return to their work environment? And how do you see the impact of change on innovation development after attending the training?

2 METHODS

The initial stage carried out to solve the problem in this study was to determine what batch of training participants will be the research respondents. The next stage is to determine the criteria to be measured for each level of evaluation and how to measure them. For level 1, the measured aspect is the level of training participants' satisfaction with the implementation of the training, including the material elements, implementation, facilities, and the ability of the instructor. Material elements are broken down into systematic sub-elements of the presentation of the material, the ease with which the material is understood, the contribution of the material in increasing knowledge and insights, benefits in work, and the suitability of the material with training objectives. For level 2, the measured aspect is the participants' understanding of the training material. For each training material, questions are designed that aim to measure understanding of the material by the training participants. For level 3, the measured aspect is the training participants' work behavior after they return to their work environment. The work behavior seen is associated with the training material

provided. Measurements were made using a questionnaire distributed to the training participants' superiors and subordinates. The question items in the questionnaire are designed based on the work behavior to be observed. For level 4, the aspect that is measured is the level of innovation development after attending the training. The work behavior seen is associated with the training material provided. Measurements were made using a questionnaire distributed to the training participants' superiors and subordinates. The question items in the questionnaire are designed based on the work behavior to be seen. For level 4, the aspect that is measured is the level of innovation development after attending the training. The work behavior seen is associated with the training material provided. Measurements were made using a questionnaire distributed to the training participants' superiors and subordinates. The question items in the questionnaire are designed based on the work behavior to be seen. For level 4, the aspect that is measured is the level of innovation development after attending the training (Kirkpatrick, 2006).

3 RESULTS AND DISCUSSION

3.1 *Reaction evaluation (evaluating reaction)*

The training program is considered successful if the training participants are satisfied with the material delivery strategy, learning media, and assessments used. Partner (2009) argues that the success of the training process is inseparable from the interest, attention, and motivation of the participants in following the course of the training. As stated by Kirkpatrick, in Satrio et al. 2007, evaluation of the training participants' reactions means measuring the training participants' satisfaction with the training program being followed based on the perceptions and participants' opinions.

From the results of the questionnaires answered by the training participants, it was found that 35.48% of the participants stated that they were very satisfied with the training process carried out, 48.39% of participants said they were satisfactory, and 16.13% said they were not satisfied. Based on these results, it can be seen that the training participants gave a positive reaction to the training process carried out. This evaluation becomes a reference for making improvements or improving the quality of the training process.

3.2 *Evaluating learning*

Measuring the effectiveness of the learning program needs to be implemented. Learning evaluation involves three aspects, namely changing attitudes, increasing knowledge, and improving the skills of training participants. Learning will be considered a failure if these three aspects are not implemented or there are no changes. The evaluation learning helps in the assessment of learning outcomes (outputs). So that in the assessment of learning outcomes (learning measurement), performance assessment is used to measure the knowledge that has been learned, changes in attitudes, and skills that have been developed or improved. The evaluation of the training participants' learning is carried out individually regarding their knowledge, attitudes, and skills. It was found that 65% of training participants had a high category of Evaluating Learning after attending the training.

This means that there has been an increase in the knowledge, skills, and attitudes of the training participants after they have attended the training. This is in line with what was stated by Salman (2012, in Rahmi, 2019) previously, which stated that one of the goals of learning is increase in knowledge, and Pratt (1998) also defines learning as an increase in knowledge.

3.3 *Behavior evaluation (evaluating behavior)*

Notoatmodjo (2009) defines behavior as a person's reaction to their environment. Behavioral evaluation related to the training process is more focused on changing the behavior of the training participants regarding the benefits of the training material provided. This evaluation is said to be successful if the participants are able to implement the training material. In the assessment of

participant behavior, a performance assessment is used to measure how much training participants have the desire to replicate and develop innovations after completing the training. It was found that 87.09% of training participants had the desire to replicate and develop innovations after completing the training and 12.90% of training participants did not have the desire to replicate and develop innovations after completing the training (Figure 3). It can be said that the Leadership Training has been able to change work attitudes for the better. This is in accordance with the theory put forward by Jewel and Siegel (1998), in Rahmi et al., 2019, suggesting that attitudes toward job characteristics are behavior or feelings toward an activity that is reflected in feelings of pleasure, acceptance, or agreement so that the results of the activities carried out will have a high satisfaction value.

3.4 Evaluating results

Based on the results of the research conducted, the evaluation of the participants from the direct supervisor of the training participants gave positive results, namely by seeing how much the training participants would develop new innovations after returning to their respective agencies. Whereas the direct supervisors of the participants stated that as many as 74.19% strongly agreed with the statement that training could make employees more innovative, 16.13% agreed, and 9.68% of training participants disagreed (Figure 4). A good and successful education and training will influence the training participants to be more creative and innovative.

This is in line with the results of research by Kesi and Widodo (2014), which states that organizations should be able to create new assessments and ideas and offer innovative products. Innovation is a way to continue to build and develop an organization that can be achieved through introducing new technologies and new applications in products and services, developing new markets, and introducing new forms of organization. Every organization always tries to improve human capital, which is a characteristic of human resources that is determined by the organization it owns and is used to create value for the organization (Collin & Clark, 2003, in Kesi & Widodo, 2014).

4 CONCLUSION

Based on the results of the evaluation of the reaction rate, it is known that on average the training participants were satisfied with the training process. This evaluation becomes a reference for making improvements or improving the quality of the training process. Evaluation at the learning level, where participants stated that the leadership training was carried out effectively was related to understanding the training material. After evaluating the results, the participants' supervisor as the respondent stated that the leadership training had been implemented effectively. This can be seen from the respondents' assessment as 74.19% of training participants stated that they strongly agreed with the statement that Leadership Training could make employees more innovative, 16.13% agreed, and 9.68% of training participants expressed disagreement.

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The practice of tolerance in the Pancasila Village in East Java during the COVID-19 pandemic

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ABSTRACT: This study aims to describe community behavior patterns, strategies and roles of local actors, obstacles faced, and efforts to overcome obstacles in realizing the practice of tolerance in East Java during the COVID-19 pandemic. This study was conducted using a qualitative approach with a descriptive type of research. The main subjects of this research are the village government, religious leaders, local communities, and the Department of Culture, Tourism, Youth and Sports, which are located in three areas of Pancasila Village, namely Balun Village, Turi District, Lamongan Regency; Wonorejo Village, Banyuputih District, Situbondo District; and Sukoreno Village, Umbulsari District, Jember. Data collection procedures were carried out through observations, interviews, and documentation. Meanwhile, data analysis was carried out through several stages, namely data reduction to sort and collect data from the field, display data to group similar data, and draw conclusions. The results obtained include: (1) the pattern of community behavior in Pancasila Village is orderly and conducive, (2) the strategy to realize Pancasila Village is obtained through the process of habituation and mainstreaming of tolerance education in schools, thus requiring the involvement of local actors, and (3) the obstacles faced by the community. The problems faced in living a life of tolerance are: (1) the emergence of cynicism in worship, (2) the existence of family conflicts related to religious differences, and (3) limited religious celebration ceremonies. The efforts to overcome these obstacles include: (1) the existence of a dialogue process between village officials and the community and (2) the attitude of the family's openness to accept the decision to change religion.

Keywords: COVID-19 pandemic; Pancasila Village; practice; tolerance

1 INTRODUCTION

Like the concept of a multicultural state, the practice of living a life of tolerance is a necessity. People believe this is an effort consciously passed down from generation to generation. Human instincts as social beings determine the emergence of mutual respect for differences as the basis for the development of tolerance (Nisvilyah 2013).

The meaning of tolerance is not only limited to efforts to respect religious beliefs. More than that, tolerance includes differences in political orientation, ethnic diversity, race, and gender issues. Tolerance also plays a role in overcoming differences in beliefs and conflicts in society (van Doorn 2014). In Indonesia, this can be proven by referring to the view of Azra (2009) that the rise of horizontal conflicts in Indonesia has an impact on examples of religious tolerance that should be a role model for the community.

The COVID-19 pandemic in Indonesia had an impact on various aspects of life, including the life of harmony and religious belief (KBB). Referring to the 14th study, the SETARA Institute stated that the COVID-19 pandemic had an impact on discrimination by state and non-state actors against

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KBB survivors, religious/minority belief groups, to women. Throughout 2020 there have been 180 KBB violations with 422 actions spread across 29 provinces; East Java Province is ranked second with a total of 23 actions. Discrimination in the form of disturbances related to houses of worship carried out by state actors was an old problem long before the arrival of COVID-19, which was deliberately not being reported. Meanwhile, online activities during the pandemic have increased reports of misleading content, insults to religious figures, hateful content, and harassing jokes (SETARA Institute 2021).

The problem of religious life and belief certainly cannot be underestimated, in the context of KBB in East Java, certain efforts are needed to suppress discrimination, which leads to the formation of a conducive community situation. Especially during the pandemic, the state needs to be present to maintain peace among religious communities. Responding to this, the government and the people of East Java can reflect on Pancasila Villages located in Balun Village (Lamongan Regency), Wonorejo Village (Situbondo Regency), and Sukoreno Village (Jember Regency). These three areas are the face of the tolerance life in East Java, which has been passed down from generation and is still present in harmony, respect, and coexistence between religious communities. Even though places of worship are located close together, people live in peace.

Especially during the COVID-19 pandemic, the three regions still maintain the practice of living a life of tolerance. Research by Hasanah et al. (2021) shows that the COVID-19 pandemic in the Pancasila Village Sukoreno, Jember actually strengthens the relationship of tolerance between religious communities, including making culture and local wisdom the basis of mutual respect and cooperation. Moreover, this research is intended to elaborate the pattern of tolerant life in Sukoreno Village with other Pancasila Villages, namely Balun Village, Lamongan Village, and Wonorejo Village, Situbondo.

2 METHODS

This study was conducted using a qualitative approach with the type of descriptive research. This study seeks to describe the behavior patterns, strategies, and roles of local actors, the obstacles faced, and efforts to realize Pancasila Village. The research subjects include (1) the local community, including local actors, community leaders, and religious leaders; and (2) the head of the regency's Culture, Tourism, Youth and Sports Agency (Disbudparpora). The research locations include three areas of Pancasila Village, namely (a) Balun Village, Lamongan Regency, (b) Wonorejo Village, Situbondo Regency, and (c) Sukoreno Village, Jember Regency. Data collection was done through interviews, observations, and documentation. The data analysis was carried out in three stages, namely data reduction to summarize and sort the data obtained in the field, display data by grouping similar data, and draw conclusions (verification).

3 RESULTS AND DISCUSSION

3.1 *Behavioral patterns of the Pancasila Village community in realizing a tolerant life*

Sociologically, the pattern of community behavior is an important component of the sustainability of the life of a village. Included in the context of tolerance, society is the perpetrator of a harmonious life. The existence of Pancasila Villages in three regions of East Java, namely Balun Village (Lamongan), Wonorejo Village (Situbondo), and Sukoreno Village (Jember), is a role model for religious diversity in Indonesia.

Research conducted by Permana and Mursidi (2020) suggests that plurality in Wonorejo Village leads to a harmonious and respectful society. Furthermore, research conducted by Widiyanto et al. (2021) shows that the pluralistic and tolerant structure of society in Sukoreno Village, Jember is also a model for the disintegration of culture and religion. This conducive community situation is influenced by the deep-rooted pattern of harmonious living behavior. The form of community behavior patterns in leading a life of tolerance are described as follows.

3.2 *Strategies and roles of local actors in realizing tolerant living practices in Pancasila Village*

The development of Desa Pancasila does not escape the involvement of local actors, including local government officials, religious stakeholders, and related communities. Moreover, by carrying the concept of the Pancasila tourism village, some of these areas display the characteristics of their predicate. It should be noted that the purpose of establishing a tourist village leads to two things, namely building the country's economy, while carrying out the function of education and increasing sociocultural resilience (Prameswari et al. 2018).

In its development, the concept of a resilient village as a response to accelerated village development during the pandemic is trying to maintain the sustainability of village productivity. Satria (2001) explains the concept of a resilient village, which consists of several categories, including creative villages, caring villages, green villages, smart villages, and healthy villages. Thus, the concept of a resilient village is not only limited to handling and preventing activities, but innovation and productivity are also needed during the COVID-19 pandemic. Responding to this policy, as well as identifying the embodiment of Desa Pancasila, the involvement of local communities is an important aspect because the resources and character of tradition and culture are the driving elements of village formation (Dewi et al. 2013).

The life of inter-religious tolerance is the main characteristic of the realization of Desa Pancasila in each region. The strategy of maintaining inter-religious harmony in Desa Pancasila becomes important through certain conditions. The habituation process is interpreted as a process of conditioning, habituation, and socialization of the community, which is carried out in a sustainable manner, so that the pattern of harmonization between religious communities is maintained. Habituation internalizes the values created by practices and actions, as well as the results of practices or actions created by social life (Nurhakki et al. 2021).

This habituation can be seen from several things, namely, the principle of "Bedo raino, sing important harmony," which means that although different, but still harmonious in the concept of living together in Balun Village, Lamongan Regency, it describes the inheritance of tolerance values that are still maintained by the local community. This local idea is in line with the concept of Bhinneka Tunggal Ika, which means different but still one (Alfariz 2021).

Furthermore, the integration of tolerance education at various school levels. As in the three areas of Desa Pancasila, the inculcation of tolerance values, such as mutual respect, mutual help, living in harmony, and coexistence between religious communities is part of the ongoing learning. This starts from kindergarten to high school-equivalent.

Local actors, such as the village government, play an important role in realizing a life of tolerance in Desa Pancasila. Especially during the pandemic, the village government is responsible for maintaining inter-religious harmony. This includes coordinating with interfaith communities to curb the surge in the spread of COVID-19 through various healthcare efforts, such as guarding the COVID-19 post, spraying disinfectants, cleaning the environment of places of worship, and holding religious ceremonies. Meanwhile, religious leaders are figures who are trusted by religious adherents to be responsible for internalizing universal and humanist values into their hearts and consciences, so that tolerance is not only interpreted as a pseudo thing. Religion is a source of guidance, ethics of life that move people to behave honestly, fairly, wisely, and stay away from various behaviors that damage harmonization between religious communities (Zainuri 2020).

3.3 *Obstacles faced in the practice of a tolerant life*

The life of tolerance, in general, is able to bring the community to a conducive situation. However, in practice, to achieve this situation, of course, various problems become obstacles in realizing a peace-loving society. Based on research conducted in three areas of Desa Pancasila, East Java, several obstacles were found in the practice of tolerance, including (1) the emergence of a cynical attitude in worship, (2) family conflicts related to religious differences, and (3) religious limitations in celebrating ceremony.

Cynicism may arise in a society that has certain diversity, in this case related to religion. This study shows that the form of cynicism is generally experienced by immigrant communities who have not adapted to the life of other religions. In this study, it was found that some people who are Muslims are not familiar with Hindu religious worship materials, one of which is incense. Frankincense, which has a character with a very fragrant and pungent smell, makes some Muslims feel uncomfortable, especially when they worship in the mosque. Besides being uncomfortable, the smell of incense is also considered to interfere with the prayers of Muslims, so they cannot concentrate (khusyu').

Meanwhile, in a field study conducted in Balun Village, Lamongan Regency, it was found that religious differences in one household can lead to family conflicts. This is experienced by the families of Mr. Sukir and Mrs. Muntani. The decision to change religion due to the marriage of a family member made Pak Sukir and Ibu Muntani disagree. This difference of opinion about religion is what triggers family conflicts.

During the COVID-19 pandemic, several religious ceremonies in Desa Pancasila, such as the Nyepi celebration, the Ogoh-Ogoh Parade, and Easter celebrations that usually involve interfaith people had to be stopped. Religious ceremonies take place in a closed and limited manner followed by the followers of the religion concerned. The local government accommodates the continuity of religious ceremonies by providing policies that mandate strictly adherence to health protocols.

Like the obstacles mentioned above, inter-religious cynicism and religious differences in one house have the potential to sustain a life of tolerance. Cynicism can bring intolerance. This statement is in accordance with the view of Kafid (2015) that at a certain level, cynicism can lead to the division of the ummah.

Sociologically, as well as referring to Yuliana in her research titled "Marriage of the Chinese and the Mandar Tribe" in 2014 interfaith marriage as experienced by Pak Sukir's family is a cross-cultural form. If identified, this marriage is a form of exogamous marriage that occurs because of openness and a flexible way of thinking to accept partners of different religions. Although in practice, interfaith marriage efforts often cause problems, one of which is the lack of acceptance from the family (Calvina & Yusuf 2015).

Other problems that often arise include (a) the emergence of inter-religious tensions about how to deal with the problems of married members, thereby disrupting the form of ecumenical cooperation, (b) interfaith couples face traditional judgments from their respective religions, (c) and married couples are responsible for navigating their traditions, even if it is not completely smooth (Mehta 2020). Whereas the encouragement of interfaith marriages shows a portrait of tolerance and acceptance between religious adherents, thus allowing interaction with different individual backgrounds (Duvall & Miller 1985).

Examining the two obstacles above hinder the creation of inter-religious harmony. This is in accordance with the view of Saputra (2008) that the obstacles in creating inter-religious harmony include: (1) the desire to establish a place of worship without regard to the number of local religious people, thus offending the feelings of the majority of religious communities in the area, (2) using the majority as a means of solving problems, (3) interfaith marriages, and (4) increasingly shifting lifestyles based on kinship or mutual cooperation toward an individualistic life.

3.4 *Efforts to overcome barriers in the practice of living tolerance*

Conflict management is needed to overcome various social conflicts that arise in society, not least in terms of inter-religious harmony. Based on the research, several efforts were found to overcome obstacles in realizing a tolerance life in Desa Pancasila, including (1) the existence of a dialogue process between village officials and the community and (2) family openness to accept the decision to change religion.

Regarding the issue of cynicism that arose from the immigrant community over the process of worshipping Hindus, the village head took the initiative to call the stakeholders of the respective religions to discuss. Religious stakeholders are involved to provide a way out of this community attitude. Furthermore, religious stakeholders enter the community to carry out a dialogue process, as well as provide direction on the importance of mutual respect for one another.

The process of dialogue and discussion contributes a lot to the occurrence of conflict in society. The involvement of religious stakeholders in communicating with village heads and communities is interpreted as a peace process. Conciliation aims to control conflict through representation, which allows the growth of patterns of discussion and decision-making on the issues in dispute. In the long term, this communication pattern is oriented toward creating sustainable solutions, namely mutual respect for various forms of inter-religious worship (Nasikun 2016; Widiyowati et al. 2018). Junaidi (2021) explains that the role of religious stakeholders is related to the function of education, namely providing explanations about the problems that occur, as well as providing recommendations on the importance of maintaining inter-religious harmony.

In interfaith marriages where one partner changes religion, the family is the foundation to strengthen the continuity of the marriage. Although the attitude of disapproval appeared at the beginning of the decision to change religion, over time the family accepted the choice. In fact, the family also gives freedom to the child to change religion to follow his partner. This can be interpreted as a process of institutionalizing religious freedom that guarantees individual rights in religion and the realization of a form of passive tolerance. It is said to be passive, because parents only give freedom to choose religion, but do not provide intervention or enlightenment on the reason for moving to a certain religion (Nasruddin 2019).

The two efforts above are generally carried out to maintain inter-religious harmony. In addition to guaranteeing individual rights, this effort carries out the mandate of Article 29 Paragraph 2 of the 1945 Constitution of the Republic of Indonesia, which reads, "The state guarantees the independence of every citizen to embrace their own religion to worship according to their respective religions, and trust." Balancing the mainstreaming of tolerance is certainly based on several attitudes, including (1) empathy, (2) self-correction, and (3) an open attitude to change situations that are not in accordance with their abilities. Meanwhile, efforts to foster tolerance between religious communities can be pursued through several factors, such as (1) increasing understanding, appreciation, implementation of national insight, (2) religion, (3) increasing reciprocal dialogue between religious communities, and (4) maturing faith (Misrawi 2010).

4 CONCLUSION

The establishment of Pancasila Village, which is in three areas, namely Balun Village (Lamongan Regency), Wonorejo Village (Situbondo Regency), and Sukoreno Village (Jember Regency) is the face of tolerance for multi-religious communities in East Java. Although the COVID-19 pandemic has had an impact on various aspects of life, the existence of the Pancasila Village does not change the behavior patterns of multi-religious communities to live side by side to overcome the pandemic. This can be observed through the habit of mutual respect, cooperation, harmony, to symbolic nature such as wearing other religious attributes, cleaning places of worship, performing certain religious ceremonies, or carrying out community-based activities together. The realization of this Pancasila Village was pursued through a process of habituation and mainstreaming of tolerance education in schools that involved the role of local actors, so that community values were maintained. Although various obstacles cannot be avoided, such as (1) the emergence of cynicism in worship, (2) family conflicts related to religious differences, and (3) limited religious celebration ceremonies. The efforts taken to overcome the obstacles include (1) the existence of a dialogue process between village officials and the community and (2) the attitude of the family's openness to accept the decision to change religion.

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Opportunities and challenges of implementing multidimensional and interdisciplinary approaches in learning social sciences during the pandemic

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ABSTRACT: One of the impacts of the establishment of the sustainable development goals (SDGs) is the changes in learning patterns to support the achievement of these goals. This is also related to the increasingly complex problems faced in the 21st century and the wave of the pandemic that has hit since almost 2 years. This requires problem-solving skills based on social sensitivity. This research was conducted to uncover the challenges and opportunities of implementing a multidimensional and interdisciplinary approach in learning social sciences during a pandemic. The research method used is qualitative with interview data collection techniques, distributing questionnaires, and document or documentation studies. The results of this study indicate that the implementation of the two approaches in schools has not been carried out optimally. This is evidenced by the lack of understanding of teachers and students about these two approaches and how to implement them properly, including the lack of learning resources based on these approaches. The recommendations generated in this study are to prepare human resources, namely teachers, learning inputs, namely students, and appropriate learning resources.

Keywords: Interdisciplinary; Multidimensional; pandemic

1 INTRODUCTION

The sustainable development goals (SDGs) set by WHO indicate that these goals can not only be achieved by technical innovation but also deep human involvement by taking responsibility not only as creators or users but also by managing the impacts of production, distribution, and consumption in a sustainable manner. Skills to understand life cases, such as reducing emissions in production and consumption processes, climate change, health issues, etc., can be enhanced through a learning process that uses a multidimensional and interdisciplinary approach (Bauknecht et al. 2019). The implementation of the approach in the learning process has several advantages, namely growing lifelong learning skills, caring for humans and the environment, and problem-solving skills based on social sensitivity (Strebten 2011).

Currently, the demand for learning with a multidimensional and interdisciplinary approach is closely related to the development of the complexities of society and life in the 21st century (Chai et al. 2015; Marzano et al. 2020; Stentoft 2017; Strebten 2011). However, the implementation of this approach is still being ignored because it is considered difficult and challenging, especially in preparing the design and its accessories (Guerreiro 2016; Strebten 2011). These two approaches have been widely used in research since the 1970s (Guerreiro 2016), while in Indonesia they became popular in the 1980s. There are two big names engage in cross-disciplinary research, namely Sartono Kartodirjo, a historian with his phenomenal work entitled *The Banten Peasants Rebellion 1888* and Nathaniel Daldjoeni, a geographer with his work on *Historical Geography: World Civilizations*

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(Daldjoeni 1982; Kartodirdjo 1984). The difficulty of realizing a multidimensional and interdisciplinary approach in learning is caused by several things, including the curriculum, the preparation of tools, and the availability of learning resources (Ayundasari et al. 2021; Djono et al. 2020a). Admittedly or not these difficulties arise through the educators.

There is a lot of evidence from research showing that learning social sciences at the secondary school level, namely junior high school and senior high school, is still done partially. The materials are presented separately, not contextualized, and not using multidimensional perspective (Agung 2010; Sudrajat et al. 2020). The difficulty for educators is increasing when learning must be done online during the pandemic. The difficulties faced in the online learning process of social sciences, among others, arise from the limited time, monotonous material, and class management skills (Amin 2018; Asmuni 2020; Sudrajat 2020). Despite various difficulties and challenges, every element of education must be prepared so that life in the future can take place as expected, or at least be able to realize the goals in the SDGs. Each branch of science carries the same mandate in realizing this, including the social sciences. From an early age, students must be accustomed to critical thinking, so that they see everything from a global perspective. Answering these problems and realizing the implementation of a multidimensional and interdisciplinary approach in learning the social sciences, this article seeks to reveal the opportunities and challenges during the pandemic. This is done to provide an overview of what must be done in realizing these goals.

2 METHODS

The use of the method in this research is a qualitative with interview data collection techniques, distributing questionnaires, and studying documents or documentation (Wirawan 2016). Data collection activities were carried out through the distribution of questionnaires at random using purposive sampling, where the targeted respondents are teachers in the social sciences study group and students. The results of the questionnaire were used as the basis for conducting interviews and document studies to obtain more in-depth data. The document study in question is teacher learning tools, student worksheets, and learning the resources used. The number of respondents involved in this study consisted of 194 students and 55 teachers from both public and private schools in East Java. Meanwhile, the data analysis technique itself uses the Miles and Huberman model (Sugiyono 2015) whose stages are as follows: (1) Data reduction; (2) Data presentation; (3) Conclusion or verification.

3 DISCUSSION

3.1 *Understanding of multidimensional and interdisciplinary concepts among social science educators and students*

The multidimensional and interdisciplinary concept in the field of research is a concept that is developed since the 1970s (Guerreiro 2016). In Indonesia, these two approaches were popular in the 1980s in the study of history and geography, which were pioneered by Sartono Kartodirdjo and Nathaniel Daldjoeni. This concept was developed in historical research to provide a complete and comprehensive picture in the analysis of historical events. Meanwhile, in the field of geographical studies, it is carried out to analyze the role of nature geographically on the movement of human steps across civilizations (Daldjoeni 1982; Kartodirdjo 1984). A complete analysis of an event, context, or phenomenon from various cross-scientific fields turns out to be able to provide a comprehensive picture of it. A comprehensive understanding of these matters provides an opportunity for a person to be more humane toward differences, competition, and conflict. Therefore, this approach is referred to as social capital needed to face the challenges of 21st-century life, which demands the complexity of social intelligence between humans and humans, humans and the environment, humans and other creatures, and humans with all the processes of fulfilling their needs

(Piketty 2014). However, an understanding of the importance of this approach is crucial for both teachers and students.

This hope has not been realized, it is shown based on the results of the analysis of the questionnaire filled out by teachers and students and the analysis of learning tools developed by the teacher. Based on the questionnaire, 45% of teachers stated that they sometimes use both approaches. The results of further analysis of teachers' understanding of the two approaches are limited to definitions with the form of implementing incidental narratives during lectures in class on one of the material contents. They do not understand the use of theory and case examples as well as analytical methods for cross-disciplinary studies. This is reinforced by the absence of a reflection of the two approaches in planning and evaluation.

A similar level of understanding is also reflected in the results of the questionnaire given to students from 194 respondents, 78% stated that their teachers had given interdisciplinary learning. However, this contradicts information about the learning methods used, where on average the learning process is carried out by lectures and rereading textbooks (70%). This is reinforced by the search for the type of evaluation they participated in, namely working on worksheets or questions (72%). Based on these data, it can be concluded that students do not understand the essence of social science learning with a multidimensional and interdisciplinary approach. This also means that there are components of social science learning objectives that have not been achieved in the learning process at school.

3.2 Conditions for learning social sciences during the COVID-19 pandemic in Indonesia

The implementation of social science learning in Indonesia is different at every level. At the elementary school level this learning is packaged in thematic form, at the junior high school level it is presented in an integrative way in the subjects of social sciences, and at the high school level the study of social sciences is separated into the subjects of history, geography, and sociology. In general, the material in the social sciences is in the form of a theoretical study of events and phenomena (social or natural). At the time of offline learning, these subjects are known as subjects that are not interesting, boring, rote, and less innovative in their presentation (Kurnia Wardani 2013; Sayono 2013; Tanjung et al. 2015). This problem is further complicated by the existence of online learning policies during the COVID-19 pandemic.

Officially, the World Health Organization (WHO) designated Coronavirus Disease 2019 (COVID-19) as a global pandemic on March 11, 2020. The virus that first broke out in Wuhan, China has been able to inhibit all human activities, including in education. Mid-March 2020 the Indonesian government set a policy of learning from home for all levels. This policy was taken to prevent massive transmission among students. However, this policy turned out to have an extraordinary side effect in the form of learning problems for educators, students, and parents. The educators must be familiar with reducing study time with fixed materials, developing IT-based materials and media, and the evaluation process is not easy. Meanwhile, students must get used to sitting at home without maximum socialization through virtual learning. Their psychological condition is even more chaotic when the learning process must be accompanied by parents who have obligations as workers and do not come from an educational background (Amin, 2018; Asmuni, 2020; Herliandry et al. 2020).

Most senior teachers are not confident in utilizing distance learning technology, such as video conferencing (Google Meet, Zoom, etc.), Google Classroom, Edmodo, Quizziz, etc. In the end, the learning was using WhatsApp. In the learning process, the central role is of the teacher and the students only echo it. Student-oriented learning becomes difficult and ends in one-way learning. Even though the teacher gives independent assignments and prepares references to work on, the teacher has difficulty controlling the independent learning process and the results of student assignments that are collected are often the results of browsing that are forgotten to be edited or are very similar to other students even though they are not group assignments. This shows that the learning objectives have not been achieved optimally.

These problems cannot be entirely attributed to the students. This happens because of various factors, one of which is a huge learning burden. Moreover, during online learning, teachers often only provide a series of tasks, both in the form of essays and questions. One of the efforts to reduce the burden on students during the implementation of online learning was designed by the Ministry of Education and Culture to issue regulations regarding the curriculum during the COVID-19 emergency. Following the Decree of the Minister of Education and Culture number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions, many schools implement flexible adjustment of learning hours. This curriculum adjustment has an impact on the modification and simplification of learning materials in general (Munajim et al. 2020). Therefore, distance learning requires teachers to evaluate the effectiveness of learning aspects, so that the process of knowledge, morals, skills, intelligence, and aesthetics can be fulfilled (Zhu & Liu 2020).

3.3 *Opportunities and challenges of implementing a multidimensional and interdisciplinary approach during a pandemic*

During the pressure and many adjustments in this pandemic period, a multidimensional and interdisciplinary approach has a strong opportunity to be applied. This is supported by the involvement of an interdisciplinary approach that has flexible characteristics; natural and not forced pace of work; and relies on the borrowing and sharing of concepts and theories within and between disciplines (**National Academy of Science in Holley 2009). With this approach, learning can collaborate several subjects at once. Learning can take advantage of one topic or problem, which is then studied from various dimensions of life and studied across disciplines or subjects. For example, by using historical material. Historical events can be analyzed from a multidimensional perspective and involve interdisciplinary science (Djono et al. 2020b). In this process, other relevant subjects are also involved, such as sociology, economics, geography, and other scientific fields. With the application of this approach, the burden of students in daily learning can be reduced. However, each subject teacher involved has evaluation materials. In addition, it can familiarize students with seeing a problem from a perspective and solving it by utilizing the various disciplines that they learn.

However, its application in learning in schools needs to be focused upon to ensure availability of required resources. The first, is teacher readiness. Teachers must first understand the concept of a multidimensional and interdisciplinary approach to learning. A multidimensional approach or also known as cross-disciplinary learning refers to a combination of various disciplines as independent and separate components of learning (Park & Son 2010). While the interdisciplinary approach or relational learning is characterized by the integration of multidisciplinary knowledge across a central program theme or focus (Ivanitskaya et al. 2002; Munaretto & Huitema 2012). In this approach, teachers are expected to be able to combine and integrate information into a complex interdisciplinary knowledge structure focused on the program's theme, deep learning which means being able to seek meaning, reflect on what has been learned, and internalize knowledge by creating personal understanding, metacognitive skills, critical thinking, and personal epistemology (Ivanitskaya et al. 2002). In this approach, teachers are required to work together with other subject teachers (team teaching) in designing and developing learning plans, the process understanding the concepts and objectives of the approach is important to realize the essence of integration and the division of each role (Jones, 2010; Strebtan 2011). Next, the teacher is expected to be able to analyze learning proportionally and determine the appropriate learning method or model.

Second, what needs to be prepared are students. Students cannot suddenly be asked to follow this approach without an understanding of multidimensional and interdisciplinary concepts. Students who are not ready are more likely to apply this approach to a topic and see it as a separate assignment according to what they usually do. Understanding this concept can be done at the beginning of the learning period. Through understanding the concepts of both approaches and good learning planning, it is hoped that it can foster student sensitivity to contribute, collaborate, and take action in social problems that arise in the 21st century (Bergmark & Westman 2016). Indicators of the

success of this learning include knowledge and technology literacy skills, critical thinking and problem-solving skills, entrepreneurship and innovation skills, social responsibility and leadership skills, career consciousness (Cevik & Senturk 2019).

Third, the availability of learning resources. During the pandemic, when learning is carried out online, it opens opportunities for the wider use of ICT in learning. Teachers and students can also adapt to the new habit of distance learning. ICT-based learning resources become new opportunities and challenges that can be developed by teachers to realize learning with a multidimensional and interdisciplinary approach. Of course, this can be done optimally if the institution provides facilities in the form of an LMS (Learning Management System). It provides an extension to communication and interpersonal interaction for lifelong learning (Park & Mills 2014). Through this activity, they will also be trained for self-directed learning, collaborative learning, and meaningful learning with ICT (Chai et al. 2015). The success of this process also requires learning process through which learners integrate insights and modes of thinking from many disciplines to advance their understanding of a topic that is beyond the scope of a single discipline (Pohl & Hirsch Hadorn 2007).

4 CONCLUSION

Based on this research, it can be concluded that the implementation of a multidimensional and interdisciplinary approach in learning social sciences is very necessary to support the achievement of the SDGs. However, implementation in schools has not been carried out optimally. This is evidenced by the lack of understanding of teachers and students about these two approaches and how to properly implement them, including the lack of learning resources based on these approaches. The condition of this weak implementation is also getting worse with changes in learning patterns due to the pandemic that has lasted for almost 2 years. The next step to continue to realize the implementation of a multidimensional and interdisciplinary approach in learning the social sciences is to prepare human resources, namely teachers, learning inputs, and students.

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Local material in improving students' knowledge and comprehension of natural hazards

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ABSTRACT: This research aims to identify the learning material in disaster mitigation that has been implemented in the high school curriculum. The results of interviews with high school geography teachers in several disaster-prone areas indicate that students have not been given factual knowledge about hazards and disaster risks in their environment. Basic learning competencies in disaster mitigation generally refer to the material printed in the senior high school geography textbook. The use of data and facts originating from official delivery institutions and disaster information, such as BNPB, BPBD, BMKG, PVMBG, are still very limited to use. Disaster learning in high school has not provided an example based on data and facts about potential hazards and disaster risks faced by students and has never happened before. General knowledge of disaster is unable to bridge the disaster threat with the factual conditions faced by students. Therefore, teaching materials for disaster learning are needed, which are derived from real conditions in the student environment. This research was involved collecting data from volcanic and coastal environments in Banyuwangi. This region has multi-hazards namely volcanic eruptions, floods, tsunamis, and landslides. The research development products carried out produce local learning materials that are in line with the study of disaster learning in the local scope. Product development is believed to be able to increase student knowledge and understanding of their environmental conditions.

Keywords: Student's knowledge; student's comprehension; natural hazard

1 INTRODUCTION

Geographically, Indonesia is located in the geological and hydrometeorological hazardous area. The active tectonic plate gives rise to some calamities, such as earthquakes and tsunamis. On a different location, it's lying on the active volcanic area. Moreover, the Indonesian monsoon climate is related closely to trigger floods and landslides. The year 2018 was noted as disaster year in Indonesia due to several natural phenomena, i.e., volcanic eruptions, earthquakes, tsunamis, floods, and landslides (BNPB 2019). A lot of victims died and were injured as a result of disaster strikes.

The disaster risk reduction education is a range of ways to respond to education in anticipation of increasing levels of damage and incidents of hazards locally (Irawan et al. 2018; Shaw et al. 2011). Nowadays the risk of disasters is increasing, followed by the recent condition of the environment and human inducements there. This condition needs to be reduced and mitigated. To achieve that goal Kagawa and Selby (2012) proposed some actions: identifying, assessing, and reducing the vulnerability of the physical, economic, environmental, and social communities through a systematic and holistic approach.

Indonesian Ministry of Education and Culture (Kemendikbud) composed an appropriate disaster education curriculum through the 2013 curriculum. This work is to respond to a suitable disaster

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risk reduction in Indonesia (Kemendikbud 2014). As mentioned by **Mulyasa and Damayanti (2018) the essential advantages of 2013 curriculum, include: 1) using a student-centered natural (contextual) approach; 2) character-based competencies that underlie the development of students' abilities, and 3) certain fields of study and subjects focused more on appropriate use of competency approaches and related skills (Damayanti 2018). Furthermore, the recent curriculum was developed by two learning processes, namely direct and indirect learning. The direct learning stages are observing, asking, gathering information, associating/analyzing, and communicating in analytical activities. Meanwhile, indirect learning is a direct educational process not designed for special activities. Based on the development of disaster risk-reduction education trends and student learning needs in disaster-prone areas, the disaster material content should be contextually arranged with the actual conditions in the field. The development of learning design is expected to address student learning need. Student learning need is a condition of fully understood surrounding environment (Irawan et al. 2019).

2 METHODS

This research was conducted by a series of surveys and locally in-depth interviews with a qualitative approach. The qualitative research aims to understand the phenomenon in a specific context that is natural and by utilizing various scientific methods (Cresswell 2010; Hamzah, 2019). Regarding the implementation of 2013 curriculum on disaster education through geographical subject on Indonesian Senior High School (SMA), this research addresses four research questions: What do the students study about disaster mitigation based on recent material provided on the national curriculum? What kinds of learning material on disaster have been delivered to the students? How to elaborate disaster material toward students based on their environmental characteristics of hazard, vulnerability, and risk? Does the material on disaster risk help students gain better knowledge and comprehension in class learning activity? To answer the research questions before, some data collection was applied. First, data collection was collected by field surveys. This activity is conducted in several areas from mountainous to coastal in Kabupaten Banyuwangi, East Java, Indonesia. The goal of this stage is to find out the factual and recent condition of hazardous areas, types of vulnerability, and major risks. In-depth interviews were also done of local people and authority. The last phase is doing.

3 RESULTS AND DISCUSSION

3.1 *Emphasis and special types of physical characteristics in the study area*

Kabupaten Banyuwangi is one of the regency areas in East Java Province, Indonesia. The area has seen a range of geomorphological situations. It is located at 7°43'–8°46"LS and 113°53'–114°38'BT (BPS, 2018). This region has complex physiographic conditions. It is located in mountainous area (Ijen-Baluran- Raung volcanics area). On the other side, it is situated near the coastal region.

The various landscapes have consequences of natural hazard and disaster risk. Ijen and Raung are two of active volcanoes in Indonesia. Based on historical data, the eruption of Raung volcano had created havoc in large areas of the western part of Banyuwangi. On the other hand, Ijen has different characteristics of eruption. It is potentially toxic gases and acid water flowing from the peak. The volcanic activities of both have increased in recent times. In case of potential hazard in Banyuwangi, it is better to analyze by multi-hazard threat (Ina-Risk BNPB, 2017). Different characteristics of geographical situation show different number of impacts on human and environment.

The next potential disaster is tsunami. Tsunami-prone area lies in the southern part of Banyuwangi. It was located from Blambangan Peninsula to Pesanggaran. In 1994 all the southern coastal area was affected by tsunami (DIBI BNPB 2017). It had several negative impacts in the past, meanwhile nowadays this area is occupied by large population. This area nowadays still has a

big potential hazard triggered by earthquakes. The actual earthquake hypocenter is located in the south part of Banyuwangi in Indian Ocean. The current condition in past several months has been an earthquake force.

The next triggering hazard is hydro-meteorological conditions. It is associated with flood and landslide hazard. Both hazards increasingly rise during the rainy season. The flood brought some impact in Banyuwangi in the last occurrence. Singojuruh has the most risk by flood. The height of the flood is between 2 and 3 m. It disrupts people's settlement and their environment. Landslide is another potential disaster striking people and the environment. Disaster-prone area to landslides spread over the mountainous area. Ijen and Raung mountains are the susceptible areas to landslide. The steep morphological condition is related to the landslide. It is also triggered by increasing rain.

On the other hand, Sumberagung village area is known as one of multi-risk area in Banyuwangi. These areas are susceptible to earthquake, tsunami, flood, and landslide. Thus, the condition is relevant to bringing disaster risk learning. In 1994, when tsunami struck more than 200 people lost lives and many were injured. Sumberagung provides best practice in case of disaster. Hence, not only the environment guides the student to be aware about the disaster, but also the community will lead them to better understand how to cope with disaster.

3.2 Characteristics of material used for student learning in disaster risk in Banyuwangi in brief

Nowadays, the development of disaster risk education material is increasing. Several concepts, namely disaster risk reduction education (DRRE), education for sustainable development (ESD), climate change education (CCE), and environmental education (EE) are carried out in various areas and contexts (Shaw et al. 2011). Starting from 2006, the UNISDR campaigned for disaster risk reduction starting from school. The goal is to integrate disaster risk reduction and the curriculum that is implemented in schools (Tuswadi 2014). Based on the development of disaster risk reduction education trends and student learning needs in disaster-prone areas, the learning material should be contextually arranged with the current conditions in their environment. So, it leads students to fully understand the surrounding environment.

Disaster risk material teaches based on geography textbooks. This way it is used by teachers in senior high school (SMA) (Irawan 2019). Disaster material appears in the second grade of SMA. The basic information describes the general terms of disaster. The content consists of definitions of disaster, types, and ways of mitigation. Seeing the current situation, delivering this material to students is not appropriate and suitable. A range of material should be prepared to address the limitations of material.

Such information must be collected from many sources. The information from some disaster agencies, such as BNPB, BPBD, PVMBG, and BMKG are rarely used in the learning situation. It has an impact on knowledge that students gain. Generally, they only understand the definitions of disaster and mitigation, neither the real hazard in their environment nor its surroundings.

3.3 The sufficient efforts toward disaster risk material arrangement for senior high school in Banyuwangi

Disaster learning materials for SMA students' current conditions show limitations of actual sources. The disaster material is subject matter that should be learned and built by students as a means of achieving basic competencies (KD) in Indonesia national curriculum. The disaster material should be composed according to some contents, such as principles, procedures, and application theories, to help students understand their environment and the potential hazard. So, the learning material will help teachers deliver information. Furthermore, the functions are to stimulate students' thoughts, feelings, attention, and interests.

The basic competencies (KD) used in the 2013 curriculum has some disaster learning goals, such as students can analyze the potential disasters and strategies used in disaster mitigation in the area where they live. The material presented in this discussion should begin with the introduction of students to the potential and threat of disaster in their place of residence. Basic competencies

used in disaster mitigation material is 3.7 analyzing the type and mitigation of natural disasters through education, local wisdom, and the use of modern technology and 4.7 sketching and/or maps of potential local disaster and disaster mitigation strategies based on the map (Kemendikbud 2014).

Disaster learning materials for SMA should contain concepts that are supported by facts about the environment. Disaster material consists of at least several main elements including: 1) geographical and physiographic conditions of the region, 2) characteristics of threats to disasters, 3) vulnerability to disasters, and 4) community capacity to deal with disasters (disaster mitigation and adaptation). The material composition that starts from the introduction of concepts that contain facts about the surrounding environment can make it easier for students to understand the material. It can also develop students' knowledge and application in daily life.

Providing accurate material toward disaster risk is conducted by several steps. First, the geography teacher should analyze the potential hazard in the environment and its surroundings. This step is done by collecting report about prior disaster strikes and the potential hazard. The collecting data process regarding information provided on legal data available from national and local agencies dealing with disasters, such as BNPB, BPBD, PVMBG, and BMKG. Second, gathering information from thematic maps and satellite imagery. It guides the learner to get accurate detection toward hazard and risk of disaster. Teachers can mark some hazardous areas, for example, volcanic and coastal sites. The benchmarking of location, types of hazard, and data source are depicted in Table 1. Third, completing identification forms of potential hazard in disaster-prone areas. Last, the teacher should compose all of the identification results in student material and worksheet.

Table 1. Identification some hazardous area in Banyuwangi.

Name of Location	Kinds of Hazard	Data Source
Ijen Volcanic Complex	Volcanic Eruption, Landslide, Flood	Data derived from BNPB, BPBD, PVMBG, BMKG, Thematic Maps and Imagery
Raung Volcanic Complex	Volcanic Eruption, Landslide	Data derived from BNPB, BPBD, PVMBG, BMKG, Thematic Maps and Imagery
Southern Banyuwangi Coastal Area (Semenanjung Blambangan – Teluk Ijo)	Earthquake, Tsunami, Landslide, Flood	Data derived from BNPB, BPBD, PVMBG, BMKG, Thematic Maps and Imagery
Banyuwangi Watersheds	Landslide, Flood	Data derived from BNPB, BPBD, PVMBG, BMKG, Thematic Maps and Imagery

To complete composing disaster learning material this following step can be suggested. First, the teacher should arrange a learning theory design. This phase is to identify and analyze the basic needs of students to learn in considering lessons. Teachers should follow the national curriculum. In this stage, identification and analysis of needs are included in disaster mitigation material. Either, the teacher should be looking at the suitability of the content of material to ensure if it is sufficient or insufficient.

Second, developing basic competencies in disaster risk material. There are four stages namely: (1) designing learning objectives, (2) introducing learning material content, (3) preparing learning media in accordance with learning material, and (4) preparing learning evaluations and assessments. The fourth phases could not be ignored by teachers who teach disaster coupling with the factual environmental condition (Irawan et al., 2018, 2019).

Third, applying the material and media that has been composed before the learning situation. It can start with showing the environment situation by using map and imagery in specific concern area. Then, ask the students to gather information about the potential hazard in their area. Students make a note on the answer sheet. To prove with the information that student findings, teacher lead them to find out information from several source. The used source is based on data availability on

the website, such as BNPB, BPBD, PVMBG, and BMKG. The authority provides historical data that can be used for recognizing the factual hazard threat.

3.4 *Does the sufficient material on disaster risk help students gain better knowledge and comprehension in class learning activity?*

Student learning activity shows that students have concern and interest in the potential hazard to their environment and its surroundings (Irawan et al., 2018; 2019). Composing suitable material toward local hazard in Banyuwangi can be helpful for reducing negative impact after the disaster strikes. Students understand different actions for mitigation. They can simulate the ways to cope with pre-disaster conditions, as well as during and post-disaster. The research result describes that the important way to increase effectiveness of disaster education in SMA should come from self-awareness toward reducing the disaster impact. Students' knowledge and comprehension will lead them to a better attitude when facing disaster. It means students have a positive value from learning from disaster in class. Furthermore, they can apply the lessons learned from one disaster to another situation of hazard.

4 CONCLUSION

Sufficient disaster material should be arranged to improve student knowledge and comprehension. The large material can be provided from several sources, such as BNPB, BPBD, PVMBG, and BMKG. Disaster risk learning in senior high school (SMA) is mostly based on geography textbooks. The limitation of this is not specific to providing accurate material for local disaster risk.

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Can games and task projects improve teacher's digital pedagogic in senior high school? Preparing sustainability education during COVID-19 pandemic

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ABSTRACT: The purpose of this study is to determine the effect of teacher digital pedagogic training with a game-based learning approach combined with gamification and blended project-based learning-assisted gamification. The design of the study was quasi-experimental that analyzed using paired t-test. The test was used to determine the significance before or after the given treatment. Subjects in this study were 40 teachers from Senior High School 1 Kepanjen Malang, Indonesia. The results showed that there was a significant effect ($\text{Sig} < 0.05$) on the teacher digital pedagogic indicator (Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, and Facilitating Learners Digital Competencies). This research contributes to the improvement of digital pedagogic teachers through delivering new knowledge and begins through a blended project-based learning model by emphasizing the digital pedagogic competence of teachers independently in project-based exploration activities by participants.

Keywords: Game and task project; sustainability education; teacher's digital pedagogic

1 INTRODUCTION

The COVID-19 pandemic requires the implementation of the education process on an ongoing basis. Teachers in Indonesia have encountered obstacles in implementing sustainable digital learning during the COVID-19 pandemic, so the quality of learning is far from the government's expectations. The digital competency gap, controlled by teachers in Indonesia by demanding digital learning, is enlarged by teachers having to teach in large classes with the character of the "social digital generation" students. Teachers must be aware that changes in digital pedagogical competence improvement are needed to improve the quality of learning with the help of digital technology. If the teacher is not prepared to deal with new learning processes and environments, it is likely that the quality of student output will decline. The COVID-19 pandemic has forced face-to-face learning to switch to online (Mpungose, 2020), with the tendency for teachers to only give assignments outside of the student's workload.

Modern teaching, learning, and assessment are different from the traditional era. Teachers must master digital pedagogic, so students' competencies and capabilities will be improved too. Teacher digital pedagogic is the competence that comes from the disruption of technology and science. It focuses on using digital tools to improve student outcomes, especially on competencies and capabilities. Technologies can help and facilitate students in learning (Putra et al., 2021), then produce effective and efficient learning and can motivate students. However, new technology-based pedagogical changes are often obstacles (Scherer, Siddiq, & Tondeur, 2020), so teachers integrate technology based on existing perspectives and build on negative experiences (Scherer et al., 2020).

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An alternative to improvement of teachers' digital competence with a fun approach is through a game-based approach.

The concept of game-based learning (GBL) as an approach in training for teachers was based on fun activities and meaningful learning experiences. GBL becomes an effective strategy to increase motivation and authentic experiences in training (Foster & Shah, 2020). In addition, the effectiveness of GBL can be increased through the integration of gamification as an evaluation tool in learning. GBL will be more effective if integrated with authentic learning practices, such as the Blended Project-Based Learning model. Blended Project-Based Learning is the answer to the shift in learning and training paradigms in this technological era. Mastering technology, information, and communication are essential to improve various digital competencies, knowledge, and skills for teachers (Falloon, 2020). These competencies can be used to improve the quality of the teacher's digital pedagogical.

The question of this research is the effect of teacher digital pedagogic training with a game-based learning approach combined with gamification and blended project-based learning. This question arises due to the demands of digital learning during the COVID-19 pandemic. This experiment is important considering the large gap between teachers' digital competence and the demands of learning. This research is critical to the extent to which training affects the improvement of Professional Engagement competence, Digital Resources, Teaching, and Learning, Assessments, Empowering Learners, Facilitating Learners Digital Competencies.

2 METHODS

The research was experimental research with design applied pre-test and post-test control group design. This study used a game-based learning approach (Garris, Ahlers, & Driskell, 2002) combined with Blended Project-Based Learning from (Ramsay, 2001) as a treatment in training, which is carried out four times a month with face-to-face, synchronous, and asynchronous activities. It consisted of the stages of preparation, implementation, and evaluation. Participants in this study were 40 teachers who taught at Senior High School 1 Kepanjen Malang, Indonesia, as representatives of study groups, such as science (Biology, Chemistry, Physics), social (Sociology, Economics, History, Geography), language, arts, and sports. Data were collected through observations, interviews, and tests. The observation was used to understand the activities, conditions, and feelings of participants in the training and the interview incorporated semi-structured questions developed from the training topic. The research questions were measured using pre-test and post-test. The results were analyzed using paired t-tests. The paired t-test is used if one study sample has two research data with varying results (Chang & Chiu, 2020).

3 RESULTS AND DISCUSSION

The research conducted a prerequisite test (normality test and homogeneity test) and a t-test (paired t-test) to determine the effect of the independent variable on the dependent variable. Based on the assumption of the normality test according to Kolmogorov-Smirnov of 0.05, the research data has a normal distribution ($0.71 > 0.05$). Meanwhile, the assumptions using Leven's test showed a significance value of $0.47 > 0.05$. The results exhibited an average difference in the pre-test scores (59.50) and post-test (82.50) on the pedagogic competence of digital teachers. Researchers also indicated that the correlation index between the pre-test and post-test showed a positive correlation value of 0.14 with a significance of 0.37. Significance value (Sig.) $0.37 >$ probability 0.05 indicated no relationship between the two variables.

In this study, paired t-test was conducted to observe the significance of the effect between the overall research variables and indicators. The study results used paired t-test to determine the effect of the independent variable on the dependent variable. The results showed a significance

value (Sig. (2-tailed)) <0.05 , which indicated about the effect of teacher training with a game-based learning approach with blended project-based learning on the pedagogic competence of digital teachers (H_0 rejected and H_a accepted) both before and after treatment. Results based on paired t-test indicators of Professional Engagement, Digital Resources, Teaching and Learning, Assessment, and Facilitating Students' Digital Competence showed significant results (0.000) and Student Empowerment indicators (0.004).

Teachers' digital pedagogic competencies can be facilitated with a good understanding of the use of technology. Knowledge of technology helps teachers master digital pedagogics through packaging content, providing new learning experiences, and deep and meaningful learning. Training with the game-based approach and blended project-based learning can provide new perspectives for teachers. Digital pedagogical competence can be achieved through the provision of training constructed on prior knowledge. The use of technology in the reconstruction of teacher knowledge can improve professional competence through collaboration with fellow teachers, correct patterns of practical reflection, and improve the continuity of teacher professional development.

The treatment in the research also increases the indicators of the managerial ability of digital resources. Creativity is formed in the training activities through designing material content, system flowcharts, storyboards, and user interfaces in the LMS. Also, participants were given the training to create and implement web and personal computer-based software through Kahoot and Quizizz. In training, the teacher can effectively bring up digital pedagogic competence using the technology (Wilson, Ritzhaupt, & Cheng, 2020) on sub-indicators in digital resources, including digital competence choosing, changing, developing, and managing digital resources.

The digital pedagogical competence of teachers in this training concerns the development of several sub-indicators. Development of digital pedagogic competencies in teaching and learning includes teaching, guidance, collaborative learning, and self-learning. In the blended project-based learning indicator, the acquisition of information is integrated with creating a schedule and monitoring the participant and the object's progress, requiring the teacher to explore the competencies, especially in applying digital resources in the learning process. The process of independent exploration through asynchronous digital competence helps teachers find new instructional designs and evaluation tools in the learning process (Helleve, Grov Almås, & Bjørkelo, 2020)

Strengthening digital pedagogical competencies is also based on teaching and learning, including teaching, mentoring, collaborative learning, and independent learning. Teachers develop new strategies, methods, and models that are integrated with technology. The online collaborative interaction pattern uses the mass registration feature in the learning process, changing the learning process with in-depth knowledge and understanding reflection activities (Hooshyar et al., 2020).

Assessment becomes an essential part of the learning process. Assessment in learning constructed with digital concepts will be different from learning with traditional concepts (Starkey, 2020). Assessment in the development of teacher digital pedagogic includes competencies in the assessment strategies, instructions, and scope of the assessment, to feedback from students. Assessment as the result in the learning process represents teachers' digital competence in conducting digital-based learning processes through personal user management, course management, and is supported by forums using the Big Blue button-based tracking progress feature to find out the progress of teacher projects.

Synthesizing knowledge by evaluating the experience for the indicator is empowering learners and Facilitating Learners Digital. With Blended project-based learning indicators, teachers can create a student-centered learning process (Yurtseven Avci, O'Dwyer, & Lawson, 2020) by facilitating students access to digital learning (Alarcón, del Pilar Jiménez, & de Vicente-Yagüe, 2020). Teachers were facilitated by the features such as learner collaboration and activities tools and file management with cloud-based storage services to help teachers design student-centered instructional designs (Han, Lim, & Jung, 2021). Teachers' digital pedagogic competency in sub-indicators of facilitating learners' digital competence was in the preparation of information, and media literacy, digital active communication and collaboration, digital material creation, student responsiveness in digital access, and digital problem-solving with a Learning Management System

that is supported by modern features gives teachers the opportunity and space to facilitate students' digital literacy.

4 CONCLUSION

The limitation of this research is that the teacher as the research subject is not used to using MOOC-based LMS, so the researcher pays special attention to the teacher in compiling instructional learning digitally. The researcher suggests that teachers must pay attention to the teacher's mastery of the type of LMS used in selecting LMS, because introducing LMS takes quite a long time. The digital pedagogic competence of teachers plays an essential role in the digital reference learning process. Technology-based learning design is a top priority for achieving teacher digital pedagogic competencies. The results showed that the game-based approach combined with gamification using blended project-based learning significantly affected teachers' digital pedagogic competence. Game-based approaches and game-based evaluations in training are practical tools in the learning process. The process of delivering new knowledge begins through a blended project-based learning model by emphasizing the digital pedagogic competence of teachers independently in project-based exploration activities by participants. Then, the competencies that appear in each indicator show significant results, including digital pedagogical competence, professional engagement, digital resources, teaching and learning, assessment, student empowerment, and digital competence to facilitate students.

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The problems of teaching social studies at junior high school during COVID-19 crisis

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ABSTRACT: The COVID-19 pandemic has made the government implement a study-from-home policy. The implementation of this policy has many pros and cons. This is because the problems of online learning that arise in the field are very common. Learning-from-home activities with the PJJ system have many obstacles and challenges. Learning at home is a distance learning mode, both online and offline. This study focuses on how social studies learning in SMP/MTs implement the policy of learning at home during the crisis. The method used is Systematic Literature Review (SLR) using Open Source Publish or Perish database. The study results indicate that the problem revolves around infrastructure, internet network access, and the mastery of technology used in supporting learning.

Keywords: Teaching, social studies, junior high school, COVID-19

1 INTRODUCTION

COVID-19 has affected various aspects of life across the world, and Indonesia is no exception. Based on WHO data in March 2020, all elements of society in Indonesia, both in the fields of government, education, and health are aware of the current pandemic (Yuliana 2020). Every effort is being taken to break the chain of the spread of COVID-19. Anticipating the transmission of the virus, the government has issued various policies, one of which is in the field of education. The Ministry of Education and Culture itself has issued various policies in response to education during a pandemic situation.

The Education Policy implementation in the Emergency Period for the spread of “Corona Virus Disease” (COVID-19) is regulated in Circular Letter Number 4 of 2020, which recommends changing how teaching and learning are carried out at home. “Beware of the virus (corona). Studying at home is not a problem! Follow the online learning offerings for the ambassador of the learning house” (Pendis 2020). The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, called on all elements of education to implement a learning at home policy or learn from home with the Distance Learning (PJJ) system. The Ministry of Education and Culture has issued as reinforcement, namely a Circular Letter of the Secretary-General Number 15, regarding guidelines for implementing BDR during the COVID-19 emergency period. The principle of activities from the learning at home policy is that students can access learning materials and resources without time and place restrictions. Learning-at-home activities are expected to support distance learning process and facilitate in disseminating material (Arifa 2020). In Law No. 20 of 2003 Article 1 Paragraph 15, it is explained that distance learning is a learning process in which students are separated from teachers and learning is conducted using various resources through communication technology, information, and other media using an online learning platform.

The online learning system (in the network) is a learning system without face-to-face interaction between teachers and students. However, it is carried out online (in a network) using the internet.

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Online systems can effectively realize digital education leadership in the 21st century (Darmalak-sana et al. 2020). Learning like this can encourage students' emergence to actively explore their knowledge and information (Divayana 2017).

The online system always ensures that a teacher continues teaching and learning activities, even though students are at home far from their supervision. Teachers and students learn together simultaneously (synchronous) or at different times (asynchronous). Using software or web-based applications to manage online learning activities, such as WhatsApp, Telegram, Zoom Meeting, Google Meet, Google Classroom, Quipper School, Teacher's Room, and other applications. Materials and assignments are sent in various document formats, ranging from Microsoft and learning videos and voice messages (Rigianti 2020).

Some local governments have decided to implement online learning methods (on the network) in their regions. This government policy came into effect in several provinces in Indonesia on Monday, March 16, 2020, followed by other provinces. Many problems arise in the field of online learning. Learning-at-home activities with the PJJ system are associated with many obstacles and challenges. Students' problems were found from the book "Good Experience of Teaching in the COVID-19 Pandemic Period for Indonesian Language Subjects," which is about the obstacles faced by students in online learning, namely that many students were less active and interested in participating in online learning.

Several researchers have conducted previous studies on online learning. Based on the latest data (1) regarding the analysis of online learning during the WFH COVID-19 pandemic as a challenge for digital leaders in the 21st century (Darmalak-sana et al. 2020), (2) 21 reflections on online learning during the COVID-19 emergency (Sanjaya 2020), and (3) obstacles, solutions and hopes: online learning during the COVID-19 pandemic by elementary school teachers (Anugrahana 2020). Based on the report, many studies on online learning problems have been carried out. However, the research results need to be developed according to changing situations and conditions in the field. This research aims to identify the social studies learning problems for SMP/MTs in implementing the learning at home policy in times of crisis and formulating solutions to the problems of Social Studies learning at SMP/MTs in implementing the learning at home policy in times of crisis.

2 METHODS

The research method used in this study is Systematic Literature Review (SLR), a method that presents and evaluates literature following the research topic or topic being studied (Levy & Ellis 2016). The SLR method is carried out by identifying, reviewing, evaluating, and interpreting journals appropriate or relevant to the topic being studied and structured in a structured manner based on predetermined steps (Triandini et al. 2019). In this study, researchers conducted a literature review based on the procedures of Cooper (1988), which consists of the stages of formulating problems, data collection, data evaluation, analysis, and interpretation of relevant data presentation of results.

The data used in this study were obtained from journals that are relevant to the topic being studied. The keywords used in the data collection stage are social studies online learning problems, social studies learning problems when studying from home, social studies learning problems during the COVID-19 periods, and 2020–2021. The software used to collect literature to support this research is Open Source Publish or Perish, which can reach metadata from Scopus, Scholar, and Web of Science. The inclusion criteria are articles with titles and topics of discussion following the research objectives and are national journals with a period of 2020–2021. At the same time, the exclusion category is articles that do not match the title, the topic of discussion, and a predetermined period.

3 RESULTS AND DISCUSSION

In the search for articles, the author conducts a search using keywords that have been compiled. After selecting from 5,940 articles in the database, only four articles were generated according to inclusion; then, the articles were extracted and analyzed (Table 1).

Table 1. Extraction of research results data.

Sources	Description
Medida <i>et al.</i> (2020). <i>Dampak Masa Pandemi Covid-19 Terhadap Dinamika Pembelajaran Guru IPS Pada Siswa SMP</i>	The learning problems that occur at this time are found in the teacher factor. Teachers will indeed never be separated from a problem that can occur in teaching and learning activities. Therefore, teachers must be good at finding solutions to stop the problem. Among the problems of teachers in learning are the facilities and infrastructure they have. If the facilities owned by a teacher in online learning are limited, it will also affect or hinder the learning process and student learning outcomes. Mastery of technology owned by each teacher also affects learning. This can happen because not all teachers can operate internet technology and social media as intermediaries for online learning. Some teachers still need special assistance for their operations.
Ferdianita and Mulianingsih (2021). <i>Analisis Hambatan Guru IPS Dalam Pembelajaran Jarak Jauh Dampak Pandemi Covid-19 Di SMP/MTs Kecamatan Gebog Kabupaten Kudus</i>	Learning planning has difficulties in the existing internet connection because this school is on the slopes of Mount Muria, causing unstable internet connections. This disrupts the distance learning process. Furthermore, the obstacles in the three schools in planning learning faced by teachers are the lack of teacher readiness in facing PJJ. From what was initially face-to-face learning with face-to-face learning program planning, must switch to PJJ with online media while the ability of teachers, not all teachers proficient in operating technology and communication systems. Of all the teachers complaining about the same thing because of the lack of readiness to face PJJ, and the limited ability of teachers to use technology and communication media that has not been accompanied by socialization from government agencies regarding distance learning and the limitations of existing internet connections. Social studies teacher barriers in the implementation of distance social studies learning. In reality, not all students have learning facilities and infrastructure, such as gadgets. Of the three schools, the most frequently used learning media is WhatsApp. Some teachers' limited operating information and communication technology ability, including online-based learning media, makes students lack understanding. As well as the lack of communication in distance learning between teachers and students and with fewer learning facilities, students tend to be passive in learning.
Agustang <i>et al.</i> (2021). <i>Upaya Guru IPS Dalam Meningkatkan Motivasi Belajar Siswa Pada Masa Covid 19 Di SMP</i>	The ideal condition during the COVID-19 pandemic related to learning is when students have adequate learning tools so that there are no obstacles in the learning process. However, not all students have these devices. So the creativity of a teacher is demanded more than before. For students who are constrained in online learning, social studies subject teachers usually make door-to-door visits to students' homes. The visit was carried out as an effort to facilitate the learning process during the COVID-19 pandemic.
Indawati <i>et al</i> (2020). <i>Problematika pada Pembelajaran Daring dan Tingkat Pencapaian Hasil Belajar Siswa pada Materi Ajar IPS: Sebuah Studi Kasus Pembelajaran Daring Masa Pandemi Covid-19</i>	One of the problems faced by teachers during online learning is the difficulty in conducting practical and psychomotor assessments. Social studies teachers tend to assess students from a cognitive perspective based on assignments collected by students, considering that teachers and students cannot meet face-to-face when learning online. Another problem faced by teachers is that they are constrained in coordinating learning time. When online learning takes place, learning is not time-disciplined. The problems faced by students in social studies subjects at the SMP/MTs level, in particular, are that students do not understand the material presented by the teacher. Students quickly feel bored taking part in online/online learning, lack adequate facilities, such as cellphones and internet packages, and cannot operate platforms or online learning systems. Another problem is the unsupportive learning environment. Suppose students usually study at school, which is specifically designated as a place for teaching and learning. In that case, they have to study at home, which is certainly a different situation like at school.

There are still not many articles with similar topics published, but the evidence found from the articles is quite substantial because the articles displayed are articles published from good, official literature and have been peer-reviewed before publication. The quality and evidence presented in the article are strong enough that it is just that further research on similar topics is still needed because there has been much research on the problems and barriers to online learning in general, not yet specific to certain subjects, especially in social studies subjects for middle school.

Similar results are shown in the research results in the article; in general, it is stated that the implementation in learning is quite apprehensive. The reason is, many parties complain, making them overwhelmed in the learning process. Not only students but teachers also experience difficulties. Learning at home (especially online) does require adaptation and effort for smooth functioning.

The primary and most pressing problem is infrastructure. The teachers are shifting the paradigm of 21st-century education, namely information and communication, as conveyed by the Ministry of Education and Culture using technology, especially in the era of globalization (Kosassy 2020). However, it cannot be denied that the use of technology has not been appropriately realized. Several studies have found that not everyone has the means of information technology, such as gadgets. On the other hand, the internet data limit is also a problem. Let alone the issue of quotas, internet network access alone is not adequate and evenly distributed throughout Indonesia.

Lack of technology mastery from both teachers and students in using and applying online learning platforms is also a concern (Arizona et al. 2020). Especially for a teacher who is in the main focus because he is a subject in preparing lesson plans, starting from the adjustment of the material, the methods used, to the assessment that will be carried out later. If teachers themselves feel that they have failed in applying technology, then the next problem will arise for the students. Students can feel bored with the monotony of the wrong learning method applied so that the material cannot be adequately conveyed (Amany & Desire 2020).

4 CONCLUSION

The application of learning at home impacts learning, especially online learning applications that are still very confusing. Many problems were found, ranging from inadequate infrastructure, limited internet network access, to mastery of technology that support learning. This can be an evaluation so that online learning can be pursued optimally without reducing the essence of education itself. A study of online learning shows that mixed learning can be used to support learning from home policies by maximizing the teacher's role as facilitator. All education stakeholders are also expected to be able to work together to minimize technical obstacles that hinder online learning.

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The development of a clustering technique-based blended learning model: Preliminary study in the department of fine arts education

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ABSTRACT: This research is a preliminary study that is used as a guide to develop a blended learning model based on the clustering technique in Universitas Negeri Padang. This research was conducted through a literature study. Students' and lecturers' expectations regarding the implementation of learning the history of Indonesian art during COVID-19 pandemic is studied. Based on literature study, three dominant factors need to be considered in designing the clustering technique-based blended learning, namely: (1) connectivism learning, (2) the ability to read quickly, and (3) self-efficacy. The results of the needs analysis and feasibility study show that the facilities and infrastructure needed are adequate to conduct the model. Reading ability is still at a moderate level, and self-efficacy is lacking. It is necessary to develop blended learning based on compounded discovery or clustering techniques. From these findings, at least it can be concluded that it is true that a blended learning model based on clustering techniques is needed. This consideration is based on the department's need to produce graduates who are ready to become art teachers, art critics, or fine arts entrepreneurs who master the history of the development of fine arts in the archipelago, while online or face-to-face learning alone is considered insufficient to equip students' knowledge and skills. It involves a combination of online and face-to-face methods in a structured manner so that maximum learning outcomes are achieved.

Keywords: Blended learning, clustering technique, connectivism

1 INTRODUCTION

Since more than a year and a half of the implementation of online learning for all subjects due to the COVID-19 pandemic, there have been many changes. Initially, Universitas Negeri Padang (UNP) had started implementing blended learning, with online learning meetings and face-to-face meetings with a mix of 50–50. However, during the outbreak of coronavirus, online learning was 100% mandated. This is only a temporary solution for a limited period. This means that if online learning is fully implemented for a long time, it is estimated that students' learning outcomes will not be optimal, especially for practicum courses. A series of courses in the history of Indonesian art is included in the group of theoretical courses so that the negative impact of learning without face-to-face meetings can be minimized. It is fully realized that after all, it is very necessary to have a human tutor for every lecture. The previously applied blended learning model is quite good. It remains only to maximize and improve students' learning outcomes with appropriate strategies and methods.

Through limited questionnaires and interviews conducted during the early 2020–2021 school year, it was concluded that the use of blended learning was not optimal. Some of the problems encountered were: (1) lecturers had difficulties in designing learning through e-learning; (2)

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students are not skilled in speed reading, scanning, skimming, and summarizing the findings of higher-order thinking skills; (3) students are less motivated to learn from various online reading sources; and (4) lecturers have difficulty in evaluating assignments and giving feedback to students.

The bottom line is that students have not utilized e-learning to its full potential, and there are indications that students are lazy to read because they find some copy-pasted assignment files from other articles. Another problem faced by lecturers is the lack of competence in utilizing available technology, making it difficult to motivate students to make scientific articles or video documentaries as learning resources other than e-books. This fact is shown from the web-based learning designs provided by lecturers on average in the form of text, word, PDF documents, and PowerPoint presentations. There are many facilities for students to learn easily, such as the use of pictures, animations, audio, video documentaries, simulations, web links to various relevant reading sources, and reputable national/international articles. The blended approach can bolster student ownership and engagement in developing knowledge. Then the preparation and follow-up can be done online. Complete online learning is not recommended (Effendi & Hendriyani 2018).

This article illustrates how important it is to combine online and face-to-face learning to complete learning resources for art graduates (teachers, artists, critics, or art entrepreneurs). When associated with historical learning resources, the material is usually of less interest, even though as a prospective art teacher, artist, critic, or businessman in the field of fine arts, learning related to the development of the history of Nusantara art is very important. With regard to the cluster technique, students are required to be diligent in reading and writing. And history lessons will be very meaningful if they are not only read but are internalized and applied in their daily activities. The cluster technique makes it easier for students to find major ideas and relevant things related to the material discussed in depth. Make doodles with their own patterns of material obtained from the internet or textbooks, then summarize them with their own chart. This activity will make it easier for students to re-express the development of the history of Nusantara art according to the correct historical timeline. The cluster technique will also make it easier for students to compile detailed reports on the grouping of artifacts that are studied in art history according to the tools, materials, and processes to create it.

2 METHODS

This research consists of five early stages of ADDIE model carried out to develop and produce a product in the form of a blended learning model based on an effective clustering technique for students. The ADDIE model is one of the designs for developing teaching materials that is often used in achieving quality learning. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. In this analysis stage, the process starts by defining what must be learned, so that the stages passed are needs analysis, problems, and task analysis (McGriff 2000).

Activities in the early stages include a literature review, preparation of needs analysis instruments, data collection in the Fine Arts Education Study Program, and the Implementation Unit of Information and Communication Technology Development Engineering (UPT PTIK) Universitas Negeri Padang. Readiness to implement this clustering technique includes the availability of hardware and software, the readiness of lecturers to develop blended learning for the theoretical courses taught, as well as how students are prepared and expected to participate in learning using the blended learning model. In addition, the university also investigated the e-learning model that had been developed by the university, and identified problems that might be encountered in the development of the clustering technique of blended learning models.

The data was obtained by distributing online questionnaires because most students carried out online learning and they were already connected to the internet. This is in accordance with the study of Wright (2005) regarding the implementation of online surveys, which stated that data can be obtained quickly, effectively, and efficiently when students as respondents can fill out

questionnaires wherever and whenever they have time. The data obtained are then processed using the percentage formula.

3 RESULTS AND DISCUSSION

The results of this early-stage research include a literature review that consists of textbooks and journals, research at the Department of Fine Arts Education, and research at the Computer Center of Padang State University. The study of textbooks and journals aims to find a theoretical basis in developing a clustering technique-based blended learning model so that this research contains the true value as a scientific work. Meanwhile, research at the Department of Fine Arts Education and Research at the Implementing Unit for Information and Communication Technology Development Techniques (UPT PTIK) aims to collect information related to the readiness of the Department of Fine Arts Education and Universities to implement blended learning models based on clustering techniques. This readiness includes readiness of supporting technology; readiness of knowledge, skills, and willingness of lecturers to develop programs and carry out blended learning, as well as the readiness of students to take part in blended learning by following the COVID-19 health protocol; identification of problems encountered in developing blended learning model based on clustering technique; needs analysis; and feasibility studies.

3.1 *The connectivity paradigm*

The connectivity paradigm as a continuation of constructivism is seen as appropriate as the main theoretical basis for the development of a clustering technology-based blended learning model. The connectivity rules that are in accordance with this clustering technique-based blended learning model are a combination of online and face-to-face instructional and fishbone method as clustering technique in finding literature for Nusantara Art History subject. Siemens (2004) proposes connectivism as a learning theory in the digital age. The essence of this theory is that knowledge is distributed over a network of connections, so that learning consists of the ability to build and traverse that network of connections (Asmendri & Sari 2018).

In blended learning, students play a role in directing their own search (learning-director) and controlling themselves (learner-controlled) and the learning resources needed. Learning program can contain some online component (e.g., support websites, email access to instructors, online reading list) and sometimes referred to as e-learning. Lecturer can also describe all learning programs that combine various learning media or various learning opportunities (Garrison & Vaughan 2008).

The proposed learning model contains five components: (a) basic learning theory, learning, supporting theories according to the objectives of developing learning models; (b) clear syntax, in the form of stages or parts of learning that can be carried out by lecturers and students; (c) social system, related to how the relationship between the components involved in learning; (d) principles; and (e) a support system that allows the developed learning model to be implemented and worked well (Effendi 2018). More specifically, the components of the clustering technique in the application of the blended learning model can be in the form of: (1) the ability to use digital technology; (2) complete the data from the keywords given by the lecturer; (2) the courage to express opinions or ask questions; (3) accuracy in interpreting and analyzing data; (4) completeness in carrying out reflection, both lecturers and students.

The clustering technique in historical material in its theoretical form is also related to the fishbone method where students try to explain causal relationships to facts that have occurred. Observations can be started from the study of artifacts, properties, tools, materials, processes, creation of works, and the time span of creation of works. The cluster technique can also be used to group students according to their level of learning achievement or their learning tendencies in groups. This grouping will make it easier for teachers or lecturers to take the necessary actions to spur mastery of the knowledge and skills taught to students (Zakrzewska, 2008). Langan (2006) states that clustering is

a strategy that can be used to generate material for the paper. This technique is helpful in describing ideas in a visual way.

Self-efficacy can be concluded as a judgement of a person to his abilities to plan and implement the action to reach goals (Muchid 2009). Self-efficacy is also seen as an approach to understand human cognition, action, motivation, and emotion (Maddux 1995). Betz (in Setiadi 2015) concludes that career choice can boost a person's willingness to multiply their self-efficacy. If the contents of the field of study are related to a certain type of career, a person chooses and implements those choices aimed to the career fields. In fine arts, the study of the history of art can be an access to mastery of material that is a provision for prospective teachers, artists, critics, or entrepreneurs in the field of fine arts. And vice versa, when the student wants to become a fine art teacher after graduation, of course there will be an urge to master the history of Nusantara art well.

3.2 *The ability to read fast, scanning, skimming*

Since it is believed that to explore information related to the history of Indonesian art, good reading skills are needed, it is stated that one of the success factors for learning in this material is the ability to read quickly. Glancing through the content is known as scanning, while tracing the details is known as skimming. In learning the history of Indonesian art, which is theoretical in nature, reading ability is very important, especially when at the end of the semester the assignment given is in the form of a video report. Thus, the ability to read is the key to compiling a report that will be read and presented in the form of a video. Based on the theory discussed earlier, it summarizes the basic things related to the importance of implementing the clustering technique-based blended learning model: (1) lecturers and students are enthusiastic about the presence of this model; (2) the implementing of the model in the future will be greatly influenced by student self-efficacy; and (3) the success of the clustering technique depends on the reading ability shown by students. Levels of these three points are grouped into three categories by using the percentage formula, namely: (a) high, (b) medium, and (c) standard.

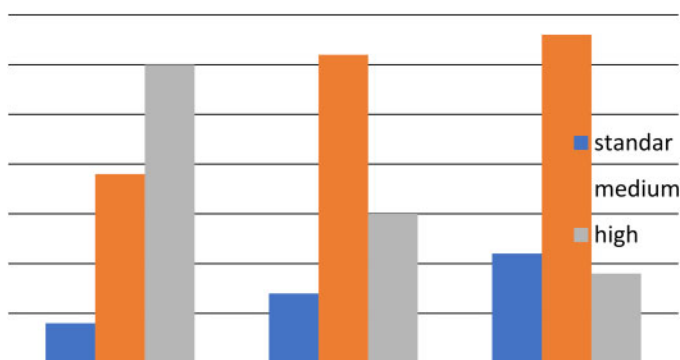


Figure 1. Comparison of student response related to readiness to implement blended learning, self-efficacy, and reading ability.

Result shows that most students were in a ready condition to carry out blended learning. This can be seen from the green bar chart that seems to dominate the score. While those who have enthusiasm at the medium or standard level are less. Unlike the case with readiness to use a blended model based on clustering techniques, in the self-efficacy section, it is seen that the urge to carry out learning based on professional choice after graduation is at the intermediate level. In other words, there is no effect for students on their career choice of the model to be applied. Only a few students are motivated by their desire to carry out blended learning based on this clustering technique based on awareness of the choice of profession after graduating from the fine arts department. Furthermore, on basic skills using the cluster technique, information is obtained that the ability to read, write,

group information by making their own charts or structures to be summarized and narrated again in their own language using video media at the medium level. Only a few can use cluster techniques well. Hence, this finding is increasingly being considered as the impetus for implementation of the recommended model.

As a reflection of filling out online questionnaires, it was also questioned whether this activity would be beneficial for students. Regarding the professional trilogy of fine arts graduates after completing the subject of Nusantara art history, the answer was that the knowledge gained was beneficial for themselves, and for others. Some students responded that the subject is beneficial both for themselves and for others. When associated with benefits related to oneself, it refers to the profession as an artist, because the majority is associated with self-actualization as the creator of the work of art. Since it relates to the duties and responsibilities as a designer, in this case graphic design that is concerned with customer satisfaction. Finally, as a teacher, the knowledge and skills gained from studying the history of Nusantara art are beneficial for the teachers themselves and the students they teach. Hence, it can be concluded that whatever the choice of profession that will be involved in the future, learning the history of Nusantara art is beneficial for both short and long term. A blended learning model based on clustering techniques will facilitate the achievement of these goals.

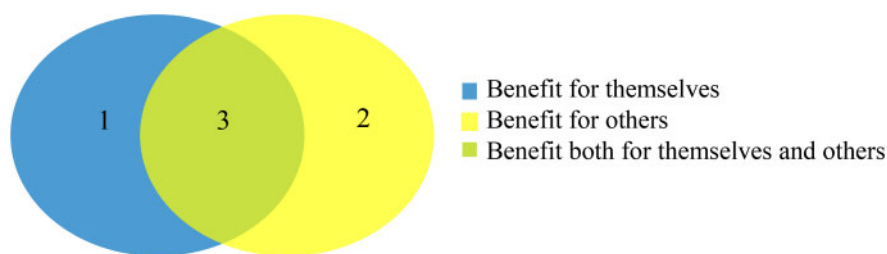


Figure 2. Student's ideal as part of self-efficacy and implementation of the Nusantara history subject.

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Going online to seek answers: Best practices for online research during COVID-19 pandemic

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ABSTRACT: Restricted mobility of the population during the COVID-19 pandemic has forced innovations in social and humanities research. Social and physical distancing policies demand social research, which tends to require direct interaction, to be mediated, through online-based applications. The use of digital platforms, such as social media, has become a new force for social humanities research. This paper aims to provide practical contributions for academics and researchers in the social humanities field to continue researching during the pandemic. Various variants of digital methods, such as netnography, digital ethnography, and virtual ethnography, are tools that aid in producing quality research. Likewise, data collection techniques that previously required face-to-face meetings or interactions can now be performed online, such as online interviews, the use of online questionnaires, and web-based data mining. The ethics of using digital media is also important so that research can maintain scientific significance and data validation. This research uses the literature study method for one year, starting March 2020. The researcher participates in several online scientific forums related to the implementation of research during the pandemic and is also actively involved in collecting digital research method literature together with academics and researchers from all over the country. Data in the form of research journals, e-books, and working papers discussing research techniques during the pandemic are collected in one digital folder and stored online using Google Drive. The results show that qualitative research using digital platforms, or the Internet, can be carried out by prioritizing conventional qualitative research principles. The data collection process makes it possible to adjust to the conditions during the research while still following the rules of research ethics in general.

Keywords: Digital research, online methods, pandemic COVID-19, social science

1 INTRODUCTION

Since COVID-19 was declared a global pandemic by WHO in March 2020, the number of confirmed positive cases worldwide has reached nearly 185 million, with total deaths approaching 4 million (Jhon Hopkins University 2021). When this article was written, Indonesia was the 5th country with the highest number of additional positive cases of COVID-19 in the world (Shalihah 2021). In this regard, the government has finally extended the policy of limiting social mobility and urging the public to implement health protocols more strictly than before. This condition certainly impacts several crucial activities, such as health services, education, and the economy. In education, the

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policy to study and study from home has been implemented since March 2020, starting from basic education to higher education. This policy has implications for the mechanism of student lectures switching from offline to online and for changes in the implementation of research for lecturers in all universities in Indonesia. The research mechanism, which was initially mostly carried out through direct interaction with informants, is now starting to be limited – so that academics and researchers are starting to look for alternative research methods that can be adapted during the pandemic, especially research that requires fieldwork.

As a researcher in social science, researching without interacting directly with informants feels incomplete, hence sometimes it has implications for the presentation of data that tends to be modest. However, significant developments in information and communication technology have indirectly mediated human interaction to become intensive. Researcher meetings with informants, which are usually held in a “physical room” and conducted face-to-face, can be replaced by the presence of a virtual room through various online conferencing applications such as Skype, Google Meet, Zoom, and Microsoft Teams. The availability of digital platforms has formed new communities virtually, which makes face-to-face interaction no longer a necessity. This phenomenon has prompted several scientists in the social humanities field to reconfigure research methods during the pandemic situation (Sabang 2020).

Since the restrictions on social activities were implemented, several social scientists worldwide regularly hold online discussion forums that discuss the prospects of digital research methods, which have only functioned as a complement to the data collection stage. Quoting Halder (2020) on his website, several universities such as McGill University, the digital ethnography research group at LSE, and Australia’s RMIT University have routinely archived and published several publications related to digital research methods, which can then be used by researchers in the field of social humanities as a methodological basis for research. Several books that discuss digital research methods have begun to be used as references by undergraduate and postgraduate students (Snee et al. 2016). One of the books that is often used as a reference in digital research in Indonesia is Tom Boellstorff’s “Coming of Age in Second Life: An Anthropologist Explores the Virtually Human (2008),” which discusses the results of his research in the online game world, Warcraft, using the approach of virtual ethnography. Based on the research results, the emergence of digital research methods began with anthropology studies with its flagship method, digital ethnography (Boellstorff 2008). In 2009, Robert Kozinets, in his book titled “Netnography: Doing Ethnographic Research Online,” began to be used in marketing research. However, this does not mean that digital methods can only be used in ethnographic and economic research. Several qualitative research designs, such as case studies, grounded research, and phenomenology, make it possible to use the Internet as a research site. In addition, recently, behavioral research has also begun to use digital methods, for example, using online surveys and interviews (Reips & Birnbaum 2011).

This paper combines the author’s experience notes while conducting research using digital research methods since 2016 and the results of a literature review related to digital research methods from 2011 to 2021. The purpose of writing the article is to provide practical guidance for a researcher in the social humanities field when studying. Conduct research with the help of digital technology, such as the Internet, social media, and other digital platforms. With limited mobility during the COVID-19 pandemic, digital research methods are the best alternative to producing credible and solution-based research works for the community.

2 METHODS

This study uses a qualitative approach with library research (library research). A literature study is a method of searching or surveying scientific articles, books, results of previous research reports, and other sources relevant to a particular problem. The literature study is designed to provide an overview of the problem being studied (USC Libraries 2021). Another definition states that a literature study describes the literature relevant to a particular topic area, which the researcher then summarizes to discuss a research topic (Emerald Group Publishing 2021). The form of the main report used in the literature study can be verbal expressions or written reports. The types of reports are usually empirical, theoretical, critical analysis, and discussions on methodological aspects.

Using the library method is to describe, summarize, evaluate, clarify, and integrate into the main report (Cooper 1998). Another opinion states that the purpose of using the bibliography method is to provide as complete a list as possible of all published and unpublished studies related to a particular subject. In the context of this paper, the researcher summarizes the results of previous research with the theme “digital research methods in the social humanities field in the period 2011 to 2021,” which consists of books, national and international scientific articles, researcher field notes, and several other document materials such as documentation in the form of photos and videos, which are then presented to readers in the form of practical descriptions of the steps to conduct research using digital methods.

3 RESULTS AND DISCUSSION

The COVID-19 pandemic has had a broad impact, affecting all aspects of social and economic life. The world of research is no exception, and it is also affected, especially research in the social sciences and humanities, whose research activities involve direct contact with humans. This situation requires intelligence, innovation, and creativity to adapt in substance, academically, methodologically without compromising the quality of the process and study results and the safety of researchers as subjects and respondents as objects. So, the choice is to use digital technology as a research solution in the new normal. Collecting digital-based data is an approach in social humanities research that aims to obtain data from the research object directly. This approach bridges research subjects with researchers without reducing data quality and is not limited by geographical barriers.

The next step, data collection techniques during the pandemic and new habits, can be online interviews, online observations, and can be done by distributing online questionnaires. One of the advantages of the digital platform is that it can capture various respondents from different locations and time zones. The heterogeneity of respondents is more than through conventional methods. The dimension of flexibility in conveying ideas, questions, arguments orally and in writing, especially applications with chat room features, such as Zoom, Google Meet, Microsoft Teams, allow for interactions like social humanities research that requires interaction between researchers and research respondents. In other words, digital research methods are possible, especially during the COVID-19 pandemic with various modifications and innovations. As a reference for how data collection methods in qualitative research can be seen in the following chart.

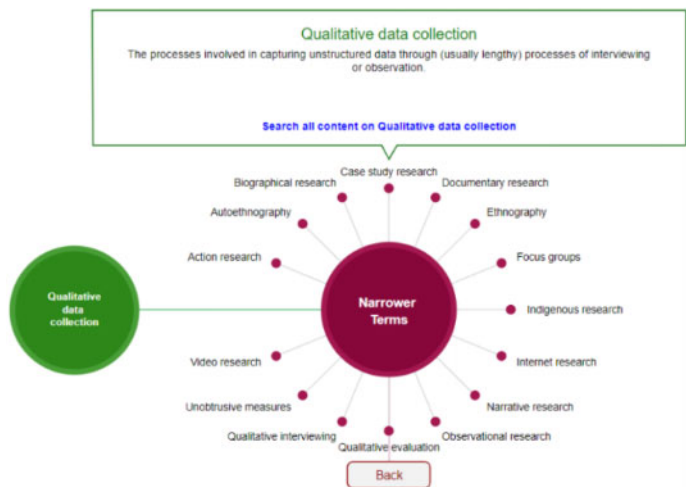


Figure 1. Qualitative data collection methods.

Based on the chart above, it can be concluded that data collection techniques in a qualitative approach can be carried out in various ways, which do not entirely require face-to-face meetings between researchers and respondents; some use the Internet as a data search platform. Therefore, considering the rapid development of technology, information, and communication and the safety considerations of researchers during the COVID-19 pandemic, several scientists in the social humanities field proposed several alternatives in qualitative research using digital platforms case, Internet, and social media.

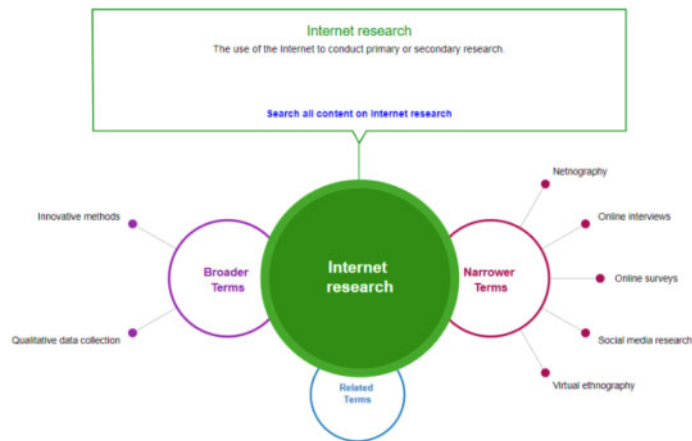


Figure 2. Internet research methods.

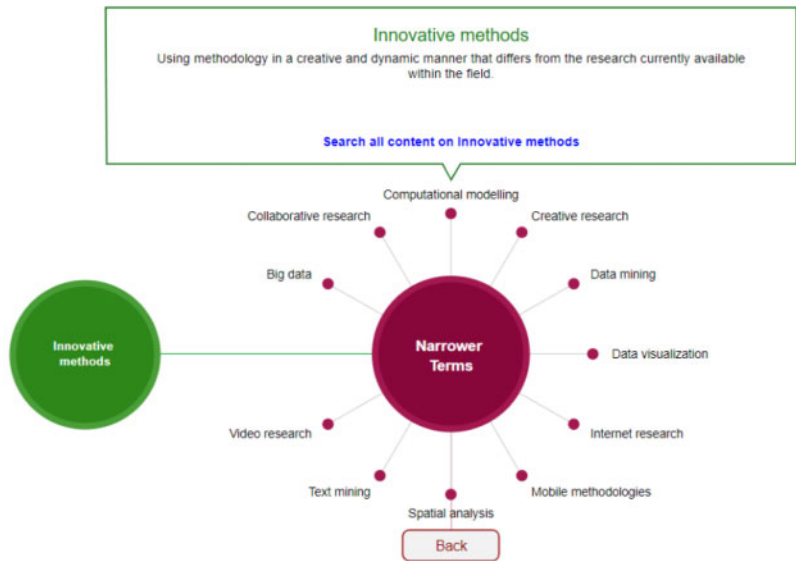


Figure 3. Innovative research methods.

From the two charts (Figures 2 and 3), it can be concluded that collecting data through digital platforms is the same as conventional methods. Suppose the conventional method requires direct interaction (face-to-face) in the digital method. In that case, these stages can be modified by

using a video-conferencing application that allows researchers and respondents to meet face-to-face, even in a virtual room. It is just that a time adaptation process is needed, especially if the researcher and informant live in different time zones. In addition, one of the challenges in digital research is when the in-depth interview stage is usually used as an effort for researchers to build chemistry with research informants; for now, this is not possible. However, other approaches such as online interviews, online FGDs, and reading documentation from informants can be a substantial effort so that data collection can run properly. In addition, the online research mechanism does not completely replace conventional methods but rather builds strategic efforts so that social humanities research can continue to be carried out even amid the COVID-19 pandemic. Some practical steps for conducting online research during a pandemic are given in Table 1.

Table 1. Guidelines for online research.

Guidelines for online research during COVID-19 pandemic
<p>Phase 1: Research design</p> <ul style="list-style-type: none"> • determine the research topic • developing research questions • determine related theories/concepts • choosing a research field (web, social media, blog, etc.) <p>Phase 2: Conduct</p> <ul style="list-style-type: none"> • entering research field (web, social media, blog, etc.) • doing pre-observation • determine data artifacts (video, image, text) • determine the research period • taking research notes <p>Phase 3: Digital data collection technique</p> <ul style="list-style-type: none"> • selecting research informants • submit a consent letter to the respondent • digital individual interviews • digital focus group discussions • video-based observation method • online participant observation • online survey (Survey Monkey, Google Forms, other specific tools) • screen-capture digital artifacts <p>Phase 4: Data analysis technique</p> <ul style="list-style-type: none"> • coding and labelling data based on research objective • storage of research data on a computer device, hard disk, or cloud • explain research analysis in discussion points • confirming research results to respondents <p>Phase 5: Writing a report</p> <ul style="list-style-type: none"> • write the results of data analysis according to research questions • choose appropriate writing techniques (narrative, descriptive, exploratory) • state the limitations of the study and further research recommendations

4 CONCLUSION

The pandemic situation is uncertain, requiring creativity and innovation from academics and researchers in the social humanities field to continue conducting research using digital platforms. However, on the other hand, the inadequate availability of Internet access in Indonesia is a weakness in digital research methods. The concentration of technological infrastructure development still *Javacentric* can be detrimental to academics and researchers outside Java. Therefore, it takes a strong commitment from the central government and universities to bridge the problem of the internet network.

In addition, other challenges are related to the aspect of respondents' representation in terms of location, age, and educational background. With this publication, the author hopes it can encourage the world of social humanities research to collaborate more with the fields of technology and information science so that it can produce current and in-depth research. Finally, the role of the ethical clearance committee is central to ensuring that digital-based research instruments have complied with academic rules. Each digital platform has a specific character, so an in-depth study is needed, especially on the epistemological aspect. This approach can be accepted academically and prevent misuse.

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Socioeconomic benefit from heritage tourism development in Katjoetangan, Malang City

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ABSTRACT: Tourism is one of the sectors that can equalize regional development. One of the attractions in Malang City, which is currently undergoing development, is *Kampoeng Heritage Kajoetangan*. This tourist destination was only established in 2018 and inaugurated as the heritage center of Malang Raya. This research is essentially considering that this village is still relatively new as a tourist destination. This study aims to analyze the socioeconomic impact felt by the local community since the development of *Kampoeng Heritage Kajoetangan*. The results of this study can fill in the gaps in information related to the socioeconomic impact of the development of *Kampoeng Heritage Kajoetangan*. The research data was collected by conducting semi-structured interviews with seven tourism awareness groups (Pokdarwis) and the local community. The collected data are then analyzed using an interactive model and refer to the theory of rational choice. The study results indicate that *Kampoeng Heritage Kajoetangan* has an economic and social benefit on the community; namely, it can increase people's income through various business opportunities and village infrastructure development to meet tourism needs. For further research, it is recommended to conduct a study in sustainable management from the social aspect.

1 INTRODUCTION

The tourism sector can improve the standard of living of local communities. Through tourism, people can experience various benefits, both in terms of the economy and regional development in their surrounding environment (Rahmawati, 2021). When viewed from an economic perspective, the tourism sector can create new job opportunities, such as becoming a tour guide, entrance ticket guard, opening a shop, making local handicrafts or souvenirs, or opening a homestay rental business (Hermawan, 2016; Lee J., 2019). In addition, the tourism sector can also create infrastructure development in the surrounding environment to meet the various needs of tourists (Wulaningrum, 2018).

The concept of community-based tourism is currently becoming a trend. The involvement of local communities in tourism management is the key to running the concept of community-based tourism. This condition is since it is the people who know the potential of their area better (Raharjana, 2012). When people want to be involved in various tourism activities, they will get various benefits, increasing income through various new job opportunities (Butler, 1980; Butler, 1991).

Malang City has 20 thematic villages managed by local communities (Ririn, 2019). The existence of this thematic village makes Malang City a creative and innovative (Pemerintah Kota Malang, 2018). One of the thematic villages in Malang City is *Kampoeng Heritage Kajoetangan*, which was only established in 2018. *Kampoeng Heritage Kajoetangan* is a cultural-based thematic tourism village whose management is regulated by the community. The main attraction of this village is that there are ancient houses with Dutch architecture. These ancient houses are still preserved today and are often used by tourists to take selfies because they have an ancient and classic feel (Khakim, 2019).

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The existence of *Kampoeng Heritage Kajoetangan* makes the Malang Raya area now a heritage center. The Mayor of Malang and the Mayor of Batu have inaugurated *Kampoeng Heritage Kajoetangan* as the heritage center of Greater Malang. On Friday, August 30, 2019, the inauguration was held when the Oeklam-Oeklam Heritage Kajoetangan event was held (Hidayatullah, 2019). *Kampoeng Heritage Kajoetangan* deserves to be a city center because of its position in the middle of the Greater Malang area (Sisca, 2019).

Because the city of Malang is currently developing the *Kampoeng Heritage Kajoetangan* area as the heritage capital of Malang Raya, the tourism sector's existence can undoubtedly benefit the economic and social sectors local community. The purpose of this study is to conduct a study related to the socioeconomic benefit of local communities in the management of *Kampoeng Heritage Kajoetangan* tourism. This topic is important to study because *Kampoeng Heritage Kajoetangan* is a tourist destination that is still developing. This study can fill the information gap related to the socioeconomic benefit of community-based tourism development in the Malang area.

2 METHODS

The research was conducted at *Kampoeng Heritage Kajoetangan*, located on Jalan Jenderal Basuki Rahmat, Kauman Village, Klojen District, Malang City. The area, which is a tourist destination for *Kampoeng Heritage Kajoetangan*, is along Jalan Jenderal Basuki Rahmat Gg. 4 – Mg. 6, Jalan AR Hakim Gg. 2, Jalan Semeru Gg. 1, and Jalan Dorowati Malang. This research uses a qualitative approach with a case study research design. The qualitative approach has the advantage that a researcher can explain various social phenomena (Moleong, 2013). The research is related to the socioeconomic benefit felt by the local community in the management of *Kampoeng Heritage Kajoetangan* tourism, which is described through a case study design that can trace an incident by combining various detailed and in-depth information (Creswell, 2016).

Data on these topics were collected using semi-structured interview techniques and non-participant observation. Interviews were conducted directly with ten members of Pokdarwis and the people of *Kampoeng Heritage Kajoetangan*, who were determined based on a purposive technique. Determination of informants based on their knowledge of the socioeconomic benefits they feel due to the development of *Kampoeng Heritage Kajoetangan*. All data obtained is then analyzed using an interactive model starting from the condensation, presentation, verification, and data triangulation stages (Miles, Huberman, & Saldana, 2014).

3 RESULTS AND DISCUSSION

Kampoeng Heritage Kajoetangan is a historic village in Malang City, which was inaugurated on April 22, 2018, so it is still relatively new as a tourist village. The areas included in the *Kampoeng Heritage Kajoetangan* area are RW 1, RW 2, RW 9, and RW 10, Kauman Village, Klojen District, Malang City. In the past, during the Dutch colonial period until 1990, the area became the main road and a complex of elite shops in Malang, such as Hotel Headquarters, Juwelier Tan Gold Shop, Asia Shop, Oen Ice Shop (Girindra, Amanulloh, Dharmawan, & Sari, 2020). Many of the Dutch heritage buildings are still preserved, including several ancient houses in *Kampoeng Heritage Kajoetangan*.

The complex of elite shops along Kajoetangan (currently Jl. Jenderal Basuki Rahmat), starting from the Sarinah shopping center to the fork in front of PLN, was built around 1930–1940, which has an architectural style of the building whose roof is cuboid and flat. In 1960–1970 shops along Jalan Kajoetangan became the center of the crowd in Malang City with various kinds of businesses, such as apparel businesses, grocery stores, offices, cinema buildings, and others. (Ridhoi, Erianti, & Andik, 2020).

Kampoeng Heritage Kajoetangan is managed by a tourism awareness group (Pokdarwis) consisting of residents of the Kayutangan village from 4 RW. Pokdarwis is an informal partner institution

from the government to support and manage various tourism activities in a tourist attraction consisting of local communities (Karim, 2017). This group became a pioneer to support tourism activities in *Kampoeng Heritage Kajoetangan*. As a community, Pokdarwis has a board of directors, comprising chairman, vice-chairman, secretary, treasurer, divisional section, and other members (Murianto, 2020). Members of the Pokdarwis *Kampoeng Heritage Kajoetangan* consist of 10 people – Mrs. Mila, Mr. Suherman, Mr. Rizal, Mr. Suwignyo, Mrs. Iis, Mrs. Yuli, Mr. Rudi, Mr. Achmad Irham, Mr. Huda, and Mrs. Ni'ma. In addition to the Pokdarwis, the management of *Kampoeng Heritage Kajoetangan* is also inseparable from the participation of local communities. They participate in managing the tours around them by being ticket clerk, providing various photo spots, tour guides, opening food stalls, and parking attendant.

People want to manage tourism in *Kampoeng Heritage Kajoetangan* because they can feel the economic benefits through tourism activities in their environment (Butler, 1980). The availability of places that can be managed in tourism activities can generate various sources of livelihood (Lepp, 2007; Diedrich & García-Buades, 2009). Since the inauguration of *Kampoeng Heritage Kajoetangan* as a tourist spot, people who are aware of the opportunity can use it as a source of income. Some of them have opened shops, food stalls, become tour guides, ticket guards, parking guards, opened cafes, and made souvenir products, such as herbal medicine, key chains, bracelets, and others. This shows that the development of *Kampoeng Heritage Kajoetangan* can increase people's income by various business opportunities (Brunt & Courtney, 1999; Lee J. Y., 2013).

In addition to feeling the economic benefits, the community also feels the social benefits since *Kampoeng Heritage Kajoetangan*. Regular meetings held once a month can improve cohesiveness, harmony, and good synergy among residents. The purpose of the meeting is to increase their awareness and sense of ownership of tourist objects in the surrounding environment to maintain and ensure the sustainability of the *Kampoeng Heritage Kajoetangan* tourist destination. (Rahmawati, 2021).

The existence of various tourism activities makes their village experience various infrastructure improvements from the government. The Malang City Government, through the Department of Public Works and Public Housing, carried out the construction of basic facilities such as pedestrian areas and the improvement of drainage facilities in the City Without Slums project (Kotaku). The construction of these basic facilities is a program from the government to prepare "Kajoetangan Heritage," which is the main corridor for heritage-based tourism in the Greater Malang area. In addition to the Kajoetangan corridor, the Kajoetangan village area has also improved basic facilities, such as drainage and installation of hydrant pipes due to anticipation of fires in the village area (Wulaningrum, 2018).

Based on rational choice theory, the people who live in *Kampoeng Heritage Kajoetangan* choosing to be involved in managing tourism is a rational choice for them. Rational choice shows that someone will act rationally to choose something to achieve a specific purpose or goal (Coleman, 2011; Pahrudin, 2017). Communities involved in tourism management at *Kampoeng Heritage Kajoetangan* have goals to be achieved from their actions. Through their involvement in managing tourism, they hope to improve their standard of living. When people are involved in various tourism activities, they benefit from an economic perspective, namely earning additional income from new job opportunities (Hermawan, 2016; Utama, 2017; Lee J., 2019). In addition to obtaining economic benefits, the community also has a goal to obtain social benefits. For them, by choosing to be involved in various tourism activities, they can establish cohesiveness between residents and their living environment, which becomes a tourist destination.

4 CONCLUSIONS

Kampoeng Heritage Kajoetangan, which is a historic area in the city of Malang, is currently undergoing development considering that this tourist destination has been inaugurated as a heritage center of Malang Raya. The development that occurs in this tourist destination has a benefit for the local community. Some of the benefits of *Kampoeng Heritage Kajoetangan* for the local

community are in terms of economic and social aspects. The economic benefit of *Kampoeng Heritage Kajoetangan* is that the community can use it as a source of income through various business opportunities. Some of them have opened shops, food stalls, become tour guides, ticket guards, parking guards, open cafes, and make and sell souvenir products, such as herbs, key chains, and bracelets.

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Innovation of interactive and intelligent history learning media using infographics

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ABSTRACT: The purpose of this research is to present one of the learning media innovations that can be used in interactive and intellectual history learning using infographics. In the development of this media, the model offered is the Intelligent History Learning by utilizing interactive learning media, such as infographic. The method used in this study is a qualitative research method with data analysis techniques consisting of four activities, namely categorization, data reduction, data presentation, and drawing conclusions or verification. The results of the study indicate that the use of infographics as a learning media can be used as an alternative in creating innovative and intellectual history learning media.

Keywords: Learning media, interactive and intelligent, history learning

1 INTRODUCTION

Learning is a general approach that is an active mental process involving acquiring, remembering, and using knowledge (Woolfolk, 2009). Technological developments require changes in education. Opportunities for the development of technology today should be developed better so that it is useful in supporting the learning process. Advancements in science and technology in the early 21st century had a tremendous impact on historical research and learning activities (Nafi'ah & Utami 2017). It shows that learning innovation is related to the ease with which students acquire knowledge conveyed by education using information technology.

Various innovations by utilizing information and communication technology for learning show a positive trend (Utami 2020), chiefly, during the pandemic. The COVID-19 outbreak urged the implementation of distance education that had never previously been carried out simultaneously in Indonesia (Sun et al. 2020) for all elements of education, such as students, teachers, and educational stakeholders. This is because, during the pandemic, social distancing policies (Sudrajat et al. 2020) were implemented even in the realm of education. One of the biggest problems is related to time, location, and distance in the learning process (Kusuma & Hamidah 2020). Information technology is one of the solutions for implementing online learning. There are various learning media that are created, utilized, and used by educators in implementing online learning (Bal 2018; Kassem 2018; Lathipatud Durriyah & Zuhdi 2018; (Manca & Ranieri 2013).

One of the goals of education in Indonesia is to educate the people of its nation. Therefore, an educational curriculum was formed, which became the basis for the development of education in Indonesia. In line with the 2013 curriculum, there has been a change in the educational paradigm that focuses on students and is constructive. This means that students independently carry out the process of gathering information, processing information, and reconstructing information obtained to get a conclusion from the thinking process. The various demands for online learning is increasing

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during the pandemic. Especially in history learning, learning is not only a discussion related to knowledge but also teaches awareness for those who learn it (Abdullah & Surjomihardjo 1985).

Historical awareness can be formed in various ways, one of which is by providing education related to history and the values contained in history. Because history learning has a role as a source of value education that regulates and binds group behavior to ensure the continuity of group integration (Widja 2018). Therefore, the assumption that history learning only presents related knowledge needs to be changed slowly into learning that can stimulate students' critical thinking processes. This is what underlies implementation of the learning model of PSM or Intelligent History Learning.

Thus, to build a generation that is intelligent, technology literate, and aware of history during a pandemic, serious efforts are required. In this case, the PSM (Intelligent History Learning) model is considered as an alternative in the application of historical learning during the pandemic. By collaborating with various learning methods and interactive learning media according to the needs of students, it is hoped that it can increase independence in learning, historical awareness, and become a smart human being.

2 METHODS

This research is a qualitative research using the literature review method. It intends to understand the phenomena experienced by research subjects in a holistic manner by means of descriptions (Moleong 2019). Literature review (Mahmudah et al. 2016) is a research that is used for collecting information and data with the help of various materials in the library, such as documents, books, magazines, historical stories, news, and more. The results of the study indicate that the use of infographics as a learning media can be used as an alternative in creating innovative and intellectual history learning media. The data analysis process consists of three activity streams (Miles & Huberman 1992) among others, namely categorization, data reduction, data presentation, and drawing conclusions or verification.

3 DISCUSSION

3.1 *Historical awareness in learning*

Based on Law No. 20 of 2003 (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.) regarding the National Education System, education has a very important role in the process of character building for the younger generation. This education and learning aims at a social-educative awareness process, covering the diversity of religious, socioeconomic, and cultural life (Khubaib & Atmaja 2017). Basically the curriculum is used as a reference in carrying out learning activities.

The 2013 curriculum is the latest curriculum issued by the Ministry of National Education starting in 2013 as a form of development from the previous curriculum, namely the 2006 curriculum or the Education Unit Level Curriculum, which covers the competency of attitudes, knowledge, and skills in an integrated manner. The learning process in the 2013 curriculum is more directed at scientific learning, which includes questioning, observing, gathering information, associating, and communicating (Kurniasih 2014).

Learning history is an effort to increase insight and understanding in history. This understanding is related to historical awareness (historical consciousness). Historical awareness with historical insights are two things that are interrelated (Amboro 2015). Historical insights refer more to the cognitive aspects, while historical awareness refers more to the affective and social aspects. Historical learning impacts sociocultural aspects by raising historical awareness (Aman 2011). Learning history can be collaborated with students' understanding as a process to foster historical

awareness. The involvement of students in this case is further enhanced, so that students can be more active in learning history.

History learning is expected to be able to build awareness, knowledge, insight, and values regarding the environment in which the self and the nation live. History learning has a role in the effort to build national character and instill cultural values (Zahro et al. 2017). Inbreeding awareness needs to be cultivated, this is expected to encourage and motivate the younger generation to achieve a better level of life (Subagyo 2010). Some elements of historical awareness, among others, are related to sensitivity to the environment, sensitivity related to the continuity of human life, and the causes and effects of an event that takes place around us.

Various existing problems related to the low level of historical awareness, among others, occurred in Tanah Bumbu, South Borneo. Based on observations made in 2019, there were several forms of vandalism on prehistoric karst cave sites. The vandalism that was carried out was by scribbling the cave walls with various tools, so that this resulted in the destruction of the original cave wall paintings. This has an impact on the difficulty of the identification and analysis process carried out by researchers in interpreting the meaning of cave wall paintings in karst caves in South Kalimantan.

Based on the results of interviews with the site manager, vandalism is often carried out by site visitors who deliberately scribble the cave walls with various writings, pictures, and other motifs. Vandalism occurs because of the opportunities available (Nurhayati & Manohar 2009), there is a tendency for certain personal behavior, there are deficiencies in terms of safety and preventive measures, there are deficiencies in routine maintenance and inspection, the location and place of design, and the characteristics of the materials used.

One effort that can be taken is to conduct prevention by providing education related to historical sites in an area. This educational activity can be carried out by utilizing learning media that can make it easier for readers to obtain information and knowledge related to historical sites. It aims to stimulate analytical critical thinking activities, as a complement to life in the 21st century (Widja 2018).

3.2 Alternative history learning media development infographics

In the process of historical education, a renewal effort is needed to be able to educate, which is useful in preparing intellectual mentality in facing the changing times. This learning activity needs to be supported by an appropriate approach. The process of creating educated learning requires an approach that can facilitate students in constructing their knowledge and providing it through real experiences. A suitable approach is a constructivist approach (Widja, 2018), where students are seen as autonomous beings who are active (independent) in accordance with their individual experiences. Thus, learning activities are packaged as independent activities that prioritize the thought process in finding understanding (Direktorat Pendidikan Lanjutan Pertama 2003).

In a fun history learning process, a support capacity is needed, one of which is adequate learning media (Widja 2018). The development of the information age has led to the development of various information media. The demand to fulfill the need for creative media to convey information is important in attracting people to read information. One of them is infographics. Infographics are a medium for conveying information that puts forward the visual creative aspect (Aldila et al. 2019).

The word infographics in English stands for information and graphics, which means a form of data visualization that conveys complex information to readers so that it can be understood more easily and quickly (Saptodewo 2014). There are several aspects to an infographic (Listya 2018), namely attractiveness, comprehension, and retention. Allure is an aspect that can make the audience interested in seeing an infographic for a long enough time so that the message in the infographic can be conveyed. Attractiveness can be created through visual design by using unique simple icons, layout of design elements in such a way and the selection of colors that are pleasing to the eye so that it attracts the audience to find out more about the contents of the infographic.

Use of this infographic will keep people interested (Saptodewo 2014) because it tells them the story using visual elements that will safeguard their interest providing them with information that can be absorbed at a glance. As consumers, we want numbers and statistics to support the

information we read, but consumers also want these numbers and statistics to be visually appealing and not always text-based. An infographic makes it easy for readers. Most people are visual learners, so infographics benefit them and the long-term benefit of the business.

The development of infographic media can be an alternative that is used to support a fun history lesson. In this case, the development of an infographic with material from several karst caves in South Kalimantan is compiled in an infographic that explains the location and geography. This infographic contains an explanation related to an area that is supported by the Geographic Information System and Maps (Aldila et al., 2019), which is used to show the existence of a prehistoric site in Tanah Bumbu, South Kalimantan.

The infographic media developed are not only standalone, but also collaborate with various other types of media, such as maps and QR codes. The distribution of maps on the infographic aims to provide an overview of the site's location and show the distribution of the cave wall paintings. The provision of maps in infographics serves to represent geographic phenomena in the field. Furthermore, the use of QR Code (Quick Response Code) media is used as a medium for interaction and stores data in the form of two-dimensional images. The use of QR Code in infographics serves to convey information quickly and get quick responses by going through the scanning process (Permana et al. 2016).

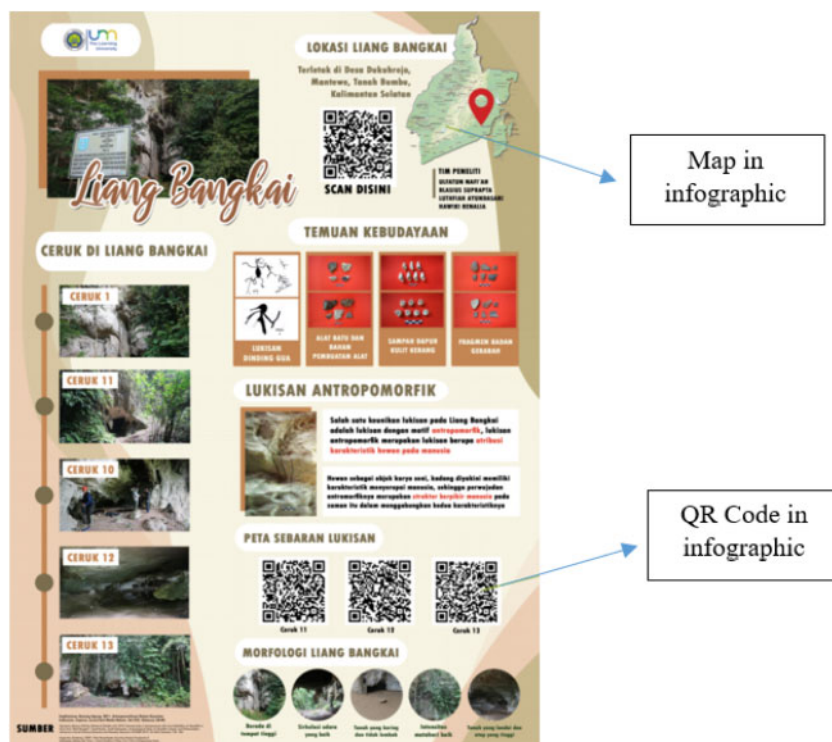


Figure 1. Example of infographic media development.

3.3 Intelligent historical learning model

The Ministry of National Education in 2003 stated that there are several elements of learning activities that need attention, including: questioning skills, discovery/inquiry, developing a learning community, reflecting on learning activities, and finally an authentic assessment of learning outcomes (Authentic Assessment). In an effort to realize an intellectual history learning, a related

learning model is needed. In this case, the learning model that can be used is the PSM (Educating Historical Learning) learning model created by Widja (Widja, 2018). This learning model applies several constructivist learning principles that do not focus learning on teacher explanations. So that periodically students are asked to explore their knowledge based on experiences obtained from the surrounding environment.

The first activity that needs to be done is the determination of learning goals or objectives. Determination of important learning objectives and targets is determined in accordance with the applicable learning competencies and curriculum. In this case the intended goal is to produce an “intelligent man” with various unique characteristics (Hasan 2006). In Indonesia, education refers to the K13 curriculum, which is then derived from KI (Core Competencies) and KD (Basic Competencies) as well as detailed learning indicators. Some of these elements are then used as guidelines for teachers in developing lesson plans. It is hoped that in developing a learning plan the teacher can understand the principles of intellectual learning history, so that students can understand various historical facts in depth.

After having guidelines in carrying out learning, another thing that is no less important is the selection of materials in learning. The selection of learning materials needs to be emphasized on thematic or topical content (Widja 2018). Selection of material content in this way is expected to stimulate the ability of students to think critically.

Material selection is carried out selectively and periodically, to obtain material content that is suitable for learning. One thing that needs to be underlined regarding the selection of material is that it must remain within the scope of historical developments in the curriculum. The material developed is “History of Prehistoric sites in Liang Bangkai, South Kalimantan.” In the learning process, students are given an explanation regarding historical material in accordance with the curriculum. Then students are given the opportunity to explore information related to relevant materials, both in the scope of local history and regional history. In the learning process using this infographic media, the teacher also presents various specific topics for discussion with students (Abdullah 1996).

The next step after carrying out the goals or objectives of education and learning materials is to create an educated history lesson. This process must be created and organized by considering the appropriate learning methods. When referring to the concept of constructive learning, it is important that history learning is centered on students. In this case the teacher can collaborate on various learning methods (Widja 2018). The application of collaborative learning still emphasizes the critical thinking process of students, and how students gain understanding. Students are involved in building collaborative relationships in learning, which are manifested in various learning methods. Some examples of collaboration between conventional learning methods and historical learning methods that are intellectual include: (1) giving lectures as an apperception in learning. Lectures are used as a start in learning, as well as can be used as time to clarify prehistoric materials in general that are not yet understood; (2) conduct class discussions by discussing various topics in learning, based on issues that have been given by the teacher or assignments that have been done by students, for example, why did humans in prehistoric times in Kalimantan live in Liang Bangkai Cave?; (3) applying the Project-based Learning learning model. This model provides an opportunity to students to be able to produce a simple research product. This learning model also provides an opportunity to students to provide an overview of the thinking of historical researchers, the teacher can ask students to make simple infographics or posters about cave wall paintings in the Karst Matewe area of South Kalimantan, and the results can be used to exhibit virtually; (4) develop other learning methods that are dynamic with learning conditions. This model provides an opportunity for students to be able to produce a simple research product. This learning model also provides an opportunity for students to provide an overview of the thinking of historical researchers, the teacher can ask students to make simple infographics or posters about cave wall paintings in the Karst Matewe area of South Kalimantan, and the results can be used to exhibit virtually.

One of the elements in the history learning process that is very important to note is related to the assessment of learning outcomes (Widja 2018). The assessment system that needs to be developed is an assessment system that supports students in honing their critical thinking skills

in learning history. Assessment or evaluation is carried out as an effort to determine the level of achievement of students in learning, an effort to determine the effectiveness of historical learning models or methods, as well as reference materials in developing better learning methods and models to achieve learning objectives. According to Widja (2018), the appraisal system in accordance with constructive learning is an “authentic” assessment system, namely the actual assessment, in this case it means that it really reflects the knowledge attainment and skill level of students. This assessment is not only carried out by the teacher, but also by peers and various parties involved during the lesson. Various alternative assessment models that can be applied in intelligent history learning model are: (1) test assessments, (2) assessments in the discussion process, (3) assessments in carrying out special tasks in the form of inquiry projects, and (4) special assessments in accordance with creative method developed by the teacher using the Value Classification Technique.

4 CONCLUSION

The challenges in the times are increasing, which presents various changes in technology. The use of technology in learning is increasing, especially during the COVID-19 pandemic. The demand for time and learning is also increasing, which encourages development of learning models by emphasizing on the principles of critical thinking. The use of various interactive learning media can be used as an alternative to increase historical knowledge and awareness. A combination of various models, methods, and learning media helps in creating efficient learning during the pandemic by giving students the opportunity to construct their thinking results. With such efforts, the opportunity to be aware of history will be more open.

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Social geographies of religion: Interrelation socioeconomic and cultural development in Riau Archipelago

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ABSTRACT: The purpose of this study is to determine and analyze the influence and interrelationships of geographical conditions that trigger religious diversity, sociocultural development, and economic growth in the Riau Islands. The subjects in this study were the indigenous people of the Bintan Regency. This research was conducted by observing the research sample area, namely the Bintan Regency, and then relating it to the overall condition of the Riau Islands Province. Data collection methods used are interviews, observation, documentation, and literature study. It is concluded that the geographical position of the Riau Islands substantially contributes to making the Riau Islands region a center of growth in all fields, especially religious diversity caused by migration flows, which also affects the composition of the population of the Riau Islands. Furthermore, the number of religious tourism in the Riau Islands triggers economic growth because it becomes a family recreation destination. In addition, religious tourism causes many local and foreign tourists to visit, resulting in social interaction and triggering cultural influences.

Keywords: Cultural development, socioeconomic, social geographies

1 INTRODUCTION

The Riau Archipelago (Riau) is one of the regions in Indonesia that has a strategic geographical location. It has a cross position in the Malacca Strait and the South China Sea. This area is directly adjacent to the business and financial center in the Asia Pacific. In addition, Vietnam and Cambodia are also included in the boundaries of the Riau to the north. With the boundaries of this geographical area, these countries have a significant role in influencing the development of the entry of new cultures in the Riau, especially in community religion. Pilgrimages and excursions to holy places and religious rituals are carried out by many tourists every year (Koshim et al. 2021).

Riau is near to the sociocultural aspects of Vietnam and Cambodia, where most of the people embrace Hinduism and Buddhism. However, the majority Muslim community is occupied by the Riau region due to the influence of the Islamization process through foreign traders passing through the Malacca Strait. In addition, people's relics in the Riau Malay Kingdom in the past are identical to Islam. This statement will strengthen the study of religion-related theories in the Riau. First, the people of the Riau already had a belief, one of which was Animism and Hindu-Buddhist. However, Syekh Burhanuddin, an Arab who came to Riau and spread Islam began to change the religious, social order of the early community in the Kuntu Village area, Riau Province.

The people in the Riau highly respect tolerance between races, ethnicities, religions, and cultural differences. It can be seen by the attitude of the local community who are friendly and welcoming to the immigrant groups. Immigrants come with missions to spread new religions and cultures, such as immigrants from India who are dominated by Hindu communities, Chinese people who teach Buddhism and Confucianism, as well as from Continental Europe who spread Christianity,

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and other immigrants with beliefs that they bring to be spread throughout the Riau. Comparisons of different types of visitor experiences is offered to give detailed insight into the different ways in which individuals use religious sites and different religious roles (Bond et al. 2015). Nevertheless, all cultures that enter the Riau region can be accepted without any coercion or refusal between groups. This can go on fairly due to a strong sense of tolerance for others.

The condition of religious diversity in the Riau is also inseparable from the ethnic diversity that inhabits the region. Many ethnic groups inhabit both native ethnic groups in the Riau Islands region and ethnic immigrants from the surrounding area. These ethnicities mix and mingle with the local community and experience acculturation. Diversity is limited to religious diversity and cultural diversity, which is the identity of the Riau. Some of the ethnic groups that inhabit the Riau include the Malays, Javanese, Batak, Minangkabau, Chinese, Sundanese, Bugis, Banjarese, and many other tribes.

The Riau has heterogeneous sociocultural characteristics, consisting of a mixture of ethnic groups and ethnic groups such as the indigenous people of Bintan Regency, most of which are ethnic Malays. Communities in the Bintan Regency are mainly dependent on the marine sector and tourism. Of course, this will affect the lifestyle and social behavior of the people in the area. Many tourists visit two people from different regions, namely local communities and people outside the region. With the openness of the pattern of community life in the Bintan Regency area, it becomes an attraction for tourists to explore and introduce their culture. In particular, tourism conducts religious tourism such as pilgrimages with the orientation of excursion studies and education (Akhmedenov 2020).

In economic sectors, the Chinese have become a local cultural icon as the most dominant and managerial form of Human Capital. We can feel that the role of the Chinese in various fields in Indonesia has been able to provide progress until this moment, such as utilizing the potential of marine and fisheries as a livelihood for the local community. With the potential of these natural resources, they can read opportunities to survive and develop. The Chinese community has a pattern of a social environment characterized by social characters that always try and work hard and provide mutual assistance to fellow traders if they are assisted first. There is no doubt that the trade ties between the Chinese people are mutually maintained to this day. Not only in the economic sector but also in other sectors the Chinese community can play a good part in achieving success.

The influence and interrelationship of religious diversity on the sociocultural and economics of the Riau Islands create harmony between community groups, especially in the community research area in Bintan Regency. In addition, the magnitude of the influence of geographical conditions to trigger religious diversity and sociocultural and economic developments makes the writer interested in taking this topic as the primary material for this research. The purpose of this study is to determine and analyze the influence and interrelationships between geographical conditions that trigger religious diversity and sociocultural development and economic growth in the Riau.

2 METHODS

This research was conducted by observing the research sample area in the Bintan Regency, Riau. The objects in this study are religious tourism sites in Bintan Regency, consisting of (1) Catholic Church of Christ the King or Christian Tourism, (2) Baitul Makmur Grand Mosque for Muslim Tourism, and (3) Guan Ti Gong Vihara for Buddhist ou Tourism. Observation of various religious tourism is needed, to analyze the influence and interrelationship of religious diversity on the development of sociocultural aspects and economic growth in the Riau.

The primary data in this study include data from interviews with a local community of Bintan Regency and collecting data from observations and documentation in sectional. Literature study, such as data on the astronomical location of districts/ cities in the Riau, data on the geographical position of the Riau, data on the percentage of religion in the Riau Islands, and others also collected in supporting the research. The time of data collection was from April to June 2021. All the interview

questions had been prepared carefully in advance so that later qualified answers would be obtained. In addition to structured interview techniques, observation, documentation, and literature studies were also carried out. Further documentation used technique is by taking photos or images directly in the research area as the physical evidence. The data analysis technique used in this study is qualitative analysis. According to Jonathan Sarwono (Dianna Daru, 2020), qualitative analysis is carried out through five stages: (1) organizing data that has been captured and assembled carefully, (2) perform step categorization and creating themes and patterns, (3) connecting explanation with concrete theoretical logic, (4) writing reports according to facts.

The geographical location of the Kepulauan Riau Islands Province significantly contributes to making the Riau Islands region a center of growth in all fields, one of which is religious diversity. In addition to being a trade route between three countries, namely Indonesia, Malaysia, and Singapore, the area that stretches from the Malacca Strait to the Natuna Sea is also bordered by five countries, including the three countries above as well as Vietnam and Cambodia. Its strategic position and rapid economic growth have become an attraction for residents of other regions to migrate either to find work or to live permanently.

Migration flows that occur in the Kepulauan Riau also affect the composition of the population there. Based on the demographic data of the Kepulauan Riau in 2015–2021, it is known that the ethnic groups in the Riau Islands include Malay (35.6%), Javanese (22.2%), Chinese (9.3%), Minangkabau (9.3%), Batak (8.1%), Bugis (2.2%), and Banjar (0.7%). In addition to these ethnic groups, there are also Arabs, Palembang people, Indians, Sundanese, Jambi, Dayak, some sea people, and Flores. From these various ethnic groups, it can be identified the religious diversity that exists in the Kepulauan Riau Province, namely Islam, which is the majority religion and is embraced by some ethnic groups such as Malay, Javanese, Minangkabau, Batak, Bugis, Banjarese, Sundanese, Jambi, and residents who come from outside like Arabs.

After Islam, the majority religion in the Kepulauan Riau, Protestantism is the second-largest religion. The spread of the Protestant religion itself is widely embraced by the Chinese, a small part of the Sundanese community, and most of the Dayak community. Buddhists occupy the third position in the Riau Islands Province, with its distribution widely embraced by the people of Palembang. In the fourth position, is Catholicism, which is the belief of most of the Flores tribes and sea people. Then there is Confucianism from ethnic Chinese, Hinduism from Indian immigrants, and less than 10% of the Dayak people still maintain the Kaharingan religion, where this religion is still one family with Hinduism, so it is commonly called Hindu Kaharingan.

3 DISCUSSION

Based on empirical observations and interviews, most people who visit this religious tourism site are Muslims and various religious adherents. As stated by one of the visitors (Aulia, 20 years old), who is a student who visited 1000 Buddha statue religious tourism site and considers it as a sacred place can serve as a place for education (meaning a source of knowledge about diversity) and increase tolerance among people.. In this way also through the location that is visited by many people, social interaction—the point of connection between religious diversity can be increased. A common approach in religious tourism literature is to compare and explore the experiences of different types of visitors (e.g., pilgrims and tourists) at a single site (Bond et al. 2015).

3.1 *The effect of religious diversity on the development of cultural aspects*

Based on the tourism review, it can be said that the diversity of religions that are currently triggering the growth of religious tourism are both local and foreign tourists. The majority of tourists come for a vacation, for sightseeing, for educating themselves, or as foreign tourists who want to know the habits of the local community. Thus, there was social interaction to drive cultural influences. The culture of non-Indonesian people is much different from the cultural system adopted. From

a lifestyle point of view, non-Indonesian people tend to live freely, while the Indonesian people and even the people of Bintan Regency themselves uphold the values of Malay culture, and the principle of Malay culture is based on Islam order. However, few of them come to add to their knowledge in this Malay land, who respect and tolerate their hosts.

Table 1. Interview to indigenous people.

Aulia (Student, 20 years old)	“Always come to here (destination of statue a thousand Buddhas), cause this worship place being destination of tourism. the statue of a thousand Buddhas being a characteristic of Buddhism. generally, before pandemic, always meet tourist in here when the holiday come. i’ve ever try to communication with tourist, i think that for upgrde skill, from that there communication with outsider.”
Aunt Mian (Housewife, 39 years old)	“The time before pandemic, aunt with tourist go around Bintan, generally going to beach, sometimes going to schools, and often going to religion tourism, likely penyengat, statue of Buddhas, statue of turtle in sebong. Baiturrahman Mosque in Tg.Uban. pointly is going around. because tourist happy with travel like that, they’r like for study other culture. cause now is Pandemic Covid-19 , acces from singapura to here is off. the most tourist is come from singapura. in the past, much of aunt’s friends married with tourist, first meet from being tour guide, and going married being Life companion.”

The results show that a statement of actual evidence of the occurrence of cultural acculturation was obtained. Not infrequently, non-Indonesian people who visit for recreation end up finding a mate in Indonesia. Marriage is a legal bond between lovers who blend their lives. Indirectly, marriage is a means of cultural acculturation. So it can be said, with the existence of tourist destinations, one of which is religious tourism, also triggers the arrival of non-local communities, which provide indirect cultural influences.

3.2 The effect of religious diversity on economic growth

Based on the results of this analysis, it can be concluded that there is economic growth with an influence distance of 161 m from the mosque point, and it is known that it begins with a minimum distance of 101 m from the mosque point. Economic growth in the Church area is driven by RQUA drinking water refill business, finance, retail stores, culinary, and cakes. The various modes of distribution in this area are quite developed. With the presence of established business sectors, it is possible to develop similar businesses or innovations.

Table 2. Overview from research sites.

Location Overview	Distance
Vihara – Warung Mpe Mpe	129 m
Vihara – Toko Serbaguna Pak Ahong	182 m
Vihara – Melia Bintan Condotel Indonesia	369 m

It can be concluded that there is economic growth with an influence distance of 226 m from the point of the monastery. It is known that it begins at a distance of 129 m from the point of the monastery. Therefore, based on the three data points as given above, religious buildings (religious tourism) can trigger economic growth around the research location points. Furthermore, for religious tourism sites, the community also uses it as a family recreation area. Therefore, the goal is to become a knowledge recreation destination and increase tolerance, among others.

4 CONCLUSIONS

Based on all the results of the research stages carried out in the research area, considering geographical position and religion. The geographical position of the Riau islands province significantly contributes to making the Riau islands region a center of growth in all fields, one of which is religious diversity. Migration flow also affects the composition of the population of the Riau islands. Economic growth of the research location is driven by the religious buildings. The location of community religious tourism is also used as a means of family recreation. The goal is to become a knowledge recreation destination and increase tolerance, among others. In addition, it can be said as the diversity of religions triggers economic growth, similarly the existence of religious tourism increases the number of tourists, both local and foreign tourists. These local and foreign tourists boost social interaction and trigger the emergence of cultural influences.

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The efforts of maintaining the Palang Pintu tradition as the value of local wisdom of Betawi culture

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ABSTRACT: This article was carried out to describe two things, namely: 1) to find out what local wisdom values are contained in the Palang Pintu tradition and 2) to find out how the efforts are preserving local wisdom in the Palang Pintu tradition. This research uses the approach of qualitative research with descriptive research type. The primary data sources used in this study were from informants and events or incidents in the field. The secondary data sources in this research are documents. The data collection technique was carried out by using several techniques, namely interviews, observations, and documentations. Data analysis was carried out in several ways, namely, data reduction, data presentation, and conclusion. The results obtained include: 1) the values of local wisdom contained in the Palang Pintu tradition are as follows: a) religious values, b) moral values, c) the value of responsibility, d) the value of unity, e) the value of tolerance, f) the value of art, g) the value of the economy; 2) efforts have been made to preserve the values of local wisdom contained in the Palang Pintu tradition, namely actualizing or implementing it in everyday life in society, providing education to children, especially to the younger generation, introducing Betawi culture to immigrant communities or outside the area and make writings related to the Palang Pintu tradition so that the existence of these writings can attract a sense of curiosity and interest in studying Betawi culture, namely the Palang Pintu tradition.

Keywords: Tradition, palang pintu, local wisdom, values

1 INTRODUCTION

Indonesia is a pluralistic country with various racial, ethnic, cultural, linguistic, and religious diversities. Indonesia's diversity has the potential to build a nation's civilization based on knowledge of national insight and local cultural values. Given the importance of the role of culture, each region is given a place to develop and maintain regional culture and develop the values of local wisdom and cultural history of the region. Local wisdom is like a natural resource that is very valuable in the daily life of the community that stretches throughout Indonesia. Local wisdom discusses knowledge, understanding, and customs about humans, nature, and understanding of how relationships among all residents of the ecological community must be built (Marfai 2019). One of the local wisdoms of the Betawi people is the Palang Pintu tradition.

The Palang Pintu tradition is one of the traditions that has become the identity of the Betawi people in Jakarta. This tradition is one part of a series of Betawi traditional wedding processions in which there are performances of a mixture of several cultural arts, such as martial arts (pencak silat), rhymes (pantun), Betawi dialect, and humor (Batawi 2012; Bisrie 2004; Laksono et al. 2020). However, another study explains that the Palang Pintu tradition contains a portrait of religious teachings. This is illustrated by the essence of the Koran, prayer, and silat in it. In addition, this tradition contains friendship, self-preservation, and good manners (Anggraeni et al. 2019; Hartinah 2020).

The Palang Pintu tradition was often used in Betawi marriages. However, this tradition is slowly disappearing due to various factors. In a study conducted by the Faculty of Cultural Sciences,

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University of Indonesia (Jamallia 2014), titled “Variety of Betawi Culture (Ragam Budaya Betawi),” information was obtained that Betawi cultural arts are threatened with extinction due to senior Betawi artists who are getting older and have not had time to regenerate young Betawi artists. In addition, the rapid development of Jakarta as a metropolitan city has made the Palang Pintu tradition less and less visible, making it difficult for the younger generation to know about this tradition. In another study, one of the factors that caused the Palang Pintu tradition to be abandoned was because the procession was expensive and the series of events of this tradition was long. In addition, there is a new trend among young people in big cities in Jakarta who want a more intimate wedding by leaving the Palang Pintu tradition (Mediana & Nasionalita 2021). Therefore, we need to maintain and preserve the Palang Pintu tradition. The purpose of this study is to describe the value of and how Betawi artists preserve the Palang Pintu tradition.

2 METHODS

This study use a qualitative approach, with the type of descriptive research. The results of this study only describe various in-depth interviews of the research subjects. We interviewed seven members from Si Pitung Studio. They are the owners (one person), senior artists Si Pitung Studio (one person), administrator in Si Pitung Studio, (three person), members of Si Pitung Studio (one person), and the local community at Si Pitung Studio (one person). It's member was interviewed in 45 minutes. We observed and interviewed about the values contained in the implementation of the Palang Pintu tradition, and the efforts of the Si Pitung studio in the values of local wisdom contained in the Palang Pintu tradition.

The results of the interview were able to provide a clear picture of the Palang Pintu tradition as the value of local wisdom of Betawi culture in the Si Pitung Rawabelong Studio, West Jakarta. Processing and analyzing data using descriptive analysis, which is carried out to describe or identify the Palang Pintu tradition as the value of local wisdom of Betawi culture. Descriptive research is a study to describe a symptom, event, and current event to obtain data in the form of words, sentences, schematics, and images. Furthermore, after obtaining a collection of data in this study, the next step is to analyze the data, describe the data, and conclude. The analysis of this study uses data analysis techniques using the interactive model of the Miles and Huberman model as quoted by Sugiyono (2018) stating that the activities in the analysis are carried out interactively and take place continuously until complete so that the data is saturated. Activities in data analysis are data reduction, data presentation, conclusion drawing, and verification.

3 RESULTS AND DISCUSSION

3.1 *The values of local wisdom embodied in the Palang Pintu tradition at the Si Pitung Rawabelong Studio, West Jakarta*

Tradition is an inheritance of habits, which is passed down from one generation to the next to continue performing traditional ceremony or other activities. The traditions that exist in the community have a goal so that human life is rich in culture and values in daily behavior, for example, the values of local wisdom contained in the Palang Pintu tradition. The values of local wisdom contained in the Palang Pintu tradition are as follows.

3.1.1 *Religious value*

The religious value in the Palang Pintu tradition is seen when every prayer is addressed to God Almighty, both in practice and in performances to ask for smoothness and be kept away from obstacles. The religious value in the Palang Pintu tradition is also seen when reading prayers for safety and fluency in performing qabul consent, chanting sholawat to glorify the Prophet Muhammad, and reciting the Koran. In another study it was found that the Palang Pintu tradition

derived from the teachings of the Islamic religion got four religious values, namely practicing the values taught by the Prophet Muhammad, kinship ties (*silaturahmi*), protecting family, and being polite to others (Anggraeni et al. 2019; Wibowo & Ayundasari 2021). This shows that the findings of religious values in this study still have the coherence of the research conducted by previous researchers. Betawi people assume that reading the Koran, praying, performing *pencak silat* actions are symbols of mental, physical, and spiritual readiness in living life.

3.1.2 *Moral values*

The moral values contained in the procession of the Palang Pintu tradition consist of dialogues with rhymes. In dialogues with rhymes from Betawi literature, in greeting with the interlocutor politely so that when speaking in words or rhymes, there is no dirty language, no vulgar humor, and no rude speech. This is in line with Putri (2017) who opines that moral values are related to right and wrong, good and bad actions, which are the basis of human life in social life. Meanwhile, Liliweri (2015) argues that moral values are standards for something that is good or bad and standards that can regulate individual behavior choices called morals. This rhyme is a requirement of moral values and also social values. Because the purpose of this Pantun cross is a form of appreciation as well as a place to convey the intent and purpose of visiting other people's villages or homes. That way the Betawi people always apply the culture of politeness in their daily lives.

3.1.3 *Value of responsibility*

According to Narwanti (2014), the value of responsibility is the attitude and behavior of a person to carry out his duties and obligations. In the Palang Pintu tradition, which is seen through the requirements given by the prospective groom to marry the prospective bride, namely the Koran has a sense of responsibility in guiding his family to Islamic teachings and martial arts for self-defence has the aim of being able to be responsible to his family in the future to protect from them from distress. This moment is a symbol of the Betawi people's belief that a man who can defend himself is expected to protect his family.

3.1.4 *Unity value*

Based on Putri's study (2017), consider that unity occurs because of diversity through local wisdom that exists in the local area. A tradition is a form of local wisdom in each region, making the community able to tolerate the existence of tolerance that fosters a sense of unity in society. The value of unity in the Palang Pintu Tradition can be seen in the ties of friendship. The Palang Pintu tradition unites the local community regardless of differences, social status, status, and so on. They gather together in the aim of upholding friendship and brotherhood.

3.1.5 *Tolerance value*

Tolerance is an attitude of mutual respect and appreciation between individuals and groups within the community that can avoid discrimination even though there are many different groups (Haryanto, 2014). This value of tolerance can be seen in the Palang Pintu tradition how the female family allows the male family to show their skill in convincing the female family that the groom deserves to be the leader in the family.

3.1.6 *Art value*

Art is the result or process of work and human ideas that involve skill, creative abilities, sensory sensitivity, heart, and thought sensitivity to produce a work that represents beautiful impression, harmony, artistic value, and more (Nurfatoni et al. 2013). The artistic value displayed in the Palang Pintu tradition procession appears during dialogues with rhymes, martial arts (*pencak silat*), and playing the *ketimpring* tambourine (*rebana*). Performing arts in the procession of the Palang Pintu tradition is a means of entertainment of the public. It aims to provide an aesthetic experience to the audience.

3.1.7 *Economic value*

Economics is the study of how people manage resources that are always limited or scarce (Putong 2013). This economic value is trusted and used as an additional value in terms of the economy for community groups or individuals around so that they get additional income. The Palang Pintu tradition has economic value because its implementation creates additional livelihoods for both the Si Pitung Studio and the individuals who take part in it.

3.2 *The efforts of the Si Pitung studio in preserving the values of local wisdom contained in the Palang Pintu tradition*

Efforts have made by the Si Pitung Studio and the community in preserving the values of local wisdom in the Palang Pintu tradition. Efforts are made to apply these values in daily life for positive and beneficial impact. Also, the meaning and content of these values will never be lost and maintained for generations because they are continuously preserved.

On effort made by Sanggar Si Pitung in educating children is inviting them to learn Betawi culture without any element of coercion. This education is also given to schools through extracurricular pencak *silat* activities because in the Palang Pintu tradition there is an element of martial arts. In addition, it teaches about the values of wisdom contained in it. Due to the current condition of COVID-19, no art is being carried out, but it is also possible to educate children by taking advantage of the highly advanced digital era via the Internet or even videos related to the opening procession. Palang Pintu tradition and lessons at the school related to Betawi culture are taught through “*Pendidikan Lingkungan Budaya Jakarta (PLBJ)*”.

Effort to introduce Betawi culture to immigrant communities is a form of maintaining and preserving the culture in Jakarta, especially Betawi. This is done to attract immigrant communities to find out about Betawi culture and there is no element of coercion for immigrants who want to learn or are even interested in watching the Palang Pintu tradition because it contains very diverse local wisdom values.

Efforts in making writings related to the Palang Pintu tradition are through the creation of articles, journals, and theses aimed at students with a positive impact. This activity is an effort to maintain and preserve the Palang Pintu tradition so that the presence of these writings can attract curiosity and interest in learning Betawi culture, namely the Palang Pintu tradition.

4 CONCLUSION

The Palang Pintu tradition in the Betawi community has local wisdom values, namely religious values, moral values, unity values, responsibility values, tolerance values, artistic values, and economic values. In preserving and maintaining these values, the Betawi people do the following: actualizing or implementing it in everyday life in society, providing education to children, especially to the younger generation, introducing Betawi culture to immigrant communities or outside the area and make writings related to the Palang Pintu tradition

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Maritime content in social studies learning

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ABSTRACT: Damage to maritime resources is caused by the absence of maritime awareness that begins with a lack of public understanding about the importance of preserving marine resources and their potential. This condition needs serious attention, especially in educational institutions that print the nation's generation. Therefore, a maritime-oriented learning planning design is needed. The purpose of the study is to determine the application of maritime content in social studies learning. Bosowa School Makassar has implemented a maritime-oriented learning program in social studies learning. This study uses a naturalistic inquiry method with data collection techniques carried out by observation, interviews, and documentation. The results of the study show: the application of maritime content in social studies learning begins at the planning stage until the learning evaluation has been carried out properly marked by the stages of learning that the teacher to the maximum has prepared. In the implementation of social studies learning, a contextual learning approach is used. The learning outcomes show the emergence of students' awareness and understanding that reflect the love for the homeland and the spirit of defending the country with a maritime character.

Keywords: Maritim content, social studies, social studies learning

1 INTRODUCTION

Indonesian maritime is a study that needs to be reviewed and studied because the development of society, the economy, and the character of our nation has a lot to do with the sea. It is the sea that brings various influences of great civilizations to the territory of Indonesia, as evidenced by the long journey of maritime history with the triumph of maritime kingdoms in the past that has influenced the lifestyle of the Indonesian people to this day. Maritime is one of the main streams of development in Indonesia at this time and the geographical location of the Indonesian nation. To rebuild the national maritime, a maritime education program is needed by incorporating more specific content of marine science and skills in the education process to build superior and competitive Indonesian people with local wisdom character. Damage to marine resources and the lack of reflection of marine culture is caused by ignorance or ignorance of the community toward the preservation of marine resources, marine potential, and marine cultural heritage. This can happen because of maritime actors' low level of education, limited knowledge and navigational information, education that is still land-based, and the mindset of the Indonesian people who are not much maritime-oriented. Therefore, strengthening maritime insight through education is needed. One effort that can be made to increase interest and understanding in the maritime field is to include maritime education in the national education curriculum at all levels of education units.

This effort is the right step in overcoming the Indonesian nation's low spirit and maritime spirit (Krisdiyanto & Bando 2011). Efforts to rebuild maritime insight aim to make the Indonesian people have a foundation of insight, maritime culture and geographically the development of the State of Indonesia. One form of maritime strengthening is by presenting historical perspectives on

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various maritime life of the community. The maritime aspect of society is related to the interaction of humans and the sea. These interactions cover various aspects, such as trade, shipping, maritime traditions, marine mythology, piracy, fisheries, and the law of the sea (Asnan 2007: 4). The curriculum is adapted to the needs of students and the conditions of the learning environment because the curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, regional potential, and students (UU Sisdiknas No. 20, article 36 paragraph 2). Social studies is a synthetic discipline that seeks to organize and develop the substance of social sciences and psychology scientifically for educational purposes. Social studies material does not merely synthesize relevant concepts between educational sciences and social sciences, but also correlates them with various social, national, and state problems, including the values of local wisdom (Somantri 2001).

The content of social studies lessons is expanded with roles both as social education, national education, and education on local wisdom and culture. The importance of implementing culture-based education (ethnopedagogy) or local wisdom is to instill further a sense of love for the homeland, social community, and national insight. The shapers of ethno pedagogy are basically based on the ecological culture that exists in the surrounding community, expressing their thoughts about the meaning of ethno pedagogy as proposed by Khuzainov (2005) "Ethno pedagogy is a science about life experience of people, about upbringing and education of children, ethical and environmental standards and rules of behavior of the younger generation in natural and social environment. People are unique and inexhaustible source of spiritual values. Since the time immemorial a distinctive moral way of spiritual culture has been developed by people."

In the discussion of maritime, in addition to the need for ethno pedagogy theory as a reference for research problems, a supporting theory is needed from an ecopedagogy point of view where ocean sustainability will not be separated from the attention of nature or the environment according to the principle of local wisdom. As Supriatna (2016, 115) argues that "Ecopedagogy is an alternative approach to educating students and the learning community to understand, realize and practice the values of local wisdom adopted by the community, these actions will be historical if they pay attention to nature so that life on earth is sustainable." According to Margi and Utama (2015, p. 123) the field of education is one way to prepare the human resources needed to face the challenges of the times. Preparation of human resources in the field of education is carried out from the time of primary, secondary, and higher education. Social sciences is very complex and varies from various branches of social sciences and regional or environmental sciences. The success of teaching is very dependent on "the correct choice and arrangement of social science concepts, approaches, program orientation and teaching and the level of innovation of the social studies teachers themselves." Because in the world of social studies, the teacher is ultimately the most actual source of renewal who knows precisely the circumstances, needs, and problems of students, society, and the nation (Saidihardjo 1996).

Social studies teachers can expose preservice to innovative teaching practices that can be used in the classroom. With curriculum and textbooks, new pedagogical models are needed to revive problematic social studies programs in the school system (Berg & Shaw 2014). The maritime content of social studies geography is considered the most suitable to be integrated into learning with the concept of maritime content. Indonesia's maritime studies leave so many historical traces, the diversity of maritime culture that almost all islands in Indonesia have different maritime cultures ranging from a culture in the form of physical objects, language, habits, philosophy, knowledge of traditional natural sciences, and cultural rituals. In addition, the location of the territory and the condition of the State of Indonesia show how rich our natural resources are from the sea, the diversity of marine life, and the abundance of our marine products in Indonesia. It has been realized that the study of social studies geography can reconstruct maritime insights in Indonesia because all aspects of science can be studied, starting from how history is to see how the conditions of the environment and territory of Indonesia.

Bosowa School is considered to have made a reasonable effort in implementing a learning program with maritime content. The geographical location of the Bosowa School, which is not far from the coastal area of Makassar, provides an added value that this school is not so difficult

to provide examples of marine life and maritime culture in everyday life. A review of activities on social media and direct sources of information illustrates that Bosowa School is actively and programmatically holding over island extracurricular activities and flying trips with visits to historical heritage sites related to maritime affairs, for example, visits to the location of the Pinisi boat building in Bulukumba Regency and the port of Paotere. Makassar is the port of the people of the kingdom of Gowa-Tallo. All of this is illustrated that Bosowa School Makassar has a vision and mission that is programmed to provide scientific understanding and awareness to students about maritime and maritime culture based on local wisdom, especially in the South Sulawesi region. Bosowa School Makassar is an educational institution with a vision of realizing Indonesian people who have Pancasila personalities, strong faith, noble character, excellent achievement, local wisdom, care for the environment, and global perspective, with the tagline being "The Nation's Best Generation School." Instilling maritime content and maritime culture in students is considered necessary so that students have good maritime and cultural insight to realize the identity of the Indonesian nation as a maritime country. The content of maritime and maritime culture in learning should be applied to students and the school.

2 METHODS

This research was conducted at Bosowa School Makassar. The actor aspect is the teacher in the field of social studies, and the eighth-grade students who will be involved in teaching and learning interactions from the activity aspect are the social studies learning process. The subjects of this study were teachers and students of grade eight of Bosowa School Makassar. There are four social studies teachers and 37 students in the eighth grade in social studies learning. In this study, researchers tried to obtain various kinds of data related to research. The data will be obtained from all words, actions, situations, and events that researchers can observe during social studies learning activities in the eighth grade of Bosowa School Makassar. At the same time, the data sources are from teachers, students, and other parties by this research. The choice of subjects in this study was based on the consideration that the eighth grade contains materials closely related to maritime content, which is very suitable for integrating into social studies learning. In addition, the eighth grade is also very busy with extra-curricular activities that directly visit objects related to maritime affairs. Lincoln and Guba (1985: 39) suggest that the characteristics of qualitative research are "emergent design," meaning that researchers conduct research on emerging phenomena and not construct what phenomena, because researchers want to know the value system that arises from these phenomena will be used as an interaction function. Between the researcher and the phenomenon. This research, as revealed by Bodgan and Biklen (1992: 31), seeks to understand the meaning of human behavior in certain situations, in this case, teachers and students in the classroom environment and outside the classroom, according to the researcher's perspective.

The type of data collected in this study is qualitative data, especially data regarding the variables studied. Based on the type of data in this study, the sources of research data that can provide access to the data needed in this study include: (1) social studies teachers, students, and school principals, (2) the learning process of social studies in the classroom and outside the classroom, (3) literature, namely books, articles, and visual media related to maritime and maritime culture in social studies learning. Data collection techniques are the most strategic steps in research because research aims to obtain data. The data collected in this study are in words, actions and documents, situations and events carried out in the stages of observation, interviews, and documentation.

3 RESULTS AND DISCUSSION

Indonesia has an extensive sea area, where 2/3 of the country's territory is sea. Most of Indonesia's territory is in the form of the sea, making Indonesia one of the countries with great potential in the marine sector. This is based on Labolo's (2011: 2) opinion that Indonesia is the largest archipelagic

country in the world, covering a group of 18,108 islands, 6,000 of which are populated. **Levine (2015) gives his opinion that “management of marine resources is a process driven by policy and culture, to explore the geographical aspects of marine resource management.” Even in the Sriwijaya Kingdom and the Majapahit Kingdom, the Malacca Strait as a gateway for shipping and world trade could be controlled by the Indonesian people (Christie 2009).

Education only has a limited function, namely providing the basics and outlook on life to the growing generation, which in practice is identical to formal education in schools and situations and conditions and a wholly controlled learning environment (Ismaun 2007: 57). From the above expression, it can be said that the educational process is the basic formation of a view of life for the growing generation; in this case, the educational process can occur in a situation and condition as well as a controlled learning environment. The same is true of schooling as a formal educational environment. The planning stage is the initial stage that a teacher must do before giving learning to students. The planning stage has an essential meaning in creating cooperative learning. When a teacher has been able to make good plans about what will be done while providing learning in the classroom and outside the classroom, more meaningful learning will likely be realized, and learning objectives will be achieved. The importance of learning planning is explained in the opinion expressed by Josep and Leonard (in Mulyasa 2013: 85), who stated that “teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.” Based on this opinion, teaching carried out without written planning will primarily result in less effective learning. In this case, the teacher does not reference what learning will be carried out and how he will carry out the learning.

Social studies learning taught must have a purpose. The purpose of the learning is to provide insight and awareness about maritime in students. To realize the learning objectives of social studies, the teacher must develop the material contained in the student’s textbook. In the planning stage, the social studies teacher first formulates indicators of competency achievement by the primary learning materials so that the objectives and learning outcomes can be achieved. By the opinion of Maryani (2011: 50) suggests that “indicators are developed according to the characteristics of students, subjects, educational units, regional potential and are formulated in operational verbs that are measurable and/or observable. Indicators are used as the basis for developing assessment tools.” At the planning stage of learning social studies on maritime content, identifying the subject matter of learning is an essential thing for teachers because, in social studies learning with maritime content, maritime content or material needs steps to identify it so that the achievement of integration of social studies and maritime learning materials is achieved. Following are the steps to identify the primary material of social studies learning according to Maryani (2011: 49): identify the primary/learning materials that support essential competencies by considering a) potential students, b) relevance to regional characteristics, c) the level of physical, intellectual, emotional, social, and spiritual development of students, d) benefit for students, e) scientific structure, f) actuality, depth, and breadth of learning material, g) relevance to the needs of students and environmental demands, and h) time allocation.

The results of the findings of researchers on social studies teachers regarding the implementation of social studies learning with maritime content concludes that teachers have implemented learning according to the learning implementation design, which includes components: learning objectives, learning materials, learning activities, sources/media, and assessment. Likewise, the results of researchers’ observations regarding students’ attitudes and behavior toward the implementation of learning compiled by social studies teachers can conclude that students have motivation and interest in social studies learning activities that teachers have designed in advance. Efforts to rebuild maritime insight aim to build a strong foundation of insight, culture, and maritime values in Indonesian people as the basis for developing a maritime country. One form of strengthening maritime culture is to present historical perspectives on various maritime life of the community. The maritime aspect of society is related to the interaction of humans and the sea. These interactions cover various aspects, such as trade, shipping, shipping, maritime traditions, marine mythology, piracy, fisheries, and the law of the sea (Asnan 2007).

Through the findings on the implementation of learning plans made by teachers, it is seen that teachers make an effort to integrate social studies learning so that it is research-based. So indirectly,

the teacher tries to create a constructive learning climate. According to Johnson (2008: 75), the basis of the constructivist approach is to place the teacher as a facilitator and students independently or work together to explore the environment to develop knowledge about the maritime and maritime culture within students. According to Margi and Utama (2015: 123), the field of education is one way to prepare the human resources needed to face the challenges of the times. Preparation of human resources in education is carried out from primary, secondary, and higher education. Therefore, the content of maritime and maritime culture in learning must be supported by relevant learning resources facilitated by the teacher. The availability of adequate learning resources will undoubtedly assist teachers in developing knowledge and values in the student series. The learning process of social studies with maritime content always begins with the teacher asking all students questions about the extent of knowledge that students have about a matter, for example, what students know about maritime and maritime culture. Social studies teachers can expose preservice to innovative teaching practices that can be used in the classroom. With curriculum and textbooks, new pedagogical models are needed to revive problematic social studies programs in the school system (Berg & Shaw 2014).

As stated by Hamalik (2008), these stages are considered necessary. It is essential to know and understand students carefully so that teachers can determine the materials carefully to be given, using appropriate teaching and learning procedures. Some evidence of maritime history and maritime cultures in South Sulawesi, such as the Paotere Makassar port, the Pinisi Bonto Bahari boat-building center, Bulkumba Regency, and other places, have historical links to maritime glory in Indonesia. The form of achieving a condition of the Bugis Makassar and Mandar community in the past illustrates how the activities of older people in Makassar were related to activities at sea as their livelihood for daily needs.

In the learning activities of social studies learning materials with maritime content, the teacher integrates the lecture-question-and-answer method, the field trip method, assignment-based learning (projects), and discussions with the Contextual Teaching Learning (CTL) approach. The question-and-answer lecture was conducted at a class meeting before visiting Paotere Harbor. Field trips are carried out when students visit Paotere port and carry out Based Learning activities (projects) in groups. The teacher implements the assignment by instructing him to make a group observation report assignment about maritime history, maritime cultural values, and maritime potential. Banks (2012) provides an understanding of the goals of social sciences that "The main goal of social studies should be to help students develop the ability to make reflective decisions that they can resolve personal problems and shape public policy by intelligent social participants. actions." The main goal of social studies should be to help students develop the ability to make thoughtful decisions to solve personal problems and shape public policy by participating in intelligent social action. The maritime content in social studies learning is divided into three main topics: maritime history, maritime cultural values, geographical location. and maritime potential. Then the discussion was carried out after the students completed the observation report. In applying maritime content and maritime culture in social studies learning, students are first given knowledge about the history of maritime in classroom learning. In addition to providing knowledge to students, this activity also provides benefits in instilling insight and awareness of love for the homeland and defending the country with a maritime character. The image media used by the teacher are photos of the Pinisi boat, the process of making the Pinisi boat in Bonto Bahari, Bulukumba Regency, and photos of the port of Paoetere, both from its historical path and its activities. According to Wiriattmadja (Yulistiyo 2012), the contextual approach is also a learning concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as a family and community members. The same thing was also stated by Semiwan (Yulistiyo 2012). He said that contextual learning is a learning concept that helps teachers connect between materials and encourages students to connect their knowledge and its application in everyday life by involving seven components that are key to effective learning. Local loads in coastal areas are matters relating to marine and maritime affairs. Thematic and maritime learning is teaching and learning activities with a holistic approach, reflecting the real world, complex and interactive, with themes related to the sea, including content and marine cultivation, related to shipping and sea trade (Sulistiani & Mustami'ah 2015).

Furthermore, Na'im (2014) said that the CTL approach has seven main components in the learning process, namely: 1) constructivism (constructivism); 2) find (inquiry); 3) ask (questioning); 4) learning community (learning community); 5) modeling (modeling); 6) reflection (reflection); and 7) the actual assessment (authentic assessment). The CTL approach in social studies learning carried out by teachers has fulfilled seven main components in the learning process.

In addition, social studies learning activities with maritime content provide students with experience and ability in researching and studying in small groups. In these activities, students also learn the value of solidarity by respecting and helping each other to solve a problem posed by the teacher. Based on the results of observations made by researchers during the learning process of social studies with maritime and maritime culture content at Bosowa School Makassar and its influence and impact on the development of values and awareness, among others, the love for the homeland and the spirit of defending the country with a maritime character is reflected. According to Karnadi (2007), love for the homeland is thinking and acting, which shows loyalty, concern, and high respect for the nation and state. This is also reflected in our attitude and behavior in realizing that our country, Indonesia, is prosperous with its natural wealth and cultural heritage, which many other countries do not have, so we should be proud and in love with our country, Indonesia. After studying maritime in social studies learning geography concentration, a sense of loyalty, concern, and high respect for the region from students began to emerge. This can also be seen in the answers of students who want to protect and participate in preserving our marine natural wealth, Indonesia. Students also provide solutions to all parties. Let us all pay attention to sustainability and protect our seas from people who can damage them; if people damage or take harmful actions, they will be subject to sanctions. This shows a caring attitude or an attitude of love for the homeland from students. The love for the homeland is also reflected in students' attitudes who want to consistently maintain cleanliness and good management of several maritime historical heritage places, such as the port of Paoetere.

Social studies develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude to improve all considerations, and appear to overcome problems that occur every day, both of those that befall themselves and in society. This is where the teacher's obligation must be able to make students become good individuals for themselves, their environment, and the country. This is emphasized by Deborah (2005). Recent efforts in studying society and the environment and social studies curricula to prepare students for global citizenship and traditional views of knowledge and rationality, discursive fields in answering the broader questions of what kind of education students need. Need for the twenty-first century. According to the Elucidation of Law No. 3 of 2002, this State Defence Attitude is an attitude that must arise in every soul of Indonesian youth and women and Indonesian citizens. The attitude of the spirit of defending the country is an attitude that reflects the sincerity and willingness to support something that arises in him for others. This is in line with the opinion of Banks (1990), who asserts that "the main goal (primary good) of social studies is to develop competencies and skills for living in the state." The growth of motivation for citizen participation in efforts to defend the state is determined by various factors, including the welfare background, geographical and geostrategic position of Indonesia with the insight of the archipelago, the demographic conditions of the Indonesian state, the condition or potential of natural resources, the development of science and technology, and the position of a strategic homeland with a vast territory of Indonesia.

4 CONCLUSIONS

The findings in this study are the existence of learning planning carried out by teachers in the application of maritime content in social studies learning, starting from planning to learning evaluation. The emergence of maritime understanding and awareness and critical thinking in students is reflected in love for the homeland and the spirit of defending the country with a maritime character from students' attitudes, enthusiasm, and activeness during the contextual social studies learning process.

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Social education in promoting the spirit of entrepreneurship among traders

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ABSTRACT: The Banjarese merchants' capabilities to expand their business cannot be separated from their Islamic local syncretism practice. The survival and competing abilities of Sekumpul merchants are supported by their ability to maintain Islamic values. The values are implemented in their everyday life depicted in the relation with societies and other fellow merchants. For them, Islamic values appear as protecting mechanism for their activities. This article investigates and explores the local values that perform as stretching factors in boosting entrepreneurship spirit in Banjarese merchants. The article is produced by examining various literature about Banjarese merchants, Islam, and intertwined relations between them. Moreover, the article also investigates a connection between local values and entrepreneurship spirits. The primary data is collected by interviewing several Banjarese merchants in Sekumpul Martapura. The research found that understanding local values with religious value ethics becomes a driving factor in developing entrepreneurship spirit among Banjarese merchants. The obedience to Islamic norms encourages trading practice among Muslim traders in Sekumpul. In other words, Islam influences the practice of economic endeavors. The understanding of the concepts of baibadah and bausaha has dynamically influenced their economic practices. Islam has become a driving factor and ethos-forming.

Keywords: Cultural values, entrepreneurship, Banjarese merchants

1 INTRODUCTION

The Banjar people or Urang Banjar is the coastal Malay community that predominantly occupies the region of South Kalimantan. They are known for their "Islamic type" and as traders (Salim 1996). The dominant business pattern carried out by the Banjar community is trading (Daud 2002). Bukit Dayak community refer the Banjarese as Orang Dagang (merchant people) (Radam 2001). In many articles (Daud 2000; Potter 2000; Salim 1996), the Banjar people are successful traders. This business choice was made because of the limited agricultural area in the river valleys where the Banjar people live (Noor 2001). Agriculture is only possible to do well in areas with alluvial plains with fertile soil. Such area is only available in the eastern part of South Kalimantan. Meanwhile, as an area known as a swampy river, farming is riskier. During the rainy season, the area is flooded, and agricultural activities can only be carried out after the water recedes the dry season (Potter 2000). In these areas, residents are usually more city-oriented and are better known as traders or craftsmen.

According to Potter (2000), wherever Banjar people are located, they always present themselves as people who can take risks. Perhaps this is one reason why the Banjarese are relatively able to survive in their commercial endeavors. The Banjarese, along with the Minangkabau and Acehnese,

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is a group that is relatively more adaptable to an economic life dominated by the colonial system (Abdullah 1988). It seems to be related to the fact that the Banjar people live in coastal areas, such as Minangkabau and Aceh, which have a high outward orientation and have a closely related coastal culture related to international trade and Islam.

The entrepreneur character of the Banjar people ultimately gives them their typical behavior. On the positive side, this entrepreneur character fosters a competitive nature in their attitudes and behavior. However, this entrepreneur character fosters individualistic nature on the negative side because it is always oriented to profit and loss in doing and acting (Buchori & Budiharga 1983; Daud 2002). This view initially comes from farmer culture, which tends to prioritize communality. In merchant culture, individualistic nature is an integral part that shows their rationality toward the world of trade. According to Salim (1996), the merchant culture in Banjar society also makes Banjar people have a bourgeois attitude and do not have solid internal solidarity with each other.

Geographical conditions and the area's location on the coast also support the possibility for the Banjarese to be a cosmopolitan society, similar to Aceh, Makassar, Riau, and Palembang. According to Azra (1999), people who inhabit coastal areas will have intense interactions and networks of local, regional, and international relations. The relationship will encourage the exchange of culture, knowledge, and understanding between local communities and people outside their area. The existence of the cosmopolitan Malays, for example, can be found in the so-called revival of the Islamic Malay intellectualism in Southeast Asia in the East, which shows a shift in the pattern of religious thought in many coastal areas.

The trading activities of the Banjar people can be traced long before the time of the Banjar Kingdom. According to Usman (1994), since the 16th century, it has been found that there are traders from the Ngaju and Oloh Masih tribes who have embraced Islam. Their trading areas incorporate between the Banjar Kingdom region as well as outside the region (overseas). After the Banjar Kingdom came to power around the 17th century, the trading activities of the Banjar people became increasingly intensive. Large and medium trading businesses in the royal era were carried out by high nobles, royal officials and merchants, and foreign merchants. High aristocrats and royal dignitaries were likely to be the sole buyers of the goods produced by the people in the areas they controlled. They resold them to merchants or nobles who would export them abroad or resell them to foreign traders. The merchant group mainly carried out foreign trade business, exporting goods produced by the people and importing goods needed by their sailing ships. This export and import business was also carried out by immigrant traders, namely European, Chinese, Javanese, and Arab traders, although they did not directly contact the producers. The exported goods were pepper, resin, candles, bird nests, ironwood, rattan, gold, and diamonds. Meanwhile, imported goods consist of various textiles, salt, rice, sugar, glassware, and various types of goods made of brass and copper. When the Banjar sultanate was abolished, automatically, the role of the nobility and royal officials in trade declined, but the role of large and middle traders continued (Daud 1997). The merchants' success is still visible in several areas of South Kalimantan, such as Martapura and several areas in the Hulu Sungai region. This large trading business began to decline along with the decline in shipping businesses that rely on sailboats. They were defeated by the coastal shipping business using steamships (Daud 1997). Today, the trader has various transportation options. They expand their network again. Banjar traders involved in international trade were primarily Muslim traders or pilgrims. Their position became important, especially after the role of royal merchants declined along with the decline in the power of the Banjar Kingdom.

2 METHODS

This paper uses a descriptive qualitative approach with a structured narrative description. The interlocutor of this research is the Banjar Muslim traders, especially those who live in the Sekumpul Village area. The data was collected by conducting interviews, observations, and literature studies. Interviews were conducted with traders to obtain data on their knowledge of values and ethics that underlie their economic activities. Observations are predominantly carried out to explore their trading and daily activities. At the same time, the literature study was conducted to obtain various

conceptual and theoretical data related to local sociocultural values, the spirit of entrepreneurship, and Banjar Muslim traders. Qualitative analysis was carried out in three stages: reduction, display, and verification.

3 RESULTS AND DISCUSSION

The Banjar people of South Kalimantan are known for their Islamic values (Hadi 2015). Islam, which is the identity of the Banjar community, is quite effective in dealing with economic contestation that tends to be highly competitive among the merchant community. With Islam, Banjarese Muslim traders were able to withstand various pressures that occurred in the commercialization process. They can even compete with other ethnic groups, especially the Chinese traders, known as tenacious traders. Islam, in this case, occupies two critical positions for the economic development of the Banjar people; a place of refuge and driver or shaper. In this case, both institutions, teachings, and doctrines have become part of local values that contribute to the economic development of the Banjar people. One of the economic developments of society is determined by the values, attitudes, and views that are developed in that society (Alfisyah 2008).

Religious teachings have become the driving force for economic process. Islamic teachings, such as *basidakah* (almsgiving), *bajakat* (paying zakat), *baibadah* (worshipping), and *bahaji* (performing the pilgrimage), have encouraged efforts to obtain wealth. The desire to carry out the pilgrimage has fostered a high work ethic among traders. To perform the pilgrimage and give alms, they must be active and diligent in trying and living frugally to be able to collect quite a lot of money. Behind the trade spirit possessed by the traders, there appear to be religious motivations.

3.1 *Basidakah* (Charity)

The traders of Sekumpul are known as devout Muslims and have serious social concerns, especially on religious issues. In religious activities, such as *nisfu sya'ban* and commemorate of religious figures, such as *Sheikh Seman*, *Sheikh Muhammad Arsyad Al-Banjary*, *Guru Sekumpul*, and the reading of Sayyidah Khadijah's manakib, the traders give much contribution such as money, goods, foods, and beverages.

For Muslim traders, donations and alms are essential to show their gratitude as Muslims and for economic purposes. The donation amount confirms and legitimizes their social position and implementation of economic purposes (Alfisyah 2005). The donation amount is also essential to confirm and legitimize the level of establishment on a trader. Measures of wealth and stability usually refer to ownership of material objects, such as shops, cars, and houses. People will justify the trader as unfair if their nominal contribution is not commensurate with their wealth. Meanwhile, the high nominal contribution is also a measure of stability compared to other traders.

The practice of *basidakah* (almsgiving) is mainly done by the residents of Sekumpul related to the assumption that wealth will be *babarkat* (blessed) and increase if it is used for religious purposes. One of the uses of wealth is to donate wealth or give alms for religious activities. In this alms, there is hope to get more in return from God. It gives a signal that behind the religious practices they carry out are stored economic purposes and hopes. Their piety is strengthened because economic motivations cover them.

3.2 *Bajakat* (Paying Zakat)

Like the practice of zakat, wealthy traders who always donate zakat will be praised by the community, and the success of the business run by these traders is sometimes associated with their obedience in donating zakat. The phrase "*harta batambah Amun dijakat*" (wealth will increase if the owner pays tithe) supports the above argument. "They get more prosperous because he has never neglected zakat," a resident said when was asked about the success of a trader. The amount of zakat is also a measure of the level of success of a trader. Traders who issue more zakat than the previous year will be considered to have experienced an economic improvement, and their business

is considered more successful than before. A decrease in the nominal zakat issued means the same as a decrease in the level of business success. The amount of money, type, and quality of goods given by a trader to his relatives or neighbors during the zakat period before the holiday show their economic position. The people who receive the gift always compare the value of the gift of one merchant with other traders. For this reason, every trader always tries their best so that their wealth continues to increase from year to year.

Traders feel confident that their wealth will increase if they do not neglect religious obligations, such as tithing. They also feel that their obedience in carrying out their religion, especially worshipping with Guru Sekumpul will bring blessings. The success and economic improvement that they have obtained since living in Sekumpul are believed due to the blessing of Guru Sekumpul. The spirit of the Sekumpul people to be involved in ritual activities, such as *haul*, *nisfu sya'ban*, *zikiran* (remembrance), and reading of *manakib*, also seems to contain economic intentions. The belief that the prayers that are said at these times are more likely to be answered indicates the wishes that they want to convey on this occasion. These desires can be material or ideological.

The specific prayers offered on this occasion are a request for long life in worship, a request to be spared from the plague of destruction, expand halal sustenance, and a request to become the wealthiest creature of the heart of all creatures on earth. The hope of the prayer that his sustenance is expanded has clearly shown the economic content that cannot be abandoned in every religious ritual. The prayers offered by the Sekumpul people at the celebration of *nisfu sya'ban* and on ordinary days stimulate a creative interpretation of the relationship between religious teachings and economic behavior, as shown in the prayer.

3.3 *Bahaji* (performing the pilgrimage)

Tuan Guru (scholars), *pambacaan* (preachers), and Hajj occupy a unique social position in Sekumpul. These figures are more respected than other figures. People who perform Hajj several times have a higher degree than people who only perform Hajj once. Therefore, it is not surprising that the number of Banjar people who travel to Mecca to perform Hajj is increasing from year to year. The people of Banjar will prioritize the use of savings that they have accumulated over the years to perform the pilgrimage. They are also willing to save money in the hope of saving to finance the pilgrimage. The phrase "*bagawi bahimat kawa gasan tulak haji*," meaning "work hard to be able to go on pilgrimage," shows that in the view of the Banjar people, one of the measures of success and prosperity of a person is the ability to perform the pilgrimage. A person's social consciousness is considered incomplete if it is not followed by the performance of Hajj as an indicator of economic sustainability.

Some traders have even performed Hajj and Umrah many times. They usually also invite other family members to perform the pilgrimage together. On several occasions, they also invite and fund religious figures, neighbors, or people of faith to participate in their pilgrimage journey. Every time before leaving for Mecca, they always greet (hold salvation). Upon their return from Mecca, they usually distribute souvenirs to neighbors, teachers, and local religious figures. People who are economically considered prosperous but do not immediately perform the pilgrimage will ridicule society's views. People think this kind of person is not open their heart to get God's mercy.

Moreover, they are not considered the person who got a calling from God to perform religious activities in Mecca. This statement is a "shameful" blasphemy and makes a person imperial and excluded from society, especially in religious communities and institutions. A person who has died and in his life has not had time to perform the pilgrimage, then the Hajj (Hajj) is performed by children or other family members. In this case, the question does not lie in w

Whether God will accept the worship of a person performed by another, nor in whether God will bestow the reward as a result of the performance of worship on the person who has died. The most crucial goal in this regard is that the implementation of the pilgrimage as a symbol of economic stability has become an established part of their social consciousness.

In other words, the residents of Sekumpul consider Hajj to be not just the implementation of the fifth pillar of Islam but to be a symbol of the perfection of religious appreciation and

the sustainability of economic life. The status of the pilgrims further strengthened their social position. The social solidarity they show by harassing economically incapable teachers, neighbors, or employees is another marker of their economic stability.

3.4 *Bausaha untuk Baibadah* (Work for Worship)

This dogma has a significant influence on how the Sekumpul people view world activities, especially economic activities. Working (*bausaha*) in the world for the Sekumpul society is an effort to meet the needs of life and meet the need afterlife. Thus, work in the world is also considered part of the religious order. For Sekumpul society, living in the world is a way to reach the afterlife. Therefore, worldly endeavors must contain the element of achievement to obtain happiness in this world and the hereafter. Happiness will be achieved if there is a balance between work activities and worship. Bausah will be worth worship if it is done for religion. The Sekumpul community considers *bausaha* an act of worship and gets a reward if it is intended for religious interests and tries to support religious activities. It can be seen from the expression of a Sekumpul trader who worked to carry out God's command to perform the pilgrimage, give alms, and pay zakat.

Worship for the Sekumpul community is not only the implementation of all God's commands but also everything considered to elevate and uphold Islam values. The implementation of religious teachings is related to rituals and includes all efforts that can "lift" the religion of Islam. It is revealed in the statement of the people of Banjar who stated that they are happier to do business with fellow Banjar people or with traders who have Hajj status. The process of effort or effort not carried out following Islamic law is considered void or invalid and is not worth worship or does not get the reward. Therefore, the Sekumpul people prefer to transact with the Banjar people than with the (usually) non-Muslim Chinese, or prefer to transact with traders who have performed the Hajj than with traders who have never performed the Hajj. Thus, Islam has become the identity of Banjar and the status of Hajj becomes essential in the economic process. Islam became a refuge, with Islam, people are safe from the competition with people other than Islam.

The Banjarese convinces that shopping for traders who had performed the pilgrimage would better guarantee the validity of the sale. They are considered pious traders and have understood the rules of trading required by Islam. It seems that the concept of *bausaha* is not just worked but synonymous with worship if it is carried out according to religious rules. It shows how religious and cultural symbols can play an influential and directive role in business progress. In addition, it also shows that honesty and responsibility in trade and business are essential.

Among the Sekumpul society, the decision to spend their business to Banjar traders or Chinese traders was based on a principle of "it is better to love our people than to love the Chinese." In this case, "our people" are the Banjar people or people who are not Banjar but Muslims. The Chinese are not considered "our people" because they are not Banjar people and not Muslim. The Arabs are more "acceptable" than the Chinese because they embrace Islam like the Banjar people, although having similarities with the Chinese as non-native citizens. Arabs are also considered friendly because they want to be involved in various activities of the Banjar people. Arabs are sometimes also referred to as "our people." Social prejudice against the Chinese ethnicity seems to be due to the emphasis on ethnicity in the relationship between the two. Historical research shows that the rulers often manipulated this ethnicity for the sake of the status quo. Colonial governments, for example, emphasized ethnic differentiation as a character of political, social, and economic administration. Colorline policies, discrimination against whites and ethnic Chinese, and marginalization of indigenous peoples show this differentiation. It has given rise to social attitudes and prejudices that persist to this day.

4 CONCLUSION

The success of the Banjar Muslim traders in business is inseparable from the power of Islamic values. The ability of Sekumpul traders to survive and compete with Chinese business people is

inseparable from Islam, which has a substantial value in the life of the Banjar people in general. Sekumpul Muslim traders as devout Muslims have used Islam as a refuge from pressure and business competition and strengthened their existence. Using Islamic symbols, such as the status of Hajj and the implementation of Islamic law, they managed to make their trade gain sympathy from the Banjar community in general. Islam, in this case, became a status symbol that placed them on a higher social structure in society. They become middle class and even upper class, which also affects the dynamics of the population's lives. Here, the structure also plays an essential role in explaining why Sekumpul entrepreneurs successfully grow their businesses and continue to survive. Obedience to Islam is a factor that drives the development of trade practices among Sekumpul Muslim traders. Although not the only one, Islam has influenced their economic efforts. The teachings of Hajj, zakat, and shodakah have encouraged active efforts to acquire wealth. Similarly, asceticism and an understanding of the concepts of worship and effort have dynamized their economic practices. Islam has been a driving factor and ethos-shaper.

The closeness of the Sekumpul traders with the masters, especially the Sekumpul teachers who have significant influence in the Martapura area and even South Kalimantan in general, made the religious leaders sympathize with them. That is why it is suggested that this influential teacher's influence must always be maintained to accelerate the process of economic development in Sekumpul, in particular, and among the Banjar community in general. In addition, it is also suggested that there are modern forms of more professional organizations to increase the economic activities of Sekumpul traders so that they do not just become family companies.

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Smart village in determination of technology perspective: Case study on the slopes of Idjen Mount

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ABSTRACT: The implementation of ICT has been relatively slow in development of rural areas. Poor ICT infrastructure, inadequate human resources, and low awareness of ICT in the village are the main reasons. In fact, one way to reduce poverty in the village is through the use of ICT. This article explores the impact of implementing technology in villages particularly in the village on the slopes of Idjen Mount. Qualitative methods are applied in this study with a deterministic approach to technology. Participatory observation and in-depth interviews were part of the data collection technique. The results show that the massive technology presented by the Banyuwangi government with a top-down approach has an impact on the local community, especially in the villages on the slopes of Idjen Mount. This change was responded in an adaptive and adoptive manner both by community and village officials. For digital immigrants, this change is a big problem that must continue to be negotiated. On the other hand, for digital natives, they enjoy it and have even changed the way they interact. The technological adaptation adopted by the government is coercive than the awareness of the village community. Humans are only objects of technology.

Keywords: ICT; Idjen Mount; village

1 INTRODUCTION

The penetration of the Internet continues to expand, which results in an improvement of using information and communication technology (the Internet as one of its derivatives) in all aspects of life from education, economics to politics in Indonesia. ICT is recognized to have helped humans to do things that were not done before, especially during a pandemic crisis. The use of ICT has become an inseparable part of people's daily lives as a new normal activity (Barba-Sánchez & Jiménez-Zarco 2007). In the implementation of ICT, there is still a digital divide between Java and outside Java; towns and villages; young and old. On the other hand, it eliminates physical contact between individuals, which is much needed in times of crisis even though it will lead to what is called death of distance (Weber & Freshwater 2016).

At the government level, the development of ICT is being realized through electronic governance, which continues to be disseminated at the village level. The goal is to provide convenience for the community in accessing public services. The application of e-government at the provincial level is more dominant outside Java while in Java the use of e-government at the regency and city levels is much more dominant (Hermana & Silfianti 2011). This shows an indication of the spread of different e-government applications in each region due to the digital divide.

The enormous spread of e-government has been responded by the Banyuwangi government with the application of ICT from cities to villages. Although ICT is considered as a double-edged sword, the utilization of ICT in government is expected to increase efficiency, save costs, and provide faster services (Moon 2002; Wauters 2006). The huge operation of e-gov to the village

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level is not accompanied by an increase in quality use. Increasing e-government development requires a commitment from the government both quantity and quality in terms of infrastructure, human resources, applications, regulations, and socialization within the government and society (Aritonang 2017; Sari & Winarno 2012).

The function of e-government in implementing bureaucratic reform is still facing various obstacles. These obstacles are in the form of paternalistic communication patterns within the bureaucracy as well as external factors associated with static, pessimistic, and skeptical public attitudes toward efforts to improve services to the public. These findings indicate that e-government has the potential for success if it is addressed seriously and able to improve the quality of public services and bureaucratic reform for the sake of creating clean and good governance in Indonesia (Dewi n.d.; Sari & Winarno 2012).

Referring to the obstacles and opportunities for implementing e-government at the village level as a tool for bureaucratic reform and the implementation of good governance, it is necessary to study how villages can be developed independently in the midst of village infrastructure and human resources with limited capacity for ICT. How can villages get out of poverty with ICT is the question that will be answered in this paper.

Poverty alleviation, especially in villages, must be a joint project and target for local governments. Success in reducing poverty requires the involvement of all parties between the government, the communities, and the private sector. Through ICT the rural and urban gaps can be addressed (Prieger 2013). Research in the village on how technology is implemented is still rare. Most studies in villages focus on community empowerment, poverty, tourism, political studies, anthropology, in addition to the fact that villages do not have technological resources (Dharmawan 2007). Research around technology is mostly focused on urban areas and on the tools that are used. Moreover, digital sociology and technology studies have also only been formally studied since 2013 (Lupton 2017). This paper focuses on the initiative to use ICT in Kampunganyar village, Banyuwangi and its development in services and village development with the end of reducing poverty in the village.

2 METHODS

This paper was a research conducted by the author in the village of Kampunganyar, Banyuwangi Regency with a qualitative method through a technological determinism approach. The objective of this research is a phenomenon in the form of situations and conditions related to the technological determination process in Kampunganyar village. This village was chosen as it is a pilot project in the smart village program launched by the Banyuwangi government. Since 2016, the program has been running until now and continuously being made to improve it gradually. Afterwards almost all villages in Banyuwangi regency used *smart villages* as an instrument in advancing and creating village empowerment. Data collection in this study was carried out using a purposive model through interviews and observations. Observations were made to describe the real picture in the field about the conditions of the application of technology and also the impact related to its application. Meanwhile, interviews were conducted with a number of informants to get a comprehensive picture of the attitudes, challenges, obstacles and expectations of the technology implemented in the village. The results of observations and interviews were analyzed into categorical models, comparisons, contrasts, and then interpreted (Creswell 2014). The study of literature, both books and national and international journals, is also emphasized in the writing of this article. To understand the interrelated factors of the data obtained, it was developed based on the community's framework of thinking.

3 RESULT AND DISCUSSION

3.1 *Smart village and its benefit*

The advantages that humans have achieved in the field of information and communication technology (ICT) are something to be grateful for. With the advancements in ICT, it is easier for humans

to perform the tasks that must be done. Basically, technology was created to help human work to be more efficient and effective. The rapid development of technology, especially ICT, has an impact on improving public services. Unfortunately, not many local governments have utilized ICT (e-government) optimally for quality public services. In fact, many studies said that 85% of e-government projects fail in developing countries at various levels, either totally or partially (Heeks & others 2003). The failure of e-government in developing countries does not mean we have a phobia in using it. Why? Because Indonesia's opportunity to progress and develop is very high.

One of the regencies that continues to innovate and change to move forward is the Banyuwangi. Under the leadership of Abdullah Azwar Anas as mayor, Banyuwangi continues to improve. The award was won by Banyuwangi for its service to the community and the resulting innovation. *Smart Kampung* program with all applications is one of the important things why Banyuwangi got an award.

Smart Kampung is an innovation program initiated by government. This program emerged due to several factors. First, geographically, Banyuwangi is the largest regency on the island of Java. The size of the area makes it difficult for residents in the village to come to government offices at the village level, sub-district to regency. Both ICTs were created to help human work to be more efficient and effective. The rapid development of ICT has an impact on governance and improving public services. The demand for utilizing ICT is getting higher, especially in the era of disruption and during the pandemic crisis. The three qualities of human resources in the village are different from those in the center of government. These three factors inspired the government to issue the *Smart Kampung* program. This program seems to answer the challenge from the central government so that regions in Indonesia are competing in empowering their people, especially those in villages.

This program is an ICT-based public service innovation by cutting the reach of services and bureaucratic administration to the village level. Services that are often centralized in the regency can be completed at the village level through this program. All government service matters can be carried out in the village. This ICT-based public service program is not only concerned with service, but also focuses on improving village functions and human resources. Currently, almost all villages in Banyuwangi regency have implemented the program.

One of the pilot project villages in Banyuwangi regency is Kampung Anyar village on the slope of Idjen Mount. Since transforming into a Smart Village, this village at the foot of Mount Ijen has always relied on ICT in its public service system. Since transforming into a Smart Village in 2016, this village at the foot of Mount Ijen has relied on technology in its public service system and continues to bring innovation to the public. ICT has become a tool in serving its citizens effectively and efficiently. Administrative services, which often take a long time, are cut short by the use of ICT. Village officials become more enthusiastic in serving the community and exploring the existing potential, so that residents progress.

There are at least three benefits of having a smart village in Kampunganyar village. First of all, since 2016, there has been an increase in the number of tourists, both domestic and foreign, who want to know what and how smart a village is. Tourists are dominated by researchers or tourists who pass before heading to the Ijen crater. Unfortunately, in 2019, the number of tourists continues to decline. This decline is not only due to the increasing number of choices villages to visit other *Smart Kampung*, but also other villages making new innovations that are more attractive.

Moreover, the existence of a smart village has an impact on the physical design of the village office, especially in the service of village residents. Village services, which are often closed in nature, are slowly being addressed with an open model. Physical and design changes are important because they will change people's habits and behavior. The open design reflects the openness of the village government in accepting its citizens. The design of the village office is also made comfortable for anyone who visits the Kampunganyar village. In addition, the village office provides a hotspot area that provides quick access to its society. Even the speed of wi-fi provided by the government is faster than the speed of the gadget's signal. These physical and non-physical changes also make village officials more enthusiastic in serving their citizens. The correspondence service is implemented with one stop services with a comfortable service room and a receptionist. With a smart village the Kampunganyar village office becomes the center of activity and civilization of the Kampunganyar residents.

The next visible benefit is that the local economy is slowly improving due to the effect of smart village branding. Smart village branding does not only affect village officials and bureaucrats in Banyuwangi regency but also greatly affects the mindset of villagers. This branding is needed by the region to introduce and build a positive image. Smart village is an image management of Banyuwangi regency that is built based on strategic innovation and coordination of economic, social, commercial, and cultural, including even local regulations, which is in line with Moilanen's research (Moilanen 2015).

3.2 *Coercive adaptation and determination technology in the village*

The assumption in technological determinism is that technology is a key force in governing society. According to the understanding of technological determination, social structure is considered as a condition formed through materialistic technology. It is different with Feenberg's analysis, which suggests two problematic premises of technological determinism. First, technology evolves linearly from simple configurations to more complex configurations. Second, society is subject to changes that occur in the world of technology.

Smart village is presented. This technology is an attempt to cut the lengthy bureaucracy and build a clean government. Smart village technology adopted from smart cities shapes local individuals how they think, act, and make their choices evolutionarily. Technology has forced human resources in the village to make coercive adaptations. Why coercive? Previously, services in managing ID cards, family cards, and other letters were usually done manually and conventionally. Residents interacted directly at the village office and even reached the district office to complete the letter. But radically, with compulsion, human resources in the village must accept it and try to adapt to the presence of *Smart Kampung*. For digital immigrants, adaptation is a must even though it takes time. This change is a big issue that must be negotiated. On the other hand, for digital natives, they enjoy this way and have even changed the way they interact. The digital divide is inevitable.

The government has not ignored this digital divide. The digital divide, which includes access to materials, expertise, motivation, and access to use, is gradually finding solutions in the form of training, outreach, and intervention from the government. The district government as the initiator of the smart village project intensively responds to the digital divide. In usage access, assistance and training are provided by the government. This assistance is carried out especially for village officials. The hope is that village officials can share knowledge with others. In the aspect of motivation, the district government gives awards to villages that have successfully implemented public service innovations annually. This award is given to villages that are successful in providing a touch of innovation to their public services. Every year the district government organizes the *Smart Kampung Festival* and the Digital Village Festival. This festival is a showcase for various public service innovations at the village level. The government encourages villages to adopt ICT for providing services. In terms of access to materials and access to expertise, the district government tries to create user-friendly applications. Indeed, this new technology may be friendly to others. Therefore, the village must address the significance of this technology. Although *Smart Kampung* is high technology, it also requires a high touch by preparing human resources who also have high competence.

Although the changes are radical and coercive, as a new medium, *Smart Kampung* makes the relationship between individuals served and serving easier. For those who serve, they just sit back and click. All citizen data is already available with the data on the computer. Not only available, citizen data is integrated with existing data at the sub-district and district levels. Correspondence that had to be completed until the sub-district and even district levels to get approval could be completed at the village level. Again, the work carried out by village officials has become more effective, rather than using the old and conventional patterns. Residents are surprised by this radical change. Normal because of limitations in all aspects. However, the village government is also trying to provide assistance to residents with a local wisdom-based approach known as village visits. This village inspection activity is carried out by village officials to accommodate all residents' problems, including problems in this smart village. The hope is that a win-win solution will be found. This

activity is carried out regularly so that the existing gap does not widen, including the use of this smart village.

In fact, the rapid use of ICT is not a goal but as a means used to achieve greater goals (Utomo 2013). The use of ICT requires support to achieve the expected goals, such as leadership support and commitment, clear regulatory and institutional support, transformation of bureaucratic culture, human resource capacity development, and finally yet importantly support from citizens and stakeholders. The presence of ICT does not mean eliminating conventional efforts without using ICT tools. Instead, the use of ICT is intended to complement and support conventional efforts that have been used so far. Both were organized to address the digital divide and provide convenience for citizens and stakeholders. Efficiency and effectiveness of activities is a necessity. In the context of technological determinism, humans are objects of technology itself and cannot be avoided.

4 CONCLUSION

The presence of *Smart Kampung* proves that an individual is the object of the technology itself. This new media is one of the tools used to spread technology (technology diffusion). Any type of media must advance quickly to follow technological developments to meet the desires of the audience and technology, which greatly affects the media consumption patterns of the audience. The speed and progress exceeds the human ability to adapt to ICT. Whatever happens in smart villages, its presence exceeds the human ability to adapt both to devices, especially for the public. Determination of technology is inevitable. The digital divide becomes a necessity even though the government continues to provide assistance and training so that gaps are not created. For digital natives, it is not a problem, but for digital immigrants it is a very big problem. It must be acknowledged that smart villages can provide benefits and reduce the length of the bureaucracy while providing meaningful impacts and benefits for the community. Therefore, the implementation of an ICT-based smart village requires the support of all parties, especially at the local level. The benefits presented by smart village are a reflection of the massive technological determination that drives people and devices toward change. Changes are not only social, but also economic and cultural. This change is expected to strengthen and make villages more empowered and not vice versa.

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The role of Forest Village Community Institution in economic development of farmers' communities in Karanganyar, Indonesia

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ABSTRACT: Forest Village Community Institution (LMDH) is one of the rural institutions serving as a means of channeling the rural community's aspiration in the attempt of protecting the forest and managing the forest productively without abandoning the ecological aspect. The programs of LMDH should have been implemented for the community. Therefore, the objectives of research were to find out the social life of rural community and the function and objective of LMDH in Forest Village Community, and to see the embeddedness of LMDH and community, particularly in the people of Tambak Hamlet, Berjo Village, Ngargoyoso Sub District, Karanganyar Regency. Grannovetter's embeddedness theory was used to analyze the data of research. The method of research used was qualitative with a case study approach, emphasizing on in-depth interview as the technique of collecting data. Generally, the result of research showed that the social life condition of community is inseparable from natural and geographic conditions of village making the community's primary economy focus on vegetable farming. Farming land ownership and cultivation takes place hereditarily in the community. In daily life, the community still holds tightly on traditions and rituals brought by its ancestors, including the means of cultivating and utilizing the forest. The embeddedness of LMDH and community in Tambak Hamlet, Berjo Village lies on the level of programs created by LMDH corresponding to the characteristics of nature processing and daily community activity. At other level, the emergence of embeddedness between LMDH and community is due to the inadequate socialization related to the structure of LMDH, the benefit, objective, and function of its program discouraging the community to participate in the implementation of programs to be conducted by LMDH.

Keywords: Embeddedness, LMDH (Forest Village Community Institution), economy, farmer, villagers

1 INTRODUCTION

One of the development types conducted by government in rural area was the establishment of Forest Village Community Institution (LMDH). This institution was established by the government as the means of channeling the villagers' aspiration in the attempt of managing forest together with Perhutani (Indonesian Forest Company). In addition, LMDH is established in the attempt of improving the feeling of care about forest by not felling the trees haphazardly. One village initiating the establishment of LMDH is Tambak Hamlet, Berjo Village, Ngargoyoso Subdistrict, Karanganyar Regency. The establishment of LMDH in Berjo Village is the process of sharing role, space and time, and profit. The participation of forest villagers in any stage of forest management from planning, implementation, monitoring to evaluation will give them value (meaning).

The potency of forest land in Berjo Village is sufficiently productive if the villagers can manage it. The mission or activity carried on by LMDH in Tambak Hamlet, Berjo Village, Ngargoyoso

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Subdistrict, Karanganyar Regency is to optimize the utilization of forest by managing it as the fruit plantation land, potential education tour, and lemongrass oil refinery. However, the constraint the villagers face in Tambak Hamlet, Berjo Village, Ngargoyoso Subdistrict, Karanganyar Regency is that most of them have not known and understood the function of LMDH.

In addition to inadequate socialization conducted regarding LMDH, many villagers prefer focusing on their own daily activity (farming, cattle breeding, trading, and more) to meet daily needs to cultivating the forest. Therefore, the LMDH program in Berjo Village has not yet worked as expected. Chalid (2011) states that an economic activity will be embedded into society based on its actions. Therefore, the concept of activity should be understood first. Human being is an economic creature always looking to fulfill his needs. However, not all needs can be met because sometimes the resources are limited or no efficient management method is found. These conditions encourage human being to be careful, parsimonious, and to rethink of economic behavior he/she performs. Finally, human beings think of an effective and efficient way and system to understand the need.

In this case, we of course cannot obtrude the villagers' wish or consider the villagers apathetic. There are many factors leading the villagers to prefer focusing on their primary livelihood for the sake of life sustainability: inadequate community empowerment by the government institutions in the term of forest management, many developments that is only physical-oriented not involving the community, and economic factor. Tambak Village, Berjo Village, Ngargoyoso Sub District, Karanganyar Regency is one of potential villages with fertile soil. The activity of community, in this case is farming. Subsistent economy is an agro-economic system, consuming their crops to fulfill their daily life need.

Villagers, having homogenous characteristics, have shared livelihood and low education level. Basically, the LMDH program is held to support the villagers' economy and income; therefore, there should be facilitation and community empowerment activities for the LMDH program to run as targeted and embedded into the society. There are some constraints encountered by Karang Taruna and people surrounding in managing *Telaga Madirda*, in which *Telaga Madirda* is the community's irrigation source, however, water source is often closed, thereby it is drying up and only a cavity is left that may contain water during rainy season. The restoration of lake (*telaga*)'s function to be irrigation source for community is one of programs devised by LMDH of Berjo Village; however, there is a dissenting opinion between Karang Taruna that utilizes the parking land of *Telaga Madirda* so far and the people of Berjo Village.

In this case, the Tambak Hamlet's youths are more inclined toward instantaneous economy or earning income quickly, for example, being the parking officer. Meanwhile, the people surrounding *Telaga Madirda* devise a program of developing *Telaga Madirda* area into the more productive one, to restore its function as the irrigation medium, and to involve the youths' participation in *Telaga Madirda* management. Geographically, fertile soil is the good potency in development attempt in Tambak Hamlet, Berjo Village, Ngargoyoso Sub District, Karanganyar Regency. One of which is to utilize the 20-Ha wide forest area as apple plantation to support the community economy. Other potencies are the development of *Telaga Madirda* into the productive one, and the development of education tour destination and lemongrass refinery location. However, the problems faced are no management in Karang Taruna and no facilitation for the villagers. Considering the background above, the following questions arise: 1) how is the community's life in Tambak Hamlet, Berjo Village, Ngargoyoso Sub District, Karanganyar Regency? and 2) how is the embeddedness of LMDH into Tambak Hamlet people?

Some studies have been conducted on the role of rural economic institution in village development. Zulkarnain Adi (2003) studied "The Role of Rural Economic Institution in Developing Hulu Langkat Area of Langkat Regency." This study concluded that, first, the role and function of rural economic institution has diffused to village level but the service facility concerning rural development need is still inadequate and varying between one sub-district and another in Langkat Hulu area; second, the performance of rural economic institution has been fairly good, but has not been able to affect the result of economic development for farmer community in Langkat Hulu area because there are presumably some predominant factors constraining the development of road infrastructure, education and expedient technology application problem; and third, the presence of

village chief's role, the education for administrators and members of farmer group cooperatives, the utilization of rural youth or women's potencies, religion institution belonged to fairly good category, and good category in developing the village development institution.

Another study with the title "Community-Based Integrated Natural Resource Management in Okyeman Traditional Area of the Eastern Region, Ghana: Socio-Economic Profile of the Okyeman Traditional Area," in the same study raised the management of integrated natural resources in traditional societies and its relation to socioeconomics in the areas of research focus. The research describes the efforts in finding alternative livelihood opportunities for the surrounding community, as well as efforts in terms of preservation of existing natural resources (Ayivor & Ekpe 2012). Almost similar to this research is the preservation of forests and efforts to explore the attachment of forests with village communities to improve the economy of citizens. However, in this study, forests are managed by an organization tasked with monitoring forest resources, and researchers are trying to explore how the relationship between the organization and the local community is concerned. Another study titled "Natural Resources of Okyeman – An Overview," describes the relationship of the community with biodiversity in the area under study (Owusu 2012). Then another study titled "Impact of Land Use on River Systems in Ghana," describes the improper environmental impacts of the management and impacts on the river ecosystem and seeks to safeguard it (Ayivor & Gordon 2012a, 2012b). Then a similar study titled "Watershed Disturbance and its Potential Effects on River Systems in the Okyeman Traditional Area of Ghana: The Case of Atewa Range Forest Reserve," explains about communities that utilize nature and describes the policy in highlighting the forest reserves and preservation of the river environment (Ayivor & Gordon 2012a, 2012b). All these research studies focus on trying to explore how the relationship exists between the richness of natural resources with the existence of society in it.

This research employed Granovetter's Village theory, LMDH (Forest Village Community Institution), social definition paradigm, and embeddedness concepts. The definition of *desa* (village), according to Indonesian Language's General Dictionary (1976) is: "A group of houses out of city, constituting a unity, *kampung* (outside city); *dusun* (hamlet); ... 2 *dusun* (hamlets) or *udik* (meaning inland area the opposite of city);" *Desa* (village), according to dictionary, is predominantly in physical sense. In contrast, the term village discussion (*rembug desa*) means its physical physique, community, and government. Another term with similar definition is village. Village, according to The Random House Dictionary (1968), is "a small community or group of house in a rural area usually smaller than a town and sometimes incorporated as a municipality." The concept of LMDH is inseparable from the concept of PHBM (*Pengelolaan Sumberdaya Hutan Bersama – Community-Based Forest Resource Management*). PHBM is a forest resource management system governed jointly by Perum Perhutani and Forest Village Community and or by Perum Perhutani and Forest Village Community with stakeholders so that the mutual interest in achieving the sustainable function and benefit of forest resource can be realized optimally and proportionally. Since 2001, forest village community empowerment conducted by Perum Perhutani is made of the management system, that is, PHBM constituting the frame of social forestry with mutual, powerful, sharing, and transparent principles (bumn.go.id/perhutani/halaman/159, accessed on January 24, 2016).

Forest village community empowerment itself draws its attention to forest village. Forest village is adjacent to the forest whose community's life is dependent on forest. Through PHBM system, the forest is divided into forest village lap in which *Lembaga Masyarakat Desa Hutan* (LMDH) is established in individual forest village laps. LMDH is an official institution that will cooperate with Perum Perhutani at a village level binding all Forest Farmer Groups (*Kelompok Tani Hutan – KTH*) existing in the village. LMDH has bylaw (AD/ART), is a legal entity, and more importantly can represent the forest village community (bumn.go.id/perhutani/halaman/159, accessed on January 24, 2016).

The members of LMDH are the workers affiliated with KTHs and other members of society caring about the forest existence and conservation. The planning of PHBM builds on participative rather than top-down approach, developed jointly by forest village community and Perhutani, adjusted with their own needs. The activity is conducted by Participatory Village Study method. In PHBM, those affiliated with in LMDH become the parallel partner that can cooperate, build,

protect, and utilize forest resource. Perum Perhutani along with other stakeholders actively facilitate the community to grow and develop the forest resource management culture and tradition in rural land around the forest.

Paradigm is a fundamental perspective on what becomes the subject matter of a discipline (Ritzer 2003). In addition, the research method we use is highly dependent on the paradigm we hold on. In this research, the author used social definition paradigm. Social definition paradigm stands on the human beings' thinking process. In designing and defining the meaning of social action and interaction, human being is positioned as the independent and responsible actor; in other words, social action and interaction occur because of human volition. Thereby, social action does not depart from social structure but from shared definition belonging to each individual.

Social definition paradigm conceives social reality at an interpretation level. This sociological paradigm approach, called *Verstehen*, was introduced by Weber. In this perspective, an individual is conceived as active and creative, putting individual to be "the subject," in which they have thought, experience, and interpretation on their own life, thereby generating "knowledge" of social reality. Furthermore, social reality is also understood with critical sociology emphasizing on social-cultural values in criticizing old society and in building new society.

Social embeddedness in "The New Economic Sociology" is sociological-economic approach viewing the economic actor's action in social structure frame. However, Granovetter analyzed more structure of social relation or network in economic phenomenon. There are three problems related to embeddedness. First, "undersocialized" and "oversocialized" conception is the economic actor's action. In his opinion, classical and neoclassical economists tend to assume economic actor in "undersocialized" conception, that is, an individual's autonomy in economic action. The autonomous economic actor escapes from social, cultural, and political context. Their action is directed to the individualistic one. Meanwhile, reformist economist or some of Parsonian's structural sociologist tends to be entrapped in "oversocialized" conception, that is, putting individual onto cultural determination spaces. Economic actor exists in the structure governing any decision he/she makes. It is the gap between sociology and economy, which occurred during some past decades (Granovetter 1985).

Both "Under-" and "oversocialized," according to Granovetter, have certain similarities, namely, the refusal against the structure of social relation in production, distribution, and consumption processes. In Granovetter (1985), "undersocialized" conception refers more to Adam Smith's thought about a competitive free market. He said that in a competitive market neither producer nor consumer affect each other's demand, offering, price, and component as an ideal market, which has supplied the buyer and the seller with perfect information. An ideal market, according to Adam Smith, can organize itself. Thus, the best economic structure is the one creating itself without intervention. In principle, the statement has eliminated the structure of social relation in economy.

In classical and neoclassical economy, if the economic actor has social relation, it can pose a threat to the realization of competitive market. Therefore, classical and neoclassical economists require the actor to be autonomous. In other words, the actor encounters atomization so that what the sociologists call *Homo Economicus* results. The radical objection came from structural sociologists particularly those influenced by Talcott Parson's thought. The structuralists, particularly Parsonians, assume that economic action is always in social structure so that highly influenced by non-economic determination. Actor can act on behalf tradition or culture, or everything called obligation, justice, respect, and more. James Duesenberry drew his own conclusion about this debate. In his opinion, economy is about how people make decisions. Meanwhile sociology is about how people have no decision to make (Granovetter 1985). For Granovetter, "under-" and "oversocialized" conception seems to be contrast. Meanwhile, both of them equally eliminate the structure of social relation. In social embeddedness's theory, Granovetter (1985) argued that economic actor should avoid the atomization process because it leads the actor to get out of social context. It is intended to prevent "undersocialized" conception. Neither actor is put in the cultural determination spaces leading to "oversocialized." However, it is put onto social relation structure in a running system.

Second, Granovetter discussed embeddedness in trust and distrust problem. Trust and distrust phenomena in economy cannot be explained when economic actor is assumed as "under" and

“oversocialized” because in certain community, the structured economic process in non-market relations, such as family, community, or bureaucracy. Those non-market relations can explain why trust or distrust arises or vanishes. Argumentation in embeddedness’ social theory emphasizes on the concrete social relation. Trust is an element that builds on the concrete social relation rather than on “self-interestedness” as the modern economists’ argument currently (Granovetter 1985: 489).

Third, it is the problem of market and hierarchy. This problem is Granovetter’s critique against Oliver Williamson’s idea. According to Williamson, the development of business is affected by hierarchy in an organization or company. A company’s executives hold a meeting to establish relation and contact. This hierarchic social relation creates an order in economic life. Eventually, the business develops. However, Granovetter viewed the social relation between companies at all levels as more important than the authority mechanism in the company. The relation in all levels can create suppliers and new buyers. At certain level, embeddedness in social relation cannot present trust and solidarity. Social network standing on the social capital can eventually develop economy in the term of job market, entrepreneurship, and company (Granovetter 1985: 493-504).

Embeddedness, to Granovetter, is emphasized more on social network and relation’s function. Actually, there is other theories’ contribution supporting this Granovetter’s idea. Richard Swedberg concluded that there are at least three theoretical contributions becoming the foundation of social embeddedness: *Networks Theory*, *Organization Theory*, and *Cultural Sociology* (Swedberg 2003: 37-41).

2 METHODS

This research employed a qualitative research method with a case study approach. A case study, according to Yin (Salim 2006: 118), is used to answer the research problem “how” and “why” against a series of events in the present. Case study itself can be defined as a research method or strategy in certain case. A case study is conceived as an approach to learn, to explain, or to interpret a case in natural context without external intervention (Salim 2006: 118). This research was taken place in Tambak Hamlet, Berjo Village, Ngargoyoso Sub District, Karanganyar Regency. The location of research was selected because Berjo Village is one of the villages establishing LMDH as the institution society structure, in which LMDH is an attempt of managing the potencies of village forest in Tambak Hamlet, Berjo Village, Ngargoyoso Sub District, Karanganyar Regency. The subject or informant of research is consisted of hamlet chief, LMDH chief, village chief, and some members of society. Techniques of collecting data used were library study, observation, interview, and documentation. Data validation used was triangulation one. Technique of analyzing data used included four stages: data collection, data reduction, data display, and conclusion drawing or verification.

3 RESULTS AND DISCUSSION

LMDH is established by Perhutani (Indonesia State’s Forest Company) along with Forestry Service; the establishment of LMDH was originally named PHBM (*Community-Based Forest Management*). The background of LMDH establishment is that it was intended to accommodate the society as the media of cooperation with Perhutani in terms of maintaining, conserving, and managing the village forest to keep chic, and to improve the society’s economy. It is this LMDH’s objective that finally generated the belief among the people of Tambak Hamlet, Berjo Village, that the presence of LMDH can help improve the local community’s economy.

In the beginning of LMDH’s structure and program establishment, people could utilize the forest’s product easily, for example, woods. It is this that also made LMDH embedded into the society in that when the people is trusted to manage forest, they are allowed to take the forest’s product as long as they do not sell it and they are given the seed of tree to replant. However, when a

change occurred in the structure and program of LMDH or the establishment of new administrators, people found difficulty with the changing rule and community's habit.

People believe that LMDH is an institution helping the community wellbeing through forest management. Every program of LMDH is expected to boost people's economy, particularly in Tambak Hamlet. However, the leadership running currently leads the people to have less sympathy because the LMDH's performance is considered as having not impact on the people's wellbeing. It occurs because there has been no socialization related to LMDH's work program to society. Thus, it makes the embeddedness fade.

LMDH in Tambak Hamlet, Berjo Village has some work programs under new leadership: the organization of festival entitled "Tirta Amerta Kenduri Para Desa," the implantation of apple seed on a 20-Ha-wide area, lemongrass oil refinery in post 3 of Mount Lawu forest area, labyrinth park program, water flow-chart expansion in *Telaga Madirda*, and lake tourism development and waterfall vehicle opening.

Basically, every program to be conducted by LMDH will be acceptable to the community. However, because of inadequate socialization by LMDH related to the programs to be done, most people of Tambak Hamlet do not know the program and support the program inadequately. As explained earlier, the primary economy of Tambak Hamlet people is vegetable farm. Therefore, their primary income source derives from the crops. Considering the local natural condition and potency, the people utilize their fertile nature for farming corresponding to the capacity of land they have. In this case, people have long developed vegetable farms to support their economic life. Although originally the local people have ever been the fruit farmers, particularly orange and clove farmers, they were failed due to pest spread on those plants, and they eventually shifted to vegetable farm until today; it is supported as well by the natural condition without problem so far.

In this case, LMDH tries to release apple-planting program as a variation of community farms existing. It is intended to improve the Tambak Hamlet farmers and people's income, and to teach them to maintain the plant in longer period compared with maintaining the vegetable instantaneously. Good maintenance and longer time will lead to better products and higher selling price. However, many people have not found out the programs of LMDH and even those having found out them said that LMDH has never socialized how to plant and the objective of planting apple; therefore, in this case, it can be seen that the people support the LMDH program related to apple planting inadequately.

Another matter related to LMDH is the utilization of woods existing in the forest. LMDH management did not complicate the people who need wood for their life requirement, for example, for building house or utilizing the falling-down trees for fuel wood or other purpose previously. However, after the change occurs in the structure and program of LMDH, it no longer exists. Some people said that they find difficulty in forest wood use licensing, and they application for licensing is more complex than before. This generates the society's negative perspective on LMDH. People consider that LMDH has changed their habit of utilizing forest wood, in which they usually utilize the forest wood and then replace it with new trees; however, since the program and structure of LMDH has changed, the society's habit mentioned earlier is no longer apparent.

The result of observation shows that Tambak Hamlet's people have economic pattern of vegetable farmers as the primary income source supported with some side economic activities and investment in the form of cattle breeding. The preexisting society patterns of vegetable farmer is not the only sector highlighted in Tambak Hamlet people, but there are some elements of life connecting the people to their economic system. Some society life sectors are related indirectly to their economic system. Economic thinking has many varying concepts. The concept of embeddedness coined by Marc Granovetter sees economic system closely related to such external factors as values and norms, and network, in which those social relations build economic system within it. Granovetter's study sees that economic system is inseparable from various social relations existing surrounding, and Granovetter's analysis refuses *homo economicus* concept emphasizing on self-interest in achieving the personal benefit by making self-decision without considering others. However, it does not mean that there is no desire to accomplish self-interest; it instead becomes a motivation for achieving it collectively through social relation they have.

Similarly, in Tambak Hamlet, the people's economy activity as plantation (estate) farmers not only revolves around planting on dry land and produces harvest in certain period, but there are also some factors affecting their economic cycle, life wellbeing, wealth they have, and how to manage their crop. Some dimensions used to study the economic organization of Tambak Hamlet people are: primary economy, path dependency, investment, ownership, valuation, and trust. Each of those dimensions are related to the people's life there, therefore, this research, using Granovetter's thinking frame, explains that those dimensions are related to or embedded into the people's life so that the economic organization will keep running and surviving. The embeddedness of economic organization into society will result in intersection leading both to have each other's part.

4 CONCLUSION

LMDH (Forest Village Community Institution) has an important role in connecting community economic activities with forest land use in Berjo Village, Karanganyar Regency. The life of the people of Berjo Village who do not have an attachment to the LMDH is due to a lack of socialization with the community, hence the structure and programs do not function as planned. The relationship between LMDH and the community lies in the existing programs of the organization that involve forest land management and the community's economy in Berjo Village, Karanganyar Regency. LMDH ties with existing programs must be in accordance with the daily activities of the community and according to the needs of the community, so that existing programs can be well realized and accepted as a whole. There are still obstacles to be faced, namely inadequate socialization of the benefits, functions, and objectives of the LMDH program. Therefore, there is need for harmony with common goals, both from LMDH and from the village community.

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The difficulties of online learning in the COVID-19 pandemic reviewed from student's perception (Bali and Flores)

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ABSTRACT: It is very important to understand the difficulties of online learning experienced by students, especially during the COVID-19 pandemic, as there is an increase in implementation of online learning in all aspects of education, especially universities in Indonesia. This study provides an overview of the various learning challenges experienced by students, which can be used as the basis for further e-learning development. This study used 216 student respondents from Bali and Flores. The results showed that the level of online learning difficulties experienced by students was higher in Flores than in Bali. Learning difficulties in terms of the variables: facilities and infrastructure, human resources, socialization, economy, physical health, and materials/network are higher in Flores than in Bali. Meanwhile, learning difficulties in terms of geographical variables are higher in Bali than in Flores.

Keywords: COVID-19 pandemic, online learning, students' difficulties

1 INTRODUCTION

Accelerating the implementation of online learning during the COVID-19 pandemic certainly brought various challenges and obstacles. The policy is distributed to the public, especially educational institutions through Circular Letter No. 15 of 2020 concerning Guidelines for The Implementation of Home Learning in The Emergency Period of The Spread of Corona Virus Disease (COVID-19). The objectives of online learning from home are: 1) ensuring that all students continue to receive the learning process during the COVID-19 emergency; 2) protect the academic community from the negative impact of COVID-19; 3) part of the pre-pent-up efforts to prevent the spread and transmission of COVID-19 in educational institutions; and 4) ensure the fulfillment of psychological support of parents, educators, and students during the COVID-19 pandemic (Mendikbud 2020).

The implementation of online learning during the COVID-19 pandemic does not pay attention to students' situations and conditions. Online learning is carried out simultaneously without paying attention to the difficulties experienced by students. Therefore, it is necessary to conduct research on student learning difficulties when participating in online learning during the COVID-19 pandemic. Previous research on online learning difficulties has been focused on one particular study program or university, none of which has examined student learning difficulties in a wider area. This study aims to provide a broader picture of students' learning difficulties, specifically comparing quantitatively descriptive learning difficulties between students in the areas of the islands of Bali and Flores.

Online learning policies implemented in all educational institutions from PAUD to Higher Education certainly encountered various challenges. These constraints need to be learned to improve

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the development of further online learning. Of course, the obstacles experienced will be different between educational institutions. Online learning constraints on learning in universities can be reviewed from the point of view of implementing institutions, lecturers, and students. In this study, we specifically reviewed the constraints or difficulties of online learning from the point of view of students, as the main role in the online learning process, both synchronous and asynchronous.

Previous similar research, among others, analysis of student learning difficulties in some private college students in Bali showed there were two components found. Component 1, which describes 46.61% of learning difficulty factors from the time of LFH with *eigenvalues* 2.796 consists of HR, Financial, and Teaching material variables. While component 2 describes 19.91% of learning difficulty factors from the time of LFH with *eigenvalues* 1.195 consisting of geographical, health, and device variables. The difficulties in online learning facilities include learning support, such as lack of personal mobile (Sudirgayasa et al. 2020) phones, limitations in accessing the Internet, limited data, explanations of teachers who are not maximal, and the role of parents, which is very important for online learning. In addition, there were findings that the factors of learning difficulty with consecutive percentages were facilities factors (63.99%), student factors (63.33 %), teacher factors (56.48%), and environmental factors (55.71%), which concluded that the main factors affecting learning difficulties were the facilities factor. Based on the results of the study, we obtained a variety of factors that vary with different instrument angles as needed. Sudirga et al. (2020) examined the analysis of online learning difficulties factors in biology education students from several universities and found two components of online learning difficulties. The method used tends to be one type of qualitative or quantitative method. This research data is a collection of student response data from Bali and Flores areas that fill out questionnaires voluntarily. The method used is descriptive quantitative to obtain an overview of learning difficulties based on student perception. This research is very important to be conducted as a basis for consideration of the development and/or improvement of further online learning in Bali and Flores (oranda 2020; Rafendi et al. 2020). This study has a wider range of respondents than previous studies, this study took respondents from two islands, namely Bali and Flores, so it is hoped that the differences in student learning difficulties on the two islands are expected to be better understood.

The purpose of this research is to find out: (1) comparison of learning difficulties of Balinese and Flores students; (2) students' learning difficulties are reviewed from the variables of facilities and pre-facilities; (3) students' learning difficulties are reviewed from geographical variables; (4) students' learning difficulties are reviewed from human resource variables; (5) students' learning difficulties are reviewed from socialization variables; (6) students' learning difficulties are reviewed from economic variables; (7) students' learning difficulties are reviewed from health variables; (8) students' learning difficulties are reviewed from content/material variables.

2 METHODS

Data were collected from May 6, 2020 to September 24, 2020, using Google Forms. A total of 216 student respondents were taken by incidental sampling (Sugiyono 2013). Student respondents were taken from 7 (seven) universities that just implemented online learning (distance) when the study from home policy was implemented during the COVID-19 pandemic. Research respondents are students who willingly fill out forms. The distribution of respondents is shown in Table 1.

The research instrument used is a study difficulty questionnaire with a Likert scale using Google Form that assesses online learning difficulties based on the variables of means and pre-facilities, geography, human resources (HR), socialization, economy, health, and content/material. The data was changed in the form of a scale of 100, variable data was then displayed based on the category of region and origin of the respondent's college. The whole instrument becomes one in google form. Quantitative data obtained is analyzed by quantitative descriptive analysis method and displayed in the form of graphs computerized using Microsoft Excel. The quantitative descriptive method was chosen to facilitate the data's reading and show the information on a scale of 100.

Table 1. Distribution and number of respondent samples.

Region	College	Number of Respondents	
Bali	IKIP Saraswati Tabanan	24	158
	State Hindu University I Gusti Bagus Sugriwa Denpasar	88	
	Polytechnic of Ganesha Guru	10	
	Ganesha University of Education	36	
Flores	STKIP Citra Bakti	30	58
	University of Flores	28	
Total		216	

3 RESULTS AND DISCUSSION

3.1 *Comparison of learning difficulties of Bali and Flores students*

Learning difficulties on a scale of 100 are reviewed from variables: (1) facilities and infrastructure are higher in Flores than Bali with an average of $62.41 > 56.81$; (2) geographically higher in Bali than Flores with an average of $65.28 > 64.48$; (3) human resources are higher in Flores than Bali with an average of $53.75 > 52.66$; (4) socialization is higher in Flores than Bali with an average of $53.75 > 52.66$; (5) the economy is higher in Flores than Bali with an average of $69.66 > 60.35$; (6) physical health is higher in Flores than Bali with an average of $40.86 > 34.41$; (7) material/content is higher in Flores than Bali with an average of $59.36 > 56.87$. The value of difficulty learning online is higher in respondents in Flores on the variables of facilities and infrastructure, human resources variables, variable socialization of economic variables, physical health variables, and material/content variables. While geographical variables are higher in respondents in the Bali region than Flores. In general, the difficulty of studying online for Flores's students is higher than in Bali. This is evident from several variables that measured the average online learning difficulties of Flores students higher than Balinese students, except based on geographical variables.

3.2 *Student learning difficulties reviewed from variable facilities and infrastructure*

Online learning difficulties based on infrastructure is higher in Flores than Bali with an average of $62.41 > 56.8$. Online learning difficulties reviewed from infrastructure (online learning facilities) is the highest average difficulty experienced by respondents from the University of Flores. Student learning difficulties related to devices include hardware and software issues. The problem occurs because hardware such as laptops or smartphones do not support online learning applications because Windows or Android programs need to be updated. Types of devices that are not good quality, especially in receiving signals and damage to the screen there are also obstacles that cause difficulty in learning online.

Online learning is difficult to implement if facilities and infrastructure do not support. The hardware and supporting software for online learning is very decisive in. As sophisticated and as good as the facilities owned by educational institutions or lecturers, if students do not have adequate tools, then online learning will not be implemented efficiently. Required hardware such as laptops, computers, and/or (Amen 2017; Budiaman 2010) smartphones with adequate specifications.

3.3 *Student learning difficulties reviewed from geographical variables*

Online learning difficulties were reviewed from geographical variables is higher in Bali than Flores, with an average of $65.28 > 64.48$. Online learning difficulties reviewed from geographically the highest average difficulty experienced by respondents from Polytechnic of Ganesha. Based on comments by students' geographical problems related to the availability of Internet signals, wi-fi, signal support providers used by students in their region. Geographical variables that cause

learning difficulties in the form of remote residential areas with poor signal. Geographically poor signals cause video conference or audio interruptions that are not clearly heard or intermittently, or even cause students to leave the room *meet* during learning. Disruption in the process of transferring information can certainly lead to misconceptions in students and lecturers. Lecturers can assume the explanation given has reached the students, but the reality is it is not evenly distributed. While students do not receive complete information to give rise to misconceptions or students lose important points of material delivered by lecturers. This happens especially in asynchronous online learning, such as video *conferences*, because the presentation of lecturers or students cannot be repeated unless recorded lecture programs are then given access to download recordings to students.

Online learning during the pandemic experienced major obstacles besides devices is the Internet signal that is the highlight of some foreign media, one of which is the *New York Times* (Earth 2020). This is supported by Fauza et al. (2020) who states external factors of difficulty learning online, one of which is that the Internet network is not smooth. The geographical Minister of Communications and Information Technology stated that more than 50% of the land in Indonesia does not yet afford 4G. Previous research stated based on the average achievement of students on the difficulty of learning online mathematics with the highest indicators achieved by students with technical signal constraints and inability to learn online is 77% (Utami & Cahyono 2020).

3.4 *Student learning difficulties reviewed from human resource variables (HR)*

Online learning difficulties are reviewed from human resources is higher in Flores than Bali with an average of $53.75 > 52.66$. Online learning difficulties reviewed from HR, the highest average difficulty experienced by respondents from STKIP Citra Bakti. Human Resource Constraints (HR) cause student learning difficulties related to the skills of lecturers and or students in utilizing technology in online learning. Adapting the learning process from face-to-face to screen/online takes time. These adaptations are particularly in the use of online learning support software. In addition, it is also necessary to adjust the preparation of teaching/learning, learning methods, timing of learning, and habits that lecturers and students need in online learning.

HR variables related to the readiness of students and lecturers to carry out online learning. Damayanti (2014) mentioned that student unpreparedness is an internal factor of learning difficulties that include physiological factors (disability and student health), psychological factors (motivation, interests), and student factors (learning style and learning habits). The unpreparedness can certainly be due to the lack of socialization and briefing about online learning. Low communication skills of students with lecturers or with fellow students is an internal factor of student learning difficulties as human resources are important in the online learning process (Fauza et al. 2020).

3.5 *Student learning difficulties reviewed from socialization variables*

Online learning difficulties were reviewed from socialization higher in Flores than Bali with an average of $53.75 > 52.66$. Online learning difficulties reviewed from socialization the highest average difficulty experienced by respondents from the University of Flores. Lack of socialization about how to use online learning applications and how to learn online leads to a lack of readiness of students to follow online learning. The lack of clear guidelines regarding standard online learning procedures is also a learning difficulty for students. This sometimes leads to immeasurable amount of materials and assignments received and must be completed by students.

3.6 *Student learning difficulties reviewed from economic variables*

Online learning difficulties reviewed from the economy is higher in Flores than Bali with an average of $69.66 > 60.35$. Online learning difficulties reviewed from socialization is the highest average difficulty experienced by respondents from the University of Flores. Student learning difficulties are also related to the student's finances and the student's parents/guardians. Financial constraints related to online learning, such as the impact of the pandemic that causes parents not to work, so eating alone is difficult, let alone allocating funds for Internet quota costs and the cost of

buying devices that support online learning. Fortunately, there is a learning quota assistance from the government that is quite helpful for student learning operations.

Data in August 2020 show unemployment in Bali is about 144,500 people or equivalent to 5.63%. The impact of the pandemic that caused many employees in layoffs is certainly the main cause of financial problems in the community, especially those experienced by some parents of students. The financial impact will certainly decrease the ability of parents to finance their children's education operations. Financial variable constraints certainly affect the ability of students to buy Internet quotas, learning support devices, and tuition payments. Family economic problems and home learning facilities become external factors of online learning difficulties (Agustina 2021; Damayanti 2004).

3.7 Student learning difficulties reviewed from health variables

Online learning difficulties are reviewed from physical health is higher in Flores than Bali with an average of $40.86 > 34.41$. Online learning difficulties reviewed from physical health is the highest average difficulty experienced by respondents from STKIP Citra Bakti. Health problems that cause students' online learning difficulties, such as impaired vision, long duration of study in front of the screen that causes sore eyes. In addition, if there is hearing loss it can also lead to difficulties in learning online for students. Poor health or illness can also make it difficult for students to concentrate while studying.

Health problems, unhealthy conditions, or the influence of long exposure to screen on health, especially the eyes, lead to difficulties in learning online, such as discomfort of the eyes due to radiation of mobile phones and laptops (Fauza et al. 2020).

3.8 Student learning difficulties reviewed from content/material variables

Online learning difficulties were reviewed from higher material/content in Flores than Bali with an average of $59.36 > 56.87$. Online learning difficulties reviewed from physical health is the highest average difficulty experienced by respondents from Flores University. After further study, respondents who stated learning difficulties reviewed from the variables of content/material is very high in students of physics education undergraduate study program, whose material content consists of formulas, calculations, and practices. Online learning difficulties related to learning materials or content are caused by unsystematic material, difficult material, practical materials, undownloadable material, overly complex materials, and visually unattractive visuals.

Complex levels of material difficulty, the delivery of less systematic materials, and materials that must be contained in practice and practicum become variables that cause difficulties in learning online students. Materials that are high difficult and complex are most likely to cause students to experience misconceptions, and difficulty summarizing the material (Fauza et al. 2020)

The implications of these findings are: (1) it is necessary to develop compatible learning support applications for the opposing versions of the hardware and software that students have; (2) there needs to be government cooperation with providers to develop transmitters/signal amplifiers in remote areas so that the quality of Internet signals is well distributed in all regions; (3) there needs to be subsidies/scholarships for students studying and operating during the pandemic, especially for underprivileged students and those whose parents' jobs are affected. To realize this, collaboration and cooperation is needed between various parties, governments, educational institutions, and other relevant parties; (4) it is necessary to provide training or tutorials related to online learning for students and lecturers to be better prepared to implement online learning; (5) it is necessary to develop devices that are safe to use for health when used for long periods of online learning; (6) it is necessary to examine the optimal online learning time limit without causing health problems; (7) lecturers need to pay attention to the level of student health and the absence of congenital health problems that students have so as to limit them in the online learning process, then given special treatment; (8) it is necessary to develop systematic learning resources and be able to simplify the material with a high degree of difficulty or complexity; (9) simulation media should be developed for materials that require practice; (10) it is necessary to create a medium of delivery

of material that is easily accessible, downloaded, or studied by students anywhere and anytime asynchronously. The findings of online learning difficulty factors open opportunities for further research and development.

4 CONCLUSIONS

The results showed that the level of online learning difficulties experienced by students was higher in Flores than in Bali. Learning difficulties in terms of the variables: facilities and infrastructure, human resources, socialization, economy, physical health, and materials/network are higher in Flores than in Bali. Meanwhile, learning difficulties in terms of geographical variables are higher in Bali than in Flores. The results of this study are important in understanding the basis for the development of online learning and online education policymaking, especially on the islands of Bali and Flores.

5 SUGGESTIONS

Based on various variables of online learning difficulties studied in this study, further research needs to be done, including: (1) looking for the relationship between generations and the type of learning difficulties experienced; (2) conducting Structural Equation Modeling (SEM) related to online learning difficulties experienced by students; (3) conducting research on the development of online learning taking into account online learning difficulties experienced by students so that effective and optimal online learning is produced for lectures, especially in the areas of Bali and Flores.

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Communication network analysis and acceptability of COVID-19 vaccines for Indonesian Tweet-zen

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ABSTRACT: The media plays an essential role in the dissemination of COVID-19 information, including vaccination information. This study aims to analyze the structure of communication networks of COVID-19 vaccination through Twitter media. The method used in this study is Social Network Analysis (SNA) to determine the structure and the relational role of network communication through Twitter. Data collection uses Netlytic tools that identified 382 actors. Twitter uses the hashtag #VaksinasiNasional, and there are 316 ties. The central actor in this vaccine network area is @KemenkesRI (Ministry of Health). It showed that the government had performed their part, supported by people under the government, such as medics and the COVID-19 task force so that the COVID-19 vaccines are accepted.

Keywords: communication, COVID-19, Tweet-zen

1 INTRODUCTION

The rapid spreading COVID-19 virus around the world encourages researchers and experts to find solutions in the form of vaccines. COVID-19 vaccine first entered Indonesia on December 6, 2020, by sinovac biotech. The vaccination program will be conducted after a series of procedures and permits receive from the Food and Drug Administration (BPOM), then on January 13, 2021, the COVID-19 vaccination program was conducted with the first injections administered to President Joko Widodo (Suparto 2021).

The media provides an essential role for disseminating information related to the development of COVID-19 in Indonesia and providing education on coronavirus and its management. After the vaccine was made and distributed to Indonesia, the government tried to vaccinate the people of Indonesia. After ensuring that the vaccine is safe, the government will continue vaccination in phases. Some studies (Mose & Yeshaneh 2021) also state that COVID-19 vaccination is safe and effective in controlling the pandemic. Indonesian government agencies use social media to disseminate information; no exception related to COVID-19 vaccination information. However, not only does a vaccine need to be safe and effective, it must also be readily taken up by the population (Robertson et al. 2021).

This study aims to analyze the structure of communication networks regarding COVID-19 vaccination on Twitter. This research method uses the Social Network Analysis (SNA) method used as data analysis on communication networks that are useful to disseminate information on hashtags #VaksinasiNasional spread by Twitter users. The unit analysis in this study is actors who write tweets or retweet using hashtags to disseminate information about COVID-19 vaccination.

The Theory of Information Dissemination and Influence of Everett Rogers used for analysis of some actors spread information related to vaccines, which can be understood by the media audience in Tweet-zen. This theory explained that the dissemination of information has an impact on social change. The basis of Everett Rogers's theory is based on three processes of social change: discovery, dissemination of information, and the impact and consequences or influences (Green et al. 2009).

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The existence of change agents is expected to accelerate the creation of the results of innovation or thought.

It takes a long time to spread a thought. Moreover, this is relatively unfamiliar to the public and often provokes public debate. The pros and cons of this vaccine are motivated by many things to include religious fanaticism and another politics. Indonesian people who are anti-vaccines have a fundamentalist religious background. Distress about vaccine safety and effectiveness may hinder the promotion of vaccine uptake (Wang et al. 2020).

This study aims to find a network of information dissemination about COVID-19 vaccination to increase public understanding and awareness. Getting a dose of vaccines not only protects an individual's immune system but also reduces the chance of spreading the virus. Based on the above problem, the question of this study is "How is the structure of the information network in the dissemination of national vaccination information on Twitter on the hashtag #VaksinasiNasional?"

2 METHODS

This study uses the SNA method through #vaksinasinasional hashtags spread by actors who tweet or retweet about COVID-19 vaccination. SNA method focuses on the relationship between a social entity and its patterns and applications in a relationship (Stanley Wasserman, Katherine Faust, Stanley, 1994). SNA helps understand the social relationship that symbolizes the user with nodes, and the relationship between users is symbolized by the line (edges) on the online social network (Rios et al. 2017). SNA can be used to learn organizational network patterns, ideas, and connect people in a variety of ways in an environment. This method can identify structures in the communication network through Twitter. Collecting dataset uses netlytic.org and Gephi tools that can check all information in an activity on Twitter using bots.

The network analysis to the study of audience behavior involves an approach that defines a media network as a set of media outlets (or content items, more broadly) both within and across platforms along with the audiences that overlap among them (Ksiazek & Thomas 2011). Unit analysis database includes tweets, retweets, mentions, and replies. We applied the datasets that were obtained to analyze the relationship structure between the networks of each account that actors appeared in the dissemination of information with hashtags #vaksinasinasional on Twitter. This process will determine the relation and reciprocity of actors involved in the interaction of communication network structures.

3 RESULTS AND DISCUSSION

3.1 Communication network pattern (cluster)

Based on the analysis results, the number of actors identified about 382 actors or accounts on Twitter using the hashtag #VaksinasiNasional, and there are 316 ties or interactions between actors. In the analysis conducted through netlytic.org, several actors were divided into five clusters based on communication patterns.

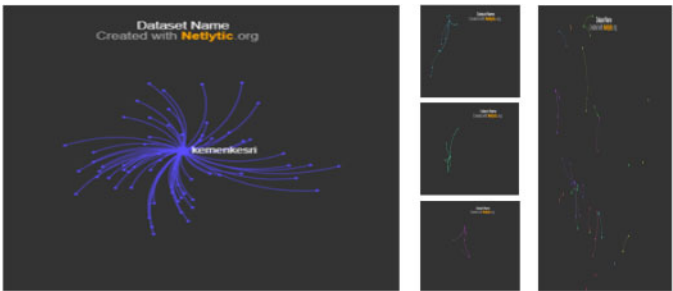


Figure 1. Cluster Twitter hashtag #VaksinasiNasional.
Source: Netlytic data processing.

It can be seen that the Ministry of Health is an actor in the communication network related to vaccinations on Twitter, some of them are also medics, COVID-19 task force, and also people from UNESCO Indonesia. The actors have a role to drive public opinion to increase the uptake of vaccines. The ministry that has the highest authority in management of COVID-19 has performed its role in the network structure. This role can increase public engagement, and the public will be more aware about the benefits of vaccines. The active and effective public communication of the government is truly needed in this current situation (Bakry 2020).

Table 1. Network properties.

Network properties	
Diameter	12
Density	0.006459
Reciprocity	0.016530
Centralization	0.231600
Modularity	0.427000

Source: Netlytic data processing.

The table shows the results of measurement analysis in the network contained from the hashtag #VaksinasiNasional. Diameter is the furthest distance between two adjacent nodes (Jackson, 2008). The diameter value obtained is 12. The smaller the diameter, the faster the information circulates in the social network. This score amount can be interpreted that the speed of information related to vaccination spread rapidly. New policies often drive public debates about the pros and cons of vaccine efficiency.

Table 2. Network properties.

Account	In-Degree	Out-Degree	Degree
kemenkesri	67	0	67
sinaronline	6	2	8
khairykj	4	0	4
bhp_semaranng	1	4	5
saptasahasrani	1	5	6

Source: Netlytic data processing.

Another element that can measure the speed of information circulating between actors in social networks is the degree score. Degree score length is the average distance between nodes (Alhaji & Rokne 2014: 620). The relationship between nodes or actors and how important actors are in the network is seen from the centrality measurement obtained from observations using SNA. The degree score shows the number of relationships made by one actor with another actor. The @kemenkesri account is the account with the highest in-degree score with 67, which means 67 links from other actors connected to the @kemenkesri account, while actors such as @sinaronline, @khairykj, @bhp_semaranng, and @saptasahasrani become actors with out-of-degree scores significant degrees.

The density value obtained from the hashtag #VaksinasiNasional is 0.006459. Density reflects the relationship between actors or entities in the network (Hanneman & Riddle 2005). This amount indicates that the communication between each actor on the hashtag #VaksinasiNasional is relatively low. The feedback interaction from actors is quite low. The Ministry of Health's Twitter account is one-way in disseminating the COVID-19 vaccine policy.

From this acquisition, it was concluded that the dissemination of information was slow. The slow spread of access to information can occur because there are community factors on Twitter that do not think about the COVID-19 vaccination, which causes people to get used to it either after or before being vaccinated.

Reciprocity between each actor can determine the level of connectivity of information dissemination communication between actors. The reciprocity value of the #VaksinasiNasional hashtag is at a value of 0.016530. This acquisition shows that there is communication to disseminate information about vaccination by each actor with low intensity. In this case, the high reciprocity acquisition value means that many actors communicate to disseminate information. In contrast, the low reciprocity acquisition value, such as the score obtained from the #VaksinasiNasional hashtag, indicates the amount of information dissemination about vaccination by the actors involved, whether it is a one-sided reciprocal relationship and the number of bonds between actors has a small number.

Centralization measures the central actor's role to get the average for each node in a network. When the network has a high influential central actor with a centralization value of more than 1, it indicates that a central actor dominates the flow of information dissemination, but if the centralization value is less than 1, the central actor's role is low. Low means that the central actor does not influence and the center of information tends to flow to many actors. The hashtag #VaksinasiNasional centralization gets a value of 0.231600, indicating no significant role for central actors who only disseminate less information.

Modularity determines what kind of cluster is found to represent each different actor in a network. The high value of modularity means that clusters from network analysis in netlytic.org can represent the division of actor groups in the network. Low modularity value with a gain value below 0.5. The value of this modularity can be interpreted that the clusters analyzed in Netlytic accumulate more in one network. From the network analysis obtained on the #VaksinasiNasional hashtag, the modularity value is obtained at 0.427000. This value means that the network in the actor who wrote the #VaksinasiNasional hashtag has clusters that accumulate and consist of actor-networks that are in a group of network cores.

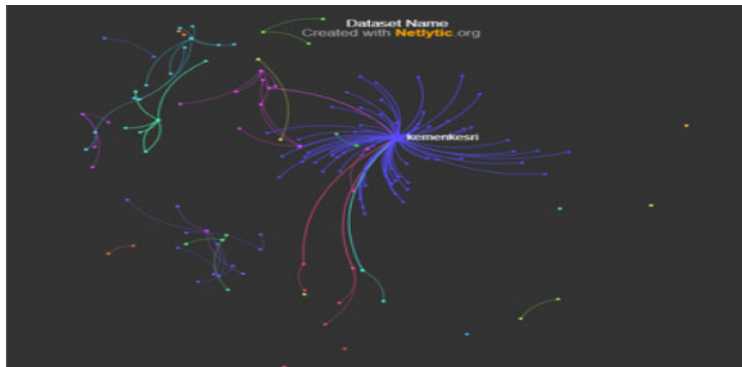


Figure 2. Nodes network communication. *Source:* Netlytic data processing.

Figure 2 shows the network structure in #VaksinasiNasional. @kemenkesRI is an actor who has many relationships, which makes it the center of information dissemination because @kemenkesRI is a Twitter account belonging to the Indonesian government, which during the COVID-19 pandemic was used to disseminate information about national vaccinations. In Figure 2, a network connects nodes and ties, but some dots display a new network that the central actor, @kemenkesRI, does not connect. Dots whom @kemenkesRI does not directly connect ties with actors who are the successors of information so that disseminating information through the network of actors originally quoted through the @kemenkesRI account becomes wider the presence of other actors of the same kind. Sama posts hashtags about vaccinations, be it tweets or retweets.

From the point of view of Information Dissemination Theories, this phenomenon impacts social change. The theoretical basis is that there are three processes of social change, namely discovery, dissemination of information, and impact and effect or influence (in Hasanah 2014). According to Rogers, it takes a long time to spread a thought. The existence of change agents is expected

to accelerate the creation of the results of innovation or thought. This theory is used in this study because this study aims to find a network of information dissemination about COVID-19 vaccination to increase understanding and awareness of the Indonesian people to be willing to be vaccinated. After all, many Indonesians are still reluctant to be vaccinated.

Dissemination of information about the COVID-19 vaccine through social media has become commonplace because it can spread widely and faster (Green 2009). This social media is a reasonably effective alternative due to the COVID-19 situation, which requires people to stay connected through indirect communication networks and can be accessed anywhere and anytime by everyone. Actors who spread information about COVID-19 vaccinations choose social media as a means. The actor who is the central disseminator of information must also significantly influence the truth of the information so that other actors can forward information more quickly. Twitter is one of the social media that is often used as a means of disseminating information because many Twitter users spread information faster. The central actor, @kemenkesRI, chooses to distribute information through Twitter with the hashtag #VaksinasiNasional connected in a communication network with other actors who read and disseminate information about vaccination.

4 CONCLUSION

Based on the results of data analysis and discussion of the information network in disseminating national vaccination information on Twitter, the hashtag #VaksinasiNasional was found to have a diameter of 12. This network represents slow spread, one-sided reciprocal relationships, and a small number of ties between actors. There is no dominance of actors in the flow of information, and information tends to flow to many actors. At the actor level, five accounts are considered popular. There is one account on this network whose role is to connect to other accounts to communicate with each other. In this network, actors can be quite free in communication, and discussions on the network tend to discuss national vaccinations.

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Double-edged sword CLIL-based instructional material in social studies program: Learning the subject and improving the language

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ABSTRACT: This paper suggests social studies teachers to improve their pedagogic and professional competencies by exposing themselves to various literature, both national and international literature. The problem is that despite the abundance of literature available online, based on a preliminary study in a social studies program, the students' English skills are poor. They might find it challenging to comprehend international literature, which, mostly, are written in English. Thus, besides pedagogic and professional competency, they also need to improve their English. CLIL approach, which combines content and language learning, is one of the alternative ways to improve students' language competency. The researchers here examine the use of CLIL-based social studies teaching materials to improve the understanding of social studies content and to improve English skills. This paper provides procedures and practical suggestions in developing the materials, the prototype, as well as the benefits and limitations in developing CLIL-based social studies teaching materials.

Keywords: CLIL, instructional material, fundamental of social studies

1 INTRODUCTION

Students in social studies programs need a lot of exposure to social knowledge from various literatures to improve their professional and pedagogical capabilities as future social studies instructors. Professional competency refers to a teacher's ability to master teaching material, beliefs, and moral values (Lindmeier et al. 2020; Rahman 2014; Tang et al. 2020), whereas pedagogical competency refers to a teacher's ability to plan, implement, and evaluate learning activities (Asari et al. 2018; Tynjälä et al. 2016). These two skills will undoubtedly improve as students broaden their perspectives by reading a variety of national and international literature on social studies education. Unfortunately, the preliminary investigation shows that most students only read national literature, despite their desire to extend their views by reading international literature.

Based on preliminary research data, the results of English proficiency test of social studies program students held on October 17, 2020, were not satisfying. Only 12 (10%) out of 119 students achieve scores categorized as "sufficient," ranging from 302 to 382 from a maximum score 553. Only 1 person (less than 1%) get "good" score with 494 points. The test includes items on listening, reading, as well as structure and written expression. This data supports the data released by EF (English First) in its annual report, which states that Indonesian people's English proficiency is categorized as low. Of the 100 countries surveyed, Indonesia was ranked 74th in 2020 (English First 2020). As language skills cannot be separated from literature (Weixiang & Peng 2017), the low English competency of the students narrows the type of literature they can learn from, which can hinder the improvement of their pedagogic and professional competence.

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The researcher proposes the use of CLIL (Content and Language Integrated Learning)-based social studies teaching materials to improve students' professional and pedagogical competencies as well as their English language competency. English is important for students to master because of the demand of future careers. It is also deemed to enhance their communicative abilities and cognitive development (Canz et al. 2021). The elements of the developed CLIL teaching materials consist of vocabulary building, audio materials, content materials in form of English text and reading comprehension exercises, as well as grammar activities. By enhancing the students' English skill, it is expected that they can achieve better in subject-content. Garau and Noguera (2015) claim that English skill is an asset to boost students' achievement.

2 PROCEDURE AND PRACTICAL SUGGESTION

In this section, the author explains the procedures in developing CLIL-based social studies teaching materials, which consist of: (1) curriculum analysis and (2) designing and developing social studies teaching materials. The full description is provided further.

2.1 Curriculum analysis

At the initial stage, the teacher analyzes the teaching materials that are considered appropriate as CLIL-based social studies teaching materials. For example, if the materials are designed for a required subject for prospective social studies teachers, "Fundamental of Social Studies," then we need to analyze the curriculum and determine the core features of the CLIL material (Charunsri 2020). Researchers or lecturers then conduct a need analysis prior to developing the product. In this context, the need analysis was done by conducting a survey, as well as analyzing the already existed materials, both the content material and the language material. This is to make sure that the product would address the needs of the students.

2.2 Design and develop

Stages in designing the materials are: (1) determining the structure of teaching materials or books (Figure 1); (2) preparing of the framework for teaching materials or book materials (picture 2); (3) developing teaching materials; (4) translating the book into English; and (5) developing audio materials.



Figure 1. Structure of learning material.

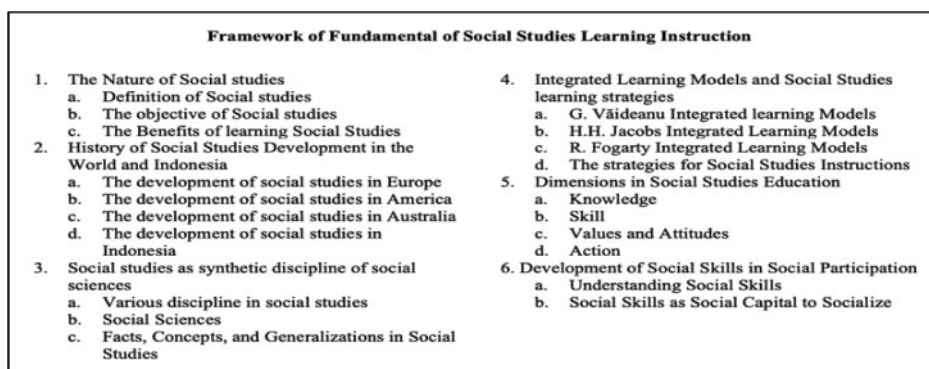


Figure 2. Framework of fundamental of social studies learning instruction.

3 DISCUSSION

3.1 CLIL-based fundamental of social studies teaching material prototype

Figure 3 shows the prototype of CLIL-based fundamental of social studies materials being developed. The figure shows excerpt of a unit of CLIL-Based Instructional Material that consists of (1) apperception (in the form of questions or explanations that lead students to the topics), (2) vocabulary building (designed by looking at the students' language competency, equipped with a glossary for words that are considered difficult, and completed with a set of exercises), (3) reading comprehension (the subject-content materials presented in English and equipped with exercises consisting of Low Order Thinking Skills/LOTs and Hight Order Thinking Skills/HOTs items), (4) listening acivities (oral explanation of the materials to improve students' listening skill), and (5) grammar focus (Explanation on grammatical pattern and grammatical exercises).

UNIT 3
The Relationship between Social Studies (IPS) and Other Branches of Social Sciences

It turned out that the development of Social Studies in the world is interesting, isn't it? That makes me want to keep in touch with how the world will always need Social Studies. How about you guys? I am sure you guys have your own interest with what we discussed in Unit 2, be it the past of how Social Studies has evolved or the vision and possibilities on the future of it. However, we cannot stay in Unit 2 forever for we have a lot more to learn regarding the basic concept of Social Studies, which is the main content of this book. As the title suggests, in this unit we are going to explore the relationship between Social Studies itself as a subject/course and its parent field of study, social sciences. This is because Social Studies is basically the general summary of broader branches of social sciences which is concise and focused on the purpose of elementary to middle education. For that matter, before continuing to Unit 3, we ask the questions: 1) Is Social Studies just the same with other social science branches? 2) If not, what is the relationship between them? 3) Are all other

Listen to the audio "003-Unit 3-Vocabulary Building"

No.	Vocabulary & Definition	No.	Vocabulary & Definition
1	Research A careful study of a subject, especially in order to discover new facts or information about it.	6	Consequence Something or connected with something that you have just mentioned.
2	Concept An idea or principle that is connected with something abstract.	7	Balance A state in which the forces or the subject you are discussing are in balance or the situation is fair.
3	Define To describe or show the nature or range of something/something.	8	Particular A single instance of a general rule or principle.
4	Phenomenon A fact or an event in nature or society, especially one that is not fully understood.	9	Implement To make something that has been officially decided start to happen or to start.
5	Consider To think about something carefully, especially in order to make a decision.	10	Impair Something that causes something/something to be damaged or to decline and make progress.

VOCABULARY BUILDING QUIZ
Match the words on the left with their corresponding synonyms on the right.

1. Different	a. Structural
2. Consideration	b. Literary
3. Impact	c. Influence
4. Design	d. Distinct
5. Perspective	e. Viewpoint
6. Ritual	f. Event
7. Constitutional	g. Arrangement
8. Phenomenon	h. Forethought

Listen to the audio "003-Unit 3-A"

1. The Sciences that Develop Social Studies (IPS)
Throughout its educational level, Social Studies implements different corresponding concepts. In elementary education, Social Studies stands as a part of the basic education program, in junior high school, it stands as its own subject, while in senior high school, it stands as a collective subject of some disciplines of social sciences (Supriya, 2017; Nisatun & Labin, 2018). This is based on the characteristics and needs of the students for their educational goals, even though the bases for Social Studies as a subject are basically a broader field of the same study. For this reason, Social Studies is often referred to as a product of adaptation, integration, and simplification of broader social sciences for the corresponding purpose of different levels of education.

003-Unit 3-Grammar Focus-Part Continues"

B. Part Continues

• Look at the sentence that will be in progress at a point of time in the future. It will start before that point of time and will continue after it. The point of time can be given by a time expression or by another action in the future simple (will). This usage is very similar to the one mentioned in the subject.

Example:
- I'll be working on Friday. You can join them. (They usually have no Friday.)
- They'll be working on Friday. You can join them. (They usually have no Friday.)

• The future continuous describes the idea that something will happen in the normal course of events. It refers to a routine activity, not an intention, decision or plan.
- I'll be writing to you again. (I always write to you, so I'll do it again, we said.)
- They'll be having a picnic. (They usually have no picnic.)

• **Future Perfect**
- We'll have finished the project by the time we start the new semester.
- We were having fun but then remembered that our assignments were due.

Exercise 2
Make questions with the given infinitive words.
Example:
see/only once/year
003 you only see once?
1. Bill (arrive) when? _____?
2. we/work/never/late/year/straight? _____?
3. we/be/Maria/remember/school? _____?

QUIZZ
Answer the following questions using the correct options on the right!

No.	Question	Answer
1.	The difference on the concept of Social Studies on each educational level is based on ...	a. Family
2.	The simplification of social sciences materials for Social Studies is for ...	b. Pedagogy
3.	The approach used to teach Social Studies is ...	c. Monodisciplinary
4.	Social Studies is designed to ...	d. Multidisciplinary
5.	Social Studies on elementary education stands as a ...	e. Students' characteristics
		f. Field of knowledge
		g. Field of study
		h. Study program
		i. Subject

Figure 3. Prototype of CLIL-based fundamental of social studies.

3.2 Benefit

The CLIL-based social studies teaching materials can be used as learning resources for students. CLIL-based teaching materials are claimed to provide benefits in learning, not only increasing understanding of the material but also in English. Moghadam and Fatemipour (2014), Mukminatien et al. (2020), and Yang (2015) revealed that CLIL can increase motivation and English vocabulary. By improving English language skills, students have more opportunities to broaden their knowledge through reading various international literature (Mahu 2012). It is also expected that their pedagogical and professional competence will improve. Both competencies are needed so that they are ready and have adequate ability to teach (Orazbayeva 2016; Syahrial et al. 2019).

3.3 Limitation

There are limitations of the preparation of CLIL-based social studies teaching materials. First, the preparation of teaching materials in the form of books requires a long processing time. The development process begins with the determination of courses and curriculum analysis, determining the structure of the teaching materials or books being developed, preparing the framework for teaching materials, developing teaching materials or book, translating the book into English, and preparing the audio material. The preparation of teaching materials in the form of books can take a year, or even more than a year.

Moreover, when students try to comprehend CLIL-based learning materials, at first, they might face difficulties because the language used is a foreign language (Moate & Ruohotie-Lyhty 2020). Teachers' instructional abilities in English can also have an impact on the success of CLIL learning achievement (Banegas 2012). In the sense that the teacher's English ability must also be high. Language teachers need to provide assistance if the teacher's English language skills are low. It requires the involvement of experts both in social studies learning content and English in both, developing materials and teaching using the materials.

4 CONCLUSION

Using CLIL-based social studies teaching materials can be used as a source of students' learning, which is claimed to facilitate learning not only about subject-content knowledge, but also about English. It will also lead to the improvement of the students' pedagogic and professional competencies.

On the other hand, there are some drawbacks of using the aforementioned type of teaching materials. The development process might need more time due to some reasons: (1) the complexity of the stages, and (2) the need for collaboration between content teacher and language teacher.

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TRISULA “Trip to Sirang Island” paleolithic traces tracing in South Kalimantan

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ABSTRACT: Sirang Island is one of the islands in Aranio District, Banjar, South Kalimantan. This island was only discovered in 2016 when the water in the Riam Kanan River receded drastically due to the damage to one of the steam power plants in South Kalimantan. After research, Sirang Island turned out to have many ancient relics, precisely traces of the Paleolithic period. Various kinds of stone artifacts were found in the Sirang Island area. This allows Sirang Island to be used as a place for outdoor learning-based history learning. The understanding of history in schools is still not optimal because most of them are still based on reading books. The authors develop the concept of history learning by tracing directly to Sirang Island. The archaeological potential that exists on this island can be used as a learning resource to provide direct experience to students. Therefore, this paper describes the concepts of learning steps. It is hoped that with the implementation of the trip to Sirang Island (Trisula), an outdoor learning experience, students will better understand historical material, especially Paleolithic traces in South Kalimantan.

Keywords: Pulau Sirang, Riam Kanan, outdoor learning, history, artifacts, Paleo-lithic.

1 INTRODUCTION

Indonesia history learning is one of the most important lessons in Indonesian education. Given that Indonesia has a long and complex history, it is imperative for students or the current generation to understand how Indonesian history is (Firdaus 2021; Hasan 2012). Studying history serves to recognize identity as a nation (Amirullah 2017; Kartodirdjo 1982). Thus, it is very important for every individual or Indonesian citizen to understand the history of his own country. Even so, in fact learning history that took place in various schools also encountered many problems. One of the problems of learning history that is encountered daily in education in Indonesia is the lack of optimal understanding of students about history (Hasan 2003). This is because history is learning based on past events, so that something that is learned does not take place in the present. As for the historical records that exist, not all of them can be found, especially historical records that date back thousands of years. In the end, the learning process carried out was only limited to the results of the reconstruction of the findings or existing evidence.

Unlike other learning based on exact science and clear evidence, history learning is mostly based on the interpretation of experts. Meanwhile, experts have their own interpretations of history. Therefore, history learning which is only based on books or notes of expert interpretation makes students unable to develop critical thinking skills. If learning is only based on expert opinion, students' analytical skills will not develop. There must be a method used to develop students' critical thinking and analysis skills in studying history (Widja 2018). One effort that can be done is to carry out outdoor learning.

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Outdoor learning is a field-based learning. Students are invited to come to the field directly to see the object to be studied (Bilton 2010). The character of outdoor learning activities is the existence of exploration activities through the discovery and inquiry process (Joyce 2012). Outdoor learning invites students to actively explore the surrounding environment to improve their cognitive, affective, and psychomotor abilities. Based on the various benefits of outdoor learning that have been mentioned, the author considers that this method is very suitable to be applied in historical learning. With the outdoor learning method, students will be able to learn historical objects directly (Hana & Sulisty, 2020; Sulisty & Dewanti 2021; Sulisty et al. 2021). This will help them improve their analytical and critical thinking skills. The results of previous studies showed that the posttest scores of the experimental class using the outdoor learning model were higher than the control class using the conventional model. The average value of students in the control class is 42.35, while in the experimental class it is 68.62 (Loliyana et al. 2019). This proves that outdoor learning does improve students' understanding.

The historical materials that are suitable to be applied with the outdoor learning method are archaeological material and the period of the kingdom. This is because these events have a period of thousands of years ago, hence it is difficult for students to understand (Jati et al. 2020). By applying the outdoor learning method, students can see traces of the past directly and analyze life at that time with their respective critical thinking abilities. Based on the condition of Indonesia, which has many relics of the past, this outdoor learning method is very suitable to be used as an option for learning ancient materials.

Novelty in this study is the object of outdoor learning concept that is compiled, namely Pulau Sirang. Administratively, this area belongs to South Kalimantan, and is one of the areas that has many paleolithic traces. This island is interesting to be researched and used as an outdoor learning destination, this is because Sirang Island has recently emerged, and its environment is still maintained. Based on the problems and potentials that have been mentioned, the author proposes an idea for outdoor learning with the title, "TRISULA: Trip to Sirang Island, Tracing Paleolithic Traces in South Kalimantan." It is hoped that with the implementation of this learning, students can improve critical thinking skills more significantly.

2 METHODS

The methods used in this research include qualitative and historical research. The qualitative method in question is field research and observation of the place that will be used as an object (Burgess 2002; Ciesielska et al., 2018; Gerring, 2017), namely Sirang Island, South Kalimantan. In addition, in-depth interviews were also conducted with residents and visitors. The journey to Sirang Island takes one hour from Syamsudinnoor Airport Banjarmasin by land. After arriving at Riam Kanan, pedestrians to Sirang Island need 30 minutes using an engine boat or what the local people call *kelotok*. The second method used is the historical method, where the purpose of this method is to trace in advance what historical studies are contained in Sirang Island based on written sources as well as information from experts (Wasino & Endah Sri 2018), thus making the island as an object or place of learning in the field. Based on historical studies, Sirang Island is one of the places in South Kalimantan that is the focal point for the discovery of stone artifacts from the Paleolithic period.

3 RESULTS AND DISCUSSION

3.1 *The potential of Sirang Island as a source of history learning*

Sirang Island is one of the small islands in South Kalimantan. This island is precisely located in the Riam Kanan reservoir area, which is in Aranio District. Sirang Island is one of the areas that show traces of antiquity in South Kalimantan (Fajari et al., 2018). Precisely on this island, stone artifacts

River basin. Therefore, since 2016 Sirang Island has appeared in the middle of the Riam Kanan reservoir, researchers have also targeted the island to be investigated immediately because it is suspected of storing various other stone artifacts. And after further research was carried out, their conjecture was proven correct. Sirang Island is now a historical object that holds various kinds of paleolithic traces.

3.2 Learning steps “Trisula” Trip to Sirang Island

Seeing the condition of Sirang Island, which holds many traces of history, it is very useful if this place is used as an object of historical learning in the present. The learning carried out is outdoor learning by inviting students to come directly to Sirang Island (Karyadi et al. 2018). In pursuing this learning, the author proposes a learning method entitled “TRISULA: Trip to Sirang Island, Tracing Paleolithic Traces in South Kalimantan.” Besides being an acronym for the title, TRISULA is also known as a historic weapon in the form of a three-edged spear. This will be linked to the learning steps carried out in the implementation of outdoor learning. The following is a chart of the learning steps that will be carried out in the field:

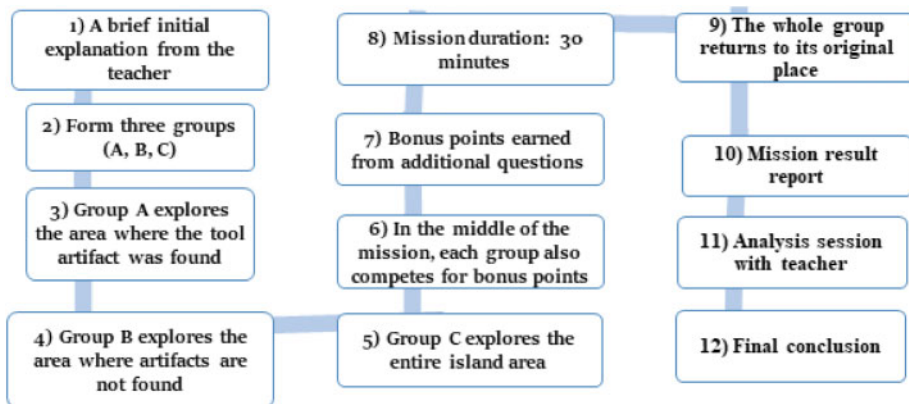


Figure 2. Diagram steps for Trisula.

A more detailed explanation of the TRISULA learning steps are as follows: 1) The teacher explains briefly about Sirang Island as an island that has historical traces, 2) students are divided into three groups (A, B, C) to work on the mission according to their group each, 3) Group A will explore the area where the tool type artifacts were found. Some examples of the types of tools referred to are impact axes, penetak axes, hand axes, hand-held chisels, core stones, flakes, and blades, 4) group B will explore areas where artifacts of non-tool type were found. Examples that are not included are shale fragments and trimmed gravel, 5) group C will explore along the island to observe the geographical conditions of Sirang Island. For example, the location of the island of Sirang, which is in the middle of the Riam Kanan River, facing any river, what is the shape or topography of the island, and so on, 6) each group is given 30 minutes to carry out its mission, 7) each group has been given a map and brief notes related to each mission to facilitate the process of exploring the area, 8) in some areas, the teacher has prepared several hidden envelopes in which there is a question and photos of artifacts. The more groups can collect envelopes and answer questions, they will get additional bonus points, 9) after 30 minutes, three groups gather again in one area, 11) each group representative reports the results of their respective missions, 12) the teacher opens the session joint analysis and questions and answers related to the mission results of each group to find the conclusion.

3.3 Expected learning outcomes

Through outdoor learning activities on Sirang Island, it is hoped that students will gain several positive achievements, including: 1) students get experience to go directly into tracing Paleolithic footprints on Sirang Island, 2) students can develop critical thinking skills by looking at situations and conditions in the field, and 3) students can imagine more clearly how life was in the past. Thus, the learning process using the outdoor learning method adopted in this Trisula learning step can provide benefits for students and can improve analytical skills and critical thinking. That is the ability to analyze a phenomenon or event (Fisher 2011; McPeck 2016). In this case, it is a historical event that occurred in the past through the traces of his legacy that were encountered while studying on the island of Sirang.

4 CONCLUSION

History learning is learning that requires more efforts in understanding each material context. This is because history is an object of past-based learning, so that historical understanding is limited to the interpretation or interpretation of a historian's reconstruction. Archaeological findings on Pulau Sirang carried out by researchers make the natural potential of the island. Very relevant if used as a direct learning resource. In this study, the concept of a history learning scheme was produced called "Trisula" an acronym from Trip to Sirang Island. That is an outdoor learning-based history learning scheme. This island has great potential to be used as a place for history learning in the field. This is because Sirang Island stores various kinds of relics from the paleolithic period so that it is suitable as a place for direct learning for archaeological material. Students are invited to see firsthand the environmental conditions of the discovery of stone artifacts, after that the teacher will invite students to analyze together related to past life, precisely in ancient times. The purpose of this learning scheme if implemented is help students practice analytical and critical thinking skills.

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The representation of COVID-19-care public toilet in Surakarta's population-dense area

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ABSTRACT: The most vital sanitation facility in urban population-dense areas is a public toilet, because its use is varying, thereby potentially becoming a potential disease-transmitting medium, including COVID-19. This case study analyzed the representation of COVID-19-care public toilet in Bibis Wetan RT 03 RW 21 Gilingan, Banjarsari, Surakarta, conducted through observation, in-depth interview, and documentation. Source and research method triangulations were used to validate data. Data analysis was conducted through data reduction, data display, and conclusion drawing. The result showed that people provide soap and hand sanitizer. Disinfection was conducted routinely by Kelurahan. Water needed for toileting affairs was provided by Surakarta City's PDAM. People collect monthly dues to pay weekly sanitation service and monthly electricity cost. People wear mask and wash hands using soap and flowing water in accessing public toilet.

Keywords: Public toilet, COVID-19-care

1 INTRODUCTION

To achieve good health and prosperous life, a healthy environment is required. Public facilities, particularly public toilet located in urban population-dense area, should be maintained for their hygiene and sanitation (Chatterjee 2019; Oh et al. 2015; World Health Organization 2020). The World Toilet Organization and those caring about health, cleanliness, and living environment issues launched National Movement for Clean Public Toilet and World Toilet Day (Chowdhury 2017; Tan 2015). Some countries, like Korea and Japan, have regulations on hygiene installation, provision, and management for public toilet to support national promotion about hygiene and welfare (Kang et al. 2015; Lee 2019; Morrison 2003; Wei 2005). Similarly, every city council in Australia has had specific regulations governing toilet management and standard public toilet. Even in relation to toilet maintenance, government allocates about USD 7,600 per toilet block per year (Davies & Knox 2007). Regulation about toilet provision, management, and funding system will help improve a region's service in providing good public toilet adequately (Greed 2006). This regulation also conditions public toilet management and maintenance to be under local government's control entirely. It is closely related to government's asset maintenance to be used in long term in good condition, to make use of the government's fund efficiently (Othman & Buys 2016).

Indonesia has not had specific regulations about public toilet until today and it is the local government's obligation to provide it. Public toilet provision for offices has been regulated in Republic of Indonesia Minister of Health's Regulation Number 70 of 2016 about Standard and Precondition of Industrial Health and Work Environment. Article 20 Clause (2) of Minister of Health's regulation Number 48 of 2016 about Standard Occupational Safety and Health states that the standard and the precondition of office environment health involves building facilities, water, toilet, and waste management provisions, hand washing with soap, food security and disease-carrier vector control. Even the obligation of providing toilet facilities is more specific with the following

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stipulations: toilets for women should be separated from that for men and toilet should be kept clean. The regulation only regulates the quantity of facilities and the imperative to separate toilet by gender, but there is no other stipulation on toilet, particularly public toilet. Indonesian government's limited land and fund are often the main reasons of inadequate facilities in public toilet (Adiwoso 2016).

Sustainable management and maintenance is costly and requires good management (Anthony & Dufresne 2009; Fileborn & Marshall 2020). The quality of toilet availability and management is affected by internal factors, including owner, management system, human resource, and culture, and external factor including toilet user, surrounding people, supporting regulation, and supervision (Nasution & Zahrah 2014). Those factors need to be considered for development and improvement of toilet management system, including the activity of socializing public and clean toilet. The cleanliness of toilet should be maintained, and even its interior should be made as clean as possible. Clean toilet reflects a nation's self-identity (Greed 2004; Knowles 2021). The representation of COVID-19-care public toilet is a process of production and exchanging meaning between people or culture (Barker 2004; Hall, 1997).

Indonesia is a country with very high humidity, hence always-dry floorings are preferred in public toilets. High humidity makes bacteria, fungi, and disease develop rapidly in the toilet in addition to the wet floor. Most public toilets in Indonesia have wet floors due to low cleanliness and less responsible use (Handayani et al. 2017; Hirai et al. 2018). Health issue is the basic problem likely coming from toilet, so that public toilet facilities should be considered and complemented by the government, and the users of public facilities should be more responsible (Siu 2004).

Public toilet is an important component of society's life. More than 80 million germs are found in toilets. Not all germs can be eliminated if on flushing, which can then cause various diseases like diarrhea, typhoid, and vomiting. Toilet can contribute to the spread of microorganism causing gastro-enteritis disease, diarrhea, cholera, dysentery, itch, etc. Public toilet users have varying health and cultural backgrounds, particularly the healthily living habit in using the same toilet facilities. With the function of toilet as a means of disposing human feces potentially containing pathogenic microorganism, the use of toilet collectively results in the risk of germ spread through cross contamination (Flores et al. 2011; Nelson & Williams 2014). Moreover, during COVID-19 pandemic, public toilet is very vulnerable to germ transmission, particularly infectious disease transmission.

Thus, every public toilet should meet the minimum standard, particularly in urban population-dense area in Surakarta. The quality of public toilet in a region contributes to not only disease transmission, but also to representing the civility of local people (Greed 2006). The most people who live in Bibis Wetan Surakarta using public toilet, which leads to spread of COVID-19. This research aims to find out the representation of COVID-19-care Public Toilet in Bibis Wetan RT 03 RW 21 Gilingan, Banjarsari, Surakarta.

2 METHODS

This qualitative research with case study took place in Bibis Wetan RT 03 RW 21 Gilingan, Banjarsari Surakarta, Central Java, Indonesia. Primary data was obtained from the result of observation and in-depth interview with local people using public toilet, as though how local people to manage public toilet and shower improves sanitary and environmental conditions in Bibis Wetan area to prevent COVID-19, while secondary data consisted of documents relevant to the research object. Source and research method triangulations were used to validate the data. Data analysis process was done through data reduction, data display, and conclusion drawing with Hall's Representation Theory.

3 RESULT AND DISCUSSION

Public toilet is one of public facilities used collectively by some families for bathing, washing, and defecating purposes in certain population-dense settlement location with low economic ability.

There is public toilet in Bibis Wetan RT 03 RW 21 Gilingan, Banjarsari. It is located near the red bridge (*Kreteg Abang*) constructed and painted red. To find the public toilet from the bridge, we should turn left, and then go straight through the riverbank to the left side of road. There are two public toilets in the area: one says “*Siaga Covid-19* (be alerted to COVID-19)” located in Bibis Wetan Rt 03 Rw 21 with banner saying “*Siaga Covid-19* (be alerted to COVID-19). Another one that can be the model of Public Toilet is in Cinderejo Lor, RT 06 RW V, Gilingan, Banjarsari, Surakarta. The toilet is established on *Perusahaan Jawatan Kereta Api (PJKA)* (Railway Service Corporation)’s land located in the edge of Surakarta-Purwodadi destination railway and surrounded with population-dense settlement.



Figure 1. Public toilets condition in Bibis Wetan.

The establishment of public toilets in the Kelurahan benefits about 61 (sixty-one) households, the users of which mostly come from pre-prosperous family group. Mrs. B, a citizen of RT 06/ RW V, states the condition of public toilet in RT 06/ RW V was very worrying before the entry of Independent Community Empowerment National Program (*PNPM*) for urban areas into Kelurahan Gilingan, in which it has no roof, so that people using it required to carry umbrellas during rains. In addition, it was dirty, and its smelled foul. It was unfeasible to use. Similarly, Mrs. D, a citizen of RT 01/ RW XIII, also said that in the presence of new public toilet, the number of public toilet users has increased. In addition, people also like washing their clothes in public toilet in a long time because of its well-maintained cleanliness and comfort.

The users of public toilet funded with Independent Community Empowerment National Program (*PNPM*) for urban areas increase in number, not only the citizens of RT 06/ RW V and RT 06/ RW IX but also those of RT 01/ RW XIII, consisting of about 11 households. Mr. A S, the head of RT 06/ RW V, as the Head of Community Self-Help Group (*Kelompok Swadaya Masyarakat*, thereafter called *KSM*) told the process of *PNPM*-for-urban-areas implementation to renovate public toilet in its area. The implementation of *PNPM* program, because its process is elaborate and tiered, from program planning, verification to implementation, and to building maintenance. Additionally, some constraints are found because the public toilet is in *PJKA*'s land. He also said that while the previous public toilet building was constructed with *PJKA*'s aid, it has not gotten *PJKA*'s permit, until this proposal of public toilet renovation. Recalling that public toilet is a very important need to citizens, as the chairperson of Community Self-Help Group we approach the Kelurahan and *PJKA* immediately in relation to the permit to renovate the public toilet. Finally, the permit was issued by Kelurahan and *PJKA* within 2 (two) weeks.

Mr A S said that for maintenance purpose, the regulation made by *KSM* Committee and approved by citizens is posted on the wall of public toilet. In relation to the treatment, citizens

(in RT neighborhood) clean the public toilet weekly in turn. The regulation developed concerns, among others, the prohibitions from scratching or streaking the wall of public toilet, from using electricity excessively, and from wearing footwear inside the bathroom. In addition, we appeal to the citizens to keep the environment surrounding public toilet clean. Citizens collect monthly dues voluntarily to pay the cleaning service weekly and to pay electricity cost monthly. Thus, this PNPM Mandiri Perkotaan program is highly beneficial and helpful to pre-prosperous people, particularly in Gilingan.

In the attempt of preventing COVID-19, citizens provide soap and hand sanitizer in turn. Disinfection is conducted routinely by Kelurahan. Water needed for bathing, washing and defecation is provided by Surakarta City's PDAM (Local Drinking Water Company). Citizens collected monthly dues to pay the weekly cleaning service and the monthly electricity cost. Generally, the toilets in urban population-dense areas have unpretentious condition with narrow space. Toilet officer usually charges IDR 1,000–IDR 2,000 for toilet use. It is intended to maintain the cleanliness of toilet, related to toilet maintenance and treatment management. People wear mask and wash hand with soap and flowing water in accessing public toilet.

Public toilet facilities in a city contribute to creating sustainable, accessible, and inclusive city. Public toilet is not only a place for defecating but also pertains to many aspects: psychological, health, and security aspect of users, maintenance and environment, and esthetic aspect. Its existence is very important with certain standard, because good public toilet can represent a nation's culture. Generally, public toilet facilities in Surakarta population-dense areas have neither provided nor maintained their hygiene and sanitation optimally

The condition of toilet in Indonesia is still considered as taboo and underestimated due to its less considered condition. Toilet, to most Indonesian people, is considered as disgusting, dirty, and underestimated as something retarded, and even speaking of it is taboo, so that its cleanliness is ignored (Hirai et al. 2018). Each of toilet users potentially brings germs into toilet and has a risk of bringing diseases and germs with them from the toilet. Despite apparently cleanliness, toilet facilities such as door handle, faucet, closet, soap container can likely contain pathogenic microorganism brought by previous users. Clean toilet does not ensure the independence of disease, including COVID-19 (Knowles 2021).

Education should be given to the users of public toilet concerning healthy lifestyle, habit of disposing rubbish in trash can and of using public facilities correctly and well. It involves the regulation concerning public toilet use, toilet provisioning strategy, management, toilet minimum standard, and health education and promotion to improve the consciousness of using toilet during COVID-19 pandemic.

The public toilet available cannot function well, when it is not supported with sustainable management and maintenance (Kang et al. 2015). There are some alternatives to public toilet management. RT (neighborhood) administrators and local people hold a discussion on public toilet management. The consensus achieved will reduce the risk of toilet facility destruction done by people, because people are involved in the process of drawing conclusion building the sense of belonging to facilities (Chowdhury. 2017).

Community-based public toilet management model has some advantages in the term of management and supervision, and people are also responsible for and benefit directly from the existence of public toilet. Sustainable public toilet management system is accessible to local people and psychologically the people are proud of it and have sense of belonging to it. The management system ensures routine supervision. Public participation, in this case the community's sense of belonging, helps maintain toilet facilities. It leads the people's mindset to an assumption that hygiene and sanitation of facilities provided are the main goal, to make it comfortable and safe.

4 CONCLUSION

The community's consciousness of maintaining the cleanliness of public toilet and using it correctly and appropriately is less optimal. Health education attempt is required concerning how to use toilet

correctly and to raise awareness among the people about maintaining cleanliness of public toilets for collective interest. Clean and healthy lifestyle and habit should be inculcated to prevent COVID-19 infection, in addition to wearing masks and washing hands with soap and flowing water.

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Does technology increase the flexibility of education? A systematic review of Indonesian case during COVID-19 pandemic

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ABSTRACT: Globalization had an impact on the development of various sectors, such as the technology sector. Currently, the world has been hit by a pandemic. The COVID-19 pandemic has hampered teaching and learning processes in schools. Everything is a challenge, as we were not prepared for this situation. However, technology can be the solution. Through the use of an online portal for video conference or using Internet access, learning and teaching can be made possible. Therefore, this study aims to determine the purpose and flexibility of technology in education, especially during COVID-19 pandemic in Indonesia. This study applied the systematic review method to concentrate information from the journal, books, news, and Statistics Indonesia (BPS). The results showed that technology plays an important role in providing online learning during the pandemic. Indonesian people face some obstacles, but they have adapted and adjusted technology in the learning process. Furthermore, they improve the quality of education and make it more flexible in modern ways.

Keywords: Education, technology, systematic review, learning, COVID-19 pandemic

1 INTRODUCTION

In the 21st century, technology has become an important component that supports education. According to Tahir (2016), education in technology is an integrated strategy process that solves learning problems. This opinion agrees with Selwyn (2011), which states that educational technology is not about tools but processes and systems that lead to the desired results, so it can be said that educational technology is every effort intended to solve problems related to learning. Technology also provides an opportunity to upgrade innovation and turn people's old habits into more effective ones, by thinking, acting, and solving life problems (Grabe & Grabe 2007).

The world is currently hit by COVID-19 that requires us to adapt and do something different, not only in other countries but also in Indonesia. Based on data from the World Bank, more than 1.6 billion children are temporarily out of school (UNICEF 2020). This situation also makes parents initially feel that there is no way to continue learning activities. But over time, the government began to implement online learning by utilizing technology to support the learning and teaching process. The implementation of online learning in Indonesia started with some of the most accessible digital platforms to continue learning and teaching activities that have been dormant for some time and beginning to find something different. But, on the other hand, many people feel that even though they use online media or take advantage of technology that makes it easier for them to carry out teaching and learning activities, it is not enough. They felt that it is still ineffective for learning because students are more satisfied with conventional learning. They felt that technology is strange for them and does not have a significant impact on learning activities. In addition, we found many challenges related to technicalities. People feel that children are not very interested in attending

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online classes, which tend to be monotonous, so they only conduct daily meetings as formal matters or a form of obligation, not a necessity. From the research results (Yunitasari 2020), out of eight students, there were five students or 62.5% who were bored when participating in online learning. Three people, or 37.5%, are comfortable when taking online lessons. COVID-19 pandemic made learning decline because many students were not liking the new learning model. This is due to the difficulty of understanding learning for students, how to apply this technology to support learning activity, and how to achieve the education targets that will be completed in the future (Kaffenberger 2021).

Understanding technology as culture is more encompassing than the other dimensions as it speaks to the complex process of technology as mirroring who we are (identity), our desires (that guide our actions), and our values (that include our hopes and dreams) (Cloete 2015). In light of the importance of understanding technology as medium specifically in the context of education, the following discussion will highlight certain characteristics and beliefs regarding technology. Using technology is associated with the idea of keeping up with the times and to move ahead with rapidly changing society and globalization. Among the multiple reasons and motives with applied e-learning or online learning, widening access, increasing flexibility, and cost-effectiveness, this study will analyze whether technology is possible to increase the flexibility of education in Indonesia, especially in the COVID-19 pandemic situation.

2 METHODS

This study used the systematic review method to extract information from journals, books, news, and Statistics Indonesia (BPS). Systematic review method defined as one of method that can give a clear and precise to reduce bias, then the conclusion that can make reliable. The purpose of a systematic review is to provide an accurate summary of all the primary research available in response to the research question (Clarke 2011). This method is used to enclose some results from prior research for present comprehensive fact and make a synthesis to provide outcome or actual the fact that we found from several sources more equilibrate.

3 RESULT AND DISCUSSION

Since the COVID-19 pandemic hit Indonesia in early March 2020, all kinds of movement in Indonesia's sectors have changed: the education sector. The Indonesian government has started to conduct online teaching and learning activities, starting from elementary school to college levels, inappropriate with Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). They are required to adjust to the situation, even though it feels difficult at first. Learning activities are carried out online with several platforms, such as Google Meet, Zoom, Microsoft Teams, and other online media. Online learning can use these various platforms to support knowledge transfer by different discussion techniques and others (Herliandry et al. 2020).

Online learning that have done with not face to face, need technology platforms to help the teaching and learning process even if we are not at the same place. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of learning space (Nafrin 2021). The supporting factors for distance learning are what methods are used, media in learning, and how to organize the learning environment in order to make the learning situation comfortable just like conventional meetings to achieve the learning objectives that have been made (Jamaluddin 2020). Even though educational activities can continue with online, school closures have serious effects for education perpetrators, because schools are institutions that play an important role in children's learning, and when schools are closed, children lose their opportunity to grow and effloresce themselves. This makes many children drop out from school.

The highest dropout rate is from high school in the rural and male gender. This percentage is smaller than the dropout rate at junior high school and elementary school. At all levels of education, the dropout rate in rural areas is higher than the dropout rate in urban areas. Differences in education disparities in urban and rural areas. This is due to households in rural areas tend to be poor or lack access to educational facilities (Hunt 2008).

Online learning is unavoidable from various obstacles. These obstacles are related to the high education gap in several places in Indonesia. This was revealed by teachers and researchers as students studying during the COVID-19 outbreak. The gaps are infrastructure and technology constraints that increasing the gap between regions, where remote areas in Indonesia have a difficulty with this learning situation (Putra et al. 2020). The problem of this gap is one of the topics that the government always discusses. According to Worldbank.org (2020), the Indonesian government has taken several ways to deal with this problem, one of which is collaborating with local governments to provide a learning support approach, such as through an educational television program initiated by the Ministry of Education and Culture, namely the Learning from Home Program or *Program Belajar dari Rumah* (BDR) in TVRI and also providing access for transportation funds for teachers to be able to visits students' homes. Therefore, students who do not have adequate technology can still carry out learning activities. BDR in TVRI, done with various educational shows, such as lessons for kindergarten guidance to secondary education, shows for parents and teachers, and cultural programs on weekends, which are every Saturday and Sunday. Learning content BDR will focus on literacy, numeracy, and character development or character education (Kemendikbud 2020).

Another obstacle is inadequate network coverage. Many students need to find a suitable or fast Internet connection to get lesson information and submit assignments. This fact shows that the facilities and infrastructure are not sufficient to hold online classes (Munastiwi 2021). The challenges regarding the network making the government intervene to overcome that problem. The government has begun to strengthen the web to make learning activities not hampered by providing internet quota assistance for all students in Indonesia. The Ministry of Education and Culture (Kemendikbud) has distributed Internet data quota assistance to support learning from home during the COVID-19 pandemic. There are about 35,725 million students and teachers who have received Internet data quota assistance that is sent every month (Kemendikbud 2021a, 2021b) and total expenditure incurred is 2.6 trillion. The details of internet data quota assistance are divided into four categories, namely as follows (Kemendikbud 2021a, 2021b), (1) PAUD (kindergarten) students get 7 GB/month, (2) elementary and medium education level students get 10 GB/month, (3) educators of PAUD, basic, and medium education level receive 12 GB/month, and (4) lecturers and college students receive 15 GB/month.

This assistance is quite helpful for students and teachers in conducting online learning activities. Although the government has tried optimally to facilitate teaching and learning activities with funds and technologies approach, there are still other challenges faced, like low competence of teachers in the use of learning applications and teacher-student-parent relationships in online learning that are not compatible. On the other hand, online learning activities still cannot produce learning outcomes that are equivalent to offline learning because many students are challenging to understand when teachers deliver learning subjects from home. Online learning is not as active as when it is done face-to-face, where students have control over what and how they will learn (Yulia 2020).

Therefore, teachers must learn further to take advantage of technology to create solutions such as online learning that has materials determined but wrapped in creativity, so that lessons are more fun and can reduce tasks that previously were piled up. In addition, teachers can also improve learning methods or processes, such as making question and answer assignments from teachers to students by making video material at home or making mind maps that can make teachers and students have updates in making assignments (Kurniawan 2020). From these challenges, we must take steps to make online learning an opportunity to transform our education (Pusdatin 2021).

During online learning, when most of the teacher's time is spent creating content and providing feedback for students, teachers' low skills in technology may result in a longer time required to

create content for online learning. Other than that, during online learning, the choice of a school's online learning platform may have some limitations. It is caused activities making content creation more challenging. The subjects and language of instruction can also pose other challenges. Not many online materials that are ready to use are available in Indonesia, so teachers have no choice other than to be creative by themselves (Putri et al. 2020).

Kemendikbud stated that learning from home activities can be carried out in two ways: online and offline distance learning according to the availability and readiness of infrastructure and technology. Online learning can use sources from the Kemendikbud Pusdatin Learning House, Educational TV of the Kemendikbud, Digital Learning by Pusdatin and SEAMOLEC of the Ministry of Education and Culture, and take various digital books available on the Internet. Schools that used offline distance learning, media, and learning resources can be taken from television, radio, self-study modules, worksheets, printed teaching materials, and props from the surrounding environment. Therefore, when we see from the various obstacles and challenges that have been balanced with relevant policies, learning activities from home provide a wide variety of activities and methods of learning as well as convenience in the teaching and learning process, so the education will continue and develop from conservative to be more modern and technologically literate. This condition indicates that technology can increase the flexibility of education, especially during the COVID-19 pandemic.

The education sector is one of the areas affected by this pandemic. It is not easy to implement online learning in our environment country. But the conditions forced the teachers to do it. The Internet has made online learning possible. Many educators are interested in online learning study to improve and enhance students' abilities and learning goals while lacking resources, facilities, and infrastructure, especially in higher education (Yulia 2020).

The successful implementation of online learning requires a flexible curriculum, readiness technology, and collaboration (Rasmitadila et al. 2020). When online learning is applied, we need implementation learning and video lessons in distance learning. This method is considered more flexible in delivering lessons to students (Daniel 2020). Utilization of technology for transfer support services to discussions related to learning content can be utilized by utilizing all local resources nationally, such as television channels for education (Zhang 2020).

The benefits of technology for e-learning can overcome the limitations of the frequency of face-to-face lessons between students and teachers through features from online platforms. Study rooms that are usually in one room can now be familiarized with online learning (Herayanti et al. 2015). It is also beneficial for teachers if they give additional lessons. That also makes it easier for students to share resources, record learning materials, and experience comfort when involved in the discussion. E-learning does not apply in all areas. In remote areas, internet signal constraints and lack of access and tools for online learning are hard. Moreover, e-learning in some places is not like it or not, and it is considered capable of replacing face-to-face learning.

Based on Aprila (2020), distance learning what we do in this COVID-19 pandemic is undeniable and still has many challenges. When using technology, teachers and student still have a low mastery which exists. We know that technology is alive side by side with us, but not everyone can used existing technology properly and able to understand every benefit and function of the technology well. The ownership of technology support devices also becomes a separate problem because technological devices can support facilities for activities learning to teach on the online system, such as laptops and gadgets. Even if they have the facilities that support them, sometimes their laptops and devices have it is not enough for use to carry out online learning.

Nowadays, as part of Generation Z who are known to be very close to technology, students must be open more opportunities and convenience in carrying out distance learning that is identical to the use of electronic devices. Still, in some cases, they do not correlate well enough, so teachers, schools, and the government need to do a further evaluation (Churiyah et al. 2020).

Every school system must be moderate with enabling technology they learn faster, better, and more innovative, and information technology is the key to make the future school model better. But, efforts the nation's children can also be carried out to catch up with the nation Indonesia in terms of delivering educational processes using technology. The use of learning media in the teaching

and learning process is one of the efforts that can be done during the COVID-19 pandemic and also can increase the effectiveness and the quality of the learning process (Zulfritria et al. 2020).

4 CONCLUSION

Based on the review, it may be concluded that the use of technology to support education in Indonesia due to COVID-19 outbreak will increase along with the higher level of education. The use of technology can also make learning activities more flexible because they are not limited by space and time, even if it has several obstacles and difficulties. This finding is primarily because of ignorance of using technology quickly, so it takes several times to understand. However, with the various policies that the government has implemented, many opportunities can improve the possibility of technology to provide convenience and flexibility when we do learning activity during this pandemic, because now we have many variations of learning and platforms to used, so we can improve the quality of our education with modern way. We can improve learning activity and using technology for education during pandemics by building students' motivation, collaborating with various platforms to make learning more interesting, and conducting interactive learning with students.

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