



LIST OF CONTENTS

- 211-222 Relationship Between Personal Information Services and Self-Efficient Students of SMP Negeri 22 Jambi
Sri Annisa Walindarahma
- 223-233 Consumerism in the Context of Sufism Education
Yulita Putri, Abid Nurhuda
- 234-239 Primary School Education Level Evaluation of the Wednesday Reading Movement (Geraba) Programme
Nisa Aula Nurussalamah
- 240-248 Evaluation of Teacher Assessment Capabilities Through Multi-Stage Adaptive Testing
Syarifah Eva Surya Habib
- 249-256 Implementation of Market Day Activities in Growing Entrepreneurial Character for MIN 3 Gunungkidul Students
Sri Hartati, Khoirul Anwar, Siti Musidah, Abid Nurhuda
- 257-265 Validity and Reliability Test on Non-Test Instruments of Learning Motivation of Grade IV Students
Syifa Tadzkia
- 266-277 Investigating the Use of Project-Based Learning and Students' Satisfaction in the Teaching of Descriptive Texts: a Case Study at MTS Al-Ihsan Krian
Anggun Purnomo Arbi
- 278-290 Obstacles To Distance Learning In Pai Lessons At Sdn Tamanan
M. Afiqul Adib, Tasman

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List of Content

- Relationship Between Personal Information Services and Self-Effiacct Students of Smp Negeri 22 Jambi
Sri Annisa Walindarahma Walindarahma, Universitas Jambi, Indonesia 211-222
- Consumerism in the Context of Sufism Education
Yulita Putri, Postgraduate Nahdlatul Ulama University of Surakarta, Indonesia
Abid Nurhuda, Postgraduate Nahdlatul Ulama University of Surakarta, Indonesia 223-233
- Primary School Education Level Evaluation of the Wednesday Reading Movement (Geraba) Programme
Nisa Aula Nurussalamah, Universitas Sultan Ageng Tirtayasa, Indonesia 234-239
- Evaluation of Teacher Assessment Capabilities Through Multi-Stage Adaptive Testing
Syarifah Eva Surya Habib, Madrasah Ibtidaiyah Negeri 9 Nagan Raya, Aceh, Indonesia 240-248
- Implementation of Market Day Activities in Growing Entrepreneurial Character for MIN 3 Gunungkidul Students
Sri Hartati, MIN 3 Gunungkidul Yogyakarta, Indonesia
Khoirul Anwar, MIN 3 Gunungkidul Yogyakarta, Indonesia
Siti Musidah, MIN 3 Gunungkidul Yogyakarta, Indonesia
Abid Nurhuda, Pascasarjana UNU Surakarta, Indonesia 249-256

Validity and Reliability Test on Non-Test Instruments of Learning Motivation of Grade IV Students

Syifa Tadzkia, Universitas Pendidikan Indonesia, Indonesia

257-265

Investigating the Use of Project-Based Learning and Students' Satisfaction in The Teaching of Descriptive Texts: A Case Study at MTS Al-Ihsan Krian

Anggun Purnomo Arbi, STKIP PGRI Sidoarjo, Indonesia

266-277

Obstacles to Distance Learning in PAI Lessons at SDN Tamanan

M. Afiqul Adib, UIN Sunan Kalijaga Yogyakarta, Indonesia

Tasman, Universitas Islam Negeri Sunan Kali Jaga, Yogyakarta, Indonesia

278-290

RELATIONSHIP BETWEEN PERSONAL INFORMATION SERVICES AND SELF-EFFICACY STUDENTS OF SMP NEGERI 22 JAMBI CITY

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Abstract

Self-efficacy is the belief in an individual's ability to succeed in carrying out a particular task and this ability influences the belief in trying and maintaining it. Where self-efficacy can be influenced by personal information services including personal goals, achieving developmental tasks, socializing with the environment and adapting to the environment. The purpose of this study was to find out how the relationship between personal information services and the self-efficacy of SMP Negeri 22 Jambi City students. This research is a quantitative study using a correlation approach with Pearson product moment correlation analysis. The population in this study were students of class VII SMP Negeri 22 Jambi City. The sampling used random sampling technique with a total of 52 students. The data collection tool in this study was a questionnaire which had 22 items on personal information service variables and 20 items for self-efficacy. The data analysis techniques used were the normality test, linearity test and correlation analysis test. The results showed that there was a relationship between personal information services and the self-efficacy of students at SMP Negeri 22 Jambi City with the result that the percentage of personal information services was 83% and the results of the analysis of the percentage of self-efficacy was 74.2%. And the results of the correlation analysis show that there is a significant relationship between the personal information service variable and student self-efficacy with a value of 0.443 which is in a moderate correlation or adequate relationship.

Keywords: Personal Information Service, Self-Efficacy test quality, validity, reliability

Abstrak

Self-efficacy adalah keyakinan individu pada kemampuan untuk berhasil melakukan tugas tertentu dan kemampuan tersebut mempengaruhi kepercayaan diri untuk mencoba dan mempertahankannya. Dimana self-efficacy dapat dipengaruhi oleh layanan informasi pribadi meliputi tujuan pribadi, pencapaian tugas perkembangan, bersosialisasi dengan lingkungan dan menyesuaikan diri dengan lingkungan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana hubungan layanan informasi pribadi dengan efikasi diri siswa SMP Negeri 22 Kota Jambi. Penelitian ini merupakan penelitian kuantitatif yang menggunakan pendekatan korelasi dengan analisis korelasi product moment Pearson. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 22 Kota Jambi. Pengambilan sampel menggunakan teknik random sampling dengan jumlah 52 siswa atau 20% dari populasi. Alat pengumpulan data dalam penelitian ini adalah kuesioner yang memiliki 22 item pada variabel layanan informasi pribadi dan 20 item untuk self-efficacy. Teknik analisis data adalah uji analisis korelasi. Hasil penelitian ditemukan adanya hubungan antara layanan informasi pribadi dengan efikasi diri siswa SMP Negeri 22 Kota Jambi dengan hasil persentase variabel layanan informasi pribadi sebesar 83% dan hasil analisis persentase efikasi diri sebesar 74,2%. Dan hasil analisis korelasi diperoleh hasil adanya hubungan yang signifikan antara variabel layanan informasi personal dengan efikasi diri mahasiswa dengan nilai yang diperoleh sebesar 0,443

Kata Kunci: Personal Information Service, Self-Efficacy test quality, validity, reliability

INTRODUCTION

Self-efficacy / self-efficacy is an individual's belief in the abilities possessed in order to achieve the expected goals. Therefore, the quality of student self-efficacy must be given more attention, because self-efficacy has an important role, which can affect how individuals think, behave, feel and motivate themselves.

The quality of self-efficacy can decrease or increase according to how a person carries out consideration of every step of life he faces. Bandura (in Capuzzi, 2016: 236) defines self-efficacy as belief in an individual's ability to successfully perform a task and this ability affects the individual's confidence to try and maintain it . This means that good self-efficacy can manage and maintain its abilities, otherwise if the quality of self-efficacy is not good, it will experience obstacles in dealing with something desired.

Self-efficacy is an individual's belief that they can face or solve problems faced in various circumstances and can choose actions to complete tasks or problems (Muna 2021). Therefore, self- efficacy has an important role for each individual to achieve the expected goals because he can carry out tasks and get through problems. In addition, Bandura (in Hodges, 2018: 17) describes self-efficacy as an individual's belief in the ability to complete a certain task accompanied by a certain level of achievement. Similarly, Santrock (2017: 523) self-efficacy is the belief that individuals can master situations and cause positive things, therefore self-efficacy is the belief that "I can" while helplessness is the belief that "I cannot" (Manddix in Santroc, 2017: 523).

The quality of good self-efficacy will have characteristics such as considering a problem as a challenge, if faced with a failure and setback will easily recover and will associate the failure that has been experienced as an experience (Pejares & Schunk (in Hodges, 2018: 59). Conversely, if individuals have poor self-efficacy, they will feel doubtful about their abilities and perceive difficult tasks as a threat that must be avoided (Schunk in Hodges, 2018: 59). Similarly, Hastuti (2021: 75) explains that individuals who have good self-efficacy, with characteristics, namely: (1) Success to overcome obstacles; (2) Know how to deal with situations effectively; (3) Perseverance to make efforts; (4) believe in their abilities. Someone who has good self-efficacy will view their affective arousal as an energizing facilitator, while those who experience self-doubt will consider their arousal as a debilitator (Bandura, 2002: 5). Meanwhile, individuals with poor self-efficacy are characterized by: (1) unsure in facing obstacles; (2) slow in responding to failure; (3) easy to give up; and (4) doubt in their abilities. As has been explained, that the condition of student self-efficacy is related to student achievement, therefore guidance and counseling cannot be separated in the implementation of the educational process. Especially in schools, which have an urgency in paying attention to the quality of student self-efficacy.

Based on the results of interviews conducted on Thursday, November 10, 2022 with several seventh grade students at SMP N 22 Jambi City, there are some students who have good quality self- efficacy and there are also students who have poor quality self-efficacy. Such as the existence of students having difficulty in accepting deficiencies in themselves, namely difficulty accepting physical, psychological and learning weaknesses, which results in students being unsure and will doubt their abilities. In addition, there are students who are worried about making friends for fear that these friends are not comfortable with them. There are students who are hesitant in achieving their goals in the classroom such as not being sure of themselves to get good grades, not sure of getting a ranking, if these goals are not achieved then students will easily give up.

This is in accordance with the statement of Mrs. Marta as the seventh grade guidance and counseling teacher, that the quality of students' self-efficacy is different. Where there are students who have good or poor quality. Students who have poor quality self-efficacy, will easily give up if faced with difficulties or failures in themselves, such as students' self-goals in class to get a rank, if they fail to achieve it, students will give up. In contrast to students who have good quality self-efficacy, if faced with failure students will try until it is achieved. In addition, if faced with a challenge, students will try it. In addition, personal information services are provided to students according to their needs, and are designed through need assessment and based on observations from guidance and counseling teachers. The material that has been provided can be understood by students because in providing material, the guidance counselor not only provides theory but also practice, on the other hand there are also students who find it difficult to understand properly.

In line with the purpose of guidance and counseling in Permendikbud number 111 Year (2014) is to help students achieve optimal and independent development in life to carry out personal, social, learning and career tasks. In order to achieve this goal, guidance and counseling has an obligation to pay attention to the psychological well-being of students, especially in this case, the quality of self-efficacy.

The role of guidance and counseling in schools is very necessary for students, because it can help improve the quality of student self-efficacy, if the information services provided are of high quality, the understanding received will be of high quality and self-efficacy will be good. Prayitno (2013: 259) explains that information services are understanding to interested people about the various kinds needed in order to carry out a task or activity or to determine the direction of the desired goal or planning direction. Therefore, information services are activities that provide understanding to students about what is needed.

Winkel (in Tohirin, 2014: 142) information services are providing assistance to individuals to parse information gaps. Information services are efforts made to equip individuals with knowledge and understanding of their environment and the development process. Counseling guidance has several

areas of guidance, one of which is personal guidance. Personal guidance is the provision of assistance to individuals to achieve the goals and tasks of individual development in realizing a person who can socialize and can adjust to the environment properly (Tohirin, 2014: 122). Personal guidance has a goal, namely (a) to achieve the goals and tasks of self-development, (b) to realize a person who can socialize and adjust to his environment well. So, the purpose of personal guidance is that students can handle themselves, take their own attitudes or can solve problems related to their circumstances.

Based on the background, the objectives of this study are 1) to describe the quality of personal information services at SMP Negeri 22 Jambi City, 2) to describe the quality of student self-efficacy at SMP Negeri 22 Jambi City, 3) to describe the relationship between personal information services and self-efficacy of seventh grade students at SMP Negeri 22 Jambi City . Therefore, researchers will conduct a study entitled "The Relationship of Information Services in Guidance and Counseling with Student Self-Efficacy at SMP Negeri 22 Jambi City".

METHODS

The type of research used is a quantitative approach using a correlational approach method. Correlation or often termed associative research is research that looks for relationships between variables, so that the purpose of this study is to determine the relationship between personal information services (x) and self-efficacy (y) (Sutja, et al. 2017: 63).

The population in this study were all VII grade students of SMP Negeri 22 Jambi City, totaling 259. The sample withdrawal technique uses random sampling technique. Sugiyono (2016: 82) explains that random sampling is the taking of sample members from a population that is carried out randomly without observing the level of the population. The sample in this study was 52 students, where Arikunto (in Arsyad, 2022: 32) explains that if there are less than 100 populations, then the entire population will be sampled in the study. However, if more than 100 populations, then 10%-15% or 20%-25% can be taken. Based on the above definition, it can be said that the result of the summation of the research sample is $259 \times 20\% = 51.8$ so that it becomes 52 people. The data collection techniques used are interviews (pre-interviews) and research questionnaires. The data analysis technique uses a normality test to see whether the data is normally distributed or not, the linearity test is used to test whether the line between X and Y forms a linear line or not, the correlation test is used to see the relationship between the X and Y variables.

RESULTS AND DISCUSSION

Data Description

In this study, the data obtained from the results of research conducted by distributing questionnaires to a predetermined sample of seventh grade students of SMP Negeri 22 Jambi City with

the number of statement items on the personal information service variable totaling 22 items and on the self-efficacy variable totaling 20 items. The answer options use a Likert scale which is distributed by the researcher directly.

The personal information service variable, the amount of data is 22, has a maximum score of 103 and a minimum score of 76 and the average number is 91. To describe the data in this study, it will be described using formula C formula:

$$p = \frac{\sum fb}{\sum n(i)(b)} \times 100$$

$$p = \frac{4735}{52(22)(5)} \times 100$$

$$P = \frac{4735}{5720} \times 100$$

$$=82.8\% \text{ rounded to } 83\%$$

From the above calculations, it is known that the total weight of the frequency of data obtained is 4735, the number of respondents 52 students, 22 statement items, and an ideal weight of 5. Then after calculating, the percentage result of the quality of personal information services is 82.8% rounded up to 83% in the "good" category. It is concluded that the quality of personal information services is in the good category with a percentage of 83%.

The distribution of questionnaires on the self-efficacy variable was given to 52 respondents. The number of self-efficacy statement questionnaires is 20 items with a total of 52 data, a maximum score of 89, a minimum score of 60 and an average of 74.19. To describe the data in this study, it will be described using formula C formula:

$$p = \frac{\sum fb}{\sum n(i)(b)} \times 100$$

$$p = \frac{3858}{52(20)(5)} \times 100$$

$$P = \frac{3858}{5200} \times 100$$

$$=74.19 \text{ rounded to } 74.2\%$$

From the above calculations, it is known that the total weight of the frequency of the data obtained is 3858, the number of respondents is 52, the statement items are 22, and the ideal weight is 5. Then the results of the self-efficacy percentage of 74.19% rounded up to 74.2% are in the "good" category. It is concluded that the quality of student self-efficacy is in the good category with a percentage of 74.2%.

Discussion Results

1. Normality Test

The normality test is a test carried out in order to obtain certainty whether the data requires a normal distribution or not so that it can be determined by statistical techniques. Data is said to be normal if the asymptotic significance (asym. Sig.) > 0.05 and is said to be abnormal if (asym. Sig.) < 0.05 . The following are the results of the calculation of data obtained from respondents using the IBM SPSS Statistic 26 program, namely:

Table 1 . Data Normality Test Output

| One-Sample Kolmogorov-Smirnov Test | | | |
|--|----------------|------------------------------|---------------------|
| | | Personal Information Service | Self-efficacy |
| N | | 52 | 52 |
| Normal Parameters ^{a,b} | Mean | 91,06 | 74,19 |
| | Std. Deviation | 7,320 | 7,238 |
| Most Extreme Differences | Absolute | 0,105 | 0,085 |
| | Positive | 0,069 | 0,085 |
| | Negative | -0,105 | -0,080 |
| Test Statistic | | 0,105 | 0,085 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} | .200 ^{c,d} |
| a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance | | | |

From the table above, it is known that the mean of personal information services = 91.06 and mean self-efficacy = 74.19, standard deviation of information services = 7.320 and standard deviation of self-efficacy = 7.238, and the asymmetric significant level of both variables is 0.200. In accordance with the criteria already explained, it can be concluded that the residual value is normally distributed because $0.200 > 0.05$.

2. Linearity Test

This linearity test is carried out in order to find out whether the two variables are related or not. To find out, the calculated output can be seen from its significance. If the sig value <0.05 then the two variables are declared linear and if the sig value > 0.05 then the data of the two variables is not linear. The results of the linearity test can be seen in the table, namely:

Table 2. Data Linearity Test Table

| | | | df | Mean Square | F | Sig. |
|---|-------------------|--------------------------------|----|-------------|--------|-------|
| Self-efficacy * Personal Information Service | Between Groups | (Combined) | 22 | 54,199 | 1,062 | 0,433 |
| | | Linearity | 1 | 525,543 | 10,300 | 0,003 |
| | | Deviation from Linearity | 21 | 31,754 | 0,622 | 0,868 |
| | Within Groups | | 29 | 51,024 | | |
| | Total | | 51 | | | |

The results of the data analysis output above obtained a linearity significance value of 0.003. Based on the criteria if the significance is <0.05 , the two variables are declared linear and if the significance > 0.05 , the data of the two variables are not linear. The results obtained are $0.003 < 0.05$, so from these results indicate that there is a linear relationship between the variables of personal information services and self-efficacy.

3. Correlation Test

The correlation analysis test between two variables is said to have a relationship if it has a significance value <0.05 and if the significance value > 0.05 then the two variables are said to have no relationship. This study uses the help of the IBM SPSS Statistic 26 program, with the output results, namely:

Table 3. Correlation Test Output Table

| Correlations | | | |
|------------------------------|---------------------|------------------------------|---------------|
| | | Personal Information Service | Self-efficacy |
| Personal Information Service | Pearson Correlation | 1 | .443** |
| | Sig. (2-tailed) | | 0,001 |
| | N | 52 | 52 |
| Self-efficacy | Pearson Correlation | .443** | 1 |
| | Sig. (2-tailed) | 0,001 | |
| | N | 52 | 52 |

The table above shows that personal information services with self-efficacy have a correlation coefficient of 0.443 with a significance of 0.001. The results show that there is a positive relationship between personal information services and self-efficacy with moderate correlation (adequate relationship), because the calculated r value from the correlation test results is in the range of correlation coefficient values, namely 0.41-0.70.

Research Hypothesis

To prove whether there is a relationship between personal information services and student self-efficacy, a correlation analysis is carried out using the Pearson product moment formula with a long formula:

$$r_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{52 (352499 - (4735) (3858))}{\sqrt{\{52(433891) - (4735)^2\} (52(288906) - (3858)^2)}}$$

$$r_{xy} = \frac{18329948 - 18267630}{\sqrt{\{22562332 - 22420225\} \{15023112 - 14884164\}}}$$

$$r_{xy} = \frac{62318}{\sqrt{142107} (138948)}$$

$$r_{xy} = \frac{62318}{14051862309316}$$

$$r_{xy} = 0,443$$

Based on the results of the product moment correlation test above, the result obtained is r count 0.443. This result shows that the correlation test with the product moment formula is the same as the correlation test output using IBM SPSS 26. Based on the results of data processing, the results of r count 0.443 were obtained, where the results of r count > 0.005 , which means that the hypothesis stating that there is a relationship between personal information services and self-efficacy of students of SMP Negeri 22 Jambi City is accepted.

Discussion

After analyzing the data and getting the results that there is a significant positive relationship between personal information services and self-efficacy of students of SMP Negeri 22 Jambi City. The relationship is evidenced by the sig result of $0.001 < 0.005$ which indicates that there is a relationship.

between personal information services and student self-efficacy as evidenced by the correlation r count of 0.443.

Therefore, the positive relationship obtained from the calculated r coefficient means that the better the quality of personal information services received, the better the quality of self-efficacy possessed by students. Conversely, if the quality of personal information services is not good, the quality of self-efficacy is also not good. This is in line with Wati, et al (2014) who explain that through information services, the state of self-efficacy has increased and state that there is a relationship between information services and student self-efficacy. The same thing with Handari (2022) that there is an effect of information services on self-efficacy.

Based on the results of data processing, the personal information service variable is included in the good category with a percentage result of 83%. This means that the information services provided by the guidance and counseling teacher are of good quality, so the understanding received will be of good quality too, with good quality, students will be able to achieve personal development goals and tasks, realizing a person who is able to socialize and adjust to his environment well (Tohirin, 2014: 122). In line with the objectives of guidance and counseling contained in Permendikbud number 111 of 2014, namely helping students to achieve optimal development and independence in life to carry out tasks in personal, social, learning and career aspects.

The quality of personal information services produced is good, then self-efficacy is good. Where in this study, the self-efficacy of students of SMP Negeri 22 Jambi City was in the good category at 74.2%. Each individual has a different quality of self-efficacy, this self-efficacy refers to beliefs about an individual's ability to successfully perform a task. self-efficacy is the belief that "I can" helplessness is the belief that "I can't" (Maddux 2002 in Santrock, 2017: 523). Self-efficacy can be influenced by

one's actions. Individuals who have good self-efficacy will always try harder to face challenges, otherwise individuals with poor self-efficacy will reduce their efforts in difficult situations. Also, the better the self-efficacy, the stronger the self-commitment to achieve the goals that have been set and vice versa. The less good self-efficacy, the lower the commitment to the goals that have been set (Bandura in Kristiyani, 2020: 86).

CONCLUSIONS

Based on the research results described in the previous chapter, it can be concluded that: 1) The quality of personal information services at SMP Negeri 22 Jambi City is in the good category with a percentage result of 83%. So it can be concluded that the quality of personal information services is in the good category. 2) The quality of self-efficacy of students of SMP Negeri 22 Jambi City is in the good category with a percentage result of 74.2%. It is concluded that the student's self-efficacy has good self-efficacy quality. 3) There is a significant relationship between personal information services and self-efficacy of seventh grade students of SMP Negeri 22 Jambi City with a value obtained of 0.443 which is in a moderate correlation or adequate relationship, because the calculated r value from the correlation test results is in the range of correlation coefficient values, namely 0.41-0.70.

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CONSUMERISM IN THE CONTEXT OF SUFISM EDUCATION

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Abstract

Sufism is one of the scientific studies that many scholars admire in the current era of modernism. One that entered that era was consumerism which was identified with the heart of capitalism. Therefore the purpose of this study is to describe consumerism in the context of Sufism education. The method used is literature study, then the relevant data is collected and then the contents are analyzed and finally concluded. The results of the study show that consumerism in the context of Sufism education needs to be controlled because it is an exaggerated behavior, only oriented towards worldly satisfaction and fosters arrogance so there should be an effort to restrain desire by fasting and always feeling enough.

Keywords: *Consumerism, Sufism Education, Role*

Abstrak

Tasawuf menjadi salah satu kajian ilmu yang banyak dikagumi oleh para cendekiawan di era modernism saat ini. Salah satu yang masuk di era tersebut adalah konsumerisme yang di identikkan dengan jantung kapitalisme. Oleh karena itu tujuan dari penelitian ini adalah untuk mendeskripsikan terkait Konsumerisme Dalam Konteks Pendidikan Tasawuf. Metode yang digunakan adalah studi pustaka, kemudian dikumpulkan data-data yang relevan lalu dianalisis isinya dan terakhir disimpulkan. Hasil penelitian menunjukkan bahwa Konsumerisme Dalam Konteks Pendidikan Tasawuf sangat perlu untuk dikendalikan karena merupakan perilaku yang berlebih-lebihan, hanya berorientasi pada kepuasan duniawi dan menumbuhkan sifat sombong sehingga mestinya ada upaya untuk menahan hasrat dengan cara berpuasa dan senantiasa merasa cukup.

Kata Kunci: *Konsumersime, Pendidikan Tasawuf, Peran*

INTRODUCTION

The word tasawuf does not sound foreign anymore among Muslim scholars, both in Indonesia and in other countries. Sufism is often known by the term Islamic mysticism or Sufism (Mujieb & et al, 2010). Sufism is known more popularly as the science of direct knowledge of God, whose teachings originate from the Al-Quran and al-Hadith, the inspiration of the pious, and the kasyf (opening of the heart) of the 'Arif'. Sufism is also often interpreted as a teaching about how to purify the soul, clarify morals, and build the physical and mental to be able to obtain eternal happiness (Beauty, 2023).

Abid Nurhuda also said that tasawuf can make a person's soul will come out of the despicable qualities caused by lust through riyadhoh and mujahadah towards praiseworthy qualities such as generosity, generosity, and others (Nurhuda, 2023c). Sufism has indeed become a scientific study that is highly admired by scholars. Because moral messages start from the relationship between humans and themselves, humans and other humans, humans and other creatures, to the relationship between humans and God. It is said that it aims to form the main personality through Islamic teachings (Princess &

Nurhuda, 2023). In the initial study of Sufism, one will usually be introduced to the term level of one's worship or servitude to Allah SWT. namely syar'iat, tarekat, essence and makrifat (Mulyati, 2011).

Amid the continuous progress of time which in the modern world has become an undeniable historical fact (Nurhuda, 2022a). The existence of Sufism is still a reference for people in living life. The progress of the times that has occurred has had an impact not only on changes in the means of production but also in the way of life and human thinking. Change displays two faces. On the one hand, it facilitates human affairs but on the other hand, it has a domino destructive effect (Nurhuda, 2023b).

One of the most obvious impacts of the progress of the times is the culture of consumerism as a fruit of the modernization era. Consumerism is the heart of the capitalist system, namely a culture in which various forms of lies, illusions, hallucinations, dreams, all them, artificiality, superficiality, and the surface are packaged in the form of commodities through hyper semiotic and imagological strategies which are then formed socially through economic communication (advertisements, shows). and so on) as the semiotic power of capitalism, so that in the end it forms false self-consciousness. (Piliang, 2003).

Some of the writings that have studied this theme include; First, a journal entitled the face of Sufism in the modern era between challenges and Answers researched by Ahmad Sidqi. This journal describes the epistemology of knowledge in the modern world which emphasizes rationality and Sufism which emphasizes the spiritual aspect. The author seeks to integrate the two tools to achieve knowledge without discrediting one of them (Sidqi, 2015).

Second, a journal entitled *The Role of Sufism in the Era of Modern Society: Opportunities and Challenges* was written by Ghulam Falach and Ridhatullah Assya'bani. The author explains that the teachings of Sufism are not anti-modern, hinder creativity and hinder progress. However, the value of Sufism directs humans to a progressive, active, and productive attitude because Sufism is a form of one's spiritual experience that places more emphasis on the aspect of taste rather than ratio and is often referred to as the science of taste (dzauq). Sufism will not be trapped in a transcendental-speculative nature. With the help of philosophy, Sufism can sharpen formulations and meet mutually agreed scientific standards. (Falach & Assya'bani, 2022).

The study that most distinguishes between what the author will examine with previous research is regarding the outline of the discussion. The author tries to examine the extent of the role of Sufism education in responding to the impact of the modern era, namely the culture of consumerism, which is increasingly unstoppable. This research attempts to answer three major questions: What is meant by Sufism, what is meant by consumerism culture and what is the role of Sufism in stemming the flow of consumerism culture? The hope is that the messages contained in this article can be understood so that they are right on target for all readers (Nurhuda, 2022b).

RESEARCH METHODS

The method used in this research is a literature study which means collecting information and data with the help of various materials in the library such as documents, books, magazines, historical stories, etc. (Nurhuda et al., 2023). Data collection comes from primary and secondary matters, then the content analysis is carried out and finally conclusions are drawn by verification.

RESULT AND DISCUSSION

Get to know Sufism

Sufism or also known as Sufism is a teaching about how to purify the soul, clarify morals, and build the physical and spiritual to be able to obtain eternal happiness. Among the scholars, some say that Sufism as a whole is a moral which it can cover all aspects of life (Nurhuda, 2023a). Whoever is knowledgeable with morals, then he has provided you with Sufism. History, schools of thought, and the core of their teachings have several different versions of what Sufi or Sufism means. There are at least six opinions in this regard, as follows (Isa, 2005).

1. The word shuffah means the overhang of the Prophet's mosque and is inhabited by some of Ansar's friends. This is because the practice of Sufism experts is almost the same as what these friends practice, namely by getting closer to Allah and living in simplicity.
2. The word Shaf can also mean a line. This term is then considered by some experts as the root of the word Sufism because a Sufism expert is a person or group of people who cleanse the heart, they are then expected to be in the first line (shaft) with Allah SWT.
3. The word shafa can also mean clean because tasawwuf experts then try to clean their souls to get closer to Allah SWT.
4. Shufanah said, as a wood that survives to grow in the desert. This is because the teachings of Sufism can survive in a turbulent situation when Muslims are lulled by materialism and power, just as the wood of shufanah survives in the middle of a barren desert.
5. The word Theosophy, then comes from the Greek language which means the science of divinity, because Sufism talks a lot about divinity.
6. The word shuf can also mean wool because Sufism experts at first used simple clothes made of leather or wool (wool).

Although it has various definitions, Sufism then has one meaning, namely an effort to get closer to God and stay away from worldly things so that he competes to increase high morals. (Khiyaroh et al., 2023). Still, in the same source, Sufism itself can be interpreted as a method to achieve closeness and unification between the servant and God and to achieve truth or essential knowledge (ma'rifat) as well as the core sense of religion.

The Principles of Sufism

Sufism aims to help someone stay in the way of Allah SWT. With tasawuf, a person then becomes not excessive in worldly matters and stays focused on the faith and piety that he has so that he becomes pure in heart (Nurhuda, 2022c). Several principles can be carried out in tasawuf. According to the Sufi expert, Professor Angha in *The Hidden Angels of Life*, the principles of Sufism that can be carried out are as follows.

1. Remembrance

Dhikr is a process of heart purification, cleansing, and release. The people who do dhikr then aim to get closer to God through prayer and chanting dhikr.

2. Fikr (Meditation)

When the mind feels confused or wondering, focus the attention that you have inward by concentrating on one point. Meditation is a journey of mental activity from the external world to the essence of self. Besides that, it also indirectly sharpens the brain so that it is not easy to forget (Nurhuda & Prananingrum, 2022).

3. Sahr (Rise)

By Awakening the soul and body as a process of developing eye and ear awareness. Besides that, it is also a process of listening to the heart, as well as a process of gaining access to hidden self-potentials.

4. Ju'i (Feeling Hungry)

Feeling hunger in the heart and mind to then persist in seeking and obtaining a truth. This process then involves a deep desire and desire to remain steadfast and patient in the search for identity.

5. Shumt (Enjoy the Silence)

Stop thinking and saying unnecessary things. These two things are a process of calming the tongue and brain and diverting from external temptations towards God.

6. Shawm (Fasting)

It is not only the body that fasts but also the mind. This process then includes physical fasting, beneficial to be able to escape from the desires and desires of the brain and the views or perceptions of external senses.

7. Khalwat (Alone)

Praying in silence or solitude, both externally and internally, will help escape. Being alone will still bring you closer to other people or in a crowd.

8. Solemn (Serve)

Unite with God's truth. Someone who finds the soul's path to service and self-growth.

Get Acquainted With Consumerism Culture

In simple terms, consumerism is a lifestyle in which humans become addicts of a product. According to sociologist Jean Baudrillard, consumerism is a modern consumption culture that creates a desire to consume something continuously. This is why consumerism is often associated with the terms extravagant, hedonistic, and glamorous. From Baudrillard's point of view, someone who has a consumerist lifestyle usually wants to show their social status. In other words, they behave consumptively not with a need orientation, but for lifestyle alone.

Consumerism is also defined as a term used to describe the effect of equating personal happiness with the purchase of goods and consumption. In one of his articles, Raymond Souza defines consumerism as a way of life in which humans, at least in practice, make things the objects of their day's desires i.e. make these things the source of their identity and the goals to be achieved in their lives. (Santoso, 2006).

Have we ever thought for a moment to look back at the activities that we or other people have been doing? Of all activities is there a uniform pattern that has a red string? The writer thinks so. We often find it difficult to distinguish between needs and wants, this difficulty is unknowingly exploited by capitalists to lead us to become consumers who always like to consume products.

Consumption can be interpreted as a process of consuming or transforming the values stored in an object. Consumption can be seen as a process of objectification, namely the process of externalizing and internalizing oneself through objects as the medium. In this series, there is a process of creating values through objects which then give recognition and receive these values.

Viewed from a linguistic perspective, consumption can be seen as a process of using or deconstructing the signs contained in objects by consumers to mark social relations. In this case, the object can determine the status, prestige, and certain social symbols of the wearer. The object forms social differences and naturalizes them through social differences and naturalizes them through differences at the semiotic level or signs. On the other hand, consumption can also be seen as an unconscious (unconscious) phenomenon that thus enters the realm of psychoanalysis. In the psychoanalyst's sense, consumption can be seen as a process of reproduction of desire and reproduction of primordial subconscious experiences. In this case, Consumption reminds one to return to unconscious stimuli that are first experienced primordially in the form of sexual pleasure that arises first in a relationship with a sexual object. Consumption is a substitute or substitute for the lost pleasure that is stored in a subconscious form.

Factors influencing consumptive behavior

Some of the things that cause consumptive behavior, among others (Rohayedi & Maulina, 2020):

1. Buyers want to look different from others, most consumptive traits arise because buyers want to have things that no one else has, as a result, buyers will also look for items that are rare or limited edition, of course, the price is also definitely very expensive.
2. Pride because of his appearance, and consumptive nature is also common because of an excessive sense of pride in appearance. Usually, many people will be confident if they have luxury goods and are always updated
3. Going along, there is also the nature of people who go along with other people so that whatever it is they will always buy and want to always have items that are currently popular with the times.
4. Attracting the attention of other people is one of the most influential on a person's consumptive behavior, usually, people who always want to attract the attention of others must have a way, one of which is to have up-to-date goods (Nurhuda & Putri, 2023). The tendency for people to maximize their shopping activities is no longer according to their daily primary needs but according to their tastes (tertiary).
5. The presence of advertising is a message that offers a product aimed at audiences through mass media that aims to influence people to try and ultimately buy the products offered.
6. Lifestyle is one of the main factors in the emergence of consumptive behavior. The lifestyle in question is a lifestyle that imitates foreigners who wear luxury products from abroad which are considered to enhance one's social status.

How Consumerism Culture Works

The development of advertising and advertising in today's consumer society has raised various social and cultural issues, especially regarding the sign used, the image displayed, the information conveyed, the meaning obtained, and how everything influences perception, understanding, and societal behavior. An advertisement does not display the reality of a product being offered but rather a mask of reality. The impact of advertising that we continuously consume is not just a medium of information or entertainment but also determines the size of our desire to consume a product. Especially now that advertisements are not only found on television but on all social media platforms whose use is not limited to adults and children.

Compared to providing a real picture of reality, advertising is trapped in a free play of signs scheme to create a false image of a product, namely an image that is not an integral, substantial, or functional part of the product but through the rhetorical ability of a product. advertisements, these images become a reference model for consuming a product.

As a language of communication, advertising has its basic structure. The deception that is often accused in advertising, however, must be conveyed through language. Ads deceive through language. Structurally, advertising consists of signs, namely the smallest elements of language consisting of

signifiers, namely something material in the form of pictures, photographs, or illustrations and the signified or the meaning behind these markers, all of which can be used to describe reality or otherwise falsify reality.

Some of the ad sample analyses below can provide a glimpse of the relationship between the appearance of an advertisement, the way the sign elements are combined (object/context/text), the concept or meaning generated from it, the information it provides, and how this meaning and information relates to various relations in society and culture (Bali, 2015).



Figure 1. Cigarette Advertisement

In the Gudang Garam cigarette advertisement, the language signs in the form of slogans appear more prominent. This advertisement displays images of busy people going to work, which creates a young male character walking against the current with a face full of confidence. On the picture is written some text that supports the picture, namely "Make a decision determine the path" in large size "Lead Now!" in large and printed on a red background, and "Men Have Taste" in smaller size.

As in advertisements in general, there is a kind of borrowing code here, namely the code for a man who looks confident, dashing, independent in thinking and acting, smart, macho, and a sign of super people language. The image of the Djarum cigarette logo, which is directly associated with the cigarette product, functions as a signifier, namely a producer of meaning. This means that Gudang Garam cigarettes provide superior quality, condition, or position to everyone who consumes them in the form of courage, virility, and independence.

However, isn't what happens, in reality, the opposite? Based on medical research, smoking is the main source of deadly diseases such as lung disease, heart attacks, cancer, impotence, and pregnancy disorders in women, which makes a person weak, vulnerable to illness plus impoverishment because the amount of money that has to be spent is not small. This ad has turned reality upside down. It presents a simulation, namely media reality that is not related to the real reality, a distortion of reality.

Even though at the bottom end of the ad is displayed text providing information about the dangers of smoking, one line of text cannot possibly match the many signs and symbols displayed on the sides. This cigarette ad provides information that advertising which is often only seen as a medium

that offers or informs a product has a major influence on our perceptions of needs and wants. Cigarettes are not a primary need, we are not born to smoke, in this case, for example, if we don't smoke, the effect is the same if we don't eat. This means that smoking is not a necessity. But we are compelled to include smoking as a necessity in life. This pattern also applies to various other products. What's crazier are usually food products, beauty, fashion, and transportation. In the following, the author shows examples of several advertisements that have a big share of the desires that we have.



Figure 2. Wardah advertisement



Figure 3. Sigra car advertisement

The Role of Sufism in Consumerism Culture

Excessive consumption is a characteristic of a society that does not know God, condemned in Islam and called *scrap* (waste) or *tadzir* (wasting wealth without use). Islamic teachings recommend a pattern of consumption and use of wealth in a fair and balanced manner, namely a pattern that lies between stinginess and extravagance, Janwari stated the same thing as the middle principle, Muslims are determined to spend and consume goods in the middle. On the one hand, humans are generous, but at the same time, they should not overdo it, either for themselves, their families, or their dependents. (Nurhuda, 2021).

The median principle applies to spending on the consumption of goods and consumption of services at various levels of need. The fuqaha have divided the level of consumption into three main levels namely, primary (dharuriyat), secondary (hajiyat), and tertiary (tahsiniyat). Fulfillment of primary consumption is intended to realize survival including food, shelter, religion, clothing, and marriage. Fulfillment of secondary consumption to maintain the basic principles of life includes goods and services that are still counted as basic needs although not in terms of the type, quantity, and quality that are needed as primary needs. Fulfillment of tertiary consumption is intended to create a more comfortable and enjoyable life, including luxury goods. (Rohayedi & Maulina, 2020).

Sufism in social life has a great influence on solving existing social problems and diseases. The practice contained in the teachings of Sufism will guide humans to become wise and wise human beings. Sufism itself apart from understanding outer reality is also able to understand one's inner reality so that one can understand interacting harmoniously, harmoniously, and in a balanced manner in *ubudiyah* and *mualamah* based on the values of Islamic teachings.

Sufism or Sufism is recognized in history as having had a major influence on the moral and spiritual life of Islam throughout the past thousands of years. During that period, Sufism was closely related to the dynamics of the life of the wider community, not just a small group that was exclusive and isolated from the outside world. So life in the modern world is very much needed, to guide people so that they still long for their God, and also for people who originally lived a glamorous and happy life to become ascetic people (*zuhud* to the world).

In this modern century, progress in the field of science and technology has unknowingly brought humans to an evil nature, humans have been shackled to something material and only provide temporary pleasure so that they forget about something that can fulfill their inner needs, namely spiritual things. it makes them experience an empty soul which leads to uncontrollable desires and requires urgent efforts to heal.

In overcoming this problem that shackles modern humans, one solution is to return to religion by instilling spiritual values into life, the discourse of Sufistic life which has been decorated with current conditions is an alternative that can be socialized by today's society. According to Komaruddin Hidayat and Muh Wahyuni Nafis revealed that the suitable era for the modern world is the diversity of Sufis because both are considered to be very humanist, inclusive, and not contrary to anthropic principles and natural law, in other words, the future religion offered is a religion that fights for the principle - anthropic-spiritualist principles, namely religious schools that place humans as the central subject in the universe,

Sufism is urgent for modern society because Sufism can function as a means of controlling and controlling humans so that the human dimension is not reduced by modernization which leads to material values that will lead humans to achieve moral excellence Sufism can also provide inner coolness and syari discipline. oh at once.

Sufism is meant of course Sufism which has been formulated contextually-humanist-sociologically without leaving individual spiritual depths so that Islam in which Sufism resides dynamically will always "start the era" and is always enlightened and able to provide solutive answers to every problem of modern society, Sufism As the core and pinnacle of Islamic teachings, it is implicit in it that Sufism must be studied, studied and understood and the truth sought.

The teachings contained in Sufism are efforts to isolate oneself from being trapped by worldly deceit and can also be used to equip modern humans so that they do not become screws in the machine of life that no longer know where to go, Sufism with its uzlah concept tries to release and liberate humans from the traps of life that enslave him, this does not mean that a person has to become a hermit, he is still involved in various lives but still controls his activities according to Godly values and does not otherwise dissolve in worldly influences.

CONCLUSION

Consumerism is an excessive and irrational consumption behavior that prioritizes wants over needs by not prioritizing benefits that tend to be wasteful, satisfaction, and self-recognition. According to an Islamic perspective, consumerism is an act that is not recommended because it is included in excessive behavior, only oriented towards worldly satisfaction, and fosters arrogance. Islam, through Sufism, teaches consumption behavior that adheres to the notion of balance in various aspects, according to needs, and has a value of benefits by rationality. Efforts to suppress consumptive behavior can be done by holding back desires by fasting and self-training to always feel enough.

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PRIMARY SCHOOL EDUCATION LEVEL EVALUATION OF THE WEDNESDAY READING MOVEMENT (GERABA) PROGRAMME

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Abstract

This study aims to analyze the implementation of the GERABA (Wednesday Reading Movement) program, supporting factors as well as inhibiting factors and input as improvements to the program. This type of research uses descriptive qualitative by applying the Context, Input, Process and Product (CIPP) evaluation model. The subjects in this study were school principals and teachers who were involved in implementing the Wednesday Reading Movement (GERABA) program at Sarakan 2 Public Elementary School. Data were collected by means of observation, interviews, and document study. The results of the context research analysis show that the implementation of the GERABA program at SD Negeri Sarakan 2 which is carried out routinely every Wednesday has not been able to increase students' interest in reading, while the input by the facilities and infrastructure is considered inadequate. In the process component which includes retelling up to the library visit it is still difficult to do, and in the product component the expected output has not been optimally achieved.

Keywords: Evaluation, Literacy Movement, Elementary School Education.

Abstrak

Penelitian ini bertujuan untuk menganalisis keterlaksanaan program GERABA (Gerakan Rabu Membaca), faktor pendukung serta faktor penghambat dan masukan sebagai perbaikan program tersebut. Jenis penelitian ini menggunakan deskriptif kualitatif dengan mengaplikasikan model evaluasi *Context, Input, Process* dan *Product* (CIPP). Subjek dalam penelitian ini yaitu kepala sekolah dan guru yang terlibat dalam pelaksanaan program Gerakan Rabu Membaca (GERABA) di SD Negeri Sarakan 2. Data dikumpulkan dengan cara observasi, wawancara, serta studi dokumen. Hasil analisis penelitian *context* menunjukkan bahwa implementasi program GERABA di SD Negeri Sarakan 2 yang dilakukan secara rutin setiap hari rabu belum dapat meningkatkan minat baca peserta didiknya, sedangkan *input* oleh sarana dan prasarana yang terbilang belum cukup memadai. Pada komponen *process* yang meliputi menceritakan kembali sampai kunjungan perpustakaan masih sulit untuk dilakukan, dan pada komponen *product* luaran/output yang diharapkan belum tercapai secara maksimal.

Kata Kunci: Evaluasi, Gerakan Literasi, Pendidikan Sekolah Dasar.

INTRODUCTION

Currently, reading is essential, as it provides numerous benefits, most notably an increase in knowledge. However, in this advanced age, reading interest is beginning to decline, particularly among students. The media are a contributor to students' declining interest in literature. This is due to the fact that children prefer to observe and listen over reading. (Oktaviani et al., 2023) Factors contributing to low interest in reading in the community include: 1) an unsupportive family and community context, 2) a lack of interest in purchasing books, 3) a lack of suitable libraries, 4) unfavorable developments from gadgets, 5) repetitious techniques, and 6) an ineffective reading system. (Gustinawati et al., 2022)

The government established the School Literacy Movement (GLS) programme, through Minister of Education and Culture Regulation No. 23 of 2015 on the obligation to read literature for fifteen minutes before teaching and learning activities begin, to improve the quality of education through a reading culture. Literacy is defined as the ability to listen, talk, read, and write, as well as the ability to think. Many schools have not yet maximized their efforts to develop literacy in their schools. One of the reasons is a lack of understanding about the value of literacy skills in life, as well as a lack of use of literature other than textbooks. (Rafida et al., 2022)

The school literacy movement has been largely adopted in schools through various reading literacy activities, however many still face problems or face several barriers to successfully implementing the school literacy movement. The literacy movement is in keeping with the national curriculum's (Curriculum 2013) objectives, which require students to contribute to the growth of education in Indonesia. Each school must be able to implement the school literacy movement optimally in order for it to be realized. The school literacy movement is a long-term and comprehensive initiative to transform schools into fun and child-friendly literacy learning institutions where all students and staff members demonstrate empathy, caring, curiosity, love of learning, skilled communicators, and can have a positive impact on the student's social environment.(Khusna et al., 2022)

The general form of implementation of the school literacy movement in elementary schools comprises 15 minutes of reading books, referred to as habituation. It can happen in the classroom by reading literature 15 minutes before class starts. The activity's goal is to inspire children to love reading, to give a fun reading experience, to promote students' reading habits, and to make teachers role models in reading (Mujahidah, N., & Alpin Hascan, M. . (2023). The teacher will give students reading guidance and assign students to rephrase the text they have read using sentences that correspond to the student's knowledge. Books that students can read vary and are not limited to subject matter such as fiction and non-fiction books (J Nugraha, 2022).

The literacy program GERABA (Wednesday Reading program) has been established at SD Negeri Sarakan 2. Every Wednesday, all students from grade 1 to grade 6 participate in reading activities both in the classroom and in the library, which is organized by class teachers and school library staff, and the books read vary in addition to textbooks. Based on the literacy program, this research focuses on a study to determine the implementation of the GERABA (Wednesday Reading Movement) program, supporting and inhibiting variables, and input for program improvement.

METHOD

The Context, Input, Process, and Product (CIPP) evaluation model is used in this descriptive qualitative research. Descriptive research is used to determine independent variables or many variables (free) without comparison, or to link one variable to another.(Ine Rahayu Purnamaningsih, 2021). The CIPP evaluation model is also employed in this research, which is an evaluation methodology used to completely evaluate a program. Not only that, but using this CIPP model provides useful information when deciding on a program. So that the findings of this evaluation study can be used to make recommendations for the development and implementation of the Wednesday Reading Movement program at SD Negeri Sarakan 2.(Destrianto & Dwikurnaningsih, 2021).

The participants in this study were administrators and teachers working in the Wednesday Reading Movement (GERABA) program at SD Negeri Sarakan 2. A purposive sample strategy was utilized to select the research subjects. Purposive sampling is a random

sampling strategy that meets the conditions of the research being done. The researchers employed interviews, observations, and document studies to acquire data for this study. Interviews were conducted with the research subjects during the interview process, followed by an observation method on the implementation of the ongoing program and literacy support facilities in the school environment, and finally a documentation study was carried out by identifying the administrative documents of the GERABA program. Observation sheets, interview sheets, and documentation sheets were used to collect data. The researchers then employed qualitative data analysis techniques to process the data. In this qualitative study, data analysis is based on the program assessment approach using the CIPP model.

RESULT AND DISCUSSION

Every Wednesday, GERABA (Wednesday Reading Movement) is held to extend students' horizons and to encourage students' enthusiasm in reading. According to UNESCO, literacy in Indonesia ranks second to last among all countries in the world. According to the findings of a UNESCO investigation, only one in every 1000 Indonesians is a voracious reader. According to this rating, the literacy rate of Indonesian citizens is very low. How unfortunate that our country has achieved this position. As a result, the government runs literacy programs for children while they are in school. It is intended that if they have been exposed to literacy activities since childhood, their interest in reading will grow as they get older.

According to the situational evaluation of this educational program, children's interest in reading books remains low. The once-weekly reading movement has not increased pupils' interest in reading, as expected by teachers at SD Negeri Sarakan 2. From seven days a week for a very little time of only 15 minutes. Consider how much time kids squander in their lives on things that aren't as important. With globalisation and sophisticated technology, it is apparent that students prefer to carry mobile phones rather than books.

This program's input evaluation is aided by facilities and infrastructure that are insufficient. The school has a library, although textbooks dominate the collection. Teachers and parents should work together to ensure that reading is done not only at school but also at home, as pupils spend more time at home than at school. Parents should manage their children's mobile phones, for example, by purchasing or downloading e-books, so that students' mobile phone activities include more than just playing games. However, due to a lack of socialization between instructors and parents about the value of reading, it is still difficult to cooperate with parents at this school.

When reading a book, the situation should be enjoyable so that the reader understands how fascinating this activity is. Reading books with plenty of colors and graphics, for example, or reading books together, not just with friends, but also with family. Students also read anything that can pique their interest in reading, such as novels, comic books, short stories, poetry, and so on. In some circumstances, parents exclusively buy textbooks for their children and tell them to read textbooks all the time, even if the youngster is not interested in textbooks. Textbooks contain volumes with dense content, and even if the youngster reads the book, he may not grasp what he reads. That is why children dread reading books. Because they are

compelled to read books in genres they do not particularly enjoy or comprehend. Adults, such as instructors and parents, are undoubtedly required to aid students in reading textbooks. Adults can use books like these by reading them and then explaining the significance of the book. Many parents are unaware of this disorder, which causes children's interest in reading to dwindle.

As a result of this situation, not only parents and teachers, but also the government, must collaborate. Not many parents have the money to buy their children's favorite books. As a result, it is intended that the government's responsibility will be to buy fascinating publications that are distributed in all Indonesian schools. As previously said, these books are not just textbooks, but also books of numerous types and genres.

Children in primary school do not devote much time to reading. As a result, reading time that is appropriate for the child's capacity but nevertheless of excellent quality is required. The literacy movement in schools is supposed to encompass more than just reading. This is because children may not comprehend what they read. This is where the teacher comes in. Following the reading of the book by the students, the teacher must repeat and clarify what they have just read so that the pupils fully comprehend and do not misunderstand what they have read.

In addition to discussing what the pupils read, the teacher must be aware of the outcomes of the reading. For example, the teacher may request that pupils refrain from describing what they read in front of their peers. Alternatively, the teacher can pose some questions relevant to the book read, and the students must respond based on what they have read. Reading is no longer a passive pastime, but rather an engaged one.

The procedure of evaluating the process that is being evaluated must be repeated until the start of the process is completed. From greater ahli tenaga yang dapat mengurus perpustakaan administration to guru keterlibatan yang masih minim untuk mendukung proses evaluasi ini berupa menceritakan kembali apa yang mereka baca.

To make it more fun, reading books can be used as a race; every race includes a reward, and so does this reading competition. This program can be designed so that students compete to win by reading books. Students who finish the most books in a month can be awarded trophies, stationery, and other incentives that encourage them to read more books. Of course, whatever can be done to produce the best results for students, who are the nation's future generation.

Additionally, It is hoped that through the involvement of many parties, including teachers, parents, and the government, pupils' interest in reading will improve, but not by compulsion. Students grow to appreciate books as though they were daily meals that could not be ignored. Reading can begin with books with light themes, such as novels and comic books. Reading these books is not a waste of time for parents or teachers. Reading these novels is really beneficial, especially in explaining to children why reading in these books is thrilling and enjoyable. Teachers and parents can enhance the level of children's reading after they have

enjoyed reading books with light subjects, for example, by offering reading in the form of biographical books, reading in the news, and even reaching the level of reading self-development books.

This literacy program's product evaluation findings have not enhanced pupils' enthusiasm in reading. Due to a lack of cooperation from multiple stakeholders, mainly parents, teachers, and the government, as well as a lack of specialists who can handle library administration, the existing library is not being used to its full potential.

Based on the findings of the evaluation of Context, Input, Process, and Product, it is possible to conclude that there are several supportive and inhibiting elements for this literacy program that prevent pupils from becoming interested in reading. The engagement of multiple homeroom teachers in monitoring students in carrying out this program, from guiding students to read to evaluating student reading by asking questions and allowing select students to share their reading outcomes, is a supporting component. This practice also tries to instill confidence in pupils to perform in public. Furthermore, some impediments include books that are less diversified, which reduces children's interest in reading, teachers who have not participated in this activity concurrently, and the coordination of parents and teachers understanding the value of reading, which is still quite limited. To improve this program, multiple stakeholders, including teachers, parents, and government organizations, must work together to increase pupils' enthusiasm in reading. From teacher seminars to parents about the significance of reading books to government-funded book subsidies, there is something for everyone. Teachers should frequently urge kids to be interested in reading literature. Because books are a portal to knowledge.

CONCLUSION

The Wednesday Reading Movement (GERABA) program at SD Negeri Sarakan 2 is routinely carried out once a week because there are supporting factors in implementing the program, such as the involvement of several homeroom teachers to monitor students in carrying out this program, from guiding students to read to evaluating student reading by asking questions and inviting some students to present their reading results. However, despite being carried out once a week, the program has failed to enhance pupils' enthusiasm in reading. This is due to a number of impediments that keep pupils at SD Negeri Sarakan 2 from becoming more interested in reading. The impediments include books that are less diversified, which reduces children's interest in reading, teachers who have not participated in this activity concurrently, and the coordination of parents and teachers understanding the value of reading, which is still extremely little.

As a result, the program needs to be improved so that pupils' enthusiasm in reading grows. In order to boost pupils' enthusiasm in reading, multiple parties, including teachers, parents, and government organizations, should work together. From teacher seminars to parents about the significance of reading books to government-funded book subsidies, there is something for everyone. Teachers should frequently urge kids to be interested in reading literature.

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EVALUATION OF TEACHER ASSESSMENT CAPABILITIES THROUGH MULTI-STAGE ADAPTIVE TESTING

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Abstract

The objective of this study is to assess MSAT (MULTI-STAGE ADAPTIVE TEST) performance of 21 Teachers and was carried out at Madrasah Ibtidaiyah Negeri 9 Nagan Raya, with the research subjects being Madrasah teachers and performed with three cycle tests. In accordance with the assessment results, the average score increased from pre-cycle to cycle I to cycle II, where the pre-cycle observation average score only reached 6.4 while in cycle I it reached 11.4, indicating that the teacher's ability to the assessment process using the multi-stage adaptive testing (MSAT) application is good. Cycle II then received a score of 15.8, indicating that the teacher's proficiency in the assessment process utilizing the multi-stage adaptive testing (MSAT) application was excellent.

Keywords: Multi-Stage Adaptive Test, Teacher, assessment, In House Training,

Abstrak

Tujuan dari penelitian ini adalah untuk menilai kinerja MSAT (MULTI-STAGE ADAPTIVE TEST) dari 21 Guru dan dilakukan di Madrasah Ibtidaiyah Negeri 9 Nagan Raya, dengan subjek penelitian adalah guru Madrasah dan dilakukan dengan tes tiga siklus. Sesuai dengan hasil penilaian, skor rata-rata meningkat dari pra siklus ke siklus I ke siklus II, dimana skor rata-rata observasi pra siklus hanya mencapai 6,4 sedangkan pada siklus I mencapai 11,4, hal ini menunjukkan bahwa kemampuan guru dalam proses penilaian. menggunakan aplikasi multi-stage adaptive testing (MSAT) bagus. Siklus II kemudian memperoleh skor 15,8 yang menunjukkan bahwa kemampuan guru dalam proses penilaian dengan menggunakan aplikasi multi stage adaptive testing (MSAT) sangat baik.

Kata Kunci: Multi-Stage Adaptive Test, Teacher, assessment, In House Training,

INTRODUCTION

Education is one of the principles taught in Madrasas and plays a significant part in the intellectual development of students (Parker & Raihani, 2011). In general, person who are knowledgeable with learning patterns deal in more information about concepts that rely solely on memorization, therefore students with this learning system approach tend to get bored (Ahmad, 2013). As a result, assessment is a crucial aspect of the learning process when it comes to achieving student learning outcomes. A good assessment pattern can improve the teaching and learning process and influence student learning results (Broadfoot & Black, 2004).

The learning process at Madrasahs demands active participation of students and aims to form cognitive, emotional, and psychomotor mastery in students, hence measuring learning results with

objective or subjective assessments is insufficient (Nurulloh et al., 2020). The appraisal of students' abilities to carry out activities, both as conducting experiments and generating works, cannot be revealed in this manner. Similarly, student actions while carrying out teacher tasks, both in the form of assignments to carry out experiments, demonstrations, and observations (Sholihuddin, 2020).

The phenomenon described above demonstrates that the assessment system used to measure student learning outcomes has a significant impact on the learning techniques devised and implemented by teachers. Obviously, the appropriate evaluation method must be corresponded with the goals and learning process (Faroh Kamaliya et al., 2023). In order for learning outcomes to be disclosed as a whole, measuring instruments that can determine students' abilities from the aspect of scientific work (scientific skills and attitudes) and how fit students can apply the knowledge information they receive must be used in addition to objective and subjective tests. Evidently, an alternative assessment tool is required, including the assessment process using the multi-stage adaptive testing (MSAT) program, which is presumed to be capable to implemented (Ali, et.al, 2002).

The evaluation of student performance has a good impact in the classroom because it provides teachers with pedagogical references that assist in the development of effective instructional strategies. Furthermore, the exam provides detailed information about student learning progress, including strengths and limitations (Ghorbani & Ghousi, 2020). Accreditation policies and the implementation of accompanying professional standards are being utilized by a variety of governments and regulatory authorities across the globe in an effort to achieve the goal of ensuring that teachers have a consistent level of preparation, readiness, and performance (Aminah, N., K., & Rusilowati, A., 2022). Although numerous articles have been written about the commodification of education, its influence on teachers, educational institutions, and classrooms remains largely undocumented (Nasir, 2021).

Teachers are required to evaluate their students in a variety of settings throughout the course of what they do in order to make assessments on their students' education. This includes circumstances such as lesson planning, modifying a course of instruction, selecting assignments, providing feedback, and determining grades, placement, and monitoring (Grossman et al., 2019). To put it into perspective with various examples: At this point, teachers may have to determine whether or not they can move on to a new component of a subject or whether or not the pupils require additional practice. They require information about their students' present levels of comprehension so that they may make this option (Amhag et al., 2019).

The process of handling tests that is based on algorithms is called multistage testing. This is somewhat similar to computer adaptive testing, in which things are chosen interactively for each examinee by an algorithm. However, rather than choosing individual items, groups of items are chosen, and the test is built up incrementally (Akram, 2019). This collection is referred to as a testlet or panel. Theoretically, people are capable of performing multistage tests; however, due to the significant

computation necessary (which frequently involves item response theory), multistage tests are typically carried out by computers. There may be a variable number of phases or testlets. If the testlets are only a few things each, for example five, it should not be difficult to employ 10 or more of them in the test. Some multistage examinations are constructed using a Madrasah Ibtidaiyah consisting of at least two stages (one of these stages will be a standard fixed form examination). The adaptive testing paradigm can solve the shortcomings of the current educational evaluation model. This concept enables for the use of on-target assessments, i.e. tests whose level of difficulty corresponds to students' abilities. The utilization of these tests will yield ideal results, and the test will end as soon as information on students' abilities can be estimated. The Item Response Theory (IRT) approach is used in the estimate technique for measuring the adaptive testing model(Landrum et al., 2020).

Based on the initial assessment that researchers conducted at Madrasah Ibtidaiyah Negeri 9 Nagan Raya, the average teacher at Madrasah Ibtidaiyah Negeri 9 Nagan Raya did not understand the assessment process using the multi-stage adaptive testing (MSAT) application. Multistage testing is an algorithm-based approach to managing tests. This is very similar to computer adaptive testing where items are selected interactively for each examinee by an algorithm, but instead of selecting individual items, groups of items are selected, building the test incrementally. This group is called a tested or panel. While multistage tests can theoretically be performed by humans, the extensive computation required (often using item response theory) means that multistage tests are performed by computers.

LITERATURE REVIEW

Teacher capability

The capability of a teacher can be defined as their ability to successfully carry out good and right instruction in order to generate quality graduates in the areas of faith, knowledge, and charity. Competence is one of the needed competencies in order to achieve this level of performance. These competencies include both one's professional competence and their personality competence. Professional competence is an ability that is related to the mastery of learning material in the field of study in a broad and deep manner. This includes the mastery of the mastery of the mastery of the substance of the content of the curriculum material in school subjects and the scientific substance that overshadows the curriculum material, as well as increasing scientific insight as a professional teacher(Gay & Howard, 2010).

Furthermore, Stephen P. Robbins and Timonthy A. Judge (2009: 57-61) suggest that an individual's overall ability consists of two groups of characteristics, namely:

a. Intellectual capability

The skill required to conduct various mental activities such as thinking, reasoning, and

problem solving which is can be practice in appropriated method of classroom process.

b. Physical ability

Physical ability refers to the ability to do duties that necessitate the use of Madrasah Ibtidaiyaha staff, skills, strength, and other comparable attributes.

Student Assessment Process

The ability of the educational unit to control the learning process has a substantial impact on the quality of education. Assessment is an essential component of learning. Educators, as supervisors of learning activities, can perform assessments to determine students' abilities, the accuracy of the teaching methods utilized, and students' progress in achieving set competencies. Educators can make the best judgment about what steps to take next based on the evaluation results. The assessment scores might also serve as encouragement for students to improve their performance. Depending on the competency being tested, many assessment procedures can be used in a complimentary (complementary) manner. Depending on the basic competencies that must be acquired, numerous evaluation methodologies can be used to measure learning results. The technique divides the assessment into two parts: tests and non-tests(Prus & Johnson, 1994).

A. Test method

The test methodology is a method of conducting tests in the form of questions that must be answered, queries that must be responded to, or tasks that must be completed by the person being tested. The ability of pupils to master the lessons taught covering areas of knowledge and abilities is to be tested in terms of the learning outcomes test.

In general, assessment tools with test approaches can be classified based on their implementation tools as follows:

a. Written Exam

The written test is a type of evaluation that needs written responses, either in the form of alternatives or entries.

b. Oral Examination

The oral test is a tool for evaluating learning outcomes in which questions and answers, assertions, and reactions are provided orally and spontaneously. This type of test necessitates a set of questions as well as grading standards.

c. Practice Exams / Actions

Practice/deed tests are approaches for assessing learning outcomes that require students to

demonstrate their skills or display their learning outcomes through performance.

B. The non-test method

The non-test method is a strategy for gaining an overview, particularly of attributes, attitudes, or personality. Non-test assessment procedures are classified as follows:

a. Observation

Observation/observation is a strategy used by educators to assess students directly through their senses. Observations were taken out with already constructed instruments.

b. Project

Assessment by assignment is a way of assessing pupils that requires them to do particular activities outside of class. Individual or group assignments can be used to assess students. Assignment-based assessment might take the shape of assignments or projects.

c. Inventive

Product assessment is an evaluation of the ability to produce a product within a specific time frame while adhering to predefined criteria in terms of both process and ultimate outcome.

d. Portfolio

A portfolio is a collection of student work that has been taken during the learning process and is organized in a systematic and organized manner. Portfolios are used by educators and students to track students' knowledge, skills, and attitudes in certain areas. The portfolio describes the student's attainment development, as well as the student's strengths and limitations in areas such as work creation and other student work. Title pages, table of contents, papers, portfolio documents, document groups, educator and parent notes are all included in the portfolio.

C. Multi-Stage Adaptive Testing (MSAT) Applications

The adaptive testing paradigm can solve the shortcomings of the current educational evaluation model. This concept enables for the use of on-target assessments, i.e. tests whose level of difficulty corresponds to students' abilities. The utilization of these tests will yield ideal results, and the test will end as soon as information on students' abilities can be estimated. The Item Response Theory (IRT) approach is used in the estimate technique for measuring the adaptive testing model.

The IRT method is test item oriented rather than test orientated (Hambleton, 1991). As a result,

using the IRT approach, the performance of an individual or group of individuals in an item can be predicted(Huff & Sireci, 2001).

METHOD

This study is conducted in the form of action research, with the goal of enhancing the capacity of teachers to participate in the assessment procedure by means of the multi-stage adaptive testing application and through in-house training program (IHT), in order to implement process standards. These standards include the following: three cycles, with each cycle consisting of four stages: the planning stage program; program implementation; observation and evaluation. This study was carried out in Madrasah Ibtidaiyah Negeri 9 Nagan Raya. conducted for 6 months in semester 1 of 2021, 21 teachers represented the total number of participants.

Table 1 timetable on research activities of multi-stage adaptive testing (MSAT).

| Activities | Time |
|---|-----------|
| Preliminary Observations | July |
| Briefing the teacher on the assessment process's capacity to use the multi-stage adaptive testing (MSAT). | September |
| Meetings 1 and 2 of the in-house training programs (IHT) | October |
| Meetings 3 and 4 of the in-house training programs (IHT) | October |
| Evaluation | November |

RESULT

According to the initial assessment conducted at the Nagan Raya 9th Madrasah Ibtidaiyah, the average teacher did not comprehend the assessment procedure using the multi-stage adaptive testing (MSAT) application. Multistage testing is an algorithm-based testing management strategy. This is very similar to computer adaptive testing, in which items are selected interactively for each examinee by an algorithm, but instead of selecting individual items, groups of items are chosen, allowing the test to be constructed in stages. This collection is known as a testlet or panel. Theoretically, humans are capable of administering multistage tests, but the extensive computation required (often using item response theory) means that multistage tests are administered by computers.

In the pre-cycle, researchers simply observed the teacher's ability in the assessment process using the multi-stage adaptive testing (MSAT) application, and the results were very low, with an

average score of only 6.4%, indicating that the teacher's ability in the assessment process using the multi-stage adaptive testing (MSAT) application is not good.

In accordance with the results of the observations, the average score increased from pre-cycle to cycle I, from a score of 5 in pre-cycle to a score of 11.4 in cycle I, indicating that the teacher's proficiency in the assessment process using multi-stage application adaptive testing (MSAT) is good. Moreover, in cycle II, the observation results attained a score of 15.8, indicating that the teacher's proficiency with the multi-stage adaptive testing (MSAT) application was excellent.

The in house training (IHT) program is carried out through observation and monitoring in the in house training (IHT) program. From the results of the analysis, it was found that the in-house training program (IHT) was very effective in increasing the ability of teachers in the assessment process using the multi-stage adaptive testing (MSAT) application, because teachers had the opportunity to discuss together to study and solve problems based on the conditions in field, then can fix it or follow up on the next cycle continuously if the problem has not been resolved.

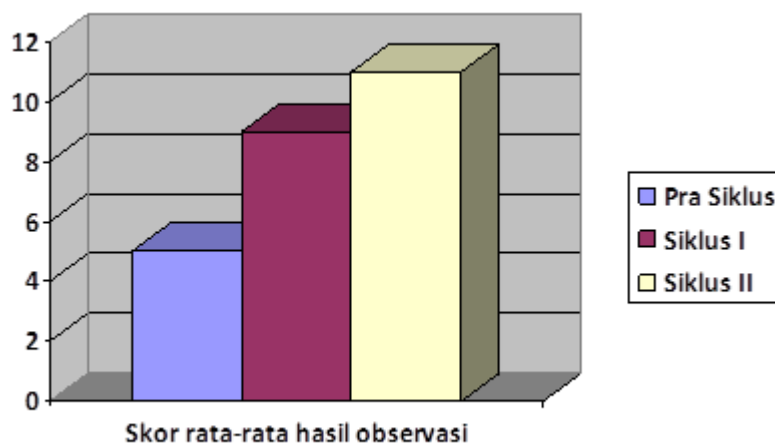


Figure 1. Multi-Stage Adaptive Testing (MSAT) application from Pre-Cycle, Cycle I to Cycle II

As shown in figure 1. The in-house training program (IHT) can enhance the assessment skills of instructors using the multi-stage adaptive testing (MSAT) software. Therefore, teachers must continually hone their skills in mastering and implementing the steps for using learning media in the classroom. Increasing teachers' ability to assess students using the multi-stage adaptive testing (MSAT) application must be constantly upgraded in order for learning to function smoothly in order to increase educational quality. The in-house training (IHT) program that applied at Madrasah Ibtidaiyah Negeri 9 Nagan Raya can increase teachers' abilities in the assessment process by using the multi-stage adaptive testing (MSAT) application. As shown the improvement in teacher performance from pre-cycle, cycle I to cycle II.

CONCLUSSION

This research was carried out at Madrasah Ibtidaiyah Negeri 9 Nagan Raya, with the research subjects was Madrasah teachers, and it was completed using three cycle tests. The purpose of this study is to evaluate the performance of 21 teachers on the MSAT (MULTI-STAGE ADAPTIVE TEST). The pre-cycle observation average score only reached 6.4 while in cycle I it reached 11.4, indicating that the teacher's ability to the assessment process using the multi-stage adaptive testing (MSAT) application is good. In accordance with the results of the assessment, the average score increased from pre-cycle to cycle I to cycle II. After that, Cycle II was given a score of 15.8, which indicated that the teacher's skill in the assessment process using the program for multi-stage adaptive testing (MSAT) was remarkable.

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IMPLEMENTATION OF MARKET DAY ACTIVITIES IN GROWING ENTREPRENEURIAL CHARACTER FOR MIN 3 GUNUNGKIDUL STUDENTS

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Abstract

Entrepreneurial character building can be developed in children from elementary school. This study intends to describe how to implement market activities at MIN 3 Gunungkidul and how to grow entrepreneurial character values for students. The growth of this entrepreneurial character is carried out to realize the vision of MIN 3 Gunungkidul, in creating skilled students, and realizing the mission of "Instilling an entrepreneurial spirit so that they are skilled and independent". The author uses a qualitative research method, with the case study method. The setting for the implementation of this research took place at MIN 3 Gunungkidul, in December 2022. All madrasah residents, consisting of teachers, the market day committee, students, parents, and school principals were the research subjects. In collecting data, researchers used direct observation techniques (observation), interviews, and documentation. The results of this study indicate that the market day activities held at the end of this odd semester are a place for students to learn entrepreneurial character from a young age and provide provisions for students to become entrepreneurs who are brave and confident in facing various challenges in the future.

Keywords: Market Day, Entrepreneurial Character, Madrasah Ibtidaiyah

Abstrak

Penumbuhan karakter wirausaha bisa dikembangkan kepada anak sejak sekolah dasar. Penelitian ini bermaksud untuk menjabarkan bagaimana implementasi kegiatan market di MIN 3 Gunungkidul dan bagaimana penumbuhan nilai karakter wirausaha kepada para siswa. Penumbuhan karakter wirausaha ini dilaksanakan untuk mewujudkan visi MIN 3 Gunungkidul, dalam mewujudkan peserta didik yang terampil, dan mewujudkan misi "Menanamkan jiwa kewirausahaan agar terampil dan mandiri". Penulis menggunakan metode penelitian kualitatif, dengan metode studi kasus. Setting pelaksanaan penelitian ini bertempat di MIN 3 Gunungkidul, pada bulan Desember 2022. Semua warga madrasah, yang terdiri dari guru, panitia market day, siswa, orang tua, dan kepala sekolah menjadi subyek penelitian. Dalam mengumpulkan data, peneliti menggunakan teknik pengamatan langsung (observasi), wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa kegiatan market day yang dilaksanakan pada akhir semester ganjil ini menjadi wadah bagi siswa untuk belajar karakter wirausaha sejak kecil dan menjadi bekal bagi siswa menjadi seorang entrepreneur yang berani dan percaya diri dalam menghadapi berbagai tantangan di masa depan.

Kata Kunci: Market Day, Karakter Wirausaha, Madrasah Ibtidaiyah

INTRODUCTION

Market day is a term that is becoming known in activities at a school. Market day activities are very interesting for school residents, teachers, students, and parents. The buying and selling activities

carried out at this school aim to educate and instruct students in all things, both in terms of production, buying, and selling, counting money, and how to offer the products being sold.

In Islam, buying and selling activities are highly recommended, even mentioned in the Al-Qur'an and the hadith of the Prophet Muhammad. In the letter al-Baqarah verse 275, it is stated that Allah SWT justifies buying and selling activities. Whereas in the hadith of the prophet Muhammad narrated by Al-hakim, it is also explained that good buying and selling is the most important profession (Shobirin, 2016). Therefore, market day activities are very interesting learning tools for school members, especially elementary school students, who already understand how to spend money.

So that students don't just spend money, students at MIN 3 Gunungkidul are taught how to make money by holding market day activities. This money-making activity, we are usually known as entrepreneurship (Chairawati, C., & Marzianis, M. 2021). Entrepreneurship is a person's attitude and ability to find new things that are valuable and useful, both for himself and for others. While entrepreneurship is a mental attitude that is creative and active, working, trying to increase income from business activities. Meanwhile, people who are skilled at taking advantage of opportunities to create businesses to improve their standard of living are called entrepreneurs (Ministry of National Education, 2010).

In the development of the Indonesian state, entrepreneurship education is still minimal and lacking, because the application of entrepreneurial character and behavior has not been maximized (Wibowo, 2011). We can see this from the comparison of business actors in Indonesia, which only amount to 0.18% of Indonesia's population. It is very different from Singapore, which has 4% of business actors from the total population.

In psychology, the weak growth of business actors in Indonesia is caused by several things. In the opinion of Muhammad Jufri, there is no proper mindset and mentality to become a business actor and become an entrepreneur (Jufri, M and Wirawan, 2014). The mental formation of trying takes a long time and can be started by the nation's next generation since childhood. This method can be done with education, one of which is through market day activities in schools, especially elementary schools.

Elementary schools and their equivalents, such as madrasah ibtidaiyah (MI) are appropriate education for implementing entrepreneurship education (Barnawi and Arifin, 2012). Instilling entrepreneurial values at the basic level of education can have a big influence on growing a business mentality and selling. This aims to introduce entrepreneurial character values since childhood and can provide valuable experience for the nation's next generation.

From this phenomenon, entrepreneurship education can be carried out for children from a young age with an introduction stage to form a strong entrepreneurial mentality. Because market day activities in elementary schools can be a capital to instill entrepreneurial souls. Market Day is a good example of implementing education that is integrated with entrepreneurship. Students can learn and be involved in the processes of production, consumption, distribution, and application of mathematical calculations.

Production is an activity given in a group to be responsible for making a product that has benefits and sales value for the school community (Siwiyanti, 2017). Then in distribution, students are required to be able to sell their products by learning to offer merchandise to prospective buyers. And those who are responsible for consumption are teachers and students who are not assigned as sellers but as the main consumers. While the counting activity becomes an interesting activity for students, how does he calculate the selling price, give returns, and make a profit in selling his product?

This market day activity can be done in groups or independently. As for the implementation of market day activities at MIN 3, Gunungkidul was carried out individually (independently), and the products will be sold freely according to student interests, with an outline of healthy processed products. In carrying out a market day at MIN 3 Gunungkidul, the main theme is "Healthy and Halal Food Products". This theme aims to instill in students the value of entrepreneurial character by selling healthy food products, due to the lack of healthy food and drinks in the school canteen.

RESEARCH METHODS

The purpose of this study is to reveal the situation and conditions of market day activities in the growth of entrepreneurial character for elementary school students at Madrasah Ibtidaiyah Negeri (MIN) 3 Gunungkidul. The method used by researchers is a qualitative approach with a case study model. Qualitative research aims to understand the events experienced by research subjects in the form of actions, opinions, behavior, and motivation (Moleong, 2007).

Abid Nurhuda also said that this qualitative method can be used in service in the sense of expressing events in the field naturally and spontaneously on certain topics such as learning entrepreneurship and others and then describing them (Nurhuda & Setyaningtyas, 2022). While the case study method is an in-depth study of a particular social unit completely and systematically (Suryabrata, 2003).

This research was conducted at MIN 3 Gunungkidul which is located at Tugu Hamlet, Sumberejo, Semin, Gunungkidul. The research will be conducted in December 2022 or the end of the odd semester of the 2022/2023 school year after the implementation of the Final Semester Assessment (PAS). Purposive sampling was used in this study. And the research population is the head of MIN 3 Gunungkidul, class IV-VI teachers, the market day committee, and students. In collecting data, researchers used (1) observation techniques by directly observing market day activities from the preparation and implementation; (2) interviews, namely by asking the research population; (3) documentation, by documenting photos of market day activities and making news of these activities.

As for analyzing the data, the researcher took the following steps, first, data reduction, namely by selecting and focusing on the important things and removing things that are not needed; second, data display, namely by presenting data in the form of descriptions and narratives so that it is easier to

conclude and explain; third, concluding by verifying the data that has been presented originating from the research problem and research objectives.

RESULTS AND DISCUSSION

Market Day is an example of implementing education in elementary schools that is integrated with entrepreneurship. On the market day, students will be involved in all processes, production, distribution, and consumption. Therefore, market day activities are learning for students to become entrepreneurs, who can learn how to market their products and merchandise to friends, teachers, and people who visit school.

Market day activities can be carried out in various forms, such as bazaars, markets, and exhibitions held at schools. In market day activities, many people are involved in preparing the implementation of the activities, starting from teachers, students who are assigned to be sellers or buyers, and parents of students who participate in preparing to sell products for the children on duty. So that the teacher can prepare the venue and sales stalls properly, start organizing with the theme of food and the types of food preparation.

In market day activities, students display products that have been prepared according to their assignments and offer them to people who visit the venue. The market day is usually enlivened by attractive performances from students, both arts, sports, and performances. So that visitors are interested in coming and buying products prepared by students who are in charge of selling.

As for the proceeds from the sale of products from students, it is generally used to finance performances and class activities and is also saved by the students themselves, as a result of their struggles in selling. Of course, this is a very useful activity and educates students from elementary school age, starting to prepare products, how to sell, and utilize the proceeds from the sale. In selling, students also learn a lot of good qualities, such as being honest. By being honest, students can explain the goods being sold, how they obtained them, the origin of the product, the good and bad quality of the goods, and how to measure an item.

Implementation of market day at schools also aims to introduce the entrepreneurial spirit to students, to start understanding how to do business with interesting innovation and creativity. In addition, students can also be brave and confident, both in communicating with buyers and how to seduce potential buyers of their goods. Therefore, parents of students can fully support market day activities, because they can support the child's development process. Meanwhile, schools and teachers can take advantage of market day as a means of introducing schools to outsiders and being able to attract the attention of visitors by accepting new students. So great are the benefits of market day activities for organizing institutions and students, if the implementation goes well and is optimal.

Entrepreneurs or what we now know as entrepreneurs are people who are enthusiastic about doing business, dare to take risks, dare to make profits, are ready to lose, and dare to make changes

quickly for the sake of progress. The main characteristics possessed by an entrepreneur are usually having high dreams and expectations that must be achieved, strong ambition to introduce and sell products, feeling dissatisfied, and being a problem solver (Siwiyanti, 2017). From this explanation, the attitude of entrepreneurship can be a much-needed education for students to prepare for life and as a provision after finishing school.

From an entrepreneur, students can learn entrepreneurial values which consist of six important attitudes, namely independence, leadership, hard work, problem-solving, creativity, and action-oriented. This is following what Siwiyanti said about the characteristics of entrepreneurs which are divided into the six values of the attitude (Siwiyanti, 2017).

To achieve these values, the teacher must be able to integrate various learning activities for students, both in class and outside the classroom. This is what the researcher obtained during an interview with the school principal, that there was no provision of entrepreneurship material to students in the form of special activities or at certain times. Even though the teacher is given the freedom to provide knowledge to students with what they need at this time, of course by combining learning activities and materials related to learning. Entrepreneurship education can be applied in many activities in schools, one of which is by integrating entrepreneurial values in certain subjects.

Implementation of Market Day at MIN 3 Gunungkidul

Based on the data obtained by researchers, MIN 3 Gunungkidul is an elementary-level educational institution that has a jargon, "Unite hearts, reach dreams, achieve achievements". In realizing this jargon, the vision of MIN 3 Gunungkidul is "the realization of students who are pious, intelligent, skilled and care about the environment. From this vision, it is then explained in its mission, namely (1) Providing basic skills based on IMTAQ; (2) Organizing the learning process by the 2013 Curriculum (Kurtilas); (3) Instilling an entrepreneurial spirit so that they are skilled in and independent; (4) Cultivating 7S activities; (Smiles, Greetings, Greetings, Politeness, Courtesy, Gratitude, and Patience); (5) Cultivating a clean, healthy lifestyle and love for the environment.

The mission obtained by researcher number four is that MIN 3 Gunungkidul is an institution that wants to instill a skilled and independent attitude in its students. This is following the sound of its mission, namely "instilling an entrepreneurial spirit so that it is skilled and independent". Of course, this is one of the missions that supports students to get entrepreneurial character values, so that children know and learn how to trade by preparing their products and preparing them. There are two stages in implementing market day activities at MIN 3 Gunungkidul, the planning and implementation stages.

(1) Planning Stage

In this stage students are tasked with planning products to be sold, starting exploration activities, product determination, and implementing the production of goods to be sold on market day. Exploration is the first step carried out by students to dig up information to observe opportunities to sell a product. The teacher also plays a major role in this activity, by providing

stimulus to students about what products are worth selling and are in demand by students and visitors.

After exploring, students can continue by determining the products to be sold on market day activities. This is the main activity of students in preparing products to be sold, taking into account production costs, selling prices, and how to sell products. With this product determination, students can discuss with teachers and parents determining products, production costs, and packaging.

In production activities, students will determine how they obtain products that are ready to be sold. He can choose self-made products or become a reseller of ready-made products. From the results of the interviews, in this production activity students were given an obligation, that the product must be brought from home, not bought near the school. By the data obtained by the researchers, in this process, parents also play a high role in assisting students in preparing production. Assistance from parents will be minimized for upper-class students.

In this planning stage, students plan a business as a monitoring and controlling tool. So someone who is going to sell or set up a business, will plan the goods to be produced, the capital to be issued, the number of goods to be packaged and sold, and how they will market the product (Pratitis, 2018).

(2) implementation stage

In this stage, students carry out buying and selling activities starting from preparing the place to calculating the sales results. In this stage, students also prepare strategies for offering products to be sold. This is to Ciputra's statement that this phase is known as marketing, namely, students are looking for ways to attract potential buyers' interest in their products (Barnawi and Arifin, 2012).

Based on data obtained by researchers from interviews and observations, the market day program at MIN 3 Gunungkidul is held for two days at the end of the odd semester of the 2022/2023 school year. In this activity, students carry out two days of implementation, by dividing the group into two. The first is the upper-class group consisting of classes IV to VI which will be held on Wednesday, December 21, 2022. And the second group consists of the lower classes, classes I to III on Thursday, December 22, 2022. The market day at MIN 3 Gunungkidul will be held starting at 08.00-11.00 WIB in the Madrasa yard.

With this group division, all students will become buyers and sellers, according to the schedule determined by the committee and class teacher. Meanwhile, teachers and guardians of students serve as buyers of products that have been prepared by students.

In the process of carrying out this sale and purchase, students began to gather in their respective classrooms to prepare merchandise and to collect data on the name of the product

and the amount to be sold by the homeroom teacher. Furthermore, students are tasked with setting up tables and chairs for sales stalls in front of the class and the Madrasa yard.

After the tables and chairs for selling are neat, all the students are in charge of taking the goods and products to be placed on the table, according to the order of the class and the type of product.

The teacher will be a student companion in the buying and selling process. However, this assistance is only to help supervise students in complying with applicable regulations. Teachers are permitted to help directly with notes in case of calculation errors and urgent conditions.

In this market day activity, rules are made that must be obeyed by students. These rules are, (a) students are required to eat and drink while sitting, (b) buyers must queue neatly and in an orderly manner, (c) the price of products sold is a maximum of IDR 2000.00 (d) students must dispose of trash in the space provided, (e) the products sold must be healthy and halal food, (f) during market day, students may not buy snacks outside of school.

The closing of this activity was carried out at 11.00 WIB before the midday prayer. During this closing, students who serve as sellers will report the results of sales to their respective homeroom teachers. And the assistant also helps in calculating the results, so there are no mistakes. Furthermore, the homeroom teacher gives directions and reflections to students about market day activities.

With this market day program, students feel happy and enthusiastic about participating in the activity until it's finished. This activity too, will create an active and fun school atmosphere for students, so that there will be memories that students miss in the buying and selling learning process and enthusiasm for participating in learning in the upcoming semester (Muhammad Ghozali & Rahayu Apridayanti, 2022).

CONCLUSION

Based on the research explanation and discussion above, it can be concluded that the implementation of market day activities can foster entrepreneurial character for students at MIN 3 Gunungkidul. There are five entrepreneurial character values for students after carrying out market day, namely daring to take risks, self-confidence, responsibility, creativity, innovation, and leadership. The market day program is a step towards realizing the vision of MIN 3 Gunungkidul, in creating skilled students, and realizing the mission of "instilling an entrepreneurial spirit so that they are skilled and independent".

It is better if the implementation of the market day program in schools can be implemented since elementary school. As for the implementation of the program, elementary school institutions can invite more participants, especially to kindergartens that are located in the neighborhood and are well

packaged with performances and performances from students. This also aims to be able to promote schools to get better students.

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VALIDITY AND RELIABILITY TEST ON NON-TEST INSTRUMENTS OF LEARNING MOTIVATION OF GRADE IV STUDENTS

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Abstract

Learning motivation is an encouragement that can influence students to make changes in behavior in achieving learning goals. The purpose of this research is to describe the results of measuring student motivation obtained through a non-test instrument in the form of a questionnaire. The subjects of this study were fourth grade students at SDN Batok Bali and SDN Leuwiranji 01. The research method used in this article was a sequential exploratory research design (mixed research) with qualitative research, followed by quantitative research. The qualitative method uses literature studies to find additional sources of information from various media. While the quantitative method collects data through measurement using objective and standardized tools, such as SPSS used in this article to test validity and reliability. Instrument requirements that can be said to be valid if the KMO value is > 0.5 and significant < 0.05 . After the third test, the anti-image part has no value < 0.5 . So of the 20 items in the student learning motivation questionnaire, 14 items are said to be valid. While the reliability requirements are using Cronbach's Alpha, that is, when the value is > 0.7 .

Keywords: Learning Motivation, Non Test Instruments, Test Validity and Reliability

Abstrak

Motivasi belajar merupakan suatu dorongan yang dapat mempengaruhi siswa untuk mengadakan perubahan tingkah laku dalam mencapai tujuan belajar. Tujuan dari penelitian ini adalah untuk mendeskripsikan hasil pengukuran motivasi belajar siswa yang diperoleh melalui instrumen non-tes berupa angket. Subjek penelitian ini adalah siswa kelas IV di SDN Batok Bali dan SDN Leuwiranji 01. Metode penelitian yang digunakan dalam artikel ini adalah desain penelitian eksploratori sekuensial (penelitian campuran) dengan penelitian kualitatif, dilanjutkan dengan penelitian kuantitatif. Metode kualitatif menggunakan studi literatur untuk mencari sumber informasi tambahan dari berbagai media. Sedangkan metode kuantitatif mengumpulkan data melalui pengukuran dengan menggunakan alat yang obyektif dan terstandarisasi, seperti SPSS yang digunakan dalam artikel ini untuk menguji validitas dan reliabilitas. Syarat instrumen yang dapat dikatakan valid apabila nilai KMO > 0.5 dan signifikan < 0.05 . Setelah dilakukan pengujian ketiga, bagian anti image tidak ada yang memiliki nilai $< 0,5$. Jadi dari 20 butir pertanyaan pada kuesioner motivasi belajar siswa, 14 butir pertanyaan dikatakan valid. Sedangkan syarat reliabilitas menggunakan Cronbach's Alpha, yaitu apabila nilainya $> 0,7$.

Kata Kunci: Motivasi Belajar, Instrumen Non-Tes, Validitas dan Reliabilitas Tes

INTRODUCTION

Student success in learning is influenced by motivation. According to Clayton Alderfer (Hasana, 2020) learning motivation is the tendency of students to carry out all learning activities driven by the desire to achieve the best possible achievement or learning results. According to Hamzah B, Uno (Kahar, 2018) suggests that learning motivation is an internal and external drive in students who are learning to make changes in behavior (M Syauqi, 2023).

From the opinions of some experts above, it can be concluded that learning motivation is an encouragement that can influence students to make changes in behavior in achieving learning goals. Someone will get the desired results in learning if there is a desire to learn. As a teacher, you must provide motivation to students, especially for students who are lagging behind in their learning. Sometimes teachers

do not provide motivation and attention to students because they only focus on the subject matter. Therefore, this study was conducted to describe student learning motivation through non- test instruments in the form of questionnaires for grade IV students of SDN Batok Bali and SDN Leuwiranji 01.

Non-test instruments are a type of assessment that does not use tests. Sigit Pramono (Hutapea, 2022) explains non-test instruments, namely assessments made through systematic observations, such as: observation, interviews, questionnaires, and conducting document research. From the opinions of several experts regarding the definition of non-test instruments, it can be concluded that this type of assessment of students does not use written tests, but rather observation, interviews, questionnaires, and conducting document research (B.A Majid, et.al 2023)

According to (Sudijono, 2017) The role of non-test instruments in learning is very important to measure and assess affective and psychomotor aspects. Before conducting research, the type of data used must be reconsidered in order to get good and correct data. If the data obtained is wrong, the information obtained is also wrong. The requirements for an instrument to get good and correct data are objective, representative, sampling error is not too large, timely, and relevant.

METHODS

This research uses a type of mixed research between qualitative research and quantitative research which is commonly referred to as sequential exploratory design. In the exploratory qualitative sequential design, qualitative research is carried out first, namely before making a questionnaire sheet. Non-test instruments are reviewed in accordance with the themes taken through literature studies to find additional sources of information from various media. While the quantitative method is carried out after the implementation of distributing questionnaires during observation

The research subjects used as samples in this study were 30 fourth grade students at SDN Batok Bali and 10 students at SDN Leuwiranji 01. The instrument used was a questionnaire with a Likert scale which has 5 categories, namely SL (Always), S (Often), KK (Sometimes), J (Rarely), and TP (Never). The analysis was conducted after the filled questionnaires were checked and scored according to the criteria between positive and negative items.

RESULTS

An instrument can be said to be good if it is valid and reliable. To find out which instruments are valid and reliable, testing is necessary. Before testing, we collected data from questionnaires that had been filled in by fourth grade students of SDN Batok Bali and SDN Leuwiranji 01. Then, the data was entered into IBM SPSS 20. The data obtained from the two elementary schools, namely:

Table 1 Results of the Learning Motivation Questionnaire

| No | Nama Siswa | No Butir Pernyataan | | | | | | | | | | | | | | | | | | | |
|-----|---------------------|---------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1. | M. Arsyil A. | 5 | 3 | 5 | 5 | 5 | 5 | 1 | 1 | 1 | 5 | 5 | 3 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 1 |
| 2. | Azila Nayada A. | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 1 | 5 | 5 | 3 | 5 | 5 | 4 | 5 | 5 | 5 | 1 |
| 3. | Aqilah Syakira | 1 | 3 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 1 | 5 | 5 | 3 | 4 | 5 | 1 | 5 | 5 | 4 | 5 |
| 4. | Mikhmah Kamilah | 4 | 4 | 5 | 5 | 4 | 5 | 3 | 3 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 5 | 2 |
| 5. | Ahmad Nival | 5 | 3 | 5 | 5 | 5 | 5 | 3 | 3 | 1 | 5 | 5 | 5 | 5 | 1 | 5 | 4 | 5 | 5 | 5 | 5 |
| 6. | M. Fatin Yusuf I. | 2 | 4 | 5 | 5 | 5 | 5 | 2 | 3 | 3 | 5 | 5 | 3 | 5 | 3 | 3 | 3 | 5 | 3 | 3 | 3 |
| 7. | Fajar A. | 2 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 2 | 4 | 5 | 5 | 4 | 4 | 4 | 2 | 1 | 2 | 4 | 4 |
| 8. | Lintang Wulandari | 4 | 5 | 5 | 5 | 5 | 5 | 2 | 2 | 4 | 2 | 5 | 4 | 1 | 5 | 5 | 4 | 2 | 5 | 5 | 5 |
| 9. | Azam | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 1 |
| 10. | Doni | 2 | 5 | 1 | 3 | 4 | 5 | 1 | 3 | 4 | 2 | 1 | 2 | 2 | 3 | 5 | 2 | 4 | 3 | 1 | 1 |
| 11. | Lutfia Rasyid | 3 | 1 | 4 | 4 | 1 | 1 | 3 | 1 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 1 | 5 | 4 |
| 12. | Zaki Allansyah | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 4 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 1 |
| 13. | M. Silvester | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 1 | 2 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 3 | 5 | 1 |
| 14. | Amanda Berliana | 3 | 5 | 5 | 5 | 5 | 5 | 4 | 1 | 5 | 4 | 5 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 3 | 5 |
| 15. | Queensya Arindra | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 |
| 16. | Muhammad Yuhi | 5 | 2 | 5 | 5 | 4 | 5 | 5 | 1 | 4 | 5 | 1 | 2 | 2 | 4 | 5 | 2 | 3 | 5 | 3 | 4 |
| 17. | Refalina M.S | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 1 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 |
| 18. | Siti Isma A | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 1 | 5 | 5 | 3 | 5 | 5 | 4 | 5 | 5 | 5 | 5 |
| 19. | Said Iskandar | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 1 | 4 | 4 | 5 | 1 |
| 20. | Ahmad Mugni L | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 2 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 2 | 2 | 5 | 3 |
| 21. | Khoirunnisa | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| 22. | Putri Syaqina | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 1 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 |
| 23. | Ahmad Fazriansya | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 1 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 4 |
| 24. | Putri | 2 | 5 | 5 | 4 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 1 |
| 25. | Refa Al-Isni | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 1 | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 1 |
| 26. | Mutiara Putri J | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 1 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 |
| 27. | Agung Riski P. | 3 | 3 | 5 | 3 | 2 | 4 | 1 | 3 | 1 | 4 | 1 | 4 | 5 | 5 | 5 | 5 | 4 | 1 | 4 | 2 |
| 28. | Ahza Danish N. | 2 | 3 | 5 | 3 | 5 | 3 | 2 | 2 | 1 | 5 | 3 | 5 | 1 | 1 | 5 | 1 | 5 | 5 | 1 | 1 |
| 29. | Natasya Oktaviani S | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 30. | Rainapika Almaira | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 5 | 1 | 5 | 3 | 4 | 5 |
| 31. | Ina Febriana | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 32. | Jihan Fadillah D. | 3 | 5 | 5 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 1 |
| 33. | Rizki Al-Amin | 5 | 1 | 5 | 5 | 1 | 1 | 5 | 1 | 3 | 5 | 1 | 5 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 3 |
| 34. | Agam | 5 | 3 | 5 | 5 | 1 | 1 | 5 | 1 | 3 | 5 | 1 | 5 | 3 | 3 | 4 | 4 | 2 | 3 | 2 | 1 |
| 35. | Maulana Malik I. | 2 | 3 | 5 | 4 | 5 | 5 | 3 | 2 | 2 | 1 | 5 | 5 | 1 | 1 | 5 | 1 | 5 | 5 | 1 | 5 |
| 36. | Nabil Galih R. | 4 | 5 | 4 | 4 | 5 | 5 | 3 | 2 | 4 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 1 |
| 37. | Zheetara Mutiara D | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 2 |
| 38. | M. Arip Ramhan | 2 | 5 | 5 | 5 | 3 | 1 | 2 | 2 | 1 | 4 | 1 | 5 | 2 | 1 | 2 | 5 | 1 | 5 | 1 | 2 |
| 39. | Laila Maulida | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 1 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 |
| 40. | Hanif | 4 | 2 | 5 | 5 | 5 | 5 | 5 | 1 | 1 | 5 | 5 | 5 | 5 | 2 | 4 | 5 | 2 | 3 | 4 | 2 |

Validity Test

The data in table 1 is entered into the SPSS data view for analysis. To find out whether it is valid or not, it can be seen from the KMO value > 0.5 and significant < 0.05. The KMO and significant of the data that has been analyzed are as follows.

Table 2 KMO and Significant of the First Test Results in SPSS

| KMO and Bartlett's Test | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,572 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 387,319 |
| | df | 190 |
| | Sig. | ,000 |

In addition to KMO and significant in accordance with the requirements, it is necessary to check the anti-image of the items from the analysis results in SPSS. Anti image can be seen in the table below.

Table 3. Anti Image from the First SPSS Test Results

| | | | | | | | |
|------------------------|----|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Anti-image Correlation | A1 | ,450 ^a | -,208 | ,135 | -,423 | ,243 | -,094 |
| | A2 | -,208 | ,556 ^a | ,254 | -,100 | -,430 | ,074 |
| | A3 | ,135 | ,254 | ,564 ^a | -,313 | ,021 | ,045 |
| | A4 | -,423 | -,100 | -,313 | ,438 ^a | -,073 | ,064 |
| | A5 | ,243 | -,430 | ,021 | -,073 | ,599 ^a | -,754 |
| | A6 | -,094 | ,074 | ,045 | ,064 | -,754 | ,695 ^a |
| | A7 | -,039 | ,137 | -,045 | -,187 | ,181 | -,195 |
| | A8 | ,003 | -,436 | -,205 | ,363 | ,042 | ,004 |
| | A9 | ,030 | -,134 | ,225 | ,073 | ,121 | ,050 |
| | B1 | -,436 | -,095 | -,385 | ,390 | -,222 | ,219 |
| | B2 | ,251 | -,150 | -,251 | ,010 | -,303 | ,072 |
| | B3 | -,005 | -,175 | -,309 | ,240 | -,252 | ,439 |
| | B4 | -,081 | ,357 | ,178 | -,180 | -,145 | -,089 |
| | C1 | ,169 | -,388 | -,236 | ,050 | ,069 | -,101 |
| | C2 | -,413 | ,312 | -,035 | ,355 | -,062 | -,171 |
| | D1 | ,067 | -,449 | -,108 | ,061 | ,367 | -,127 |
| | D2 | ,235 | -,144 | -,059 | -,028 | ,265 | -,281 |
| | E1 | -,319 | ,311 | -,143 | -,101 | -,653 | ,375 |
| | E2 | -,500 | ,181 | -,040 | ,080 | ,063 | -,115 |
| | E3 | -,151 | ,175 | -,195 | -,276 | -,148 | -,005 |

| | | | | | | |
|------------------------|----|-------------------|-------------------|-------------------|-------------------|-------------------|
| Anti-image Correlation | A1 | ,039 | ,003 | ,030 | -,436 | ,251 |
| | A2 | ,137 | -,436 | -,134 | -,095 | -,150 |
| | A3 | -,045 | -,205 | ,225 | -,385 | -,251 |
| | A4 | -,187 | ,363 | ,073 | ,390 | ,010 |
| | A5 | ,181 | ,042 | ,121 | -,222 | -,303 |
| | A6 | -,195 | ,004 | ,050 | ,219 | ,072 |
| | A7 | ,598 ^a | -,095 | -,243 | -,176 | -,316 |
| | A8 | -,095 | ,502 ^a | -,027 | ,325 | ,310 |
| | A9 | -,243 | -,027 | ,648 ^a | ,118 | -,076 |
| | B1 | -,176 | ,325 | ,118 | ,367 ^a | ,158 |
| | B2 | -,316 | ,310 | -,076 | ,158 | ,702 ^a |
| | B3 | -,382 | ,056 | ,094 | ,298 | ,063 |
| | B4 | ,107 | -,354 | -,060 | -,437 | -,098 |
| | C1 | -,146 | ,326 | -,378 | ,000 | ,347 |
| | C2 | -,077 | -,079 | ,041 | ,256 | -,121 |
| | D1 | -,052 | ,127 | ,125 | ,120 | ,004 |
| | D2 | ,131 | -,032 | -,033 | -,084 | -,032 |
| | E1 | ,004 | -,151 | -,299 | ,090 | ,126 |
| | E2 | ,138 | -,171 | ,008 | ,225 | -,495 |
| | E3 | ,054 | -,256 | -,240 | ,074 | -,021 |
| | B3 | ,464 ^a | -,270 | ,192 | -,043 | -,052 |
| | B4 | -,270 | ,563 ^a | -,067 | ,132 | -,523 |
| | C1 | ,192 | -,067 | ,596 ^a | -,293 | -,104 |
| | C2 | -,043 | ,132 | -,293 | ,587 ^a | -,027 |
| | D1 | -,052 | -,523 | -,104 | -,027 | ,522 ^a |
| | D2 | ,038 | -,310 | ,100 | -,287 | ,228 |
| | E1 | -,039 | ,393 | ,052 | ,003 | -,417 |
| | E2 | -,115 | -,259 | -,490 | ,272 | ,083 |
| | E3 | ,046 | ,300 | ,116 | -,042 | -,214 |
| | D2 | | ,676 ^a | -,436 | -,018 | -,111 |
| | E1 | | -,436 | ,433 ^a | ,051 | ,307 |
| | E2 | | -,018 | ,051 | ,686 ^a | -,018 |
| | E3 | | -,111 | ,307 | -,018 | ,514 ^a |

In table 2, there are 5 items that are invalid because they have anti-image <0.5. Therefore, items that do not meet the requirements must be removed before being re-analyzed. We tested 3 times, because in the second test there was still 1 item that was still <0.5 so it needed to be re-analyzed even though the KMO and significant values were in accordance with the requirements. Here are the KMO and significance of the third test.

Table 4 KMO and Significant of the Third Test Results in SPSS

| KMO and Bartlett's Test | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,706 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 239,410 |
| | df | 91 |
| | Sig. | ,000 |

In the third test, KMO > 0.5 and significant <0.05 were obtained, besides that in the anti-image section there were no values <0.5. Of the 20 items in the student learning motivation questionnaire, 14 items are said to be valid.

Reliability Test

Reliability test is a measurement to see the test remains consistent after repeatedly performing on the subject and under the same conditions. The general agreement is that reliability is considered satisfactory if > 0.7. In this article we conduct reliability testing using the internal consistency approach, namely Cronbach's Alpha. The following is the *Cronbach's alpha* value of the data tested.

Table 5 First reliability test

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| ,807 | 20 |

In the table above, the *Cronbach's Alpha* value is in accordance with the requirements. The

value of 0.807 is 20 items, but we retested with items that had been deducted during the validity test. The retest value by reducing 6 invalid items.

Table 6 Second reliability test

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .819 | 14 |

The results of the second test also meet the requirements, just like the first test. The following question items are obtained from the reliability in table 6.

Table 7 Value results per item/grain

| Item-Total Statistics | | | | |
|------------------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| VAR00002 | 49.5250 | 91.333 | .560 | .800 |
| VAR00005 | 49.3000 | 90.523 | .618 | .796 |
| VAR00006 | 49.2500 | 88.090 | .692 | .790 |
| VAR00007 | 50.0500 | 97.074 | .270 | .819 |
| VAR00008 | 51.2500 | 93.526 | .380 | .812 |
| VAR00009 | 50.3250 | 91.969 | .382 | .813 |
| VAR00011 | 49.7000 | 86.215 | .586 | .796 |
| VAR00013 | 49.9500 | 93.536 | .442 | .808 |
| VAR00014 | 49.8500 | 90.541 | .518 | .802 |
| VAR00015 | 49.3250 | 100.122 | .358 | .814 |
| VAR00016 | 50.0750 | 94.276 | .342 | .815 |
| VAR00017 | 49.8000 | 93.344 | .435 | .808 |
| VAR00019 | 49.6750 | 87.558 | .649 | .792 |
| VAR00020 | 50.6750 | 96.020 | .192 | .832 |

In table 7 the Cronbach's Alpha if Item Deleted section has met the reliable requirements because it is > 0.7. Unlike the "Corrected Item - Total Correlation" there are 2 items that do not meet the requirements because < 0.3. The second test is good when compared to the first test which contained -0.90 on item 10 of the corrected item - total correlation section.

CONCLUSION

Researchers test the validity of an instrument to find out the extent to which the instrument can measure what should be measured. While reliability aims to find out how consistent the research results are when repeated. We tested the validity and reliability of the instrument using the SPSS program. The non-test instrument in the form of a questionnaire of learning motivation of class IV elementary school students that has been tested can be said to be valid because it has a KMO value of 0.7 and a significant value of 0.000 which is a requirement for KMO criteria > 0.5 and a significant value < 0.05 . Of the 20 items, 6 questions were eliminated which had an anti-image < 0.5 . In the final result, there is no more anti-image value < 0.5 . Of the 20 items in the student learning motivation questionnaire, 14 items are said to be valid. In addition to being valid, the questionnaire we made is also said to be reliable when tested twice the results are > 0.7 .

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INVESTIGATING THE USE OF PROJECT-BASED LEARNING AND STUDENTS' SATISFACTION IN THE TEACHING OF DESCRIPTIVE TEXTS: A CASE STUDY AT MTS AL-IHSAN KRIAN

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Abstract

Researchers widely agree that project-based learning, an effective and strongly advised instructional strategy, can foster intense engagement and enhance students' learning experiences. In order to teach descriptive text at MTS Al-Ihsan Krian during the academic year 2021-2022, this study investigated the implementation of project-based learning (PjBL) and how students responded to its use. Students from MTS Al-Ihsan Krian's 7th grade were the study's subjects. The research employed a descriptive-qualitative approach to collect data from observational findings and responses from students collected via a questionnaire. The main source of data for this study was the teaching and learning process. The primary instrument was the researcher, who was assisted by secondary instruments like questionnaires and field notes from observations. PjBL's implementation has been found to have been successful based on observations, and the findings have shown both advantages and disadvantages. According to the survey results, students at MTS Al-Ihsan Krian responded favourably to the implementation of project-based learning, highlighting the positive impact it has on learning descriptive text. On the basis of the research findings, it is recommended that educators at MTS Al-Ihsan Krian keep encouraging and incorporate project-based learning into their descriptive text teaching methodologies. This strategy has demonstrated its potential for increasing student engagement, fostering collaborative skills, and cultivating a deeper comprehension and application of knowledge

Keywords: project-based learning, implementation, descriptive text

Abstrak

Para peneliti terdahulu setuju bahwa pembelajaran berbasis proyek, sebuah strategi instruksional yang efektif dan sangat disarankan, dapat menumbuhkan keterlibatan yang intens dan meningkatkan pengalaman belajar siswa. Dalam rangka pembelajaran teks deskriptif di MTS Al-Ihsan Krian selama tahun akademik 2021-2022, penelitian ini menyelidiki implementasi pembelajaran berbasis proyek (PjBL) dan bagaimana respon siswa terhadap penggunaannya. Siswa kelas 7 MTS Al-Ihsan Krian menjadi subjek penelitian. Penelitian ini menggunakan pendekatan deskriptif-kualitatif untuk mengumpulkan data dari temuan observasi dan tanggapan dari siswa yang dikumpulkan melalui kuesioner. Sumber data utama untuk penelitian ini adalah proses belajar mengajar. Instrumen primer adalah peneliti yang dibantu dengan instrumen sekunder berupa angket dan catatan lapangan hasil observasi. Implementasi PjBL telah ditemukan berhasil berdasarkan pengamatan, dan temuan telah menunjukkan kelebihan dan kekurangan. Menurut hasil penelitian, siswa di MTS Al-Ihsan Krian menanggapi dengan baik penerapan pembelajaran berbasis proyek, menyoroti dampak positifnya terhadap pembelajaran teks deskriptif. Berdasarkan temuan penelitian, disarankan agar pendidik di MTS Al-Ihsan Krian terus mendorong dan memasukkan pembelajaran berbasis proyek ke dalam metodologi pengajaran teks deskriptif mereka. Strategi ini telah menunjukkan potensinya untuk meningkatkan keterlibatan siswa, memupuk keterampilan kolaboratif, dan menumbuhkan pemahaman dan penerapan pengetahuan yang lebih dalam.

Kata Kunci: pembelajaran berbasis proyek, penerapan, teks deskriptif

INTRODUCTION

One of the responsibilities of the teachers is to keep advancing the teaching/learning model. Implementing and evaluating learning strategies is one way to determine the optimum teaching strategy during the learning innovation process. English is taught in secondary schools using a variety of strategies that have been successful in the past. Project-based learning is one of these instructional

strategies. PjBL is intended to make learning more similar to acquisition so that learning is more enjoyable and natural and the students are driven to learn English (Sutomo et al., 2021). This method is a kind of learning technique or method that centers projects around difficult assignments built around real world topics or issues. The focus on learning is placed on the activities that students engage in to develop products by putting their abilities in investigation, analysis, creation, and presentation to the point where learning goods based on actual experience are presented (Wiaris, 2021). The item in question is the end result of a project that included designs, plans, texts, artwork, technological and handicraft creations, and others. Many researches claimed that this approach is useful for teaching all English-language skills (listening, speaking, reading and writing) (Fahmi et.al 2023).

Based on this claim, the researcher is motivated to investigate how project-based learning might aid students in their understanding of descriptive text. This study deviates from the researcher's presumption that this approach is particularly helpful in helping pupils in the seventh grade learn to write. It means that This study was aimed at describing how project-based learning is implemented and how the students respond to the implementation of project-based learning in teaching descriptive text at MTS Al-Ihsan Krian in the academic year 2021/2022. This study was done for a number of reasons, some of which are explained below.

Firstly, the fact that students in seventh grade A continue to struggle with writing skills demonstrates the need for effective instructional strategies. In addition, research suggests that traditional lecture-based methods may result in a reduction in student engagement with the learning process. Therefore, it is crucial to investigate alternative instructional strategies that can improve student learning outcomes. Project-based learning (PjBL) emerges as a promising approach that has the potential to enhance students' writing descriptive texts. By actively involving students in hands-on projects and providing real-world contexts, PjBL fosters engagement, critical thinking, problem-solving, and collaborative skills, which are necessary for the development of effective writing skills (Fatimah, 2022). Grade 7A students struggle with writing and lose interest in learning when exposed to traditional lecture-based methods. These findings underline the need of excellent instruction to improve student outcomes. Project-based learning (PjBL) may solve these issues. PjBL encourages critical thinking, problem-solving, cooperation, and involvement through hands-on projects and real-world contexts. Project-based learning in grade 7A may improve writing and student involvement, but further research is needed. This study examines PjBL's effects on student involvement and descriptive writing skill to fill this research gap.

Secondly, students are motivated and encouraged to take a more active role in the project's problem-solving process through project-based learning (Darto & Arbi, 2022). Through a learning method that uses projects as learning aids, new abilities and understandings are acquired. Additionally, this education strengthens students' teamwork abilities, particularly in Project Based Learning (PjBL), which entails a group of students collaborating on a project. In other words, project-based learning is a good teaching strategy because it develops students' problem-solving skills by having them apply classroom lessons to real-world situations or problems.

Thirdly, The project-based approach results in materials that are very beneficial to students, especially when it comes to gaining knowledge and insight (Fauziah et al., 2020). Since these products are the result of real-world problems being solved, they can be helpful for students and educational institutions. Therefore, learning is not solely centered on the teacher. Due to the high use value of the output, students will learn subjects in a very effective and creative manner.

Fourthly, project-based learning is able to increase students' ability to collaborate; this has a very good impact on students because new cognitive and constructivist theories state that students will learn more deeply in a collaborative environment because learning can be said to be a social phenomenon (Irnawati, 2018). Because project-based learning can increase student collaboration, this method can be a good factor that can shape student character in the school environment and in real life. In addition, by applying this method, students are expected to have skills that can be useful in the communication process.

The researcher comes to the conclusion that doing the investigation with the title " The Use of Project Based Learning in Teaching Descriptive Text at MTS Al-Ihsan Krian" is crucial based on these factors and the ideas discussed above. The research questions of this study are:

1. How is project-based learning implemented in the teaching of descriptive text at MTS Al-Ihsan Krian?
2. What is the description of students' responses to the satisfaction of using project-based learning in teaching descriptive texts at MTS Al-Ihsan Krian?

LITERATURE REVIEW

Project Based Learning

Inquiry-based learning uses a variety of different learning strategies. Project-based learning, also known as PjBL, is one of the inquiry techniques. Project-Based Learning (PjBL) is a teaching approach that is thought to differ from traditional approaches in some ways. PjBL is a teaching approach that is built on learning that is focused on the student, so its goal is to improve student involvement in the teaching and learning process (Natalia, 2016). Every model, strategy, and learning technique has a unique set of phases. The processes for project-based learning, according to mulyasa in (Darto & Arbi, 2022) are 1) Creating Essential Questions, 2) Designing Projects, 3) Creating Schedules, 4) Monitoring the Students and Project Progress, 5) Assessing Products, and 6) Evaluating Experiences.

Descriptive Text

Text that describes a person, place, animal or thing in detail is referred to as descriptive text (Shanti et al., 2016). This text is intended to highlight and describe a particular person, place, or object. Without influencing the reader with the author's personal opinion, the description accurately describes the subject. Prior to communicating what the senses have observed, brain activity takes place. They begin by locating specific images or physical objects present. Identification and description constitute the rhetorical framework or basic structure of a descriptive text (Harmenita & Tiarina, 2013). Identification supplies information or identifies the subject of the description. It provides information about the topic's particulars, including its defining characteristics, attributes, and characteristics. A description is an explication or characterization of any subject.

METHOD

To characterize the application of project-based learning in the subject matter of writing descriptive text and the students' responses to it, the researcher used a descriptive qualitative approach to conduct this study. Rather than focusing on the structure of statistics, descriptive qualitative research methodologies center on the data in the form of texts (Ary et al., 2010). The MTS Al-Ihsan Krian in Krian Sidoarjo was the focus of the investigation. The seventh grade 7A class at SMP MTS Al-Ihsan Krian served as the subjects of the investigation. There are 32 enrolled students.

The researcher, an observation field note, and a questionnaire were used to collect data for this study. This study's data consisted of the information recorded in the observation field note and the students' responses to the project-based learning (PjBL) implementation as revealed by the questionnaire items. In the meantime, the data for this research came from the teaching of descriptive text. Using observation and questionnaires, data were collected and analyzed between February 21 and February 25, 2022.

After data collection, the researcher conducted an analysis of the collected information. Using a descriptive qualitative approach, the researcher examined and interpreted the textual data. This required a thorough examination of the observation field notes and the extraction of pertinent themes, patterns, and insights from the students' questionnaire responses. As the study used a descriptive qualitative approach, the analysis techniques centered primarily on organizing and categorizing the data according to emergent themes and patterns. Using techniques such as content analysis, thematic analysis, and coding, the researcher identified key findings and drew conclusions from the collected textual data.

FINDINGS AND DISCUSSIONS

Implementation of Project Based Learning

The researcher discusses the implementation of project-based learning in this part. Several meetings are held when the PjBL is being implemented, and observation activities are conducted at those sessions. The researcher uses an instrument known as an observation field note when conducting brief observations. Every student action or activity, as long as this methodology is used, is recorded by the researcher, resulting in the researcher's results, which are then analyzed, reported on, and drawn conclusions from. This was done to address concerns regarding the applicability of this project-based learning methodology. The following description includes the findings about the application of project-based learning. The opening and ending sessions of the learning process were not covered by the researcher. That is, researchers solely concentrate on primary tasks that emphasize the stages of project-based learning.

Creating Essential Questions

At the first meeting on February 21, 2022, the researchers made their first observations. At the first

meeting of the implementation of project-based learning, teachers implemented the first step of project-based learning, namely, creating essential questions. Choosing the central and essential questions is the first step in implementing project-based learning. Teacher begins by asking fundamental questions (Creating Essential Questions). These are the kinds of questions that can provide tasks to pupils to do. Assignments based on the actual world and relevant to students will be derived from these queries.

Initially, the students were still not motivated by the implementation of the PjBL method, but after the teacher explained the essential questions, they became quite enthusiastic about learning. Based on the results of the observations, the students became enthusiastic because they felt curious about these questions. They begin to actively ask what problems they will find solutions to. With this statement, students became more communicative than before.

Designing Projects

After the first stage of project-based learning was completed at the first meeting, the teacher also carried out the second phase, which is planning a project. Here, teachers and students create a "plan" for their project work or problem-solving. The teacher divided the class into various groups. The division is adhering to the project guidelines that have already been accepted at earlier points. Students then work together to address issues or even go out into the field. This is done to help the students feel accountable for the assignment. The definition of "planning" at this stage encompasses the creation of game rules, the scheduling of problem-solving activities, and the creation of tools or equipment.

The author makes several significant observations at this time. In groups, pupils work more cooperatively. Making a project plan required some discussion among the students. Students start gathering various data on descriptive texts. In order to write their own version of the text, students also gathered a number of sample texts. On the other side, the researcher discovered that certain students had trouble adapting with their group, and the researcher was aware that some students were against spending additional time and money on projects.

Creating Schedules

In the next meeting on February 22, 2022, the teacher conducted the second stage, called "creating a schedule." This stage is referred to as the preparation of the schedule for the implementation of the project. Teachers and students set a project completion schedule and a schedule for each stage of problem solving. Students set a deadline and arrange a project realization schedule. In this section, what is meant by "schedule" is the allocation of time and also the deadline. Then, teachers must also ask students to give reasons or explanations for choosing a schedule. Teachers are also responsible for guiding students if they make decisions that have nothing to do with the project. If the old method is still ineffective, the educator will facilitate students in finding a new way.

At the second meeting, the researcher started observing by writing down the benefits and disadvantages of implementing project-based learning. This information is obtained from facts in the process of project-based learning. To compile a project schedule, students are very enthusiastic and motivated to complete the project.

Monitoring the Students and Project Progress

In the meeting held on February 22, 2022, the teacher started the learning process by conducting step 1, namely monitoring the students and project progress. The next step is to monitor project completion and project progress. The students realized the project according to the schedule that had been made in the previous stage. Teachers will monitor student activity and the process of completing projects or solving problems. At the monitoring stage, teachers will facilitate students in the project completion process. Teachers are also responsible for monitoring the progress of the project.

In this phase, students become more active in the discussion process with their groups and ask the teacher questions. Students also become more critical as they start working on projects. The project, which is a compilation of text descriptions of tourist attractions, is done cooperatively by students. Sometimes they look more critical when making and representing the results of their group work. Occasionally, they also conduct debriefings between groups in order to grow their critical thinking skills.

Assessing Products

On February 25, 2022, this meeting was held. In the fifth stage, teachers will evaluate the project. This will help teachers in the process of measuring standard achievement. In this process, teachers also play a role in evaluating the progress of each student. Then, teachers will also provide feedback on the achievements of students and the level of understanding of students. This will help teachers develop future learning strategies. On the other hand, students will discuss the appropriateness of the project that has been done, and then they will compile a work or product report for presentation.

Students have finished this stage of the assignment. Next, the project is evaluated. A speaking and writing assessment rubric is created by the teacher. Students' descriptive writing of texts is evaluated using a writing rubric. The performance of students during presentations is evaluated using the speaking assessment rubric. Students make independence-related gains in this segment. Students develop considerable independence and accountability for finishing tasks. They gradually develop their problem-solving skills.

Evaluating Experiences

In February 2022, the teacher conducted the last step of project-based learning. The final step in implementing project-based learning can be referred to as the "project evaluation process." At this stage, teachers conduct briefings on the project presentation process. Each student will make a report

presentation; on the other hand, other students will provide comments or responses. Then, teachers and students reflect on their findings and draw broad conclusions. The process is explained through observation sheets from teachers.

Advantages and Disadvantages of Project Based Learning

Advantages of Implementation Project Based Learning

From the facts obtained during the observation process, the researcher synthesizes the information and describes the findings. From the observation field notes, it was found that project-based learning was successfully implemented in descriptive text learning in MTS 7A Al-Ihsan Krian for the academic year 2021–2022. In line with In the process of its application, researchers can also describe some of the positive effects of applying this method. These advantages are as follows:

1. Students become more communicative in their expression of ideas and opinions. Students become more active in discussions with fellow students and with the teacher. This theory is consistent with Darto and Arbi's (2022) claim that project-based learning improves students' communicative skills.
2. Students become more enthusiastic about learning descriptive text. They are motivated to complete projects because the projects are related to their daily lives. Thus, students have great motivation to be more critical and creative in completing the products of their projects.
3. By forming discussion groups, students become more collaborative. They become collaborative because they often share tasks in the process of delivering their products.
4. Because this learning focuses on students, they get their own assignments. They are also faced with real problems, so this increases their independence.
5. When students work on projects, they take on more responsibility for their group and individual tasks.
6. From the presentations they made, the students seemed very motivated to become problem solvers and critical thinkers.

Disadvantages of Implementation of Project Based Learning

Project-based learning involves drawbacks in addition to strengths. This can be examined while researchers are doing their observation method. The activities of the kids in the class demonstrate this weakness. These flaws include the following:

1. Even if the majority of students improve their communication abilities, some students have trouble collaborating because they are acclimated to traditional teaching techniques.

2. Several students in MTS Al-Ihsan Krian's class 7A expressed dissatisfaction with the huge costs involved in producing products for their class projects. The project requires a lot of equipment and materials, so the price is expensive. The extended project completion period was another issue raised by the students.

Students' Responds to the Satisfaction of Using Project-Based Learning in teaching Descriptive Texts at MTS Al-Ihsan Krian

To answer the formulation of the second problem in this study, the students' responses regarding project-based learning, the researcher used a Likert scale. The Likert scale has 4 answer choices with details of "strongly agree", "agree", and "disagree", strongly disagree". The researcher asked ten questions on the questionnaire. In general, the questionnaire contains responses from students regarding the implementation of project-based learning. The results of the questionnaires that have been answered by twenty-one students are presented in the following table.

Table 1 Students' Responds to the Satisfaction of Using Project-Based Learning

| No. | Statement | Responses | | | |
|-----|---|-----------|----------------|----------|-------------------|
| | | Agree | Strongly Agree | Disagree | Strongly Disagree |
| 1. | I agree that I have an interest in and motivation for engaging in project-based learning activities. | 12 | 14 | 4 | 2 |
| 2. | I agree that using project-based learning has improved my understanding of the material. | 8 | 16 | 5 | 3 |
| 3. | I agree that using the project-based learning approach to learn has helped me and my classmates improve our ability to work together and collaborate. | 10 | 15 | 6 | 1 |
| 4. | I agree that project-based learning benefits me since I have the freedom to choose the project or topic. | 9 | 12 | 9 | 2 |
| 5. | I agree that I feel actively involved in the learning activities using the Project Based Learning approach. | 14 | 10 | 3 | 5 |
| 6. | I agree that I may integrate information from different disciplines into the topic I'm working on. | 11 | 13 | 2 | 6 |
| 7. | I agree that the use of Project Based Learning helps me improve problem-solving skills. | 13 | 11 | 5 | 3 |
| 8. | I agree that using the project-based learning approach makes me feel more creative when completing assignments or projects for learning. | 12 | 13 | 4 | 3 |
| 9. | I agree that using the project-based learning method, I feel responsible for the project's successful completion. | 10 | 16 | 4 | 2 |
| 10. | I agree that using project-based learning as a teaching strategy in the classroom has met my expectations. | 9 | 15 | 5 | 3 |

The responses provided by each of the 32 participants about their agreement or disagreement with statements related to project-based learning are described in the following paragraphs based on the Likert scale results that have been provided.

The majority of students (56%) expressed either a strong agreement or agreement with the statement that they were motivated and interested in taking part in project-based learning activities. This demonstrates a favorable response to the strategy, indicating that it has the capacity to capture and

interest students. A significant number of students (62%) agreed or strongly agreed that using project-based learning improved their comprehension of the subject matter. This might enable students to gain a deeper understanding of the subjects being studied because it demonstrates that the method has been successful in improving students' comprehension and knowledge retention.

A significant percentage of students (59%) agreed or strongly agreed that learning with the project-based learning approach helped them build these qualities in terms of collaboration and teamwork. This suggests that the strategy promotes student collaboration, promoting a cooperative learning environment and developing students' capacity for productive collaboration. Students were generally satisfied with the use of project-based learning as a teaching strategy in the classroom, with 66% of them strongly agreeing or agreeing. This high degree of pleasure implies that the method is valued by the students, who also recognize how it improves their learning.

Additionally, there were disagreements on how free students were to choose their projects or subjects within the framework of project-based learning. While many students (47%) agreed or strongly agreed that having the freedom to choose was a good thing, many more (31%) disagreed or strongly disagreed. This indicates a difference in perspectives on the degree to which project selection autonomy enhances the efficacy of project-based learning. To comprehend the factors affecting these different opinions, more research may be required. According to a majority of students (64%) who either agreed or strongly agreed that they felt actively involved in the learning activities utilizing the project-based learning approach, this involvement was measured in terms of participation. This indicates that the approach encourages student participation and active learning, potentially fostering a deeper level of involvement and personal investment in the educational process.

A sizeable proportion of students (58%) agreed or strongly agreed that they were able to integrate information from diverse areas well in the projects they worked on. This demonstrates the potential of project-based learning in fostering interdisciplinary study and encouraging students to draw connections between many topic areas, which can improve their general comprehension and use of knowledge. The majority of students (59%) agreed or strongly agreed that project-based learning helped them enhance their problem-solving abilities. This implies that the strategy gives students chances to use critical thinking, creativity, and problem-solving techniques in real-world settings, boosting their capacity to take on challenging issues and come up with creative answers.

In conclusion, MTS Al-Ihsan Krian students experienced generally positive things to express about project-based learning, despite some differences in opinions. The strategy is thought to be successful in encouraging active participation, encouraging the integration of knowledge, enhancing problem-solving abilities, and achieving high levels of student satisfaction. These results offer insightful information about the use of project-based learning in the instruction of descriptive texts and point to its potential as a pedagogical strategy that fosters student involvement, teamwork, and critical thinking abilities

CONCLUSION

Project-based learning was successfully applied to descriptive text learning in MTS 7A, Al-Ihsan Krian. Learning is carried out in a conducive and effective manner. From the observation results, it can also be concluded that some of the positive impacts of project-based learning include increasing enthusiasm, independence, problem-solving skills, communication skills, collaboration skills, and student responsibility in the learning process. On the other hand, this learning also has drawbacks, namely that it requires a large amount of money and takes a long time. Based on the results of the questionnaire, students' responses to the implementation of project-based learning showed that PjBL had a positive impact on learning descriptive text in MTS 7A Al-Ihsan Krian. These impacts can be seen active participation, encouraging the integration of knowledge, enhancing problem-solving abilities, and achieving high levels of student satisfaction.

The conclusion suggests numerous recommendations. Project-based learning requires adequate resources. To apply this expensive strategy, schools and instructors need materials, equipment, and training. Project-based learning should be considered for broader curricular implementation. This may require adding project components to the curriculum and allowing enough time for project implementation. Students will have additional experiential learning possibilities. Thirdly, collaborations with organizations and the community can enhance project-based learning. Experts in the classroom can show pupils how their studies apply to the real world and boost their topic knowledge. Fourth, project-based learning should go beyond descriptive text learning. This strategy can be applied to math, science, and the arts to enhance students' learning. Project-based learning requires formative and summative assessments to track student progress. Summative and formative assessments can help teachers and students improve ongoing projects and evaluate the teaching technique. These suggestions should improve project-based learning in descriptive text at MTS 7A Al-Ihsan Krian, benefiting students.

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OBSTACLES TO DISTANCE LEARNING IN PAI LESSONS AT SDN TAMANAN

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Abstract

The purpose of this study is to explain what obstacles occur during the learning process during the COVID-19 pandemic at SDN Tamanan, Bantul. The method in this research is field research or field research which is then integrated with various related sources. The results of this study faced several obstacles in distance learning, such as: the ability to master technology, infrastructure, internet coverage, and the lack of budgetary provision from the government. The conclusion is that distance learning should be a learning solution in the future. However, for now it is felt by many parties that it is not feasible to implement it, especially in areas that lack proper internet access

Keywords: Obstacle Learning, Covid-19 pandemic, Distance Learning.

Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan hambatan apa saja yang terjadi selama proses pembelajaran di masa pandemi COVID-19 di SDN Tamanan, Bantul. Metode dalam penelitian ini adalah field research atau penelitian lapangan yang kemudian diintegrasikan dengan berbagai sumber terkait. Hasil dari penelitian ini menghadapi beberapa kendala dalam pembelajaran jarak jauh, seperti: kemampuan penguasaan teknologi, infrastruktur, jangkauan internet, dan minimnya penyediaan anggaran dari pemerintah. Kesimpulannya adalah pembelajaran jarak jauh seharusnya menjadi solusi pembelajaran di masa depan. Namun, untuk saat ini dirasa oleh banyak pihak belum memungkinkan untuk dilaksanakan, terutama di daerah yang kurang memiliki akses internet yang memadai.

Kata Kunci: Hambatan Pembelajaran, pandemi Covid-19, Pembelajaran Jarak Jauh.

INTRODUCTION

By the end of 2019 the coronavirus had already begun to reveal itself, and by the beginning of 2020, it had thrown the world into complete chaos as it progressed so rapidly that it was considered an epidemic. In his estimation, Covid-19 came in Wuhan, Hubei Province. Outbreaks like this have actually hit the world. Some of them are Ebola, Bird Flu, MERS, HIV, and so on. It was recorded on January 30, 2020 that WHO announced to the public that covid-19 was a World Public Health Emergency. (Rosali, 2020: 21-22).

This is due to the number of cases of the virus which is quite rapid in a very short time. In his record, there have been 216 countries affected by this virus in about six months. The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 on March 24, 2020, regarding the implementation of the education Covid-19 socialization policy in emergency situations. The policy adopts the principle that "the health and safety of students, educators, educators, families, and communities is the top priority in determining learning policies". (Rosali, 2020:23)

Being affected during a pandemic is an inevitability, meaning that everyone is a victim in a pandemic. As we know, all sectors are affected by the pandemic, both in the short and long term. All sectors are affected, including the education sector. Especially schools, which include the entire academic community, both students and educators. But on the way, education is still carried out even though it uses distance learning or online (A A Khoirurrizki, 2022).

With distance or online learning, both students, teachers and lecturers have the flexibility of time in its implementation. The platforms that can be used in this distance learning include: Google Classroom, Goggle Meet, Zoom, WhatsApp group and others. (Abidin et al., 2020: 132). However, distance learning is not without obstacles, adaptation is one of these obstacles (M. Zainudin, & Fatah, D. A. (2022).

Moreover, psychologically, people's anxiety levels increase. Not to mention that the main requirement for distance learning is infrastructure. Meanwhile, as we know that the infrastructure in Indonesia is still not good evenly. All schools in Indonesia have been affected by the COVID-19 pandemic and so far no evaluation has been done regarding online learning.

The lack of access to technology or fast and reliable internet access is felt by students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continuous learning, especially for students from underprivileged families. (Firdaus, 2020:221).

The curriculum for implementing distance learning has not been tested on a massive scale, because this condition has never happened before. Therefore, many schools are confused in the implementation of this PJJ because of the limited infrastructure, especially in remote villages. The long- term impact is that inequality between rural and urban communities is increasingly visible. (Aji, 2020: 396). In the evaluation process, obstacles must be unraveled first, then followed by making concrete solutions, because the pandemic is likely to run longer than expected. Therefore, this article will review the obstacles that occurred during the learning process during the Covid-19 pandemic.

METHODS

The study was conducted at SDN Tamanan Bantul. The study time was Tuesday, December 15, 2020. The interview lasted 74 minutes. The subjects of this study were PAI teachers, and some students of SDN Tamanan Bantul. Through the description of the research topic, data and hypotheses are synthesized with related research. Field research was chosen based on various considerations and suggestions from various parties. Data collection is done on the spot. This research falls into the qualitative category, or it can be said that this research is thorough to understand the environment (such as behavior and phenomena)

experienced by the object of research through description. In a special natural environment, various scientific methods are used. The implementation of the research begins with the submission of a research application and continues with the acceptance of the subject under study. Then by mutual agreement determine the appropriate place and time. Communication between various parties, especially research subjects and sources, is a major factor that must be considered.

RESULTS

1. Distance Learning Concept Definition

The current pandemic conditions require educators, in this case teachers, to innovate to change face-to-face learning patterns into learning patterns without face-to-face. Zhafira, Ertika, and Chairiyaton, cited by Andri, explained that there are other learning models that can be used by teaching staff as a medium for delivering knowledge, namely online learning and blended learning (a combination of two learning methods, namely face-to-face and online learning). The online learning method does not require students to be present in class. Students can access learning through internet media (Anugrahana, 2020: 283).

According to Hanum, online learning or e-learning is one form of learning model that is facilitated and supported by the utilization of information and communication technology. E-learning can be defined as a form of information technology applied in the field of education in the form of cyberspace. The term e-learning is more precisely intended as an attempt to make a transformation of existing learning in schools or universities into a digital form bridged by internet technology. (Hanum, 2013: 92).

Meanwhile, according to Basilaia & Kvavadze quoted by Luh Devi Herliandry, et al, said that distance learning is a transfer of knowledge experience using media such as video, audio, images, text communication, or others through software. (Herliandry et al., 2020: 67). So it can be concluded that Distance Learning is a learning method where educators and students have a distance, then the distance is bridged by information technology that is tailored to the needs and abilities of the academic community in using this technology.

Implementation

According to Roycnhansyah, quoted by Ellly Satiyasih, Public behavior has changed during the pandemic, including: WFH, virtual everything, choice of transmission mode and access control. The use of technology that was once mainly used for additional work support or even for entertainment has been transformed into the main workplace. Covid-19 affects many things, especially the psychological condition of society, which has a broader nature and a longer period of time. (Rosali, 2020: 21). This also has an impact on Indonesia's education system. For example, in the field of education, teachers and students must be familiarized with distance learning interactions. Sujarwo, quoted by Muhammad Nurhalim, states that to develop and preserve the ideals and values of the nation and state, the most important thing is to carry out education as a whole, both in the cognitive (knowledge), affective (attitude), psychomotor (behavior), and personality domains. (Nurhalim, 2011: 339). This means that even though we are experiencing the co-19 pandemic, education must still be carried out

Some experts consider Distance Education (PJJ) to be an innovative solution to the limited distance between educators and students. Distance education is an education delivery system that is characterized by the distance between educators and students. This system has been implemented in Indonesia massively by the Open University (UT) since 1984

Through PJJ, UT is able to equalize educational services to all corners of the archipelago and has produced around two million graduates. (Belawati & Nizam, 2020: 5). This means that distance learning has already been tested (although not as massive as it is now). However, it should be underlined that distance learning has been implemented and successful, at least in terms of quantity. In a pandemic like now, PJJ is a must, agree or not, teachers still have to use PJJ, at least until it is safe. The online learning model that is the first choice, as many as 100% of teachers use WA facilities or often known as WhatsApps, where teachers create WhatsApps groups so that all students can be involved in the group. Assignments are given through WhatsApps. Even if students still do not understand, the teacher will also add by sending videos or making Video Calls with students. (Anugrahana, 2020: 285).

Collecting assignments is also easier for students through WhatsApp messages. Assignments can also be sent via WhatsApps and students usually take a photo of the assignment and send it to the teacher. Even video tutorials made by teachers are also uploaded via WhatsApps. Furthermore, students download the material and study the material from the teacher.

The learning model carried out by the teacher is by sending videos using WhatsApps group. The common form of learning videos sent via WhatsApps group class contains greetings to students and is continued by explaining the subject matter and tasks to be done that day. Furthermore, the assignments given can be sent in the form of videos, Student Worksheets (LKS). The way students do the assignment is by doing the assignment manually by writing in the book then the photo of the

assignment results is sent via WhatsApps chat.

WhatsApps utilization is used by teachers as a means to collect assignments. The reason teachers choose to use WA is that it is more practical, easier for children to understand, more effective because it does not require a lot of quota in the learning process. Another reason is that it is easier and all parents can use it and it is not a foreign thing.

Currently, WA is easier and can be reached by many people. The advantage of using WA is that it is easier to operate and easier to send questions and materials. If you want to conduct a virtual meeting, the teacher can immediately use the WA Video Call feature. WA is simple, effective and also efficient in its use.

The second preferred learning model is supporting applications in WhatsApps, as many as 15% or 10 teachers. The application models used are Google Class, Google Drive or Google Form. The use of Google Form is used for assignments and conducting evaluations. Another addition is Youtube, namely by uploading videos so that students can watch them. In this study, there were 3 teachers using this facility (Anugrahana, 2020: 285).

Teachers also use Zoom and Google Classroom applications which are only done once a week because many parents are still working and not all students have personal devices. The form of assignments given to students varies, not only academic but also non-academic tasks. Forms of non-academic tasks such as independence tasks include washing clothes, sweeping, making simple vegetables / side dishes, making beds and washing dishes.

The third choice of application is Google Form as many as 12% or 8 teachers. The utilization of Google Form is for student worksheets. The fourth choice of application used is Youtube (uploading learning videos) which is used by 7% or 5 teachers. Short videos related to the material taught with a duration of 10-20 minutes. The video is available on YouTube for a long duration.

The fifth application is the Zoom Cloud Meeting application which is used by 3% or 2 teachers to explain new material that is considered difficult. Through this application, teachers explore children's knowledge, provide direct feedback, and monitor student activities. Another goal is for children to be more enthusiastic about learning because they are motivated by their friends who are present, it can also help reduce boredom in learning alone. (Anugrahana, 2020: 286).

Procedure

The first advantage of online learning is that it is more practical and relaxed. Practical because it can give assignments at any time and report assignments at any time. Second, it is more flexible and can be done anytime and anywhere. Online learning causes more flexible time for guardians who work outside the home and can adjust the time to accompany students to study. Third, it saves time and can be done anytime. All students can access it easily, meaning it can be done anywhere. (Anugrahana, 2020: 287).

Information delivery is faster and can reach many students through WA Group. Fourth, it is more practical and easier to take knowledge scores, especially when using Google Form. If using Google Form, the value can be known immediately so that students are more interested in doing the assignment. In addition, students are also facilitated in doing it. Students only need to choose the answer choice that is considered correct by clicking on the answer choice in question. The fifth advantage is that students can be monitored and accompanied by their parents. The sixth advantage is that teachers and students gain new experiences related to online learning. The role of parents in accompanying students is more.

Online learning is useful for classroom instruction, namely as: (1) Supplement, as a supplement if students have the freedom of choice, whether to utilize online learning materials or not, in this case there is no obligation for students to access online learning materials.

(2) Complement, as a complement if online learning materials are programmed to complement learning materials received by students in the classroom. Online learning materials are programmed to be enrichment or remedial materials for students in following conventional learning activities. (3) Substitution, as a substitute if the online learning material is programmed to replace the learning material received by students in the classroom. (Waryanto, 2006: 12-13).

Adapting Tung's opinion, Sayekti said that online learning has several characteristics, including:

- 1) Teaching materials are presented in the form of text, graphics and various other multimedia;
- 2) Simultaneous communication, such as video conferencing, chat rooms or forums,
- 3) time and place using cyberspace "land",
- 4) Various learning elements can be used, such as: CD-ROM to improve learning communication,
- 5) relatively easy to update textbooks,
- 6) increase interaction between students and facilitators,
- 7) allows formal and informal forms of learning communication,
- 7) You can use various learning resources available on the Internet (Mustofa et al., 2019: 154).

2. Purpose and Scope of Islamic Education Learning

Islamic education is essentially the development of all human potential and the structuring of their behavior based on Islamic values, ownership of a positive spiritual soul, emotional stability, moral awareness, sufficient insight, and skills relevant to life to help solve problems and become fully human beings who fulfill the task of khalifah fi al-Ardl. (Maragustam, 2018:8). In line with that, Islamic Education according to Azyumardi Azra It is about everything that exists in Islam. hence the purpose of Islamic education is also as an indicator of being a khalifah in the world and the hereafter. (Azra, 2012: 8). Therefore, education is indeed the core of the basic human foundation in living life because with education, humans can develop all the potential that exists in themselves. (Wahdaniya and Malli 2021: 159)..

Fundamentally, Islamic education is to foster and develop the potential of mankind in order to achieve its goal of appearing as a human being in the world as much as possible, while realizing the mission of Khalifah Allah. This potential is the potential that exists in humans since they were created, which is physical and spiritual in nature. (Mappasiara, 2018: 147).

So it can be concluded that the purpose of education in Islam is a reflection of the task of srbagai khalifah, namely seeking the pleasure of Allah, both actions related to themselves or others. Therefore, to realize the goals of Islamic Education in a kaffah manner, effective and efficient efforts are needed. One thing that can be done is to use a humanistic approach so that the potential of each individual is truly explored and honed to the maximum.

The spearhead of achieving these educational goals is the teacher who does have the task of teaching. A task that is quite crucial because it is at the cutting edge of the education system. Therefore, teachers are expected to prepare teaching materials well so that in its implementation, appropriate learning can occur. (Rohman and Nugraha 2020: 162).

In the education process, students are not only the object but also the subject. Students should be involved in the preparation of learning, and learning should be based on student character. Aspects that educators must understand include: (1) needs, (2) dimensions, (3) intelligence, (4) personality. (Ramaylus, 2008:78-79).

In line with that, Syamsul Nizar quoted by Ramayulis describes the character of students in accordance with humanistic theory: (1) Students are not miniature adults who must be equated from the way of thinking to the purpose of life. they have the right to decide their own ideals; (2) Students are like humans in general who have a continuous phase of development; (3) Students are still human beings, who have the potential to do various things dynamically; (4) the biological body of students is like humans in general who have a body structure and also a spirit. (Ramaylus, 2008: 8-9).

Islamic education understands learners based on an understanding of the nature of human beings, making them noble creatures of God. The nobility of man must be respected, and he must be treated differently from other creatures. If there is no education and guidance that truly encompasses physical

and spiritual development, physical, physical, and spiritual, it is impossible to realize the glory itself through self-control.(Muhaimin 2004).

The scope of Islamic education includes all Islamic teachings integrated in creed, worship, and morals that influence the process of thinking, feeling, behavior and personality formation which is ultimately reflected in the human form as a Muslim. (Mappasiara, 2018: 159). The scope is expected to be able to lead students to master general and religious knowledge that can be applied in everyday life, and become a sufficient sharpening tool to form an Islamic personality. (Hidayati, 2021: 114).

Islamic education refers to the potential of human existence. This potential in the view of Islam is called fitrah. Or if it is clarified, it can be said that this potential is everything that already exists in human creation, which can develop if it is developed. This can be very useful for solving problems faced by mankind and used as a tool of devotion which is characterized as ma'rifatullah. Therefore, fostering the development of fitrah must lead to a clear direction.

3. Barriers to Distance Learning at SDN Tamanan

Obstacles in learning or learning are something that must exist. In fact, all things or activities also have obstacles. In distance learning, these obstacles are felt by students, parents, and even teachers. As mentioned above, Distance Learning has many advantages.

In addition to cutting down on distance, distance learning also makes assessment easier. However, not all agree with the benefits of Distance Learning. According to Arsyad quoted by Andri, distance learning is a medium to support learning and not a substitute for face-to-face learning. (Anugrahana, 2020: 283). The fact in the field is that there are many obstacles in the implementation of this online method. These obstacles include:

A. For learners

Apart from being considered effective by some people, the distance learning model is also inseparable from the obstacles it faces. The obstacles faced by students in Distance Learning are as follows: First, Availability of network quota, sometimes the network is not stable. As is known that the absolute requirement in distance learning is the network. The quota required is not small. In fact, not all students have enough economic ability to just buy internet quota to participate in learning. Not all learners also have a smooth signal capacity. Not a few complained about the signal, because there were some learners who lived in areas where the signal was difficult, so when learning was carried out using applications such as zoom, google meet, or other teleconference applications, the learners could not follow it smoothly. The availability of internet quota and sometimes unstable networks also cause learners to be late in sending assignments. The information provided is also not always immediately received by students, causing delays in receiving information.

Second, there is an inequality of facilities for each individual. Not all students have supporting tools such as PCs, laptops, gadgets (cellphones) with the same conditions. (Rosali, 2020: 29). Differences in the features or quality of devices cause differences in accessing learning media. Some can access all media, some can only access some media.

There are also students who use their parents' devices. So that they can only follow the learning when their parents finish working. This causes delays in participating in learning. There are even those who do not have gadgets so they have to borrow them. The inequality of these facilities has caused some parents to steal gadgets just so that their children can participate in distance learning, as reported in several mass media. (Ghani 2020). And that is very concerning for education in Indonesia.

Third, the limited ability of science and technology. The difference in infrastructure in each region causes differences in the ability to master science and technology. In the implementation of distance learning, there are some learners who have not been able to use learning applications. At the beginning of distance learning, some learners cannot even follow the learning because they do not have knowledge about the application. Even the author himself just learned to use zoom, google meet, or other teleconferencing applications when participating in distance learning.

Not only that, parents of students who in this case act as supervisors or companions when distance learning takes place are also not a few who are less familiar with technology. This makes it difficult for parents to accompany and facilitate their children and causes learning to be hampered.

Fourth, students' intrinsic motivation. Another thing that inhibits online learning is the motivation of the students themselves, because it is not uncommon for students to only show up and then engage in other activities that are not related to learning. (Rosali, 2020:29). The concentration and motivation of students learning at home and at school will certainly be different. It turns out that the characteristics of distance learning for some students are not focused because they do many activities at once, such as participating in learning while bathing, helping parents, or doing other activities. This adaptation from face-to-face to online methods causes a decrease in students' understanding of learning. Educators cannot explain comprehensively like when learning face-to-face. Even though face-to-face learning alone many students do not understand, let alone distance learning.

As a result, students feel that they do not understand the material. Not to mention environmental issues. Not all learners live in a conducive environment. There are some who live in a less conducive environment and some even live in a slum environment. Contrary to face-to-face learning where all students are in the same environment.

This causes students to experience boredom and boredom in learning, so that sometimes they answer questions carelessly or even do not work. In addition, because students are at home, there is a choice not to follow the learning or not to do the assignment, different from when at school who inevitably have to listen or do the assignment.

B. For Educators

Not only students, but educators also have several obstacles, among others: First, the limited ability of science and technology. It should be recognized that not all educators have competence in the field of information and technology. There are also some educators who can only use WhatsApp which makes it difficult to do distance learning. It should also be recognized that the average age of educators is late adulthood. At that age, it will be very difficult to be "friendly" with the monitor screen for a long time. Whereas distance learning requires educators to be "friendly" with the monitor screen for a long time.

Second, the limitations of supporting media. This supporting quality also applies to educators, not all educators have adequate supporting media. There are also those who still have standard devices, difficult signals, and so on. So, it is less able to maximize distance learning. Educators also know that each student has different facilities. Some have sophisticated devices, as well as smooth wifi. However, there are also those who still complain about the signal, their gadgets do not support learning applications, or even some do not have gadgets.

This makes educators a dilemma in determining the appropriate learning media for all learners. The quality of learners' devices that are not up to standard also makes it difficult for educators to provide corrections to assignments because sometimes photos of assignments sent to WhatsApp are unclear and difficult to read.

Third, learner control becomes more difficult. Educators cannot directly give warnings when students have not or do not do the assignment due to distance constraints. Learners have the option to delay submitting assignments or even not submitting assignments because they do not meet with educators directly.

Related to the response to the assignment given is the lack of timeliness in collecting the assignment. There are some students who can only collect assignments when their parents are at home because the devices used are their parents' devices, so they can only use or collect their assignments after their parents return from work at night. There are even some children who cannot collect their assignments. As a result, students are often late in responding to assignments, while educators must immediately recap their grades.

Fourth, assessment. Because learning happens at home, it is difficult for educators to provide assessments that cover all aspects. In face-to-face learning, educators can assess students' crafts in class, assess whether they pay attention to learning or not, assess how they relate to fellow friends, or how they worship at school. Whereas when distance learning, educators can only receive the product. This causes the essence of learning that prioritizes the process cannot be observed.

The end result is the only thing that can be monitored by the educator. It should also be recognized that the product received by the educator has a low level of validation. Because when at home, educators cannot supervise learners in doing assignments. And no one can guarantee that learners do the assignment by themselves, most likely learners do the assignment assisted by parents, siblings,

or even tutoring institutions.

From the obstacles experienced during online learning above, the demands on educators become more. First, students feel bored, educators must think of strategies on how to get children out of their boredom zone. Educators must also be creative in creating interesting learning. Second, sometimes parents of students complain that they cannot explain in detail to their children. So that educators must repeat explanations and take the time to receive consultations for parents of students. Third, working hours increase. After providing materials and assignments, educators must correct the students' work. It is not uncommon for educators to have to stay up late to wait for students who are late sending their learning results. Learners who are late usually do not have their own devices, so they have to wait for their parents to come home from work.

The problems that exist in distance learning if summarized include (Aji, 2020: 397-398): 1) The ability of educators and students to master information technology is limited. The situation of educators in Indonesia has not fully understood technology, as seen from educators who were born before the 1980s. The limitations of information technology limit its position in distance learning. As with students or parents, the condition of a student's guardian is almost the same as an educator. 2) Inadequate Facilities and Infrastructure. Technical support equipment is obviously expensive. Many educators in Indonesia are still in severe economic conditions. The welfare of educators and students makes them unable to fully enjoy the information technology facilities and infrastructure that are urgently needed by the Covid-19 disaster. 3) Uneven internet coverage. The internet is still unevenly distributed throughout the country. Not all educational institutions, including primary and secondary schools, can use the Internet. If so, some Internet networks are still not suitable for distance learning. 4) Lack of budget provision. Cost is also an obstacle, because the welfare of educators and students is still far from expectations. Moreover, when they become PJJ, they need to buy internet quota and appropriate equipment. When the Minister of Education and Culture encourages productivity to advance, there is a dilemma in the use of online media, but on the other hand, the skills and financial capabilities of educators and students do not move in the same direction. The state has not fully participated in the cost of convenience.

So it can be concluded that distance learning has been implemented, albeit with some obstacles. Distance learning is also perceived by most educators and learners to be less suitable when compared to normal learning. Sometimes poor communication makes it difficult for some students to understand and ask questions during the learning process. This poor communication makes the material difficult to understand especially for courses related to practice. This coupled with some recognition from students means that educators pay more attention to assignments than materials. In addition, the geographical location and location of students in different places can sometimes cause a poor internet connection, which can interfere with the display or visualization of audio and teaching materials on the device.

In addition, some informants consider online learning to be less efficient because certain applications sometimes waste quota. (Rosali, 2020:28). The success of an online learning system depends on several learning components, including educators, students, learning resources and information technology. These components must be integrated and linked together in order to produce quality learning outcomes.

Keep in mind that no one wants this kind of learning, it is only a temporary solution during a pandemic. So it is not permanent. Of course, when the pandemic ends, learning will continue with offline or face-to-face methods like learning before the pandemic.

The Ministry of Education and Culture issues emergency courses or issues courses in a special period, because in the current crisis situation, learning cannot run normally, so it is necessary to relax and adapt to learning. So this covid period curriculum focuses on relaxation of adaptation not on the whole concept. Learning indicators are also limited and simplified, not having to be completed so as not to burden students.

CONCLUSION

Distance learning has been implemented well, although it cannot be denied that there are many obstacles when implementing this learning. Some obstacles for students are: the level of understanding of students decreases, inequality of facilities for each individual, and a less conducive environment. Then for educators are: the dilemma of determining the media, limitations in science and technology, and assessment.

Distance learning should be the learning solution of the future. However, for now, many parties feel that it is not feasible to implement, especially in areas that lack proper internet access. The ability of teachers and students to operate technology also needs to be evaluated so that distance learning can be fully implemented.

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