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A Ballyhoos In Public Space of ACTS Referenced as a Class VII Text of Procedure

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Abstract. This research aims to describe the form of directive speech acts on billboards as teaching material for grade 7 middle school procedure texts and to determine the implementation of directive speech act forms on billboards as teaching material for grade 7 middle school procedure texts. (1) Background: Language in human life is important remembering that humans always interact with each other. Speech acts in billboards are closely related to other fields of science. One of them can be related to text procedures; (2) Method: This research uses speech act theory according to Prayitno which classifies directive speech acts into six forms, namely commands, requests, invitations, advice, criticism and prohibitions. The data collection process in this research used the Competent Free Listening (SBLC) technique. This research uses qualitative research with analytical descriptive description methods. The research model used in this research is an interactive analysis research model; (3) Results: The results of this research found 39 utterances that were classified as directive speech acts according to their form; (4) Implications and results of this research can be used as teaching text material procedures for class VII SMP.

INTRODUCTION

Language is a human instrument of communication. Language is important in human life because humans are always communicating with one another. Human communication itself is an attempt to convey a message, an idea, a life problem or a view of human life itself. Chaer (2010:15) suggests that language is spoken by a speaker. Communication was not only oral but also written. Like everyday human communication, film involves linguistic processes between people through the dialogue created by its author. Lines in a movie sometimes make the reader feel and know what his character feels.

Platonic speech is a symptom of language that is often experienced when people communicate. In communicating, humans use language as means of conveying messages and for a purpose. Actions of people are closely linked to the actions of individual statements (yule 2014: 82). According to Prayitno (2011:46-84), ACTS of speech are divided into six forms of commands, requests, invitations, counsel, criticism, and prohibitions. As the above explains, written communication can be done through a printing press, either a banner or a billboard.

Ardhi (2013: 22-23) states that the banner is a communication tool found along the roadside, usually spread over strategic roads and people pass through. Astuti (2014: 2) says the banner is often called canvas stretched as it is unrolled across the main road. Banner was quite effective in using pretty interesting words. It is important to keep the audience interested in reading or just scroll to see the banner. As noted earlier, its busy, strategic location allows the audience much time to see and understand it.

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The information presented through advertising has such a powerful effect that some speech events seem to reflect people's true lives. Advertising phrases in various languages. This suggests that the current language development is excellent. The diversity of languages stimulated researchers' interest in studying speech on the banners in the Solo Region. The banner is translated in terms of the speech and meaning it contains.

Aisyah research and stuff. (2020) setting out elements of the problem, including the availability of existing books is not in full harmony with the current curriculum, since the change of curriculum does not directly involve updating the entire book. The Indonesian teacher's move is to improvise and make good use of other reference materials, such as Internet sources, teacher's own books, and even around reading sources such as billboards and banners. ACTS of speech on the billboard are closely related to other sciences. One of them may have been referring to the instruction manual. In this study will be developed a seventh class secondary protocol manual that contains innovative speech on name boards. The reason researchers use the bulletin board as a resource is to help students understand the clues.

In accordance with the results of the free curriculum learning in the lines and purposes of the study written by Rosarita Dh. N. Budiman, S.S., the reading and memorizing elements contain a purpose the study is closely related to the procedure text, which is at 7.2.3. The attainment of learning demonstrates learners understanding the content or significance of written and implied, sentences pros and cons, concluded, and summarized in the textbook procedure. Fitriyani (2021:2) revealing the text of the procedure is a text that explains how to make or how to use an object. The procedure text aims to make it easier for the reader to do the action at hand.

According to Ali M. (2020:35), Indonesian learning itself has a purpose that is no different from the rest of the learning, namely, the acquiring of knowledge, skill, creativity, and attitude. In the process of language study in school, there is still an ineffective and misunderstanding of students in creating the text of the procedure related to the elective act of speech. In a procedural text, learners need to understand the language well in order to know the context of the writer (speaker). Based on this description, analysis of these descriptive ACTS of speech may be used as an alternative material for teaching the text of the procedure

RESEARCH METHODS

This research is formed using qualitative research with a descriptive analytical method. It can be classified into descriptive research because it aims to produce descriptive data about the directive speech of public space billboard advertisements that are utilized for teaching materials for procedure texts of grade VII junior high school. The utilization of procedure text will be discussed in depth in this research. The data sources were obtained from billboards along Solo Raya road. The process of data collection in this study uses the technique of free listening and listening (SBLC). This means that the researcher is not directly involved in the research data source that brings up certain data included as dysphemisms (Handayani, 2020: 139). This technique is carried out by listening freely and there is no involvement of the researcher in the delivery of the speech performed by the speaker.

The research model used in analyzing data is the interactive analysis model according to Miles and Huberman. The analysis is carried out simultaneously with data reduction, data presentation, and conclusion drawing. Data reduction is done to coordinate the data of directive speech acts in billboards which then produce a conclusion. The data presentation stage is done by classifying the data into directive speech acts of prohibition, command, invitation, order, and advice. The conclusion stage is done by reviewing previous research.

RESEARCH RESULTS AND DISCUSSION

In everyday life, generally many communication media are used as a form of notification, appeal, promotion, warning and prohibition. According to Saputri (2020) communication occurs because of the message or message that the speaker wants to convey to his speech partner. This form of communication is used to convey intentions to the wider community. Understanding information is a goal that creates benefits for both citizens and advertisers.

From the distribution of messages conveyed to the public, these hopes in public spaces take various forms, for example paid advertisements, banners/billboards, and other forms of visual communication displayed in public spaces. Humaeroh (2023) said that public space media is usually placed in strategic places which are always the location of lots of people's traffic, because this has a big impact on people's use of language. Today's public advertising media is still considered quite promising from an advertiser's point of view, despite the development of social media which has also changed the style of communication and promotion in public spaces. The reason this form is considered still promising is because public attention for traveling has not waned.

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Directive speech acts contained in billboards along Jalan Solo Raya

The following are details of the form of visual communication on billboards that contain directive speech acts along with the forms of activities that can be carried out in learning procedural texts for class VII students. There are 6 data with 39 utterances containing directive speech acts. This data is classified based on the form of directive speech acts.

FIGURE 1. There is a directive speech act consisting of 1 speech act and a command directive speech act consisting of 6 speech acts.

a. Directive speech acts of invitation

The directive speech act of invitation appears when the Karanganyar Regency Regional Disaster Management Agency asks residents to be prepared for extreme weather, namely: *"Waspada!! Cuaca Ekstrem"*

b. Directive Acts of Command

Directive speech acts of command are seen when the Karanganyar Regency Regional Disaster Management Agency asks residents to plant trees and build embankments to avoid landslides, namely: *"Perkuat dinding tebing dengan menanam pepohonan yang menyerap air dan membuat tanggul dengan saluran air untuk menghindari longsor."*

The directive speech act of command appears when the Karanganyar Regency Regional Disaster Management Agency asks residents to reduce outside activities, namely *"Menghindari/mengurangi aktivitas di luar (berkendara di jalan raya / melakukan perjalanan laut".*

A command directive speech act appears when the Karanganyar Regency Regional Disaster Management Agency asks residents to take shelter in a safe place, namely: *"Saat di perjalanan mengalami cuaca hujan, berlindunglah di tempat yang aman."*

The directive speech act of command appears when the Karanganyar Regency Regional Disaster Management Agency asks residents to avoid flood-prone roads, namely: "*Hindari melewati jalanan yang rawan banjir."*

The directive speech act of command appears when the Karanganyar Regency Regional Disaster Management Agency asks residents to keep the environment clean, namely: "*Bersama giatkan gotong-royong untuk menjaga kebersihan lingkungan."*

The directive speech act of command appears when the Karanganyar Regency Regional Disaster Management Agency asks residents to clean ditches, gutters, and drains, namely*: "Bersihkan parit, selokan, dan saluran air dari sampah agar aliran air lancar untuk mencegah genangan air."*

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FIGURE 2. In health protocol billboards there are directive speech acts
of invitation and command directive speech act

a. Directive speech acts of invitation

Directive speech acts are seen when community leaders ask residents to comply with health protocols, namely *"Ayo"*.

b. Directive speech acts of command

The directive speech act of command is seen when community leaders ask people to *memakai masker, mencuci tangan, menjaga jarak, menjauhi kerumunan, dan mengurangi mobilitas.*

FIGURE 3. This billboard shows a form of command speech act characterized by the
presence of a verb indicating an order

a. Directive Acts of Command

The directive speech act of command appears when the tax officer informs the public who will duplicate their STNK to carry out the stages of the process in the banner, namely:

- "Mengambil formulir, Mengisi identitas sesuai KTP atau SIM dan ditandatangani"
- "Menyerahkan Persyaratan"
- "Mengambil nomor antrian"
- "Membayar pajak"
- "Mengambil STNK"

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FIGURE 4. There is a 5 directive speech act consisting and a 5 prohibitory directive speech act

a. Directive speech acts of invitation

The wording includes an invitation given by the council to the public. The terms *"Mulailah saling menghargai"* are the first implementation of precepts to honor others in view of Indonesia's diversity of peoples, RACES, religions, and cultures; *"Mulailah bersikap ramah"* the second realization of precepts reflects a humanitarian attitude; "*Mulailah bersatu"* reflects the third national treaty of Indonesia: "*Mulailah bermusyawarah"* of the implementation fourth of Pancasila, where Indonesia has a democratic attitude, and *"Mulailah berbagi"* the fifth realization of Pancasila sharing in that context can be understood in a fair and nonpartial way. The wording of the invitation for all the above is in the word *"Mulailah."*

b. Prohibitory directive speech act

The MPR RI intends to provide public information to the public. The directive speech of prohibition conveyed by the billboard uses the words "berhenti" and *"stop".* Both words contain prohibitions in accordance with the implementation of the Pancasila precepts including; first, *"Berhenti saling menyakiti",* second "*Stop marah-marah",* third "*Berhenti berseteru*", fourth "*Berhenti bersilat lidah*", and fifth "*Berhenti menang sendiri".*

FIGURE 5. There are directive speech acts which have 3 types of one finding

a. Directive speech acts of prohibition

The speech act of the prohibition directive is contained in the words "*Jangan Berkerumun*" which were conveyed by Bekonang Community Leaders to the community to fight Covid by not crowding.

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b. Directive speech acts of invitation
The directive speech act of invitation is contained in the sentence "*Aktif Mencuci Tangan"* which was conveyed by Bekonang Community Leaders to the wider community to fight Covid-19 by actively washing their hands.
The directive speech act of invitation is found in the sentence "*Nikmati Kebersamaan Keluarga di Rumah*" which was conveyed by Bekonang community leaders to the wider community to fight Covid-19 by enjoying togetherness with family at home.

c. Directive speech acts of command
The speech act of the command directive is contained in the sentence "*Diupayakan Selalu Menggunakan Masker*" which was conveyed by Bekonang community leaders to the wider community to fight Covid-19 by always using masks.

FIGURE 6. There are found a two directive speech acts of invitation and a one directive acts of command

a. Directive speech acts of invitation
The directive speech act of invitation appeared when the committee of MAN 1 Surakarta asked a student of MAN 1 Surakarta to implement 5M, which is: "*Ayo! Seluruh Warga Madrasah laksanakan 5M."*
The directive speech act of invitation appeared when the committee of MAN 1 Surakarta asked student MAN 1 Surakarta to wear a mask, which is: "*Memakai Masker dengan Benar."*

b. Directive acts of command
The directive acts of command appear when the committee of MAN 1 Surakarta asks a student of MAN 1 Surakarta to *"mencuci tangan pakai sabun", "menjaga jarak minimal 1 meter", "menjauhi kerumunan",* and *"mengurangi mobilitas".*

Implementation Directive Speech Acts in Billboards as Class VII

Procedure Text Learning in Schools

Based on the research we have conducted, it will be connected to student learning. The relevance is to the learning of procedural texts for Indonesian Middle School (SMP) students in class VII. According to Wardhana in Putri et al (2019: 109), viewed from a pragmatic perspective, a directive speech act is classified as a language act which generally needs to be considered thoroughly and in depth in the context so that the speech partner can respond effectively as desired by the speaker. Directive speech acts are unique utterances to study. This research found various forms of directive speech. The directive utterances that are found include speech acts of commanding, inviting, and forbidding.

The relationship between research and procedural text learning in class VII of Junior High School (SMP) according to Learning Outcomes (CP) reading and viewing. Learning procedure texts is closely related to everyday life with specific discussions about providing instructions, guides, or instructions for doing something. This text helps us to understand and do things in the correct stages. Procedure texts can contain invitations, commands, or prohibitions. In learning, it can be implemented in the patterns and the end result procedure text. form of suggestions, invitations and appeals to pay attention to is that students can do something according to the steps in the

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Students are invited to read and view billboards in public spaces around the school which are generally easy to use as material for analysis. In line with Barlian's opinion (2017:2110), that a good learning process can be carried out by students both inside and outside the classroom, and with the characteristics possessed by students, it is hoped that they will be able to interact and socialize with their friends well and wisely. This activity can attract students' interest because they directly observe the shape of the billboards which will later be studied and become learning material. After reading and viewing, students are invited to find words related to the words invitation, command, or prohibition which of course correspond to the form of directive speech as in the data. The results provide a stimulus for students to recognize the characteristics of sentences and elements in procedural texts. In line with Kasanah's (2018: 230) opinion, teachers can easily invite students to directly observe objects and analyze them. This can provide new innovations in Indonesian language learning as well as provide students with a sense of interest in learning Indonesian.

CONCLUSION

Based on the research conducted, it can be concluded that directive speech acts are very closely related to people's daily lives, because in the research there were 6 data with 39 utterances containing directive speech acts. Apart from that, the research results show that directive speech acts can be used as teaching material for class VII middle school procedure text material. Its implementation will stimulate students to be able to recognize the characteristics of sentences, elements and linguistic features of procedural texts. It is hoped that educators can use the results of this research as alternative teaching materials to improve learning of procedural texts for class VII middle school.

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A Study on Parents' Belief: Can YouTube Kids English Channels Make My Children Speak English?

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Abstract. The increase of technology has prompted parents to search for substitute techniques in instructing their offspring the English language. The research aims to explore if English channels on Youtube Kids can improve proficiency in the English language within the child population. In particular, it examines the caregivers' views and their offspring's speech development. The study uses a qualitative research approach and relies on questionnaires to get information from parents who have little formal education. The results of this study shed important light on the potential effects of YouTube Kids English channels on kids' language learning as well as the influence of parental attitudes on children's language learning behaviors. It indicates that although Youtube Kids channels in English can familiarize children with English, it demands more than simply counting on them to fully attain language fluency. Hence, parents need to make use of YouTube Kids channels in English as a complementary tool. It is important for them to encourage active participation their kids in conversing in English. Keywords: language learning; foreign language acquisition; YouTube

INTRODUCTION

In the modern interconnected world, English is now a significant language for effective interaction, learning, and career prospects because it is spoken by more than 350 million people around the world and more than 430 million people used it as a second language [1]. Moreover, English is also as business and cultural spheres domination. Therefore, English is the main requirement for searching career opportunity. Due to English proficiency, it has greater possibility to find out the job in global firm and hopefully Indonesian children can gain English proficiency for collaborating in all kinds of jobs and global business event [2,3]

With regard to the essential of English proficiency, mostly parents are keen on discovering methods to assist their kids grasp English since an early stage. Government in Asia such as, Taiwan and South Korea has policy to put foreign language in curriculum which it is started in early education [4]. In Indonesia, parents prefer to join in international school or bilingual school because of learning English as foreign or second language. Parents in Indonesia eager to facilitate their children to learn English and support their children to join international partnership in their study [5].

Formal education is not only preference for learning English but also a home-based English skill input is preferable. A commonly chosen choice is utilization of YouTube Children channels in English. These networks provide a diverse selection of educational materials developed to instruct youngsters the English language in a lively and interactive fashion. Several researches also reveal that youtube has significant effect. It can develop the student in learning new vocabulary and very applicable in elementary classroom [6.] Youtube is not only appropriate in elementary, but also in higher education. It play essential role in improving speaking skill [7.]

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Considering the role of youtube, the use of youtube is considerably higher among 0-5 years old children [8]. Therefore, it needs parent contribution to guide the children in using youtube. Parents' involvement has significant factor in children education, especially when their children start to learn English [9]. Nevertheless, certain parents might be unsure related to the impact of these platforms. Especially if they hold a lack of education. However, several prior researches focus on the beneficial of youtube [10–12]. There is also research about the parent view in utilizing youtube in early childhood that there is a good and negative side for children development in cognitive and religious value [13]. Therefore, this study fills the gap in analyzing specifically parent with low education background point of view in how youtube role in acquiring English proficiency.

LITERATURE REVIEW

Earlier studies have indicated that the exposure to media in English language can positively influence the linguistic progress of children. Specifically, research has shown that engaging in English TV watching is capable of boosting the way children speak and understand. Viewing these programs introduces kids to a broad variety of terms and expressions, supporting their expansion their language skills. Moreover, listening to native speakers via TV can strengthen the knowledge pertaining to grammar and sentence construction. In conclusion, paying attention to and copying actors' pronunciation supports young ones refine utterance proficiency. Nevertheless, the research is limited studies on the impact of channels on YouTube Kids for English content in particular. Prior studies have demonstrated that access to English media can benefit the language growth of children. Specifically, investigations have revealed that watching English TV series can develop children's vocabulary, grammar, and pronunciation. Nevertheless, we have scanty studies related to the impact of English channels on YouTube Kids in particular. Nonetheless, research is limited regarding the efficacy of English channels on YouTube Kids in particular.

Regarding the development how to acquire language by using device, it means that language acquisition covers a wide range of topics related to how people learn languages [14]. How children acquire the language is different from the adult. Adult put more awareness in language that it is reflected on the good grammar. However, Children acquire language through a subconscious process and it can be seen in their grammar which it is not as the grammar rule [15]. Moreover, children have long process to acquire the language because it is believed that human equipped with language acquisition device to acquire language and the stages as follow [16]:

FIGURE 1. The Process of LAD

Based on the figure, acquiring language depends on how receive the language input, process it by using language acquisition device, such as cognition and feeling, and the output is based on the formal grammar. This concept is relatively similar to foreign language learning.

Considering foreign language learning, children tend to easily learn language whether it is first, second or foreign language learning [17]. Moreover, early childhood is the best time because the brain hard-wired acquired language naturally and the advantage are children can devote their full time to learn language and their motivation is intense 18. Therefore, parent prefer to give intense oreign language input in early age.

Foreign language acquisition also acquires certain the language environment. There are four condition factor in acquiring foreign language [19].
1. Naturalness of the environment
   natural environment is better than formal environment
2. The learner's role in communication
   enough opportunity for practicing in active communication
3. Availability of concrete reference
   A country where target language is spoken on everyday basis is the best environment
4. Target language models
   The feature is important. If it is in classroom how teacher bring newspaper, magazine, internet material, youtube. In this study, youtube is used in home as feature for learning target language.

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Moreover, the language input is also plays crucial role in foreign language acquisition, especially with the parent in home. It means that the input plays crucial role for language output. In addition, the input has two basic characteristics [20], as follow:
1. comprehensible

   the learner can understand by seeing and listening
2. referential meaning
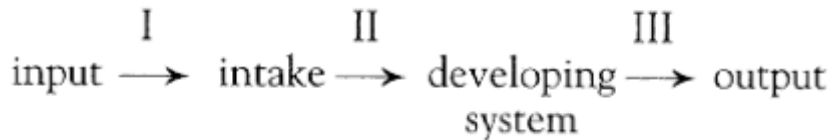
   learner can respond the language input.

FIGURE 2. Process in foreign language acquisition

The figure reflects that the input and output process is not only the internal factor, such as cognitive, but also external factor, such as media for learning and parent.

Concerning the parent role, social economic background is also prominent in learning foreign language. [21] identified four major influential factors, such as:
1. parent, family, neighborhood character which include parental occupation, household income, race, and education
2. parent general beliefs and behavior, it refers to parenting style, child-rearing beliefs, and efficacy beliefs
3. parents' child- specific belief is parent expectation for their child's performance as well as their child abilities and talents.
4. parents-specific behavior is the time they spend with their children, teaching strategies, providing of toys and equipment.

These four factors are related to current children environment. Children are surrounding the sophisticated technology and parent role still the prominent. Therefore, this research is conducted to search how the point of view of low education parent background regarding whether English contents on YouTube Kids are able to assist their little ones acquire the English language.

RESEARCH METHOD

Participants

One hundred Indonesian parents (Mothers $n = 70$; Fathers $n = 30$) with low educational background who possess kids with ages ranging from 3 to 8 were the participants of this study. Parents' beliefs and actions regarding literacy activities with their kids were significantly correlated with their educational levels. The criteria of low education represents upper-secondary education levels in which parents are graduated from elementary school to senior high school (https://ilostat.ilo.org). More information about demographic data and their children's current English language proficiency were also collected through survey. The research utilized a questionnaire for gathering information. The questionnaire inquired mothers and fathers about their opinions concerning the efficiency of YouTube Kids channels in English in supporting their sons and daughters in mastering English. The investigation furthermore obtained socioeconomic details. This consisted of the level of the parents of learning and the children's present English skills. The overall from a group of 100 mothers and fathers finished the online poll. Most of participants (seventy percent) finished secondary school or not more. The majority of parents (80%) mentioned that their kids had minimal competence in English.

Design of the study and Instrument

This research employed survey design as technique for gathering data from a sample of people in order to learn more about their beliefs regarding YouTube Kids English channels in helping their children learn English. It entails posing a series of inquiries to respondents and examining their responses to draw inferences or develop conclusions [23]. The questionnaires were administered using google form and spread through WhatsApp group of parents from different schools. Only parents with matched criteria were chosen as the participants. An expert validation and pilot test were provided to improve the reliability of the instrument.

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The questionnaire utilized is Likert scale. People's attitudes, opinions, or perceptions about a certain topic are gauged using a Likert scale. It is a rating scale that asks respondents to score a number of statements or things on a scale of agreement or disagreement. A scale of 1 to 5 or 1 to 7 is typically used, with 1 denoting "strongly disagree" and the highest number denoting "strongly agree" [24].

An outline of the questionnaire

The questionnaire was divided into two sections. The first part is generating demographic information from parents. It asks about number of children, the children's range of age, the current education level of the parents, their jobs and salary, and their children English competency. The second part collected information about their belief in:

1. Possible impacts of YouTube Kids English channels on young learners' language acquisition
2. The impact of parenting styles on kids' language learning habits
3. YouTube Kids English channels can help kids practice their English.
4. It necessitates more than relying just on the guidance of teachers for proficiency in a language.
5. Use English-language YouTube Kids channels as an additional resource.
6. They should encourage their children to participate actively in English-language conversations,
7. They should work with them from an early age to help them learn the language.
8. Using the English-language YouTube Kids channels is a popular option.
9. YouTube offers a wide range of educational resources designed to teach children the English language in a fun and interactive way.
10. Some parents might be unsure of how these platforms would affect their children. particularly if they lack an education
11. Parents can help their children learn English by using YouTube Kids.
12. Children's linguistic development can be influenced favorably by exposure to English-language media.

RESULTS

In this section, we present the result of demographic information and the percentage of parents' belief in YouTube can be utilized as a media to help their children speak English. The data were gathered from questionnaires that collected demographic data that show number of children possessed by parents (1 child $n= 30$; 2 children $n= 43$; 3 children $n= 24$; 4 children $n= 3$). It is also seen that the children were in the range of age 3-8 years old (3-4yo $n= 40$; 5-6yo $n=36$; 7-8yo $n=24$). The most important information obtained was the parents' current education level. It is found that there are four parents who were graduated from elementary school, junior high school graduates are 56 parents, and senior high school graduates are 60 parents. These levels of education is under category of low to upper secondary education (https://ilostat.ilo.org).

Furthermore, in the condition of having low level of education, parents acquire belief about YouTube Kids English videos for their children English language acquisition.

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TABLE 1 Parents' Belief in YouTube Kids English Videos Can Help their Children Speak English

Parents' Belief	Percentage
Possible impacts of YouTube Kids English channels on young learners' language acquisition	73%
The impact of parenting styles on kids' language learning habits	70%
YouTube Kids English channels can help kids practice their English	74%
It necessitates more than relying just on the guidance of teachers for proficiency in a language	70%
Use English-language YouTube Kids channels as an additional resource	74%
They should encourage their children to participate actively in English-language conversations	70%
Parents should work with children from an early age to help them learn the language	56%
Using the English-language YouTube Kids channels is a popular option	78%
YouTube offers a wide range of educational resources designed to teach children the English language in a fun and Interactive way	70%
Parents sure of how YouTube would not affect their children, particularly if they lack of education	56%
Children's linguistic development can be influenced favorably by exposure to English-language media	73%

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TABLE 2 Parents' Belief in YouTube Kids English Videos Can Help their Children Speak English

Parents' Belief	Percentage
Possible impacts of YouTube Kids English channels on young learners' language acquisition	73%
The impact of parenting styles on kids' language learning habits	70%
YouTube Kids English channels can help kids practice their English	74%
It necessitates more than relying just on the guidance of teachers for proficiency in a language	70%
Use English-language YouTube Kids channels as an additional resource	74%
They should encourage their children to participate actively in English-language conversations	70%
Parents should work with children from an early age to help them learn the language	56%
Using the English-language YouTube Kids channels is a popular option	78%
YouTube offers a wide range of educational resources designed to teach children the English language in a fun and Interactive way	70%
Parents sure of how YouTube would not affect their children, particularly if they lack of education	56%
Children's linguistic development can be influenced favorably by exposure to English-language media	73%

DISCUSSION

The findings from this research indicate that parents who have limited educational background think that English channels on YouTube Kids could serve as an efficient method for aiding their sons and daughters acquire the English language. It is in line with prior studies on the advantageous influence of media used in English on the language advancement of children (Alroqi et al., 2022). Nevertheless, it should be emphasized that this research did not assess the genuine influence of channels on YouTube Kids for learning English in boosting children's English language proficiency. Further studies can explore the inquiry through assessing the language aptitude of children prior to and following being exposed to YouTube Kids channels in English. In particular, scientists can evaluate the adolescents' verbal aptitude via standardized assessments or linguistic evaluations. It is possible for them to subsequently show the kids to English channels on YouTube Kids for a specific duration and assess their fluency in language once more after the exposure. That would offer valuable perspectives on the effect associated with YouTube Kids channels in English on the growth of children's language abilities.

Lower parental level of education may affect the learning resources that their kids choose [26]. It may have the following effects on the selection of study materials:

1. Inadequate awareness and knowledge: Parents with little educational experience might not be well-versed in the range of learning resources available to their kids. They might not be familiar with the most recent learning resources or they might not have had access to a variety of learning resources themselves.
2. Insufficient economic funds: Parents with low educational backgrounds may also be financially strapped, which may limit their ability to invest in educational materials for their kids. They might not be able to afford learning tools like toys, books, or other resources.
3. Lack of availability of information: Information pertaining to instructional resources may be challenging to obtain for parents with low educational backgrounds. They might not be aware of neighborhood resources like libraries, educational websites, or websites offering learning materials for free or at a moderate cost. Their options may be further constrained by this lack of access.
4. The consequences of cultural and social aspects: The selection of learning materials can also be influenced by cultural and social factors. Cultural norms or social influences that place a higher value on other parts of

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a child's development than academic subjects may have an impact on parents with limited educational backgrounds.

It is important to note that these factors are not deterministic and that parents with low educational backgrounds can still make informed choices about learning materials for their children. However, these factors can present challenges that need to be addressed in order to ensure that all children have access to quality learning materials regardless of their parents' educational background. The authors declare that there is no conflict of interest in this

CONCLUSION

To sum up, the research discovered that parents who lack formal education commonly hold the belief that English channels on YouTube Kids are able to assist their kids in learning English. Although this belief aligns with previous research regarding the beneficial effects from English media sources in the development of children's language, additional research is required to verify the genuine impact related to English channels on YouTube Kids to boost children's English language proficiency.

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Analysis of The Relationship Between Critical Thinking, Refractive Thinking and Mathematical Self Efficacy on The Mathematical Literacy of Pre Service Elementary Teachers

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Abstract. The goal of this study was to examine the relationship between critical thinking, refractive thinking, and self efficacy on pre service teacher's mathematical literacy. The type of this study was ex-post facto research with a quantitative research approach. 150 Pre Service Teacher of semester 6 and 8 at primary school teacher education Program of Muhammadiyah University of Kupang. Test, observation, and questionnaire were the technique employed in this study.. All the data collected and process using SPSS 2022 version. The result would based on the partial test, simultaneous test, correlation test and lastly the analysis of the simultaneous correlation coefficient. The data analyzed by data reduction, data presentation, and conclusion drawing. All instrument used in this study were validate by two expert. The results of this study showed that there is a relationship between critical thinking, refractive thinking, self efficacy with mathematical literacy skills. The implications of this study are: First, lecturer can have the description of the state of the pre service teacher mathematical literacy skills, so that the lecturer can support and train the pre service teacher to master skills that lead to mathematical literacy skills. Second, The government must create a superior instructional approach, learning questions, learning concept that support mathematical literacy and all competencies that build mathematical literacy with the assistance of researchers.. In this study showed, enhancing mathematical literacy could start from enhancing variables or competencies that builds up mathematical literacy. And for future teaching experience lecturer can design learning circumtances that can habituate pre service teacher in solving mathematical literacy problems

Keywords : Critical Thinking, Refractive Thinking, Self Efficacy, Mathematical Literacy, Pre Service Teacher Elementary Education

BACKGROUND

Facing the challenges and competition of today's world requires human resources who have high ability to solve various problems. This ability can only be obtained through an educational process, one of which is mathematics education. Mathematics is a universal science that has an important role in various scientific disciplines that are useful in everyday life. Teachers must be aware of each pre-service teacher's traits in order to conduct attitude assessments. According to Emily (2013), teachers frequently choose not to create a written attitude assessment due to the difficulties of planning. Additionally, it is challenging to evaluate pre-service teachers' attitudes objectively. The attitudes of pre-service teachers might also be affected by daily fluctuations in mood and emotion. The learning that will best assist pre-service teachers in cultivating a positive attitude is chosen using attitude assessment rather than assessing pre-service teachers' level based on their work.

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By learning mathematics a person is trained to have skills that are useful in solving problems (Syahbana, 2012). The importance of mathematics in all aspects of being a factor in mathematics is taught at every level gradually from basic education to tertiary institutions (Wardana and Lutfianto, 2018). By studying mathematics pre service teachers are prepared to have the ability to think critically, refractively and self-efficacy in order to be equipped to solve problems in society. By studying mathematics pre service teachers are prepared to have the ability to think critically, refractively and self-efficacy in order to be equipped to solve problems in society.

According to Lubis (2017) critical thinking is a rational individual who is able to think reflectively and is able to make decisions based on careful consideration. Critical thinking is also a complex process involving acceptance, mastery, data analysis, evaluation and making decisions based on evaluation results (Wiliawanto et al, 2019).In line with Anugraheni's opinion (2020) critical thinking is an organized process that involves mental activity which includes a person's ability to formulate problems, provide arguments, compile reports, provide deductions, induction, decide then carry out and interact with others to solve problems.

In addition to critical thinking, refractive thinking skills are also very much needed in solving problems as expressed by Prayitno et al (2016) refractive thinking occurs if a person is able to make decisions in determining mathematical solutions. Refractive thinking is the ability to see and identify problems through different perspectives in order to offer alternative solutions, balancing and observing problems that arise (Pagano and Roselle, 2009).

Downey (2005) utilising light as a metaphor to explain the refraction. When light strikes a medium, it undergoes refraction, which causes the light to bend towards a specific point.. Based on the metaphor, Pagano & Roselle (2006, 2009) and Medeni & Medeni (2009) claims that the reflection's ongoing critical thinking and production of new information cause the refraction to occur. Reflective thinking is therefore a symptom of thinking. Reflective thinking is the process of continuing to consider critically until a choice is made. This suggests that reflective thinking, critical thinking, and decision-making are key elements of reflective thinking. The process of refractive thinking can be illustrated in Figure 1.
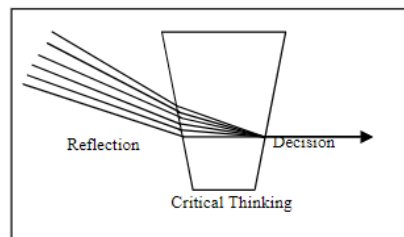

FIGURE 1. The Process Of Refractive Thinking

According to Pagano and Roselle (2006, 2009), the term "refraction" refers to the transformational knowledge that results from the use of critical analysis and problem-solving techniques to provide interpretation and conclusions of significant issues and circumstances while taking the course material and context into account. In this instance, knowledge transformation refers to a person's capacity to find creative solutions to difficulties. Refraction serves to process decision-making by taking into account potential other solutions. This demonstrates how refraction concentrates information because when reflection and critical analysis are used to arrive at alternative solutions, they are taken into account when making decisions. Be related to refraction defined by Medeni & Medeni (2009) as the learning of fresh knowledge through critical thought and reflection. The process of getting new information (decision) as a result of contemplation and critical thought is demonstrated by this. Because of this, refractive thinking in this study is a decision-making process that is perpetuated through critical thinking.

The ability that is no less important is self-efficacy. Self-efficacy is a belief in one's capacity to succeed in and finish academic tasks by the allotted target and time (Somawati, 2018). Academic self-efficacy refers to a person's level of confidence in his or her capacity to engage in various learning activities and finish tasks. Pre service teacher self-efficacy is very important to control motivation to achieve academic goals.

The three abilities above can be developed using practice methods or repeated habituation in solving mathematical problems, especially PISA questions which are significant with mathematical literacy. Mathematical literacy is the capability to formulate, employ and clarify mathematical concept in various contexts (Fathani, 2016). In line with Fathani, Anwar (2018) states that the ability of individuals to use their mathematical abilities in solving problems in everyday life effectively

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Problem Of Study

In fact, In Indonesia, not all pre service teacher specially in primary education program have mathematical literacy abilities, the factors are many. But, the main problem is in teaching the pre service teacher mathematical literacy, lecturers do not have description of what state the preservice tecaher's mathematical literacy ability are, and what other competencies that have direct impact on mathematical literacy, which make more chalenging in teaching. Furthermore authors finds this is important to be followed up in a structured research.

Gap Study & Objective

According to Prayitno's (2014) research, pre-service teachers go through a number of stages of thinking skill, beginning with reflective thinking and moving on to critical thinking. Maslukha (2018) describes the characteristics of pre-service teachers in terms of their "problem-solving skills in terms of pre-service teachers' mathematical abilities, which in previous studies have not been shown in detail how pre-service teachers critical thinking, refractive thinking, and self efficacy link to mathematical literacies.. Therefore, this study will discuss it using a variety of reviews and sources. The objective of this study is to outline the phases of mathematical literacy.

METHOD

Type and Design

This study employs a correlational design, which aims to establish the nature and strength of relationships between two or more variables without attempting to manipulate any of them (Faenkel and Wallen, 2008).. The type of research used is ex-post facto research with a quantitative research approach, namely research that uses data processing in the form of numbers as a tool for analyzing and conducting research studies, especially regarding what has been researched (Kasiram, 2008). This study was conducted from May to July 2023.

This study will connects the link between critical thinking, reflactive thinking, and self efficacy to mathematical literacy.

Data and Data Sources

The population of this study is pre service teacher of semester 6 and 8 as pre service teachers at primary school teacher education Program of Muhammadiyah University of Kupang. Sample size consists of 154 pre service teachers who were randomly drawn and who had undertaken mathematics studies. The objects to be examined are critical thinking skills, reflective thinking skills, self-efficacy, and mathematical literacy.The data in this study consist results of tests, transcripts of observations, and transcript of questionnaire. In this study, pre-service instructors were given tasks to complete and were instructed to think aloud while trying to solve problems. After pre-service instructors receive compensation, research examines if they handled it correctly in order to obtain a response. Pre-service teachers will be a subject and part of the group reflecting thinking if they demonstrate reflective thinking and critical thinking in their decisions.

Data Collection Technique

- Observation
  Participatory observation and direct observation were the types of observations used in this investigation. The aspects observed from samples were critical thingking, reflective thinking, and mathematical literacy
- Tests
  Tests used in this study were designed to measure the critical thinking, reflective thinking and mathematical literacy. There were 2 types of test and each contains 25 items in the test. First test focused on critical thinking and refractive thinking problem, and the second test focused on mathematical literacy problems.
- Questionnaire

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Questionnaire in this study were designed to observed the level of Mathematical Self Efficacy on pre sevice teacher

Data Validity

The face validity of the instrument was determined by one experts in test and measurement and one in primary education. The reliability of the instrument was determined using Cronbach Alpha reliability method.

Data Analysis

The data collected were analyzed using SPSS program, by determined the result of partial test, simultaneous test, correlation test and lastly the analysis of the simultaneous correlation coefficient. The results of the study also show that there is a relationship between critical, refractive thinking, and self efficacy with mathematical literacy skills.

RESULT

The results in this study aim to describe the ability of pre service teacher to think critically, refractively, self efficacy level, and mathematical literacy. Furthermore it is also to find out the relationship between critical thinking, refractive thinking, and self efficacy with mathematical literacy skills of pre service teacher.

TABLE 1. Output Description of Critical Thinking, Refractive Thinking, Self Efficacy, and Mathematical Literacy

Statistik	Kemampuan Peserta Didik			
	Berpikir Kritis	Berpikir Refraktif	Self Efficacy	Literasi Matematis
N	150	150	150	150
Range	26	28	25	22
Minimum	60	67	60	63
Maximum	86	95	85	85
Sum	10950	12100	10880	11370
Mean	73.00	80.67	72.53	75.80
Std. Deviation	8.290	8.714	8.026	7.634
Variance	68.725	75.928	64.412	58.282

TABLE 2. Output Partial Test

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Kemampuan Berpikir Kritis	.117	.069	.127	3.695	.002
Kemampuan Berpikir Refraktif	.225	.067	.252	3.353	.001
Self Efficacy	.344	.071	.362	4.819	.000

a. Dependent Variable: Kemampuan Literasi Matematis

Based on Table 2, it can be seen that the t-count results on critical thinking skills have a value of 3.695, refractive thinking of 3.353, self efficacy 4.819, which means the t-count result is bigger than the t table which is 2.576. It shows that the H0 declined and H1 accepted, there is a relationship between critical thinking skills and

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mathematical literacy skills, there is a relationship between refractive thinking skills and mathematical literacy skills, and there is a relationship between self efficacy and mathematical literacy skills.

Based on the test, observations, and questionaire result, authors identified that there are some unique relations between each variable. Authors links individual tests and questionnaire result to finds connections, in special cases it shows the same pre service teacher who have low score on mathematical self efficacy can solve the mathematical literacy problem precisely in procedures and got high score. These special cases lead to interesting discussions.

DISCUSSION

The main element in mathematical literacy was conceiving problems and converting it to mathematical form. To able to do so it takes critical thinking skills. The results of the current study demonstrated a connection between logical thought patterns and the critical thinking process. After that, the capacity to comprehend the issues encountered and develop solutions (Aini et al., 2019).

The challenges with literacy were primarily evident during the process of comprehending the issue. As a result, it failed to complete the mathematizing, communication, and representation processes. The individual then completed the calculation in the wrong order. In addition to a lack of comprehension of the issue, misunderstanding the solution method led to mistakes in the mathematical literacy process. According to research by Musafir and Susiswo (2021), a number of factors contributed to mistakes made when applying strategy to solve problems. They were misunderstandings, improper techniques, clerical faults, and writing errors. Low reading skills in subjects cause misunderstandings or a lack of knowledge of problems that require solutions.

Mathematical literacy may entail using real-world situations to solve difficulties. Things involving mathematical activity are referred to as "mathematizing" in this context. Pre-service teachers are currently able to describe the basic mathematical procedures involved in transforming problems that are defined in real-world contexts into mathematical form (which includes structure, concepts, making assumptions and/or formulating models), interpreting, and evaluating mathematical results, as well as creating mathematical models about context-specific problems. To answer a mathematical literacy problem, one needs justifications and reasoning. In this regard, pre-service instructors are already familiar with the reasoning involved in deriving conclusions from an issue by connecting and elaborating on its various components. This has a connection to reflective thinking. Additionally, pre-service instructors are already capable of verifying and defending the information provided as well as the assertion or problem-solving strategyThis is supported by a study by Prayitno (2014) that shows how pre-service teachers acquire data to solve problems before arriving at a conclusion that they believe is accurate. at order to be able to claim that the subject is currently at the stage of refractive thinking.

Mathematical literacy requires the discovery of strategies to solve mathematical problems. This group of critical processes is categorised as selecting, discovering, or planning mathematically-based tactics. In this respect, pre-service teachers are able to identify issues clearly, use formulae to address them, and find solutions. This links to the stages of self efficacy of the pre service teacher.

Furthermore, This investigation made fresh discoveries. Results of respondents' tests, observations, and questionnaires provide information about their aptitude, and these findings demonstrate that: (1) subjects marhematical literacy involves critical thinking skill (2) refractive thinking term is unfamiliar amongs subjects but test result show subjects have the ability in the good level. (3) mathematical self efficacy level on subjects in special cases are not linear to mathematical literacy.

CONCLUSION

Novelty and Contribution

Based on this study, enhancing mathematical literacy could start from enhancing variables or competencies that builds up mathematical literacy. And for future teaching experience lecturer can design learning circumtances that can habituate pre service teacher in solving mathematical literacy problems

Limitation and Future Study

The current study contains a number of drawbacks. It initially has to do with the diversity of subjects. Subjects only selected from Universitas Muhammadiyah Kupang, specifically on primary education program, this made the data less diverse. Second, the research type in this study is expost facto, whichs authors only describing data, and

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for further study this research is expected to be the background of development researches about mathematical literacy.

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ANALYZING TASK INSTRUCTIONS: EXPLORING BLOOM'S TAXONOMY IN ENGLISH WORKSHEET CONSTRUCTION

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Abstract. It is widely recognized that worksheets are essential to assist teachers in providing students with sufficient learning activities that fit the learning objectives. The learners are given a detailed plan or guide that specifies the required behaviors they must accomplish. Because there are so many different worksheets available, the teacher must choose one that meets the needs of the students. The instructions must be systematically organized in good worksheets by paying attention to operative verbs based on Bloom's Taxonomy. This study aims to determine the extent to which Bloom's Taxonomy criteria define the development of activity instructions on student worksheets. This qualitative descriptive study is conducted to analyze an English worksheet for eighth-grade students published by Graha Pustaka. The observation checklist is used as a tool to examine how each instruction provided on the Worksheet is constructed. Based on the analysis, the construction of question instructions that fall into the Lower Order Thinking Skills (LOTS) category includes levels C1 to C2, which correspond to remembering, understanding, and applying as much as 42%. Meanwhile, 58% of the question instructions are included in the Higher Order Thinking Skills (HOTS) category, which accommodates analyzing, evaluating, and creating.

Keywords: Task Instruction, Taxonomy Bloom, Worksheet

INTRODUCTION

A worksheet, an essential educational tool utilized in instructional and educational endeavors, is imperative for enhancing students' skills and delving into their understanding rather than solely depending on the teacher's elaboration. Most of the tasks in the Worksheet are meant to help students understand more. By accomplishing the activities in the worksheets, students may increase their comprehension and teachers can track their growth. A worksheet is an indispensable part of any educational activity today. Without worksheets, the activity of teaching and learning is incomplete.

It is now quite applicable to discover or make English worksheets that teachers might use in their classrooms due to the advancement of education. However, some teachers ignore the high level of an English worksheet due to the ease of producing and releasing one. This is troubling since it may impact students' English proficiency outcomes because a worksheet did not offer appropriate exercise. There have also been a few studies done on worksheets, most of which concentrate on the study of science worksheet material.

Worksheets are the central component of the curriculum in the Indonesian educational system. They chose the subjects to teach, the implementation strategies, and the rules for classroom teaching. They also offered teachers a detailed syllabus while teaching a particular topic. Worksheets are necessary for students learning. Because

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teachers are expected to present a variety of materials, items are supported by English worksheets. Many publishers take the opportunity to offer worksheets that are created based on the curriculum used in Indonesia in a variety of settings and types.

The cognitive domain should relate to Bloom's taxonomy in constructing task instruction in the Worksheet. The six cognitive levels of Bloom's taxonomy encompass the human cognitive level and include remembering, comprehending, applying, analyzing, evaluating, and creating. The initial three skills are categorized as Lower Order Thinking Skills (LOTS), whilst the final three skills are classified as Higher Order Thinking Skills (HOTS). For students, LOTS and HOTS are both essential. They stand in for the logical progression of human cognitive growth. Therefore, LOTS and HOTS are formed during teaching and learning, particularly the activities. Students' ability to think critically and creatively, which is used to analyze the material provided, is enhanced through using HOTS in the learning process. They can better prepare for life in real life by having this [1]. Because they drive students to act on the material they learn, HOTS go beyond rote memorization, comprehension, and application of knowledge [2]. When the development of higher-order thinking skills becomes the concern of English teachers and is considered essential, English teachers should enhance their instructional materials [3]. Through this study, it is determined how the developed activity instructions for the worksheets attempt to meet the criteria of students in acquiring competencies in the LOTS and HOTS areas.

METHODOLOGY

This study is classified as qualitative research. According to 4, Qualitative research is employed to examine and understand the importance of a social or human issue as viewed by certain people or communities. Emerging issues and methods are a component of the research procedure. Typically, data are collected in the participant's environment. The researcher infers broad themes from data analysis specifics and then interprets the significance of the data. The final report has an adaptable structure.

The Worksheet utilized in this study is "BAHASA INGGRIS" by GRAHA PUSTAKA, an English Worksheet for the eighth grade of secondary school. The Worksheet has six chapters; all are analyzed for instructional content.

The Task instruction classification analysis is examined based on each chapter. The classification used to analyze Task instructions using the revised Bloom's taxonomy. Bloom's Taxonomy is a hierarchical framework employed to categorize and differentiate several stages of human cognitive processes, including reasoning, acquiring knowledge, and comprehending One of the domains in Bloom's taxonomy is the cognitive domain. The cognitive domain is divided into 6 levels of thinking. The first three levels of thinking included in the LOTS are the levels of Remembering (C1), Understanding (C2), and Applying (C3). While the following three levels of thinking are included in the HOTS, namely the levels of Analyzing (C4), Evaluating (C5), and Creating (C6).

RESULT AND DISCUSSION

Following analysis of the Worksheet from chapters 1 through chapter 6, the researcher stands at the data and seeks the average, arriving at the following sum:

TABLE 1 Brief Analysis of the Task Instruction

CHAPTER	Aspect of evaluation	Fulfillment	Classification
1	LOTS	47%	
	HOTS	53%	HOTS
2	LOTS	38%	
	HOTS	62%	HOTS
3	LOTS	45%	
	HOTS	55%	HOTS
4	LOTS	43%	
	HOTS	57%	HOTS
5	LOTS	33%	
	HOTS	67%	HOTS
6	LOTS	45%	
	HOTS	55%	HOTS
Average			

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LOTS	42%
HOTS	58%
Classification	HOTS

The Worksheet is classified as a HOTS worksheet since it had an average score of 58%, based on the information in table 1.

Once the task instruction on this Worksheet received an average score of 58%, it was classified as HOTS. The Worksheet's task instruction increased LOTS 42% and HOTS 58% overall. 43 Task Instructions are categorized as LOTS, and 59 Task Instructions are categorized as HOTS. The insights from the analysis showed that the student's worksheet is dominated by activities that facilitate students to be able to think critically.

HOTS are the highest three layers of thinking from the modification of Bloom's Taxonomy as explained by 5. These cognitive abilities are broken down into the following six categories:
a. Remembering (C1): Draw on long-term memory to recall pertinent information.
b. Understanding (C2): Through interpretation, comparison, and explanation, create meaning from spoken, written, and graphic messages.
c. Applying (C3): Using previously learning material in fresh contexts.
d. Analyzing (C4): Splitting apart an information into its constituent elements and determining how those pieces connect with one another and a broader structure or objective by contrasting, organizing, and designating.
e. Evaluating (C5): Judging based on standards and criteria through scrutiny and criticism.
f. Creating (C6): Tying up the data together to create a coherent or helpful whole; rearranging pieces into a different shape or construction by planning, creating, and generating.

The study revealed that the task instructions of the Worksheet confined higher-order cognitive characteristics according to the updated Bloom's Taxonomy, which contains C1, C2, C3, C4, C5, and C6. It could be declared that the research's results are consistent with the updated Bloom's Taxonomy theory by Anderson et al.

The findings of this study are consistent with those of Febrina's investigation6. The outcome reveals that Higher Order Thinking Skills (HOTS) was the level that dominated the Worksheet under study. Compared to Lower Order Thinking Kids (LOTS), it was 66.8%. According to Yora Septyaningrum's (2014) research on the "PROGRESIF" worksheet, the Worksheet was classified as LOTS and received an average score of 69%.

According to Creswell (2012), interpretation of the research's findings is done through sense-masking the data. Interpretation in qualitative research is the process of standing back and developing a deeper understanding of the phenomenon based on one's own opinions, parallels to previous studies, or both." Derived from the previous methodology, importance of researcher's reflection on the significance of the facts cannot be overstated. It is also vital to compare the research results with those of earlier investigations.

The study's findings have given the researcher new insight into what occurs when a required English worksheet is used. The Worksheet is still not considered a "good" worksheet. In general, the Worksheet's instruction wording has been straightforward and understandable. Most of the instruction's wording was composed of short sentences. The Worksheet also allows students to enter and output language, speeding up language learning. In general, the Worksheet's instruction wording has been straightforward and understandable.

CONCLUSION

It is noticeable from the worksheet Task instructions that both LOTS and HOTS are present. Additionally, the HOTS is classified in task instruction in English worksheet.

The researcher would like to note that the data may be skewed concerning the conclusions mentioned because there were few data sources and data collection. It implies that grading a worksheet may be arbitrary. However, the findings mentioned earlier have been thoroughly considered and understood.

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CONTRIBUTION TO THE DEVELOPMENT OF THE DOLANAN KI NARTOSABDO'S SONG TEACHING MATERIALS AND LEARNING INNOVATIONS ON CHILDREN'S CHARACTER VALUES: A PAUD TEACHER'S PERSPECTIVE IN KARTASURA

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Abstract This research was carried out with the aim of: 1) analyzing the contribution of the development of Dolanan Ki Nartosabdo Song Teaching Materials to children's character values. 2) to contribute to learning innovation towards children's character values. 3) to discuss the contribution of the development of Dolanan Ki Nartosabdo Song Teaching Materials and learning innovations to children's character values. The research design usedsquantitative research methods with a descriptive approach. The collection data was carried out bysdistributing questionnaires. After collecting the questionnaire, validity and reliability tests were then carried out and the data was declared valid and reliable. Next, a classical data assumption test was carried out which stated that it was normal and no regression disturbances occurred. The research results show that: 1) The development of teaching materials for Dolanan Ki Nartosabdo songs and learning innovations have not played an active role. The regression coefficient valuesis -0.168 with assignificance value of 0.194>0.05. 2) Improved learning innovation will increase children's character values as indicated by a regression coefficientsvalue of 0.802 with a significance of 0.000<0.05. 3) Development of teaching materials for Dolanan Ki Nartosabdo songs and learning innovations provide a positive contribution simultaneously to children's character values as shown by the calculatedsF value of 36.856 withsa significance value ofs0.000<0.05.

Keywords: teaching material for the song Dolanan Ki Nartosabdo, learning innovation and children's character values

INTRODUCTION

Character education plays a very important role in preparing students to face life. Educational institutions, teaching staff and educational programs have been designed in such a way that students' personality values can be well absorbed. The internalization process can be integrated into learning materials as well as teaching and learning activities and processes in the classroom. Since the Covid-19 pandemic emerged, the process of forming personality values in students has encountered many obstacles. This is because the interaction and intensity of meetings between teachers and students is limited. Therefore, teachers have difficulty monitoring and supervising students' personality development. (Ammatulloh et al., 2022).

The educational process hassutilized technologysin all aspects, especially in learning. Many technological changes and innovations have emerged in the fields of economics, trade and education. Education in the era of the industrial revolution is closely related tosinformation technology, so it is hoped that educators will have the ability to know and master information technology so that students canseasily understandsthese innovationsswithout having to abandon national identity. Teaching materials are part of the learning resources used to help teachers and students in the learning process (Anggriani et al., 2022). After analyzing various literary

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studies related to character values education in children through the addition of the song Ki Nartosabdo. Therefore, the author understands the importance of educating children's character through the addition of play songs. One of the efforts is to ensure that the form of product development is acceptable, of good quality and suitable for application in the PAUD environment. Building character in children must start from childhood (Aziz et al., 2021), (Dewi, 2021), (Ibu et al., 2020), (Kadek et al., 2021), (Mahmud, 2019). Character training for children can be done using stimulation techniques through music. Music can be used as a way to help regulate emotional levels. (Maruti et al., 2021), (Mukhlasin, 2019), (Nugraheni & Purwanto, 2019), (Prilosadoso et al., 2021), (Sari et al., 2020), in childhood, their emotional level is still not stable. Children's songs which aim to develop children's character can be grouped as follows: (1) Children's regional songs have lyrics that contain knowledge; (2) Traditional children's songs have educational lyrics; and (3) traditional children's songs which contain games or games (Wahid & Saddhono, 2017), (Wulandari & Arumsari, 2017), (Esti, 2020), (Yahya, 2017). Fun songs for children are starting to develop over time. Through useful activities, increase the interest of the younger generation in preserving local culture. Cute children's songs are starting to be replaced by games, gadgets, the internet, and so on which will increasingly exist in the present and future. (Abdullah et al., 2021), (Afningsih & Ovami, 2021), (Aroyandini et al., 2021), (Kiriana & Okta Priantini, 2021), (Partono et al., 2021).

The role of the teacher really determines student success, especially in the teaching and learning process, and is the factor that has the greatest influence in creating quality educational processes and results, so teachers must have the skills or abilities, quality and professionalism (Jaya et al., 2020). This teacher's professional competence is needed to create pleasant learning conditions and can be achieved if the teacher has the ability to organize students, teaching media and control them in a pleasant situation to achieve the goal of 'learning'. However, if there is a mismatch between tasks, means or tools, a disconnect between one desire and another, between needs and their satisfaction, then clearly there will be a problem. Therefore, it is a shared responsibility to create a comfortable learning atmosphere in the classroom and in the school environment.

It is important to develop educational materials for children that can be implemented with musical elements, this will influence children's motor skills which are clearly visible at certain stages of development. Dolanan songs must be adapted to the socio-cultural conditions of the surrounding environment so that children can respond to their actual learning experiences. Based on the context above, the following research objectives can be given: 1) analyzing the contribution of developing educational material for the Dolanan Ki Nartosabdo song to children's personality values. 2) carry out an analysis of the contribution of learning innovation to children's personality values. 3) analyze the contribution of the development of Dolanan Ki Nartosabdo song teaching materials and learning innovations to children's personality values.

RESEARCH METHODS

Research Design

The researchsdesign usedsin this research usessquantitative research methodsswith a descriptive approach. Quantitativesresearch methods are researchsthat requires extensive use of numbers, starting with collecting data, interpreting that data, and producing results. Quantitativesresearch methodsscan besunderstood as researchsmethods based on the philosophysof positivism, which are used to study certainspopulations or samples. "Sampling techniques are often carriedsout randomly, collecting datasusing researches tools, and analyzing the data quantitatively/statistically withsthe aimsof testing predeterminedshypotheses," views Sugiyono, (2013)

Research Place and Time

The location chosen by researchers in this research was the kindergarten in Kartasura. The selection of this research location stems from problems that require further research to analyze existing data. The research will be carried out in May – July 2022.

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Population, Sample and Sampling

Research Population

From Sugiyono's view, population is a general field that includes objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and conclusions drawn. " The population participating in this research were 74 PAUD and Kindergarten teachers in Surakarta.

Research Sample

According to Arikunto's opinion, "A sample is a part or representative of the whole being studied". The sampling technique used in this research uses a non-probability sampling method using random sampling. Random sampling is taking samples at random. Simply visit the location being researched and distribute questionnaires to the local community. To find out the person's opinion, researchers only need to distribute questionnaires and obtain documents. The number of samples was determined by all consumers, totaling 74 people

Variable Operational

1. The variable for developing educational material for the song dolanan Ki Nartosabdo is measured from (Jaya, & Nasir, 2020)
    a. Assess the level of mastery of concepts,
    b. Effectiveness of learning methods
    c. Compared with academic, cognitive, affective and psychomotor practices
    d. Assess the learning process, progress and learning outcomes (outcomes)
2. Learning innovation, measured by: The TROLM scale for teachers discusses 4 types of aspects, namely: (Rizki Tiara & Pratiwi, 2020)
    a. Confidence in communication competence (CSE),
    b. Institutional Support (IS),
    c. Independent learning (SDL) and
    d. Learning Transfer Competency (LTSE)
3. Variable child character values, measured from: (Kiromi & Fauziah, 2016)
    a. Spiritual aspect,
    b. Personal/personality aspects,
    c. Social aspects, and
    d. Environmental aspects
4. Subcharacter Variable Value, measured from: (Kiromi & Fauziah, 2016)
    a. Spiritual aspect,
    b. Personal/personality aspects,
    c. Social aspects, and
    d. Environmental aspects

Data Collection Techniques

In Mamik's (2015) opinion, data collection techniques are assystematic andsstandard process for obtaining thesrequired datas.

Viewing the Field or Observation

Observationsis a data collectionstechnique thatsrequires researcherssto go intosthe field to observesfactors relatedsto space, location, sactors, sactivities, stime, events, aims andsobjectives, feelings. The reason researchers carry out observations in this research is so that they can hear, see and feel information directly.

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Distribution of questionnaires/Questionnaires

Sudaryono said, believes that "A questionnaire is a technique or method of collecting data indirectly in the sense that researchers do not directly ask questions and answers to respondents. " Data collection instruments or instruments are also called questionnaires, containing a number of questions or statements that must be answered or answered by the respondent. This tool was chosen to collect data in this research using a Likert scale. The Likert scale is a research scale used to measure respondents' attitudes and opinions. With a -liker scale, respondents are asked to answer a questionnaire that asks them to indicate their level of agreement with the researcher's questions.

Viewed as an alternative research, the researcher conveyed 5 alternative answers to respondents, the scale used was 1 to 5, with an explanation as follows:
1. 010 = Strongly disagree
2. 020 = Disagree
3. 030 = Neutral
4. 040 = oAgree
5. 050 = Strongly agree

Instrument Reliability

The reliability or reliability test is to determine the extent to which the measurement results used remain reliable and free from measurement error. Meanwhile, device reliability testing involves determining whether the data produced is reliable or certain. In essence, the reliability test measures the variables used through the questions/statements used. Reliability testing can be done by comparing the Cronbach's alpha value with the significance level used. The significance level used can be 0.5, 0.6 to 0.7 depending on research needs. The test criteria are as follows:
1. If a Cronbach'ssalpha valuesis > 0.7 at a significance level of 5%, then the instrument is said to be reliable.
2. If the Cronbach'ssalpha valuesis <> 0.7 at the 5% significance level, then the instrument is said to be unreliable

Classic Assumption Test

Multicollinearity Test

Testing the multicollinearity assumption aims to determine whether there is a correlation between the independent variables and the regression model. The way to see whether there is a problem with multicollinear regression noise testing is to look at the Tolerance and Variance *Inflation Factor* (VIF) values. The recommended value is a tolerance value greater than 0.10 and a VIF value less than 10

Normalitay Test

Normality testing is carried out with the aim of seeing whether the residual values aresnormally distributed. Asgood regressionsmodel has normallysdistributed residuals. Therefore, normality testing is not carried out on each variable but on the remaining values. Before carrying out analysis, the research data must be checked for normal distribution. Good data is normal data, especially:
1. If thessignificance valuesis greater than 0.05 thensthe data is normallysdistributed
2. If thessignificance valuesis smallersthan 0.05 thensthe data issnot normally distributed..

Heterosdocity test

This test aims to check whethersin the regression modelsthere is unequalsvariance between one observer and another observer. If the residual variance from one observer to another is constant then we talk about variational homogeneity and if it varies then we talk about heterogeneity. A good regression model should not have heterogeneous combinations. The basis for decision making in non-uniformity testing is as follows:
1. If the DW significance value is > 0.05 then heteroscody does not occur
2. If the DW significance value <0.05 then heteroscody occurs.

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Data Analysis

Calculate Multiple Regression

Calculating a multiple linear regression test involves looking at a regression with at least two independent variables (X) and one dependent variable (Y). The general form of a linear regression model with k independent variables is the equation:

$$Y = \beta 0 + \beta 1 X1 + \beta 2 X2 + e$$

Dimana :
Y   = Assess the child's personality values
X1   = Development of educational materials
X2   = innovation in the learning process
e   = error (random error),
β o   = constant
β1, β2,   = values obtained from calculating the regression coefficients

Calculate t test

The t test calculation aims to determine whether the independent variable partially influences the dependent variable (individually). The t test calculated value is used in research with one or more independent variables. The experimental calculation value is carried out by comparing the calculated t value with the t table.
1.   If the calculated t value > t table value, then the independent variable being tested has a partial influence on the dependent variable.
2.   If you calculate the t value < In the t table the independent variable being tested has no partial influence on the dependent variable.

Calculate F test

The F test calculation is carried out with the aim of finding out whether the independent variable influences the dependent variable simultaneously (together). F test calculations are used in research with two or more independent variables. The F test is carried out by referring to the F value calculated using the F table. The following are the F test criteria:
1.   If the calculated F value > table F value, then several independent variables tested do not have a simultaneous influence on the dependent variable.
2.   If F counts < In Table F several independent variables are tested which do not have a simultaneous influence on the dependent variable.

RESULT AND DISCUSSION

Data presentation

TABLE 1. Participation of Early Childhood Teachers in Kartasura

Asal KB/TK/RA/PAUD	Jumlah Guru
PAUD & Tk Islam Nurul Jannah Kartasura	5
PAUD Almadinah Kartasura	5
TK Aisyiyah 1 Gumpang	6
TK Aisyiyah 2 Gumpang	5
TK Aisyiyah Pabelan	6
TK Aisyiyah I Makamhaji	6
TK Aisyiyah 2 Makamhaji	6
PRA Makamhaji	6

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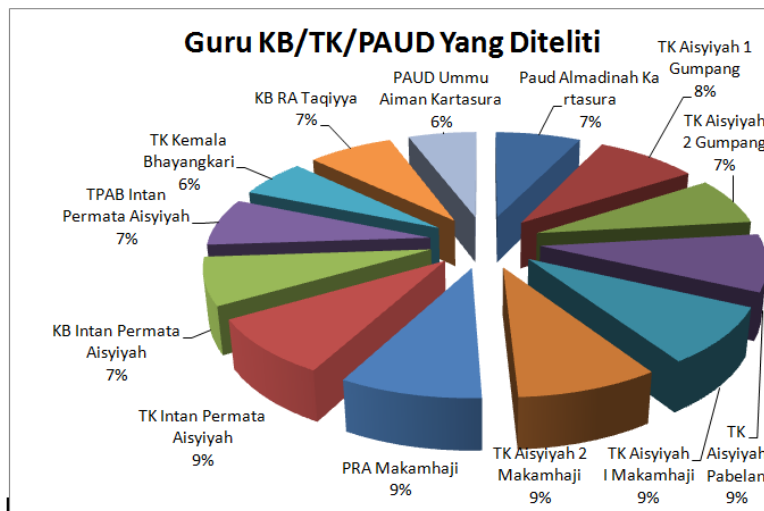| TK Intan Permata Aisyiyah	6
KB Intan Permata Aisyiyah	5
TPAB Intan Permata Aisyiyah	5
TK Kemala Bhayangkari	4
KB RA Taqiyya	5
PAUD Ummu Aiman Kartasura	4
Total	74

FIGURE 1 Participation of KB/TK/RA/PAUD Teachers in Kartasura

Based on the data that has been collected which can then be presented in table form, the number of samples in this research is 74 teachers. The total sample of KB/TK/RA/PAUD is 14 schools. Each participating KB/TK/RA/PAUD teacher consists of 4 to 6 teachers.

Description of Kindergarten based on Year of Establishment

TABLE 2. Year of Establishment and Participation of KB/TK/RA/PAUD Teachers in Kartasura

Tahun Berdiri	Jumlah
1991-2000	3
2001-2010	8
2011-2020	3
Total	14

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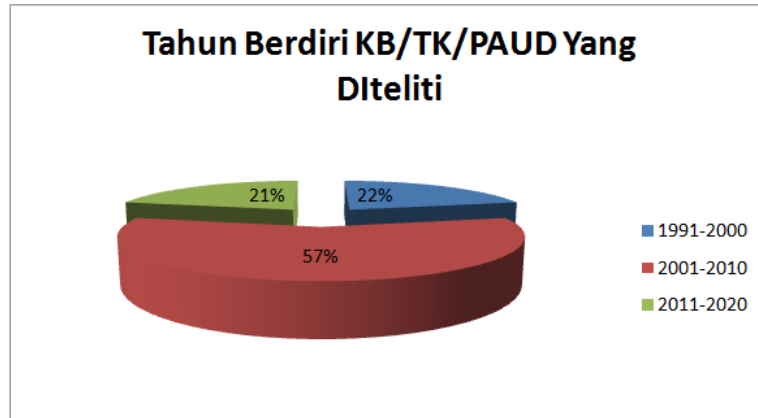
FIGURE 2. Year of Establishment, Participation of KB/TK/RA/PAUD Teachers in Kartasura

From the data collected, it can be seen that KB/TK/RA/PAUD in Kartasura which was established in 1991 to 2000 was 3 or 21%, in 2001-2010 it was 8 or 57% of KB/TK/RA/PAUD in Kartasura which was established in 2011-2020 of 3 or 22%. Based on the year of collection, it can be seen that the highest number of KB/TK/RA/PAUD in Kartasura from the data collected occurred in 2001-2010, namely 8 KB/TK/RA/PAUD or 57%

Description of Child Care Availability

TABLE 3. Description of Child Care Availability

Tersedia Penitipan Anak		Frequency	Percent
Valid	tersedia	6	42
	tidak tersedia	8	58
	Total	14	100
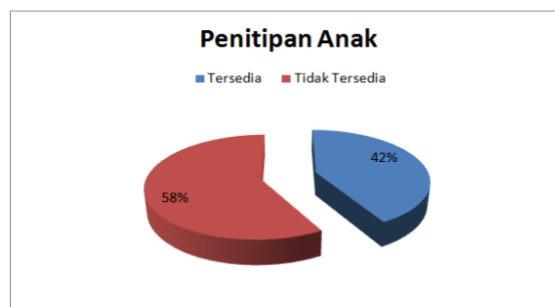
FIGURE 3 Description of Child Care Availability

Based on the data collected, 6 KB/TK/RA/PAUD in Kartasura provide child care services, 6 KB/TK/RA/PAUD or 42%, while 8 KB/TK/RA/PAUD or 58% do not provide child care services. Based on the data collected, it appears that there are more KB/TK/RA/PAUD that do not provide child care services than KB/TK/RA/PAUD that provide child care services.

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Validity and Reliability

Table 4. Validity test

Butir Soal	Corrected Item-Total Correlation	Batas	Keputusan
Y _1	0.465	0.1901	Valid
Y _2	0.512	0.1901	Valid
Y _3	0.299	0.1901	Valid
Y _4	0.549	0.1901	Valid
Y _5	0.562	0.1901	Valid
Y _6	0.501	0.1901	Valid
Y _7	0.537	0.1901	Valid
Y _8	0.404	0.1901	Valid
X1_1	0.405	0.1901	Valid
X1_2	0.558	0.1901	Valid
X1_3	0.539	0.1901	Valid
X1_4	0.681	0.1901	Valid
X1_5	0.515	0.1901	Valid
X2_1	0.481	0.1901	Valid
X2_2	0.321	0.1901	Valid
X2_3	0.461	0.1901	Valid
X2_4	0.606	0.1901	Valid
X2_5	0.645	0.1901	Valid
X2_6	0.608	0.1901	Valid
X2_7	0.385	0.1901	Valid

TABLE 5. Reliability test

Variabel	Nilai Chronbach Alpha	Batas	Keputusan
Children's Character Values	0.777	0.6	Reliabel
Development of Teaching Materials for the Song Dolanan Ki Narto Sabdo	0.768	0.6	Reliabel
Learning Innovation	0.776	0.6	Reliabel

The results of the validity test, from the data collected, were continued with questions included in the Child Personality Value variable (Y1 to Y8), questions included in the Dolanan Ki Nartosabdo song educational material development variable (X1_1 to/d Meanwhile, the results of the reliability test were declared reliable with a Chronbach Alpha value of 0.6.

TABLE 6. Test Hypothesis 1 and 2
Regression Coefficient and t Test

Model		Unstandardized Coefficients		t	Sig .
		B	Std. Error		
1	(Constant)	15.058	3.027	4.975	.000
	Development of Teaching Materials for the Song Dolanan Ki Narto Sabdo	-.168	.128	-1.311	.194

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Learning Innovation (X2)	.802	.093	8.585	.000

a. Dependent Variable: Children's Character Values

From table 6 it is stated that the regression equation that can be presented is as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e \text{ atau } Y = 15{,}058 - 0.168 X_1 + 0.802 X_2$$

Based on the equation above, it can be said that the value of 15.058 is constant, the child's personality value is worth 15.058 points when the development of Dolanan Ki Nartosbdo song teaching materials and learning innovation do not play an active role. The regression coefficient value is -0.168 with a significance value of 0.194 > 0.05 indicating that during the development of teaching materials the Dolanan Ki Nartosbdo song was not able to improve children's personality values.. Furthermore, if learning innovation is increased, it will increase the child's personality value as indicated by the regression coefficient value of 0.802 with a significance of 0.000 <0.05 or it can be understood that the significant contribution of learning innovation affects the child's personality character value.

TABLE 7. Hypothesis Test 3 F Test

F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1234.862	2	617.431	36.856	.000[b]
	Residual	1189.422	71	16.752		
	Total	2424.284	73			

a. Dependent Variable: Children's Character Values

b. Predictors: (Constant), Learning Innovation (X2), Development of Teaching Materials for the Song Dolanan Ki Narto Sabdo

Based on Table 7 above, it can be seen that in general the development of Dolanan Ki Nartosbdo singing teaching materials and learning innovations simultaneously make a positive contribution to children's personality values as shown by the Personality F value of 36.856 with a significance value of 0.000<0.05. These results fulfill the third hypothesis, namely that innovation in teaching and learning materials for the Dolanan Ki Nartosbdo song makes a positive contribution to children's personality values.

The results of this research are consistent with research conducted by Fibiona, (2021). The game Cublak-Cublak Suweng has ancient roots, the lyrics are an expression of the thoughts of an intellectual at that time, especially Sunan Giri. Over time and social dynamism, this game was influenced by some of the Mataram Muslim elite until it became a tradition and a game that is still played by many children today. This game is popular almost everywhere on the island of Java, but the Cublak Cublak Suweng game in Yogyakarta is different, especially in terms of the lyrics used. The differences in the lyrics correspond to changes in the game, as the game progresses, the different lyrics are no longer used because children find it difficult to memorize all the lyrics.

Rianingsih,(2021) Continuous use of children's songs at home, school or in the community can stimulate the development of receptive and expressive language, as well as increase the values of personality education in children. This research has implications for the use of Javanese children's songs, especially in developing aspects of children's language development and instilling character education values in various environments, both at school and in the family environment compared to society.

Ambarsari et al., (2022) The results of the research show that lexical aspects in the form of synonyms, antonyms, collocations, repetitions and word classes enrich children's vocabulary and morphological knowledge. Grammatical aspects take the form of references, ellipsis, conjunctions, inversions, substitutions and word passivations which strengthen children's morphosyntactic knowledge. Children's songs contain multiple intelligence content which is manifested in its lexical and grammatical aspects, namely (1) logical mathematical intelligence in the use of numeralia and repetition, (2) naturalist intelligence in the use of nouns, adjectives, prepositional phrases and lexical cohesion (3) interpersonal intelligence in the use of pronouns, collocations and repetition, (4) visual spatial intelligence in nouns, adjectives, collocations and repetition, (5) musical intelligence in onomatopoeia and repetition, (6) kinesthetic intelligence in action verbs and repetition, (7) intelligence

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intrapersonal in pronouns and collocations, and (8) linguistic intelligence in all types of words and lexical cohesion.

Supeni et al., (2021) The importance of regional cultural character education in Child-Friendly Schools, in realizing a Child-Friendly City. The basic concept of Child-Friendly Schools is a global policy issued by UNICEF. Ratified by the Ministry of Women's Empowerment and Child Protection in PPPA Ministerial Regulation No. 8 of 2014 concerning Child-Friendly Schools is one part of the discussion of this book to implement it in Elementary Schools (SD) to develop policies and programs in accordance with the regional cultural context which is adapted to the cultural characteristics of each region.

Rukiyati & Purwastuti, (2016) Research results show that teachers have been able to implement value instillation strategies for character education through traditional Javanese songs. Traditional Javanese songs are sung with the movements of students playing around with the teacher. The values contained in traditional Javanese songs are instilled by teachers and can be clearly understood by students, namely (1) the song gundulgundul hoe (kind, humble, responsible); (2) sluku-sluku bathok (love of God, obedience, worship, charity, cooperation; (3) jaranan (respect and courtesy, responsibility, discipline, cooperation); (4) menthog-menthog (kind and humble, peaceful, independent) -enough). -believe); (5) Lir-Ilir (loving God, responsibility and discipline; (6) Kidang Talun (how to eat, praying before eating); (7) Padang Bulan (no napping, cooperation) and (8) Dondong Apa Salak (obedience to parents, not picky and naughty)

CONCLUSION

The research that has been carried out is then presented with the following conclusions:
1. The development of teaching materials for the song Dolanan Ki Nartosabdo and learning innovations do not play a positive role. The regression coefficient value is -0.168 with a significance value of 0.194 > 0.05.
2. Increasing learning innovation will increase children's personality values as indicated by a regression coefficient value of 0.802 with a significance level of 0.000 <0.05.
3. Developing teaching materials for the Dolanan Ki Nartosabdo song as well as providing a positive contribution to children's personality values as indicated by a calculated F value of 36.856 with a significance value of 0.000<0.05.

This research needs to be continued to the next stage in the form of R&D so that the product developed as a character education module based on local wisdom and intended for use in elementary schools can actually be achieved and is feasible to implement.

LIMITATIONS

For future researchers, the results of this research can be used as a reference and consideration for research that aims to develop aspects of children's language development and other human and educational values. This study is also needed as a basis for conducting research with broader and in-depth research aspects regarding the use of dolanan songs for children.

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Development of Professional Competence of Elementary School Teachers with Multiple Intelligences Approach in the Era of Society 5.0.

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Abstract. Teachers are the pillars of education in Indonesia, therefore teachers must have basic competencies, such as: (1) pedagogical competence, (2) personality competence, (3) social competence and (4) professional competence. The development of professional competence of elementary school teachers is accompanied by the development of increasingly complex times. The development of the times has entered the era of society 5.0. an era where all people will be in direct contact with technology. The presence of technology in the era of society 5.0. will not be denied anymore, therefore teachers must be able to understand and develop the progress of the times by innovating in the learning process. The development of the concept of society 5.0. in the 21st century gave rise to the theory of multiple intellectual intelligence (Multiple Intelligence). This type of research is descriptive qualitative research. The purpose of this research is to find out the development of teacher professional competence through a multiple intelligence approach in the 5.0 era. able to contribute to the world of education.

INTRODUCTION

Professional competence is the main benchmark for teachers. Teacher professionalism is the driving force in realizing education in accordance with educational goals. Professionalism must be developed for a better future of education in Indonesia. Professional teachers are teachers who provide good and sincere services to students. (Martínez, 2013). Teacher professional ability is the ability, expertise, skills of basic educators that must be controlled by teachers. (Sutikno, 2018). Improving the quality of education must start with teachers and end with teachers, because teachers are the pillars of education (Nursalim, 2017). Professional competence is seen as a very important competence to bring change in the world of education (Putra & Negara, 2021).

Teachers play a pivotal role in the education system of Indonesia. It is imperative for educators to possess a diverse set of fundamental skills, namely pedagogical competence, personality competence, social competence, and professional competence, as outlined in Law Number 14 of 2005 concerning Teachers and Lecturers Chapter 10 paragraph (Musa, 2016). These competencies are contained in Law Number 14 of 2005 concerning Teachers and Lecturers Chapter 10 paragraph (1) which mandates that teachers must have pedagogical competence, personality competence, social competence, and professional competence. The four competencies are integrating and become a unity that characterizes professional teachers (Ardiansyah et al., 2020). In line with the Prophet's hadith which states that the problem of expertise that must be possessed by a teacher as a person who carries out the task of educating, which means "From Abu Huroiroh RA Rasullullah SAW has said that if a case is handed over to someone who is not an expert, then wait for its destruction". Professional competence must be applied by teachers to develop superior generations, not easily provoked and divided. Teachers are the key in improving the success of education and making determinants of educational success and increasing the potential of students for the advancement of the Indonesian nation (Haryati et al., 2022). In education, teachers are the change-makers who will have a major impact on education in Indonesia (Wijayanti et al., 2016).

Along with the development of the times, teacher competence must be adjusted to the development of technology which is increasingly advancing rapidly, teachers are required to be more flexible and reliable to

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problems and challenges. At this time teachers will be faced with the era of society 5.0. Era society 5.0. is a concept of society initiated by the Japanese government to anticipate global trends due to the industrial revolution 4.0 (Jakaria Umro, 2020) where humans will be replaced by sophisticated machines or robots (Dinna Ririn Agustina, 2019). According to (Hermawan et al., 2020) Society 5.0. is intelligence that is deliberately created to pay attention to the human side related to the field of life and is expected to be able to become a new order in society. Technology will dominate and do everything online or remotely with a wider range of space and requires a short time. (Nastiti & Abdu, 2020) Certainly, this will have an impact on the education system in Indonesia, especially on teachers, who will feel the impact of the era of society 5.0. Teachers must prepare well, including professional competencies that must be improved in order to face the era of society 5.0.

with the existence of society 5.0. changes the existing education system in Indonesia. Changes in education and learning will inevitably occur, changes must begin through the development of teacher competence. (Royani, 2020). In the era of society 5.0. learning makes human resources (teachers and students) the object of innovation in learning. (Gunawan et al., 2020). The utilization of technology plays a big role in learning in society 5.0 era. (Parwati & Pramartha, 2021) Technology-oriented learning is expected to facilitate learning so that it is time-efficient.

The development of the concept of society 5.0. in the 21st century gave rise to the theory of multiple intelligences. Multiple Intelligence is the ability that children have that is not the same between one another because these abilities are diverse. Multiple intelligence is a combination of brain intelligence, emotional intelligence, and spiritual intelligence (Habibi et al., 2017). The multiple intelligences in children need to be developed, through the intermediary of qualified and professional teachers. Therefore, this research exists to find out the development of teacher professional competence through a multiple intelligence approach in the 5.0 era. This research is able to contribute to the world of education.

RESEARCH METHOD

This type of research is qualitative research and this type of research is descriptive. The research is used to describe the development of elementary school teachers' competencies through the Multiple Intelligences approach in the era of society 5.0. Descriptive research is research conducted to determine the value of independent variables, either one or more variables without making comparisons or connecting with other variables. (Hermansyah, 2020). This research uses a conceptual normative phenomenological approach, which seeks to understand the meaning of events and their relationship to concepts and theories and tries to find and describe the characteristics of the problem to the object (Moleong, 2016) The place and time of the research was SDN 02 JETIS. The population in this study were elementary school teachers at SDN 02 JETIS. Data collection techniques were carried out with questionnaires, interviews, and observations. The data analysis technique uses the Spradley model where there are four stages in data analysis, such as; (1) domain is used to determine the general description of a social event, (2) taxonomy is used to deepen data collection, (3) componential is used to find differences or gaps in the domain, (4) cultural themes are used to determine the interrelationships in events and integrate them (Spradley, 1997).

RESULT AND DISCUSSION

Teachers play a crucial role in achieving educational objectives within schools. The effectiveness of the teaching and learning process largely depends on the teaching skills exhibited by educators. For the teaching and learning process to be successful, it is imperative that teachers possess the necessary qualifications and competencies. These competencies, outlined as pedagogic competence, personality competence, social competence, and professional competence by (Hendri & Edi, 2010). are fundamental requirements for teachers.These four competencies should be ingrained in the essence of a teacher, serving as essential prerequisites for executing their professional duties proficiently and with utmost dedication.

Teacher professionalism is the competence of teachers to be able to manage themselves and carry out their duties as teachers properly and professionally. The task of teachers is not only to distribute material to students, but teachers must be able to develop the potential that exists in students, because these potentials will later give birth to young generations who are talented and competent in their fields, thus professionalism in teachers is a part that must continue to be developed in order to maintain the quality of teachers. Qualified teachers are an absolute requirement in the professional development of teachers in the education system. Quality education is education that can develop the competitiveness of a country, so that the country will not easily waver due to provocation and intimidation from any party (Paramarta, 2020). Therefore, teachers have a broad share to improve

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human resources through today's young generation, thus professional teachers are needed to advance education in Indonesia.

Professional teachers are teachers who have good skills in themselves and have good attention to the development of students. Therefore, teachers as professional educators are teachers who have qualifications that are in accordance with their fields of expertise. Qualifications that must be possessed by professional teachers are teachers who have good academics, competence, and educator certificates that must be in accordance with certain levels of education (Surya, 2003). Teachers' professional competence is related to mastery of the learning materials they teach, basic competency standards of subjects, creative learning development, professional development and reflection actions, and the use of information technology that keeps up with the times. (Sagala, 2009).

The evolution of teachers' professional competence is closely intertwined with the complexities of our rapidly advancing era, now characterized as the Society 5.0 era. In this era, where direct interaction with technology is inevitable for everyone, teachers must adeptly comprehend and adapt to the ongoing technological progress by integrating innovation into the learning process. Developing teacher competencies becomes indispensable in enhancing their professional abilities to fulfill their responsibilities.In Society 5.0, the role of teachers extends beyond traditional teaching methodologies. They are not merely disseminators of knowledge; instead, they are catalysts for nurturing students' imagination and creativity. In this paradigm, teachers no longer hold absolute authority in the classroom; students actively engage by sharing perspectives, critiquing problems, and collaboratively finding solutions. Moreover, teachers are entrusted with the crucial task of instilling core character values in students, a responsibility that cannot be replaced by machines or robots, as emphasized by Kamila and Wati in 2019.In the midst of the Society 5.0 era, preserving and cultivating these character values is paramount. It is through this preservation that students can uphold societal norms and evolve into cultured individuals, contributing positively to the ever-changing landscape of our society by(Kamila & Wati, 2019). Character values must be maintained in the era of society 5.0. to shape the character of students who maintain norms and make civilised human beings.

The 21st century has brought forth many extraordinary things, including the theory of intelligence. At this time we are introduced to the theory of multiple intelligences, commonly called multiple intelligences. The theory of multiple intelligences was introduced by Howard Gadner in his book Frames of Mind (1983). Gadner said that basically humans have seven types of intelligence that are owned within themselves. The seven intelligences in question are linguistic intelligence (language), mathematical intelligence, spatial intelligence, kinesthetic intelligence, physical intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence. Over time Gadner wrote another book in 2000 in his book Intelligence Reframed in which two additional types of human intelligence were written. Gadner added naturalist intelligence and existentialist intelligence, therefore compound intelligence becomes nine types. The theory of multiple intelligences in the 21st century is able to occupy and dominate the theory of intelligence that existed before (Abidin, 2017).

The theory of intelligence is increasingly developing, human intelligence is no longer seen from the academic achievement or IQ of a child. Multiple intelligence measures humans from various aspects so that it cannot assess the intelligence of students from the value of assignments and answering material from subjects alone, but multiple intelligence measures intelligence based on: (1) learners' intelligence in solving a problem that occurs in life (problem solving). (2) learners' intelligence in finding new problems to be solved. (3) learners' intelligence to contain something new and innovative for someone. Therefore, multiple intelligences is a theory that looks down on learners, and assumes that each learner has a natural talent in their respective fields.

Multiple intelligences create a new perspective that intelligence does not mean talented in mathematics but intelligence includes the ability of learners to solve and resolve problems, create works and provide services that are acceptable to society. The important points contained in multiple intelligences are (1) humans have nine intelligences in various levels, (2) everyone's intelligence is not the same, (3) can improve education and assessment of learners can use multiple intelligences, (4) intelligence that exists in humans occupies different brain areas, (5) the nine intelligences can be used between each other, (6) the nine intelligences in multiple intelligences can determine the type of human being (Taryatman & Astutidwiningrum, 2020).

Competency Development for Primary School Teacher Professionalism

The development of professionalism competence of primary school teachers in Jaten sub-district is described through the professional aspects of teachers as follows:

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Development of Primary School Teacher Learning Theory with Multiple Intelligence approach

Learning is the process of change in the behaviour of learners, the changes that occur are due to the interaction between the teacher and the transfer of knowledge to students (Heinich, 1999). Learning is the activity of developing knowledge and skills as a guide in interacting with the environment. (Wahab & Rosnawati, 2021). Learning is a process of self-development from not knowing to knowing, from not being able to walk to being able to walk, not being able to read to being able to read. Teachers as educators have a role to assist the learning process of students, therefore the theory of learning in teachers every time the times must experience development. The development serves to launch teaching and learning activities in the classroom.

TABEL 1. Primary School Teacher Learning Theory Development

	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teacher's understanding of learning theories	Understanding learning theory is a key aspect in the development of learning theory. Learning theory is the key to successful learning	23	71,78%	9	28,22%
2.	Teachers' understanding of the principles of educative learning	Understanding the principles of educational learning is carried out to improve the quality of teachers in carrying out learning.	25	78,12%	7	21,88%
3.	Active involvement of learners	Active learner engagement develops and enhances the quality of learning for learners.	28	87,50%	4	12,50%

The development of learning theory can be assessed through several aspects, such as teacher mastery of learning theory, teacher understanding of the principles of educational learning and learner involvement. The results of filling out the questionnaire and processing the data obtained the fact that the first aspect of the teacher's mastery of learning theory is good with a percentage of 71.78% or as many as 23 teachers have mastered learning theory and teachers who have not mastered learning theory are at 28.22% or equivalent to 9 teachers, agreeing with the theory of learning (Marzuenda, 2020) Mastery of learning theory in teachers is expected to be able to guide, direct and teachers can design the right learning model for their students.

The second aspect of the teacher's understanding of the principles of educational learning has been carried out well with a percentage of 78.12% teachers have applied educational learning principles in the teaching and learning process and 21.88% have not understood the principles of educational learning, the application of educational learning principles carried out by teachers in class includes providing students with motivation, not differentiating students, providing reinforcement to students. The third aspect of involving students actively has been implemented very well with a percentage of 87.50% teachers have been able to involve students in the teaching and learning process, but there are still 12.50% who are still passive and do not actively involve students (student center).

The results of observations conducted by several elementary school teachers in Jaten sub-district show that teachers can master learning theory and apply the Multiple Intelligence approach well. The learning process in the classroom involves students actively. The active involvement of students can stimulate creativity in students. (Munandar, 2004). The teacher who guides has directed that the interests of students' talents can be seen and explored their potential, in the multiple intelligence approach creativity becomes the benchmark for success in a class. (Rahmi & Salim, 2017). Student creativity if developed properly will form the character of students who are independent and dare to express ideas (Semiawan, 2005). Teachers have also been good at developing the teaching and learning process and m packed interestingly and not monotonous. Therefore, it can be said that the teacher has mastered learning theory well and has been able to implement the multiple intelligence approach in the learning process.

Primary School Teacher Learning Method Development

The development of teacher learning methods is one aspect of developing the professionalism of primary school teachers. Learning methods are one of the elements in learning activities (Khairunnisa & Jiwandono, 2020). Learning methods serve to assist teachers in achieving learning objectives.

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TABEL 2. Development of Learning Methods for Elementary School Teacher

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teacher understanding of learning methods	Mastery of learning methods is a benchmark in teaching and learning activities. The use of learning methods aims to facilitate the transfer of knowledge to students.	23	71,87%	9	28,13%
2.	Development of various learning methods	Variations in learning methods are needed for teaching and learning activities, the selection of good learning methods will increase students' motivation in understanding the material.	20	62,50%	12	37,50%

The development of learning methods of elementary school teachers can be assessed from several aspects, such as (1) Teacher mastery of learning methods, (2) Development of variations in learning methods. The results of filling out the questionnaire and processing the data found the fact that the mastery of learning methods by teachers in Jaten District is good at a percentage of 71.87% or as many as 23 teachers have mastered good learning methods for students, but there are still 28.13% or 9 teachers who have not implemented learning methods well enough, this must be improved again because learning methods are useful for increasing effectiveness in learning (Widayanti, 2013). The second aspect assessment is the development of a variety of learning methods in teachers in Jaten Subdistrict at a percentage of 62.50% or 20 teachers have used variations in learning methods that are not monotonous such as lectures but methods used such as demonstrations, experiments, discussions. Teacher professionalism in determining learning methods affects student learning outcomes (Yuwanita et al., 2020). Teachers use methods that are still monotonous at a percentage of 37.50% or around 12 teachers have not used interesting learning methods, this can result in students being easily bored and not eager to learn, teachers who dominate the teaching and learning process result in students being passive, thus the use of correct methods and in accordance with the character of students is needed to support the success of learning (Susilo & Khabibah, 2010).

The results of observations of primary school teachers in Jaten sub-district show that the methods used in the teaching and learning process have been running properly, teachers do not only use one learning method to carry out teaching and learning activities. The use of varied learning methods will increase student motivation to learn. (Abroto et al., 2021). The teacher has prepared a lesson plan beforehand to determine the learning model and methods to be used. The learning methods used are student-centred, such as discussion, question and answer, problem solving, experimentation. The method is used to stimulate the creativity of students so that later it can bring out brilliant ideas from students and hidden talents can be honed from within students. (Khoiroh, 2017). Various and fun methods can improve learning outcomes in students, and make students easily understand the material provided by the teacher (Tanjung & Nababan, 2016).

Primary School Teacher Learning Media Development

Media development is one aspect of developing the professional competence of primary school teachers. Learning media is an intermediary tool used to convey a subject matter (Apriliani & Radia, 2020). Learning media can be in the form of books, power points, videos, pictures, posters and so on that can support learning can be said to be learning media.

The use of media in the teaching and learning process can be used by students as a means of developing creativity within themselves, besides that it can change the pattern of learning which initially learning tends to be teacher-oriented and only listening to material. Along with the development of technology, the role of learning media is very important, with the use of media students can explore themselves and be actively involved in the learning process so that the material presented can be absorbed by students. (A. K. Dewi & Surur, 2021). The use of media is also very useful for students who are still in the concrete operational phase, students in that phase need examples of real objects to be able to understand the material presented by the teacher (Batubara, 2017).

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TABEL 3. Dasar Primary School Teacher Learning Media Development

No	Aspect	Description	F	(Yes)%	F		(No)%
1.	Developing teacher creativity in using learning media	Teacher creativity in using learning media aims to create a class that is not monotonous and active in participating in learning.	30	93,75%	2		6,25%
2.	The use of IT technology as a teaching tools	The utilization of IT technology as a teaching medium is very useful in the era of society 5.0. where all activities use technology more	17	53,12%	15		46,88%

Primary school teachers' learning media can be assessed from various aspects, such as (1) Development of teacher creativity in using learning media, (2) Utilization of IT technology as teaching media. The results of filling out questionnaires and processing data show that in the first aspect of developing teacher creativity in using learning media is very good at a percentage of 93.75% or 30 teachers have used interesting learning media and are not only fixated on books but with videos, pictures, posters, and other props that are attractively packaged. The use of various learning media can increase the effectiveness of learning so that it can improve the quality of learning (Winda & Dafit, 2021). The use of learning media at this time is not limited to books but the use of IT, the use of IT technology in line with the use of media must be in accordance with the material, learning objectives, and student interests (Aras, 2019). The results of filling out the questionnaire show that 53.12% or 17 teachers have implemented the use of IT, for example by using power points, animated videos in delivering material, but there are still 46.88% or as many as 15 teachers have not implemented the use of IT technology properly and still use conventional media to conduct learning such as books and posters. (Setiawan, 2019).

TABEL 3.1. Utilization of IT-based Learning Media

Learning Media	Frequency	Percentag
Learning Videos (Youtube)	12	37,5%
Power point	17	53,12 %
E-book application	1	3,13%
Google meet / zoom	2	6,25%

The results of observations show that the use of learning media for elementary school teachers has shown progress. In the learning process teachers do not only use books as learning media, teachers are very varied in using media such as displaying learning videos via YouTube at a percentage of 37.5% or around 12 teachers have been able to take advantage of YouTube video learning media as a learning support. The use of YouTube can support learning to be more interesting and realistic so that it is suitable for elementary school (Mutmainnah, 2020). The use of power point is still popular at a percentage of 53.12% or 17 teachers use power point, because the use of power point is efficient and relatively easy to reach. Learning using power point is also considered to be able to shorten the long learning time into a short time (Ikawati & Kurniawati, 2016). The use of e-book applications or google meet is still less desirable because it is considered inefficient during face-to-face learning. The use of media is fairly good and has kept up with current technological developments, teachers are also willing to learn and are not discouraged to find out relevant learning media in the 21st century. The use of learning media is in line with the multiple intelligence approach that involves students actively and develops talents that match their interests.

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Primary School Teacher Classroom Management Development

    The success of the learning process lies with the teacher, the classroom teacher's role is to manage and teach. Classroom management is carried out to create a good, conducive and comfortable classroom condition when used by students to carry out the learning process. (Nurhalisah, 2010). Classroom management is a determining factor for learning to run well and become a benchmark for learning objectives (Mutiaramses et al., 2021), learning objectives will be achieved if classroom management is done well and vice versa if classroom management is not done well, it is certain that learning objectives will not be achieved properly.

    Classroom management for elementary school students must pay attention to certain criteria, teachers must be able to understand the characteristics of elementary school students who like to play, like to move, like to explore new things because to determine teaching strategies, teachers must understand the characteristics of elementary school students who like to play, like to move, like to explore new things (Septianti & Afiani, 2020). Classroom management must create a happy atmosphere for students so that children are not easily bored and students will not feel afraid to take part in learning, in classroom management teachers must also be able to establish familiarity with their students (Zulvira et al., 2021). Class management increases the motivation of students before starting learning, and makes students trust the teacher, thus the level of activeness of students will increase and students can explore their creativity by asking about things they don't know with confidence and not feeling afraid. Thus, the implementation of teaching and learning activities does not focus on the teacher as a material provider and students as recipients of material, but students tend to actively ask things they don't understand. (Hutagaol, 2013).

TABEL 4. Development of Classroom Management by Primary School Teachers

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teacher development in cultivating student activeness in the classroom	Class management needs to be considered in order to support success in learning, class management is expected to be able to increase student activeness.	28	87,50%	4	12,50%
2.	Ability to create a joyful classroom	The creation of a joyful class is a benchmark for the teacher whether the teacher can manage the class well.	25	78,12%	7	21,88%

    The development of classroom management of elementary school teachers includes two aspects, such as (1) Teacher development in processing student activeness in class, (2) The ability to create a happy class. The results of the questionnaire on the first aspect of teacher development in processing classroom activeness are at a percentage of 87.50% or 28 teachers have carried out activities that increase activeness in the classroom, for example by asking questions, discussions, experiments, games and so on because the form of student activeness can be seen from student participation in following and playing an active role in conveying and paying attention to the material presented by the teacher (Simanjuntak, 2020).

    The observation results show that there are differences in classroom management carried out between young teachers and teachers who have more advanced age, because age determines the level of student success (Purnamasari et al., 2020). The influence of classroom success can also be assessed by the teacher's ability, motivation, and the performance quality. (Rowan et al., 1997). Teachers who have a young age tend to be more active in bonding with students, and use varied methods that make students more enthusiastic about participating in lessons. In teachers who have advanced age, teachers tend to have an extra disciplined attitude so that students tend to be silent and feel very afraid to follow learning, with high discipline the learning process takes place conducive but students tend to listen to material from the teacher. Learners become shy when they will express their answers or opinions in public but, on the other hand, teachers with advanced age still have high motivation that can increase student success in learning (Mertler, 2016). The implementation of classroom management depends on the personality of each teacher but it would be better if the teacher applies a happy and fun classroom management so that students will be free to develop their ideas and thoughts. The implementation of classroom management can be further improved in order to get a child-friendly classroom.

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Primary School Teacher Learning Evaluation Development

Another element in developing the professional competence of primary school teachers is learning evaluation. Evaluation in learning is an important element that must exist to improve the quality of teachers in delivering learning (Riadi, 2019). Learning evaluation aims to find out how far the ability of students has been achieved, it is used as a reference to determine the learning that will be given next (Izza et al., 2020).

TABEL 5. Development of Primary School Teacher Learning Evaluation

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teachers' ability to develop evaluation plans	Teachers' ability to develop an evaluation plan is the key to successful evaluation in learning.	20	62,5%	12	37,5%
2.	Teacher's ability to collect data	The ability to collect data for teachers is very important to determine what type of measurement will be used.	15	46,87%	17	53,13%
3.	Teacher's ability to verify data	Data verification is used to perform data processing for use in evaluation	22	68,75%	10	31,25%
4.	Teacher's ability to process and analyze data	The teacher's ability to process data is needed to get the results of the data that has been evaluated.	25	78,12%	7	21,88%

The development of primary school teachers' learning evaluation can be assessed from several aspects, namely (1) the teacher's ability to develop an evaluation plan, (2) the teacher's ability to collect data, (3) the teacher's ability to verify data, (4) the teacher's ability to process and analyse data. Judging from the results of the analysis, it was found that the teacher's ability to compile an evaluation plan was at a percentage of 62.5% or equal to 20 teachers already had the ability to plan evaluation results in learning but as many as 12 teachers or equivalent to 37.5% had not applied evaluation planning properly, where evaluation becomes a reference for how far students can understand the material. (Riadi, 2019). The teacher's ability to collect data is not good enough, as many as 17 teachers or equivalent to 53.13% have not been able to collect data properly, while the teacher's ability to verify data is at a percentage of 68.75% or equivalent to 22 teachers who have verified the data properly, but as many as 31.25% or 10 teachers have not verified the data properly. Teachers' ability to process and analyse data is at a percentage of 78.12% or equivalent to 25 teachers who have processed data well, on the other hand 21.88% of teachers have not been able to analyse and process data properly. Aspects of learning evaluation skills in elementary school teachers must continue to be developed because evaluation is a picture of the extent to which students understand the material (Basri, 2017). From the results of the data analysis above, it can be described that the professional competence of primary school teachers seen from several aspects can be described in the diagram below:

The professional competence of primary school teachers in Jaten Sub-district assessed from five aspects is good, but still needs better improvement. The aspect of development that is best mastered by primary school teachers in Jaten Sub-district is classroom management, with a percentage of 23%, the most superior among other aspects. Proper classroom management is useful for improving harmonious relationships between students and teachers (Husna, 2020) this is in accordance with research conducted (Yanti, 2015) The title of the research on teacher skills in classroom management is that good classroom management will improve the quality of student learning, increase students' understanding of material and can improve student academic achievement, classroom management is relevant to what is done by elementary school teachers in Jaten, teachers have been able to revive a happy classroom atmosphere at a percentage of 78.12% and teachers have been able to cultivate student activeness in the classroom at a percentage of 87.50% .

Aspects that are still lacking in the development of professional competence of primary school teachers in Jaten Sub-district are aspects of learning evaluation and learning methods. Evaluation plays an important role for teachers, where teachers can find out the extent to which students understand the material. (Aulia et al., 2020). Evaluation of elementary school teachers occupies a percentage of 18%, meaning that teachers are not good enough in conducting evaluations, this will certainly have an impact on students if evaluations are not carefully

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developed, because with evaluation teachers can find solutions to children's learning problems (Sudjiono, 2006). The aspect of evaluation that is still lacking in primary school teachers in Jaten Sub-district is the ability of teachers to collect data, thus improving training for teachers must be intensified in the era of the society 5.0 concept. In the era of society 5.0. education is a shield for a country to create qualified and high-quality human resources (N. K. Dewi, 2010).

CONCLUTION

Based on the research that has been conducted, it can be concluded that the development of professional competence of primary school teachers in Jaten Sub-district has been developed in three aspects, namely; (1) Development of classroom management, (2) Development of learning media, (3) Development of learning theory. Based on the results of the research, the three aspects have been developed quite well, but there are still two aspects that have not met the criteria so that the implementation is not good. Aspects that are lacking in the criteria for developing professional competence of elementary school teachers are; (1) Learning evaluation, (2) Learning methods. The results of this study are expected to improve the development of professional competence in primary school teachers in Jaten Sub-district, efforts to improve the development of professional competence in primary school teachers are expected to be a reference in implementing appropriate learning and able to achieve the desired learning objectives. The results of this study are also expected to be able to provide views on professional teachers to improve the quality of education in Indonesia.

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Development of Religious Character Towards a Pancasila Student Profile Through the Extracurricular TPA (Al-Qur'an Education Park) at SDN 02 Jetis

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Abstract. Character development is a type of human activity that include an educational component for the following generation. The focus of improving the profile of Pancasila students is on developing their character and practical skills through school culture, intracurricular study, and extracurricular activities. One of the cornerstones used in school education institutions to help pupils develop their character, especially their religious personalities, is diversity-based extracurricular programs. The purpose of this article is to identify the programs used to build religious virtues in Pancasila pupils and to identify the virtues that emerge from the extracurricular activities offered by the Al-Qur'an Education Park at SDN 02 Jetis. This study is a descriptive qualitative one that includes this research. The technique used for data collection is an interactive technique. In-depth interviews and observational methods are examples of interactive tactics. Despite the fact that the colaizzi method from Cresswel is the data analysis approach employed. The results of the study found that the programs developed in TPA are reading and writing the Qur'an, recitation, and fiqh. The virtues associated with religion include the 3S (smile, salutation, greeting), discipline, environmental cleanliness, respect and honor, and responsibility.

INTRODUCTION

The nation's growth is measured by its educational achievements, which also serve as a platform for molding the national character, which is seen as a reflection of the nation as a whole. Law No. 20 of 2003 states that education is a deliberate and planned effort to establish a learning environment and learning process so that students actively develop their potential to have the religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. According to Ahmad et al. (2017), character education for students is crucial and essential given that Indonesians are poor in soft skills (Wulandari & Kristiawan, 2017, p. 291)). Character education programs typically offer better expectations to enhance students' disciplinary attitudes since they recognize that this is inextricably linked to complex challenges (Aeni, 2014).

Indonesia's education crisis is extremely complex, involving numerous issues that must be tackled, including a moral one. Although education in Indonesia is advancing with technological and industrial capabilities, the level of morality in the country's life has in fact undergone a worrying moral degradation. This is because the reality of education today is that students are experiencing a character crisis (Marpuah et al., 2021). There has been a decline in the character of manners and morals influenced by modernization and globalization, characters that were once inappropriate are now commonplace (Muthohar, 2016, p. 328).

As social media technology became more advanced and the quantity of unsuitable characters increased, morals started to deteriorate. This was due to the atmosphere at home, school, and in the community. The growth of information on social media demonstrates that elementary school children exhibit a wide range of abnormal behaviors, including fighting among themselves, rape, bullying, and sexual harassment as well as intoxication and

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smoking in the classroom (Prihatmojo & Badawi, 2020, p. 146). These issues may result from a lack of interest on the part of parents and teachers in imparting character education to their children. The Indonesian nation is in a bad situation as a result of these issues, so it needs effective healing through the application of character education at all levels of schooling. Daryanto in (Purwanti, 2017, p. 16) Character education is an initiative led by schools and carried out in collaboration with student guardians and other stakeholders in order to influence students' attitudes and teach them to be responsible and have an attitude that is not indifferent to the environment.

Character education is an action taken by someone to educate character to be more for the next generation. The purpose of character education is to help the development of children's souls both physically and mentally (Hasibuan et al., 2018, p. 302). In order to support students in developing their character fully and optimally in all facets, character education is an intentional human activity from all facets of school life (Fauziddin, 2017). A learning activity called character education helps students cultivate and grow their attitudes in a complicated way depending on a particular value that the school is trying to instill in them (Basri, 2017). Character education, then, is an effort to instill and develop moral ethical principles toward God Almighty, oneself, others, the environment, and the country.

The Pancasila Student Profile is an initiative to raise the standard of Indonesian education that places a focus on character development. The focus of improving the profile of Pancasila students is on developing their character and practical skills through school culture, intracurricular study, and extracurricular activities. A school activity known as extracurricular is one that is done outside of class time in order to foster students' interests and skills. Extracurricular activities, as defined by (Asmani, 2011; Lestari, 2016, p. 139), are activities planned by the school to foster students' talents, interests, and potential. These activities take place outside of the classroom.

One of the curriculum's main goals is to emphasize character development in order to meet the needs of Pancasila learners. Character education for pupils needs to be established and strengthened as part of the Pancasila learner profile endeavor. Today's classrooms are plagued by a variety of issues, including fights, intolerance against others because of their differing religious beliefs, radicalism, and bullying. These issues are seen as being against Pancasila's core principles. With this in mind, the Pancasila Student Profile has been implemented as a result of efforts and policies put together by the Ministry of Education and Culture, which oversees the educational sector. The Ministry of Education and Culture's education developer, according to Minister of Education and Culture Regulation Number 20 of 2020 regarding the Education and Culture Strategic Plan for 2020–2024, has implemented the primary goals of the Pancasila Learner Profile (Kurniawaty & Faiz, 2022, p. 5171). The Pancasila Students have been included in the Ministry of Education and Culture's Vision and Mission statements. The profile of Pancasila learners is something that educators need to better grasp. The Character Strengthening Center, part of the Ministry of Culture, is working hard to create the nation's future leaders who fit the Pancasila learner profile (Rusnaini et al., 2021, p. 233).

To establish a foundation in pupils' character, religious principles can be reinforced early on. Islamic education is already included in the category of religious education and already teaches religious principles that are regularly applied in daily life. The goals of Islamic religious education include those in the cognitive, emotional, and psychomotor domains, in addition to those in the conative and performance domains (Marpuah et al., 2021, p. 125). In the conative aspect, which is related to motivation or encouragement from within or intention as a starting point for students to do something. Meanwhile, the performance domain is the quality or performance that a person does. An example of this goal is fasting, the affective domain, which is the impact of fasting on mentality, and the performance domain, which includes obedience, tawadhu, and mujahadah an nafs (self-control).

In addition to being taught during school hours during Islamic religious education lectures, the growth of religious values can also be taught outside of school hours through extracurricular activities, one of which being the Al-Qur'an Education Park (TPA). A non-formal Islamic religious education program called Al-Qur'an Education Park instructs pupils to memorize, read, write, and practice the verses of the Al-Qur'an (N. Hasanah & Hamdan, 2021, p. 72; Malik, 2013). Extracurricular activities are activities carried out to perfect education in cognitive aspects related to affective and psychomotor aspects so that they can help schools in dealing with educational problems. Religion-based extracurricular activities are one of the mainstays applied in school education institutions to help improve the character of students.

SDN 02 Jetis in the Karanganyar Regency is a school that has participated in TPA extracurricular activities. After learning, which lasts for an hour, extracurricular activities are conducted. The aim of extracurricular activities at SDN 02 Jetis is to develop students' religious character and familiarize them with religious principles in daily activities. From the above explanation, it is clear that the author wants to know what programs are put in place to help Pancasila students develop their religious character. She also wants to know what characters I created through the extracurricular activities of the Al-Qur'an Education Park, which was conducted at SDN 02 Jetis.

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METHODS

This research is a descriptive qualitative study. In accordance with the objectives, this research is an applied research in the form of formative evaluation research. For this research, assessment studies were chosen as a technique because they help researchers become more adept to: (1) Complete a detailed description of how a program will be implemented; (2) Complete the analysis and the main procedure; (3) Provide a description of the many participants and their various tasks; (4) Provide a description of the results of the implemented program; (5) Complete a description of the transition's visible effects and results; (6) Complete an appraisal of the program's advantages and disadvantages (Sutopo, 2002, p. 2). Qualitative research is an inquiry strategy that emphasizes the disbursement of meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon provided in a narrative manner (Sidiq & Choiri, 2019, p. 4).

The research was done in SDN 02 Jetis in the Karanganyar Regency's Jaten District. The Principal and Teachers at SDN 02 Jetis are the research goals or objects for researchers. The information was gathered from sources, including documents, sources, activities that involved observation, and the location SDN 02 Jetis. The sample in this study used purposive sampling technique. Purposive sampling is sampling with the intent to gather information from a variety of sources that will be generalized, but with an emphasis on the specifics that exist in a particular context and the search for answers that form the foundation of the agenda (Moleong, 1990, p. 65). The data sources of this research consist of various kinds that will be used to collect data.

Data collecting is done using an interactive technique. In-depth interviews and observations serve as interactive techniques. An important case study data collection method is in-depth interviewing. Principals and instructors were questioned in-depth to get information about the TPA activity process and the formation of religious characters in the classroom. Observation is a technique used to find data from sources in the form of locations, activities, objects or recordings. The observation technique has a passive role, allowing researchers to observe and record behaviors and events so that they can correct them (Moleong, 1990, pp. 125–126). Throughout the extracurricular activity, observation was conducted using a passive role technique. The purpose of the observation is to gather information for the TPA extracurricular program and religious character development.

The validity of the data used in this study was tested through source triangulation, which focuses on researchers to accumulate data from various existing sources, with this the truth will be more stable. Data reliability in this study is sought through research that is interpreted with the same results. Data analysis is a process of exploring and systematically compiling data obtained during interviews, field notes, documentation by breaking down into units, synthesizing, and making conclusions (Sugiyono, 2008). This research uses the colaizzi method analysis technique (Creswell, 2010) that is the first step in the data collection process is interview data collection, followed by a second stage in which the researcher rechecks the interview data to clarify its meaning and highlight key participant statements, a third stage in which the category is established, and a fourth stage in which the data is interpreted.

RESULT AND DISCUSSION

Religious Character Development

Students' principles and character can be instilled and molded through character development. Character development research is done to determine how schools may best help primary school pupils develop positive character traits. Schools need to use strategies in developing character values (Rahmadi, 2017). Religious character development is the process of engaging in good deeds in line with the beliefs of the religion practiced. Islamic doctrine teaches about a person's conduct, attitude, and morals as they relate to their religious beliefs.

Religious character development is carried out by strengthening faith in students. Lack of strengthening faith can reduce the value of character in students. Strong faith in accordance with Islamic views will realize the praiseworthy nature and educated human beings (Haryanto & Faisal, 2022, p. 39). Integrating faith into the educational setting helps people develop their religious character. Through extracurricular programs, schools include their faith. This is evident in the way that SDN 02 Jetis is carrying out the extracurricular activities required of all students in lower and upper grades by the Al-Qur'an Education Park (TPA). The school's integration efforts involve fostering Islamic faith through extracurricular activities and events at TPA. TPA Extracurricular is a resource offered to the neighborhood by SDN 02 Jetis for the improvement of religious character. According to the results of the interview, the program's goals and functions for the Al-Qur'an Education Park were: increasing understanding of the Qur'an and hadith, developing Islamic morals, increasing social spirit with the community

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environment, developing the talents, interests, and potential of students, and developing the ability to solve problems in everyday life.

Integration of Religious Character Development of Pancasila Student Profile into TPA (Al-Qur'an Education Park)

Religious character development at SDN 02 Jetis is developed in accordance with the indicators in the Pancasila Student Profile. The form of efforts to improve the quality of education is the Pancasila Student Profile, which promotes character building by relating to cultural elements (A. Hasanah et al., 2020). There are six indicators in the Pancasila Student Profile, namely:
1. Believing, fearing God Almighty, and having noble character
2. Global diversity
3. Independent
4. Mutual cooperation
5. Critical reasoning
6. Creative

The six indicators are created in an effort to create excellent human resources who are lifelong learners, globally competent, and conduct in accordance with Pancasila's core ideals. The school needs a program or project to make it happen in order to reach the profile of Pancasila students. The goal to be achieved from realizing the Pancasila Learner Profile, namely building a millennial generation that is Pancasila-based (Rusnaini et al., 2021, p. 242). Pancasila character development carried out through the Pancasila Student Profile is a view from time to time. This is a result of the worries that various parties have about moral behavior and the state of Indonesian society. The realization of the Pancasila Student Profile.

Character education can already be used by the SDN 02 Jetis principal and instructors in extracurricular activities in TPA to support the Pancasila Student Profile. namely Permendikbud RI Number 62 of 2014 concerning extracurricular activities in primary and secondary education. Permendikbud RI Number 62 of 2014 is the basis for determining the form of extracurricular activities, developing, and preparing extracurricular programs. The results of research related to religious character development activities towards the Pancasila Student Profile at SDN 02 Jetis are in the form of religious activities, namely TPA (Al-Qur'an Education Park). TPA activities are expected to be able to develop character and develop the potential, talents, requests, and abilities of students to achieve national education goals (Negara, 2019).

TPA extracurricular activities have been available at SDN 02 Jetis since 2015. All extracurricular activities were suspended during the Covid 19 epidemic because the educational system was switched to PJJ (Distance Learning) (Zalewska & Trzcińska, 2022, p. 134). The change from face-to-face learning to PJJ resulted in all extracurricular activities at SDN 02 Jetis having to be canceled in order to unravel the crowd to stop the spread of the Covid-19 virus (Prawiyogi et al., 2020, p. 98). Teachers from PAI and TPA extracurricular programs still require their students to memorize the Koran and attend worship at their own houses during the TPA extracurricular activities holiday. During TPA extracurricular events, teachers also remind parents how they can support, guide, and assist their children. Parents must be able to control their children's activities during distance learning because teachers delegate their responsibilities to parents during the Covid-19 pandemic (Natari & Suryana, 2022, p. 3664; Setiawan, 2021, p. 322).

The state of education in Indonesia has started to get better as of the beginning of 2022. Although the face-to-face instruction can continue, it must adhere to health regulations (Nissa & Haryanto, 2020, p. 406). By enforcing rules requiring everyone who lives on campus to keep it clean and keep their distance, the educational process at SDN 02 Jetis has been operating smoothly. Starting in August 2022, extracurricular activities will once again be offered at SDN 02 Jetis. TPA extracurricular activities are again carried out every Tuesday starting at 13.00- 14.00 WIB after teaching and learning activities are completed. The room used for TPA extracurricular activities is each classroom. The TPA extracurricular speaker, the principal, brings in teachers from outside the school who understand more about Islamic religious education. The speaker is expected to be able to instill and develop religious character towards students, because the speaker is a role model for students (Yestiani & Zahwa, 2020, p. 46). The role of the speaker in TPA is as a guide, educator, learning resource, and facilitator for students.

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TABLE 1. Extracurricular program conducted in grade 6 of SDN 02 Jetis

No.	Program TPA	F	(Yes)%	F	(No)%
1	Read and Write Al-Qur'an	28	84,84%	5	15,15%
2	Recitation	24	72,72%	9	27,27%
3	Fiqh	33	100%	0	0%

PAI teachers and presenters while implementing extracurricular TPA develop 3 programs, namely reading and writing the Qur'an, recitation, and fiqh. The results of the research from the extracurricular program with a percentage of 84.84% or as many as 28 students who have an interest in TPA with the Al-Qur'an reading and writing program and there are 15.15% or equivalent to 5 students who lack interest in the program. The Al-Qur'an reading and writing program is a program that is carried out to equip students in basic reading skills, familiarize students in their lives with the Al-Qur'an, and write the Al-Qur'an (Mahmud, 1990). Additionally, this curriculum was created to teach students how to live their lives in line with the Qur'an as their source of guidance from an early age (Muhammad Aman Ma'mun, 2019, p. 54). The speaker starts the implementation at SDN 02 Jetis by testing the pupils' comprehension of the Qur'an. Six students in grade 6 at SDN 02 Jetis are still unable to read the Al-Qur'an, according to the results of the Al-Qur'an reading test. One of the six students in the Al-Qur'an reading class every Tuesday is learning how to use Iqro' books to help pupils read the Al-Qur'an right away. It is thought that students can easily learn the Qur'an slowly by using Iqro' books because there are Iqro' volumes 1 through 6 (Ulfah et al., 2019, p. 66).

In the recitation program, there is a percentage of 72.72% or as many as 24 students who are interested in the recitation program while attending TPA at school. While there are 27.27% or equivalent to 9 learners who lack interest in the recitation program. Learners who lack interest in the recitation program feel that memorizing is difficult for them. For students to read it is already difficult, let alone having to memorize it (Muhammad Iqbal Ansari, 2017, p. 4).). The Al-Qur'an recitation program aims to instill a deep love of the Al-Qur'an in students by having them memorize its passages. The recitation program also aims to improve students' academic performance in the area of religion by having them memorize the Qur'anic letters. The benefits of memorizing the Qur'an are numerous, and they include being a helper in the Hereafter and receiving goodness, blessings, and mercy (Farhana et al., 2017, p. 138).

Recitation of Juz 'Amma, daily prayers, and prayer recitations are the three components of the TPA extracurricular recitation program at SDN 02 Jetis. Recitation of Juz 'Amma takes place both during extracurricular activities and in the mornings before classes and other learning activities start. This activity is also a form of the school literacy movement to promote students' interest in reading(Dafit & Ramadan, 2020, p. 1433). The daily prayers are memorized by the speaker and asked learners to write them down first in the book. Learners who write are better at recitation. The Arabic writing of the students might also be evaluated by the speaker. At every TPA meeting, kids are occasionally requested to recite prayer readings aloud so they can practice recalling them. Prayer readings are given to students beginning in grade 1, and they are introduced to them. All students at SDN 02 Jetis apply to participate in the congregational dhuhur prayer in the mosque based on the findings of teacher interviews. With the help of this, pupils can memorize prayer readings as part of a daily ritual. The upper classes and several instructors offer dzuhur prayers in congregation at the school mosque, while the lower grades and the nearby village mosque provide dzuhur prayers in congregation. With this habit, it can foster the religious character of students, namely by being disciplined on time in worship.

In the third program, namely fiqh, there is a percentage of 100%, where all 6th grade students have an interest in learning fiqh. Fiqh is a norm that regulates human relationships with Allah SWT, fellow humans and with other creatures of God (Kama, 2021, p. 2). Fiqh education needs to be provided in elementary schools to equip students to understand Islamic law thoroughly and implement and practice Islamic law correctly from an early age. Without fiqh, it can make life uneasy. Fiqh education needs to be provided in elementary schools to equip students to understand Islamic law thoroughly and implement and practice Islamic law correctly from an early age. Without fiqh, it can make life uneasy. The stories of the prophets are the fiqh content that TPA students enjoy the most. Students consistently request that presenters provide anecdotes about the prophet and the prophet's companions, according to the results of interviews with presenters. Teachers and presenters at PAI are encouraged by the students' excitement and are better able to illustrate the moral lesson of the story through instances of students' attitudes. Every TPA meeting at school receives the material, which is based on the results of the interview, because fiqh material is crucial for ensuring that students comprehend and apply Islamic law in their daily activities. Learners who have an understanding of fiqh, will tend to do their obligations to God and stay away from things that are forbidden to do (Zafi & Falasifah, 2018). The fiqh program carried out by the school is expected to be able to develop religious characters in students.

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Each meeting has seen good progress with the implementation of TPA extracurricular programming in grade 6 at SDN 02 Jetis. While the teacher teaches the content, the students pay attention and follow TPA with interest and dedication. It is intended that through implementing these initiatives, SDN 02 Jetis pupils will be able to grow in their religious character. From the results of observations in class 6 of SDN 02 Jetis, by observing the behavior of students and interviews with teachers, religious characters can be formulated, as follows:

TABLE 2. Religious Character Values

No.	Religious Character Value
1	3S (smile, salutation, greeting)
2	Discipline
3	Environmental cleanliness
4	Appreciate and respect
5	Responsibility

According to the aforementioned table, there are five religious character qualities taught in grade 6 at SDN 02 Jetis, including responsibility, environmental cleanliness, respect and respect, discipline, and the 3S (smile, salutation, greeting). The religious character continues to be developed by the teacher so that it becomes a positive habit for students both during and outside of learning. Based on the observation of the value of religious character, a description and indicators can be formulated, as follows:

TABLE 2. a 3S (Smile, Salutation, Greeting)

No.	Indicator	F	(Yes)%	F	(No)%
1	Saying greetings	31	93,93%	2	6,06%
2	Greeting when passing teachers and friends	27	81,81%	6	18,18%
3	Shake hands when meeting with teacher	23	69,69%	10	30,30%

The first character value, 3S (smile, salutation, greeting) is an attitude that everyone can do when meeting or passing by other people. The culture of smile, greeting, and salutation has been well developed among students, teachers, and school employees. The development of this culture can spread a positive influence in the school environment and increase intimacy between school members (Anike H. Pongoliu, 2019, p. 202). From the description of the religious character value of smiles, greetings, and salutations, it was found that the attitude indicators in grade 6 were saying greetings, greeting when passing teachers and friends, and s shake hands when meeting with teacher when meeting teachers. It was found that 93.93% or 31 students who said greetings every time they passed or met the teacher and those who had not said greetings were found to be 6.06% or 2 students. Students frequently greet one other and the teacher, as well as return their own greetings. One habit-forming attempt made with the pupils is the greetings that each instructor says as they approach the classroom (Syaepul Manan, 2017, p. 57). With this habituation, it is able to remind students when entering the room to say greetings, and to familiarize students to answer greetings.

The second indicator of the description of 3S (smile, greeting, greeting) is that students greet when passing teachers and friends with a percentage of 81.81% or equivalent to 27 students who have carried out religious values by greeting and as many as 18.18% or 6 students who have not greeted teachers or friends. This behavior is a simple thing that learners can do to appear more polite and not look arrogant (Jasmi et al., 2012, p. 241). Greeting is usually done by learners when passing teachers or friends, both at school and outside school. Things that can be done when meeting people are by saying names or smiling at the people we meet. Apart from people we know, greeting can also be done with people we don't know, namely with a smile. An effortless way to worship is through grinning. We can send positive energy to other people by smiling (Nurjanah, 2019, p. 26).

The third indicator of shake hands when meeting with teacher behavior when meeting the teacher has been implemented by 6th grade students with a percentage of 69.69% or as many as 23 students, for those who still have not done 30.30% or equivalent to 10 students. The most research on the 3S religious value is lacking for this third sign. To strengthen their awareness of shaking hands, teachers typically practice shaking hands. Teachers practice handshakes and congregational prayers before students leave the classroom and before they enter. Shaking hands is part of a pure practice that is easy to do when meeting people (Yahaya, 2009, p. 25). The practice obtained when shaking hands is that one of them can be forgiven of sins for both of them who shake hands (Al-Qarni, 2006, p. 35).

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The analysis showed that grade 6 pupils had successfully applied the 3S religious character trait, but that they still needed to be taught to show instructors respect and decency while they were present. 3S religious values can be practiced outside of the classroom as well. By interacting with the environment in their daily lives, it will increase the development of good experiences for students to behave with positive character values. Through these values, it can lead to actions, thoughts, feelings, and words that are in accordance with religious norms (Simanjuntak, 1990, p. 86).

TABLE 2. b Discipline

No.	Indicator	F	(Yes)%	F	(No)%
1	Recite prayers before and after learning	33	100%	0	0%
2	Reading Juz 'Amma before studying	33	100%	0	0%
3	Come to school on time	30	90,90%	3	9,09%

Discipline is the second religious character quality discovered through observation. The attitude of discipline is demonstrated through following the rules religiously. Teachers need to provide a disciplined learning environment. Teachers inculcate discipline to help pupils develop their souls in terms of behavior and habits to follow the rules (Rohman, 2018, p. 75). Three disciplinary indications were discovered in grade 6 of SDN 02 Jetis, including students reading Juz 'Amma before studying, praying before and after learning, and arriving on time to class.

Students reading prayers before and after lessons is the first sign of the value of a disciplined religious character. According to the findings of the observations, every student in grade 6 frequently prayed before and after class. This is because this activity is carried out jointly led by the teacher (Pamungkas, 2017). Reading prayers before and after learning is an obligation and as a form of habituation for all students of SDN 02 Jetis. It is intended that students have a habit of always praying in starting or ending an activity (Choiriah, 2016, p. 74). Praying will also foster a sense of gratitude and establish a good relationship between humans and the creator (Andriyani, 2014, p. 777).

Students reading Juz 'Amma before class starts is the second sign of a disciplined religious character attribute. According to the findings of the observations, every single sixth-grade student consistently read Juz 'Amma before class. Reading Juz 'Amma before classes and other learning activities starts is a habit for all sixth graders. Following a group prayer before class, the instructor leads the class in reading Juz 'Amma. The instructor's schedule is posted at the beginning of class (Syaroh & Mizani, 2020, p. 70). Juz 'Amma is part of the Qur'an juz to bring humans closer to Allah SWT so that it can increase faith. Juz 'Amma has been studied since elementary school by reading short letters with the aim of memorizing them and understanding the meaning of the letters that have been read or memorized (Laeliyah, 2019, p. 264). The culture of reading Juz 'Amma before learning can familiarize students to worship God, get used to behaving according to religious values, and as a provision for students in the future (Anas & Alkrienciehie, 2013).

Students being on time to class is the third sign of discipline. According to the findings of the observations, the percentage of students who arrive at school on time is 90.90%, or the equivalent of 30 students, but there are still 9.09%, or 3 students, who are late. Learners who come to school on time say that they always come early so they come to school on time. In addition, because now the admission system is based on zoning. The distance between home and school is close, making it easier and faster for learners to arrive at school (Hindayah et al., 2018, p. 41). Meanwhile, late learners stated that the reason for being late to school was due to waking up late and the distance of the house from the school. The tardiness of students going to school should be immediately solved. Given that this will become a bad habit and can make students miss their lessons (Rahmawati & Hasanah, 2021). Teachers might advise students that respecting time is crucial. Time management is something that students can do based on their interests (Sabri, 2012, p. 180). It is clear from these three indicators that some students continue to arrive late for class. The level of discipline in reading prayers and juz 'amma in grade 6 is very good but teachers must still pay attention to students who are often late.

TABLE 2. c Environmental Hygiene

No.	Indicator	F	(Yes)%	F	(No)%
1	Disposing of garbage in its place	28	84,84%	5	15,15%
2	Orderly class picket	27	81,81%	6	18,18%

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The third religious character value found in grade 6 of SDN 02 Jetis is environmental cleanliness. The hadith reads "Annazofatu minal iman" which means cleanliness is part of faith (Jazariyah, 2019). Maintaining cleanliness is one part of religious and moral values in the Indonesian Ministerial Regulation article 10 paragraph (2) (Julianti & Nasirun, 2018, p. 12). Cleaning up after oneself is a proactive measure to protect the natural environment. Throwing trash in its proper place and performing class pickets in an orderly manner were determined to be two markers of the value of religious character in class 6. Keeping the environment clean is the same as creating a clean and healthy environment so that it is far from disease (Chan et al., 2019, p. 196).

Environmental cleanliness refers to the The first indicator of the value of disciplined religious character is throwing garbage in its place. From the observation results, it can be seen that 84.84% of students who have thrown garbage in its place and who still litter with a percentage of 15.15% or equivalent to 5 students. Littering is an attitude of ethical violation that is easily found in the surrounding environment (Wibisono & Dewi, 2014, p. 25). There are many negative impacts of littering, namely natural damage and disease outbreaks. Character development needs to be developed by teachers to maintain cleanliness in the classroom. It has become a habit of teachers at SDN 02 Jetis that before starting learning the teacher can ask students to look around the bench whether there is garbage or not, if there is garbage students are asked to throw it in the trash can. This aims to keep the environment clean, create a comfortable environment, and improve the concentration of students.

The second indicator of the religious character value of environmental cleanliness is orderly class picket. From the results of observations of students who have been orderly in carrying out class pickets, it can be seen that 81.81% or the equivalent of 27 students and 18.18% or 6 students who have not routinely carried out class pickets. Each class forms groups for the class picket, which is a cleaning exercise based on mutual cooperation. In grade 6, the implementation of the class picket is done every morning before class. Picket schedule students are requested to arrive 15 minutes before to the start of class. Cleaning the blackboard, sweeping the floor, emptying the school's trash can, and mopping the floor are all tasks done while on picket. Students' attitudes and actions can be changed through class picketing to promote living a healthy and clean life (Nurhadyana, 2012).

TABLE 2. d Appreciate and Respect

No.	Indicator	F	(Yes)%	F	(No)%
1	Not interrupting the conversation	29	96,96%	4	12,12%
2	Pay attention to the teacher who is explaining the material	28	84,84%	5	15,15%

The fourth religious character value found in grade 6 of SDN 02 Jetis is respect and honor. The attitude of respect and honor needs to be developed to foster sensitivity, calm life, and minimize division. Respect and respect in Islam is the bearer of peace. This implies that followers of Islam will experience peace, as will followers of other faiths that coexist with Islam (Abu Bakar, 2015, p. 125). Keeping up with the dialogue and paying attention to the teacher when he or she is introducing the content are examples of respect and respect for grade 6 behavior.

Based on the observation of the first indicator found in class 6, namely not cutting the conversation with a percentage of 96.96% or equivalent to 28 students. Not cutting off other people's conversations is one of the manners and a form of respect and respect for the interlocutor (Darmawan et al., 2022). In class 6, there are still students who cut the conversation as much as 12.12% or equivalent to 4 students. When cutting the conversation, students typically ask questions and provide their perspectives. Cutting into other people's talks might alter and remove information that the interlocutor will deliver, which can cause misunderstandings (Nurrul Khasanah et al., 2021, p. 32). The thing to do when someone else is talking is that we should pay attention and if you want to express your opinion, wait for the other person to finish speaking (Suhartono & Lestaringsih, 2016).

Furthermore, the second indicator based on the results of observations in class 6, paying attention to the teacher who is explaining the material, there is a percentage of 84.84% or equivalent to 24 students and those who have not paid attention are 15.15% or equivalent to 5 students. Learners who pay less attention to the teacher will miss the material and information conveyed by the teacher (Budiyanti, 2016). Bad learning habits, boredom, and lack of concentration during learning can all lead to students paying less attention to the information, according to observations and instructor interviews (Magdalena et al., 2020, p. 291). In order to understand the content that the instructor is explaining, it is up to the students to pay attention and pay attention to what the teacher is saying. By motivating students, the issue of students who are not paying attention can be resolved. Motivation to learn is an atmosphere that can encourage students to learn and changes in energy in themselves to achieve goals (Simon, 2016, p. 3219). The degree of religious values of respect and dignity in grade 6, which has the highest value, still

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needs to be raised in order to show that students are paying attention to the instructor as she explains the subject matter.

TABLE 2. e Responsibility

No.	Indicator	F	(Yes)%	F	(No)%
1	Working on assignments	30	90,90%	3	9,09%
2	Participating in TPA extracurricular activities	33	100%	0	0%
3	Dzuhur prayer in congregation	33	100%	0	0%

Responsibility is the fourth religious character attribute that can be found in SDN 02 Jetis grade 6. Being responsible is having the mindset to promptly fulfill one's duties and commitments to oneself, others, the country, and God (Melati et al., 2021, p. 3064). Making students aware of the need for responsibility for the role of the people around them, in schools the role of the teacher is very influential (Susanti, 2015, p. 39). The researchers made observations and discovered three indicators, including completing assignments, taking part in TPA extracurricular activities, and praying dzuhur in congregation, to determine the character of responsibility of grade 6 pupils. Initially indicated it shows that 90.90% or equivalent to 30 students have done their assignments regularly and on time while as many as 9.09% or 3 students are still late in doing their assignments. Delays in doing assignments and even not doing them are caused by students taking time to complete them. Stalling for time in doing assignments is one sign of learners' unpreparedness in managing time effectively (Ndruru et al., 2022).

The second indicator in religious character values is participating in TPA extracurricular activities. TPA extracurricular at SDN 02 Jetis is an activity that must be followed by all students starting from grades 1 - 6. Based on the table above, it can be seen that all students in grade 6 have been responsible for participating in TPA extracurricular activities very well, which is indicated by a percentage of 100%. The programs have been carried out well starting from reading and writing the Qur'an, recitation, and fiqh. These programs are school goals that hope to achieve the goal of developing religious character. The planned programs help teachers in developing religious characters. Programs that have been prepared carefully and well will have an influence on achieving goals (Sarbini & Linda, 2011).

The third indicator is performing the dzuhur prayer in congregation. Based on the table above, it shows that 100% of grade 6 students have attended the dzuhur prayer in congregation on time. All students at SDN 02 Jetis are required to participate in the congregational dzuhur prayer. Congregational prayers are required in order to instill responsibility for praying on time during required prayers. In Islamic law, praying in congregation is obligatory for men in conditions of safety and fear (Fauzan, 2006, p. 137). Based on the results of observations in the implementation of the dzuhur prayer in congregation has been going well, students when hearing the sound of adhan immediately rushed to the mosque to take ablution and immediately perform prayers. The implementation of congregational prayers is also included in the implementation of the fiqh program from TPA. The level of responsibility of grade 6 is very good at following TPA and praying.

CONCLUSION

A person can enhance their self-capacity at school. The development of students' potential and character will be impacted by the incorporation of religious character development in schools. Beginning with the improvement in how they interact with their surroundings and behave when making decisions. The development of religious character through TPA at SDN 02 Jetis has a good impact on students. There are three programs in the implementation of TPA extracurricular activities, including reading and writing the Al-Qur'an, recitation, and fiqh. The curriculum was created to help students live their lives in keeping with the moral precepts found in the Qur'an. The fiqh program is the one that students choose out of the three since the content is engaging and ranges from the lives of the end times to the stories of prophets and apostles.

Religious character values found during research in grade 6 of SDN 2 Jetis are 3S (smile, salutation, greeting), discipline, environmental cleanliness, respect and respect, and responsibility. The presence of TPA extracurricular activities has altered students' behavior, which is evident when learning is taking place in the classroom. Students are now easier to manage, speak politely, and show respect for the teacher when explaining the material. They also always shake hands and extend greetings when they see the teacher. Students have participated in TPA extracurricular activities well and the hope is that TPA extracurricular activities will be able to develop religious characters and become good habits for them.

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Evaluation Program of Independent Curriculum in Elementary School: A New Curriculum in Indonesia

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Abstract. Indonesia has new curriculum called independent curriculum. Independent curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that learners have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching instruments so that learning can be synchronized with the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. This study aims to determine the learning planning, implementation, and assessment of the independent curriculum at elementary school in Barru regency, South Sulawesi province, Indonesia. The type of this study is evaluation study with a qualitative approach. This evaluation is a descriptive qualitative type of Stake model program evaluation. The subjects in this study are teachers who implement independent curriculum learning program in elementary schools. The results showed that learning planning, learning implementation, and learning assessment carried out by teachers were good. Student learning outcomes are better after the implementation of independent curriculum. But there are several obstacles experienced by teachers. Teachers need independent curriculum training evenly. Independent curriculum is a good curriculum. Independent curriculum can continue to be implemented.

INTRODUCTION

Background of The Study

National education must be able to ensure equality of educational opportunities, improve the quality and relevance and efficiency of education management. Equality of educational opportunities is realized in the 9-year compulsory education program. Improving the quality of education is directed at improving the quality of Indonesian human beings through empathy, thinking, feeling and sports to have competitiveness in facing global challenges. Increasing the relevance of education is intended to produce graduates who are in line with the requirements based on the potential of Indonesia's natural resources. Improving the efficiency of education management is conducted through the application of school-based management and renewal of education management in a well-planned, directed and continuously.

The learning process in education unit is organized interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient opportunities for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For this reason, each education unit conducts learning planning, implementation of the learning process and assessment of the learning process to improve the efficiency and effectiveness of achieving graduate competencies.

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Learning outcomes are the abilities that students have obtained through learning activities. Learning itself is a process of a person trying to obtain a relatively permanent form of behavior change. In programmed and controlled learning activities called learning activities or instructional activities, learning objectives have been set in advance by the teacher. Students who succeed in learning are those who achieve learning objectives or instructional goals (Abdurrahman, 2003).

The causes of the learning process and learning outcomes of a school are considered to be of poor quality, which can be occurred because; a) students themselves do not have the motivation to learn in the learning process, b) inappropriate teachers and personals, c) unsuitable materials, d) insufficient teaching methods and evaluation systems, e) lack of supporting facilities, f) inappropriate administrative systems (Sudjana, 2006).

The National Education Standards are adjusted in a planned, directed, and sustainable way to improve the quality of education in line with the changing demands of local, national, and global life in accordance with Article 3 paragraph (3) of Government Regulation No. 57 of 2021. Thus, the applicable curriculum can be adjusted along with changes in national education standards which are a reference in curriculum development. The National Education Standards that are a reference in development include graduate competency standards, content standards, process standards, and education assessment standards.

Implementation of the curriculum by education units can use a curriculum that is in accordance with the learning needs of students and must pay attention to the achievement of student competencies in education units in the context of learning improvement. So, education units are given options in implementing a curriculum that suits the learning needs of students. The three curriculum options are the 2013 Curriculum, the Emergency Curriculum (namely the 2013 Curriculum simplified by the Ministry of Education, Culture, Study, and Technology), and independent curriculum.

Independent curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that learners have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching instruments so that learning can be synchronized with the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. The project is not directed to achieve specific learning outcome targets, so it is not restricted to subject content.

To learn in educational units to be of high quality, one of the standards that must be developed is process standards. The definition of process standards is "guidelines in carrying out an effective and efficient learning process to optimally develop the potential, initiative, ability and independence of students." (Standar Proses Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2022)

The components of the learning process that are regulated according to the process standards in Permendikbudristek RI No. 16 of 2022 written in article 1 (1), namely "Process standards include learning planning, lesson implementation, and learning process assessment". In line with this, there is a learning planning document that must be prepared by the teacher and applied during the implementation and assessment of learning.

Problem of The Study

Currently, several elementary schools in Barru regency, South Sulawesi province, Indonesia have implemented independent curriculum. Independent curriculum is applied to grades 1 and grade 4. Independent curriculum is a new curriculum for teachers and the curriculum began to be implemented in the odd semester of the 2022/2023 academic year. Thus, there are still some teachers who have difficulties in implementing independent curriculum in terms of learning planning, implementation, and assessment. Therefore, it is very important to evaluate the implementation of this independent curriculum.

Research's State of the Art

Currently, several elementary schools in Barru regency, South Sulawesi province, Indonesia have implemented independent curriculum. Independent curriculum is applied to grades 1 and grade 4. Independent curriculum is a new curriculum for teachers and the curriculum began to be implemented in the odd semester of the 2022/2023 academic year. Thus, there are still some teachers who have difficulties in implementing independent curriculum in terms of learning planning, implementation, and assessment. Therefore, it is very important to evaluate the implementation of this independent curriculum.

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Independent Curriculum

Independent curriculum consists of intracurricular activities, projects to strengthen the Pancasila student profile, and extracurricular activities. The Pancasila learner profile is a graduate profile that aims to show the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila of students and stakeholders. For learners to achieve the competencies and characters contained in the Pancasila student profile, it needs to be enriched besides intracurricular, extracurricular, and other programs. The Pancasila student profile enforcement project is implemented by involving students to explore real issues in the surrounding environment and collaborate to solve these problems.

In education units, the Pancasila students profile needs to be developed through various strategies that complement and strengthen each other, namely the culture of the education unit, learning activities, and co-curricular activities in the form of learning through projects. Thus, this project is not the only method but rather strengthens efforts to develop the Pancasila student's profile.

The dimensions of the Pancasila student profile are the character and foundation competencies that education units need to develop for students. The dimensions of the Pancasila student profile are (1) faith, devotion to The Almighty God, and morals, (2) global diversity, (3) cooperation, (4) independence, (5) critical reasoning, and (6) creativity. For example, being able to manage study time and design appropriate strategies.

Every subject, program, and activity in the education unit is expected to support the achievement of the Pancasila student profile by including it in learning. The Pancasila student profile will also be strengthened by project-based learning with themes that support the development of the targeted competencies and characters.

Learning Planning

Permendikbudristek RI No. 16 of 2022 about process standards explains that learning planning formulates learning outcomes that become learning objectives of a learning unit, how to achieve learning objectives, and how to assess the achievement of learning objectives. Learning planning is prepared in the form of a flexible, clear, and simple document that at least contains learning objectives, learning steps or activities, and learning assessment.

Learning Outcomes

Learning outcomes that become learning objectives of a learning unit are a set of competencies and scope of learning materials in accordance with the Education Unit curriculum. Learning outcomes are formulated by considering the characteristics of students and the resources of the education unit. Learning outcomes are learning competencies that students must achieve in each phase. Learning outcomes are knowledge, skills, and attitudes that are assembled as a continuous process to build complete competency of a subject. process that is sustainable thus building the complete competence of a subject.

The preparation of learning outcomes per phase is an effort to simplify so that students can have enough time to acquire competencies. The preparation of learning outcomes per phase also provides opportunities for students to learn according to their level of achievement (Teaching at the Right Level), needs, speed, and learning style. This is because learning outcomes is developed by considering the phases of child development. In addition, the preparation of learning outcomes per phase is useful for teachers and education units. Teachers and education units can gain flexibility in adjusting learning so that it is in line with the conditions and characteristics of students.

Learning Objectives

After understanding the learning outcomes, the teacher starts to get ideas about what the students should learn in a phase. At this stage, the teacher starts to process these ideas, using the key words she has collected in the previous stage, to formulate learning objectives. These developed learning objectives need to be achieved by learners in one or more lesson hours, until finally at the end of the Phase they can achieve the learning outcomes. Therefore, for learning outcomes in one phase, teachers need to develop several learning objectives. In this stage of formulating learning objectives, the teacher has not yet sequenced the objectives, just designing more operational and concrete learning objectives first. The sequence of learning objectives will be arranged at a later stage. Thus, the teacher can carry out the process of developing a learning plan development process step by step.

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The Flow of Learning Objectives

After formulating the learning objectives, the next step in learning planning is to organize the flow of learning objectives. The flow of learning objectives has a similar function to what is known so far as a "syllabus", which is for planning and organizing learning and assessment in outline for a period of one year. learning and assessment for a period of one year. Therefore, teachers can use the flow of learning objectives only, and this flow of learning objectives can be obtained by teachers by designing their own based on learning outcomes, developing, and modifying the examples provided, or using the examples provided by the government.

For teachers who design their own flow of learning objectives, the learning objectives that have been developed in the previous stage will be organized as a sequence that is systematically and logically sequenced from the beginning to the end of the phase. The flow of learning objectives also needs to be linear, one-way, and non-branching, as is the sequence of learning activities carried out from day to day.

Learning Module

A learning module usually contains a learning plan for one learning objective based on the flow of learning objectives that have been compiled. Teaching modules in the Merdeka Curriculum are intended to help teachers teach more flexibly and contextually, not always using textbooks. Learning modules can be another option or alternative learning strategy.

Learning Implementation

The implementation of learning is organized in a learning atmosphere that is interactive, inspiring, fun, challenging, motivates students to actively participate, and provides sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical, and psychological development of students. Implementation of learning is carried out by Educators by providing role models, assistance, and facilitation.

Learning Assessment

Assessment of the learning process is an assessment of learning planning and implementation. Assessment of learning planning and implementation is carried out after the implementation of learning at least 1 (one) time in 1 (one) semester. Assessment of learning planning and implementation is carried out by means of self-reflection on the implementation of planning and learning processes and self-reflection on the results of assessments carried out by peer teacher, heads of education units, and / or students. Apart from being carried out by the teachers concerned, the assessment of the learning process can be carried out by peer teacher, the head of the education Unit, and / or students.

Assessment is an activity that is integral to the learning process. Assessment is carried out to find evidence or a basis for decision about the achievement of learning objectives. Therefore, teachers are encouraged to conduct formative assessments and summative assessments. Both types of assessment do not have to be used in a lesson plan or learning module, depending on the scope of the learning objectives. Educators are the ones who best understand learners' learning progress, so educators need to have the competence and flexibility to conduct assessments to suit the needs of each learner. This includes the design of assessments, the timing of implementation, the use of assessment techniques and instruments, the determination of criteria for achieving learning objectives, and the processing of assessment results. Included in this flexibility is the decision about midterm assessment. The teacher and education unit are authorized to decide whether to conduct the assessment.

Gap Study & Objective

Several studies have been conducted to know the implementation of independent curriculum, but fewer in evaluating the independent curriculum. To obtain the right results and information by connecting independent curriculum learning program at elementary school in Barru with the implementation of program evaluation, the author chose Stake's Countenance Evaluation model. This model was developed by Robert E. Stake. According to (Tayipnapis, 2008), that "Stake identifies three stages of educational program evaluation, namely: antecedents (input), transaction (process), and outcomes (results). In this model the three stages are compared not only to determine whether there is a difference in the actual state objectives, but also compared with absolute standards, to assess the benefits of the program. The authors are interested in evaluating independent curriculum learning program at elementary school in Barru using the Stake model. The evaluations of independent curriculum have

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been conducted in Indonesia, but only in western Indonesia and never did in central and eastern Indonesia. This study is conducted in central Indonesia. This study aims to determine the learning planning, implementation, and assessment of the independent curriculum at elementary school in Barru regency, South Sulawesi province, Indonesia.

METHOD

This type of study is evaluation study with a qualitative approach. This evaluation is a descriptive qualitative type of Stake model program evaluation. The author collected information regarding the implementation of independent curriculum learning, in this case specifically the results of this evaluation provide an assessment of independent curriculum learning developed by teachers at elementary schools in Barru regency, South Sulawesi province, Indonesia. Assessment in this context involves a measuring instrument in the form of a standardized criterion. The data or information collected is based on qualitative data that provides a complete description of the reality, phenomena, or condition of the object being studied and the information received is descriptive in nature.

This study was conducted in elementary schools in Barru regency, South Sulawesi province, Indonesia and this study was conducted in 2023. The evaluation study model used is the Stake model which consists of three components, namely: input, process and output developed by Robert E. Stake. Each stage is divided into two stages, namely description and judgment. The Stake model is decision oriented and the technique of making actuality decisions on each evaluation focus or aspect by measuring each evaluation focus summarized in a matrix adapted in the case order effect matrix.

Based on the process standards which are the criteria for evaluating independent curriculum learning program which consists of three aspects, namely (1) the aspect of learning planning, which is the input component of the model, (2) the aspect of learning implementation, which is the process component of the model, (3) the aspect of assessment of learning outcomes which is the outcome component of this model. Therefore, the author chose the Stake model in evaluating independent curriculum learning program in primary schools in Barru regency, South Sulawesi province, Indonesia, constructing a frame of reference involving the three focuses of the Stake model evaluation.

The subjects in this study are teachers who implement independent curriculum learning program in elementary schools in Barru regency, South Sulawesi province, Indonesia. Barru regency has seven districts, namely Barru, Tanete Rilau, Tanete Riaja, Pujananting, Balusu, Soppeng Riaja, dan Mallusetasi. We conducted research at two schools in each district. Thus, we conducted research in 14 schools. The data collection techniques utilized to obtain data for this study were collected through questionnaires, observations, interviews, and documentation. The data analysis technique utilized in this study is a qualitative descriptive analysis technique consisting of data condensation, data display, and verification/conclusion.

RESULT AND DISCUSSION

Currently, elementary schools in Indonesia have implemented the Merdeka Curriculum since the 2022/2023 academic year. So the Merdeka Curriculum has been implemented for two semesters, namely the odd semester and even semester in the 2022/2023 academic year. One of the regencys that implement the Merdeka Curriculum is Barru Regency, South Sulawesi Province. The Merdeka Curriculum has been implemented in grades 1 and 4. Researchers evaluated the Merdeka Curriculum program that has been implemented in elementary schools in Barru Regency, which includes planning, implementation, and assessment of the Merdeka Curriculum implemented in schools.

Learning Planning

Based on the results of the study, it was found that teachers have analyzed learning outcomes well, formulated learning objectives appropriately, know how to arrange the flow of learning objectives, and design teaching modules systematically, and understand well the differences between Kurikulum Merdeka and the K-13 Curriculum that was previously implemented. In addition, for the implementation of Kurikulum Merdeka in schools to work optimally, teachers first recognize Kurikulum Merdeka, prepare themselves to be ready to collaborate, implement Kurikulum Merdeka well, and share with other teachers.

Teachers analyze the learning outcomes that have been provided first by referring to the achievement of knowledge, attitudes and skills, then formulate learning objectives based on learning outcomes, as well as analyze

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the competence and scope of the material. Furthermore, teachers arrange the flow of learning objectives by developing and modifying the examples provided and adjusted to school conditions and the needs of students. In addition, another planning activity carried out by teachers is preparing teaching modules. The material contained in the teaching module is presented more specifically so that it makes it easier for teachers to deliver lessons to students. The results research from (Fitriyah & Wardani, 2022), the results of their research show that teachers welcome Kurikulum Merdeka because its implementation is adjusted to students' needs.

In line with this study, in the learning planning process, teachers also experience obstacles, one of which is that teachers have difficulty in preparing all learning planning documents. This is because the document must be in accordance with the dimensions of the Pancasila Student Profile in each learning objective and must be adjusted to the students' needs. In addition, it was found that there were still many shortcomings in the implementation of the Pancasila Learner Profile Project, which was caused by the design still lacking systematicity so that the school only carried out the project as an obligation in one semester's activities (Ardianti & Amalia, 2022). Thus, a comprehensive understanding of Merdeka Curriculum is needed, including its concept, preparation, and practice in the real life (Nadila, 2023).

The next obstacle is that information about Kurikulum Merdeka has not been evenly distributed to every teacher in Barru Regency and the socialization of Kurikulum Merdeka in Barru Regency has not been maximized. The socialization and training of Kurikulum Merdeka tends to be carried out in a short time and unevenly for each region. The lack of socialization in schools has an impact on the limited time to study Kurikulum Merdeka because it takes a long time to study its parts deeply (Yunita et al., 2023). Whereas the implementation of a new curriculum, especially Kurikulum Merdeka, requires training that is not only carried out once but continuously to examine more deeply the components of each curriculum to be implemented (Ardianti & Amalia, 2022). Therefore, there is still a need for other trainings that discuss in depth by section to provide a clear overview to teachers and principals. Kurikulum Merdeka training at the primary school level should be carried out in many places at least at the sub-district level so that the process of completing tasks and mentoring can be done evenly (Zahir et al., 2022).

This obstacle has an impact on the teachers' limitations in compiling all learning instruments themselves because they only refer to the examples that have been given through socialization. This is because the training carried out has not targeted all teachers (Dewi & Astuti, 2022) , not all teachers in elementary schools have the opportunity to participate in socialization about Kurikulum Merdeka, especially technical guidance related to the Pancasila Student Profile and as a result, teachers feel that the Merdeka Curriculum program seems forced (Sunarni & Karyono, 2023).

Besides the relatively short and uneven socialization, other obstacles also come from Human Resources who are less qualified in planning and designing the Merdeka Curriculum in the classroom. Teachers do not understand how to derivate or interpret learning outcomes into learning objectives, so the material provided does not refer to essential material, but is still stuck on the previous curriculum. In addition, teachers also still experience problems in making teaching modules. Thus, during the preparation process it takes a little longer (Nurcahyono & Putra, 2022).

The necessity to prepare creative, challenging and innovative learning every day is also one of the challenges for teachers in the classroom. This is because students are heterogeneous in terms of level of understanding, thinking ability, skills, learning style, confidence level and concentration level, making it difficult for teachers to determine learning models (Nurcahyono & Putra, 2022). In addition, references are quite minimal so teachers can only refer to the available examples. Teachers' skills and ability to adapt technology also contribute. Teachers are less qualified in utilizing technology-based learning media (Sunarni & Karyono, 2023) or Kurikulum Merdeka learning platform introduced during socialization is just installed without any follow-up (Suryani et al., 2023). Regarding the obstacles experienced, teachers in Barru Regency, South Sulawesi, Indonesi hope that there will be continuous socialization so that teachers' knowledge of Kurikulum Merdeka will increase, so that teachers can be more innovative in preparing learning instruments.

Learning Implementation

The results showed that teachers have implemented the Pancasila student profile strengthening project. Teachers carry out learning that emphasizes achieving character in the Pancasila student profile based on the noble values of Pancasila with the aim of forming good character in students. Teachers implement student-centered learning and teachers act as facilitators. Learning in the classroom is carried out in an interactive and inspiring, fun and challenging learning atmosphere, teachers motivate students to actively participate in learning, provide opportunities for students to develop and communicate new ideas, familiarize students to be able to manage themselves in the learning process. The existence of Kurikulum Merdeka can provide significant impacts and

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benefits in the learning process (Nadila, 2023). This is because the separate subject content taught by teachers in Kurikulum Merdeka makes it easier for students to relate it to the surrounding environment and makes it easier to understand the material being studied (Ardianti & Amalia, 2022).

Teachers implement differentiated learning in accordance with the interests, talents, and needs of students. This is done by providing opportunities for students to self-actualize, appreciating the talents, interests, and abilities of students, providing role models in their daily activities to students, guiding students in the learning process, and teachers providing access and learning opportunities for students according to their needs.

Teachers hope to be facilitated by being given socialization and technical guidance regarding how to prepare learning instruments for implementing Kurikulum Merdeka and the learning process. Teachers still need more examples of projects to strengthen the Pancasila student profile and examples of implementing differentiated learning, so that teachers get a lot of references and can develop themselves further in implementing learning according to Kurikulum Merdeka. This shows that the implementation of Kurikulum Merdeka is good, but some aspects still need to be developed for better.

It was also found that not all schools can implement Kurikulum Merdeka well, some elementary schools are still trying to adapt to the new curriculum. This means that the implementation of Kurikulum Merdeka has not been fully accomplished (Mustofa & Setiyono, 2023). In addition, teachers experience limited knowledge about the activities of the Pancasila student profile strengthening project. This is one of the obstacles in the implementation of Kurikulum Merdeka where teachers only implement the Pancasila student profile project as curriculum fulfillment without understanding more deeply (Muna & Fathurrahman, 2023). Therefore, teachers are expected to continue to innovate and develop themselves by continuing to improve the quality of schools for the better. There is also a need for more detailed socialization of Kurikulum Merdeka (Fitriyah & Wardani, 2022) and the success of schools in implementing Kurikulum Merdeka, especially in the implementation of learning, is disseminated to schools that have not implemented Kurikulum Merdeka properly (Barlian et al., 2022).

In the successful implementation of Kurikulum Merdeka, it is not only carried out by maximizing the role of teachers and students, but also involving all school stakeholders and related parties. It takes the support of various stakeholders, especially the Government, in implementing Kurikulum Merdeka to be in accordance with the objectives and fulfill all the needs in the learning process. The involvement of all stakeholders with their respective roles is intended to optimize the advantages of Kurikulum Merdeka. This is because Kurikulum Merdeka comes as a solution that is considered the most effective in solving educational problems with various advantages over the previous curriculum (Nadila, 2023). These advantages include that teachers can be more creative and evolve, learning can be more fun and meaningful, learning is directed at the needs of students, and learning in Kurikulum Merdeka is directed towards Student Centered learning models (Sunarni & Karyono, 2023).

Learning Assessment

The results show that in Kurikulum Merdeka, teachers carry out assessments not only at the end of learning, but also at the beginning and during the learning process. The assessment applied is in the form of formative and summative assessments, the application of assessment as learning and assessment for learning, providing feedback on the results of the assessment to students, and teachers reflect on each learning process. Assessments are given in written and oral form, teachers do not mix the results of formative and summative assessments, involving students in carrying out assessments. Teachers also reflect on the learning strategies that have been implemented, the success of the learners, the difficulties experienced by the learners, and the things that the learners like, and provide feedback orally and in writing.

In terms of assessment, the existence of Kurikulum Merdeka is considered capable of fulfilling and providing benefits to various targeted stakeholders. Policies related to program goals in Kurikulum Merdeka are well accepted by the school and receive positive support from all stakeholders, including those involved in learning (Nadila, 2023). The implementation of this curriculum has more or less changed the behavior of stakeholder actors, which can be seen from the performance of principals and teachers. However, the goals of the assessment program in merdeka Kurikulum have not been fully achieved, such as students and parents who have not been able to adapt well to Merdeka Kurikulum (Siswanto et al., 2023).

However, students' readiness to face curriculum changes is also one of the obstacles to the implementation of Kurikulum Merdeka, where some students are still not very enthusiastic about learning in class. This can be caused by teachers' limitations in understanding student heterogeneity. Limitations in understanding and accommodating student heterogeneity make it difficult for teachers to create opening questions that can be accepted by all students (Nurcahyono & Putra, 2022). To meet the needs and abilities of different students, a variety of methods are needed.

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In order to optimize assessment in Kurikulum Merdeka, the government, principals, parents, and all stakeholders besides teachers and students must be involved and collaborate according to their roles in implementing Kurikulum Merdeka. The government and other stakeholders are expected to be able to provide appropriate resources, facilities and infrastructure, assistance, and socialization so that the benefits of Kurikulum Merdeka will increase (Nadila, 2023). In addition, various evaluations are also needed to be carried out continuously on the implementation of Kurikulum Merdeka policy so that optimal policies can be achieved from time to time. Thus, it is very important for the government, schools, and parents to work together to evaluate the implementation of Kurikulum Merdeka assessment (Mustofa & Setiyono, 2023).

CONCLUSION

Learning planning, learning implementation, and learning assessment carried out by teachers are good, but there is still a need Kurikulum Merdeka training to all teachers in elementary schools. Kurikulum Merdeka can be continued with a note that the government facilitates widespread Kurikulum Merdeka training. Based on the the most crucial factors that have been identified in this study, it is expected to evaluate each implementation of Kurikulum Merdeka at each school level, namely at the elementary school, junior high school, and senior high school level. The evaluation results are used as feedback to plan follow-up in the implementation of Kurikulum Merdeka. Furthermore, it is also expected that the results of this study can be used as a reference in developing appropriate learning instruments and conducting workshops of the implementation of Kurikulum Merdeka.

ACKNOWLEDGMENTS

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Formation of Student Character Through the Application of Local Culture in Schools

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Abstract This study aims to determine the implementation of local culture in SMP N 1 Raya Kahean Kab. Simalungun through the subjects of Simalungun Language and Script.in the formation of student character, especially the character of love for the homeland and responsibility. This type of research is descriptive qualitative, data collection techniques used include: observation and interviews. The analysis method used has three stages, namely data reduction, data presentation and verification. The results showed that: The implementation of Simalungun language and script learning class IX SMP N 1 Raya Kahean which consists of three elements, namely 1. Pakon mambotoh mambasa 2.Masam-masam ni hiou tonunan naadongi Simalungun pakon hun other areas 3.Hasomalan marburu pakon sikkula pararalan nai gunahon is good enough, because it is considered capable of maintaining the cultural values of Batak Simalungun. In every learning activity, it can be seen that teachers always try to instill positive cultural values in each student. Through the subject of Simalungun Language and Script can also shape the character of students, it can be seen from the material delivered by the teacher through the Simalungun Language and Script subject book..

Keywords: character building, Local Culture, Simalungun Language and Script

INTRODUCTION

The background of this research is based on Article 3 of the National Education System Law (UU Sisdiknas) No. 20 of 2003 which reads: National education functions to develop capabilities and shape dignified na- tional character and civilization in the con- text of educating the nation's life, aims to develop the potential of students to becomehuman beings who believe and fear God Al-mighty, have noble character, are healthy,knowledgeable , competent, creative, inde- pendent, and become a democratic and re-sponsible citizen. quality; both in terms of material and spiritual; mastering science and technology, creative, innovative, adaptive; and good personality.

From the sound of the article it can be concluded that the function of education in general is to shape the character of a learner so that he becomes a pious, moral, tolerant, tough, and well-behaved person. According to Julaiha in (Sari & Bermuli, 2021), the implementation of character edu- cation needs to be carried out in an integrated manner in planning and learning activities by introducing values, integrating values in de- livering subject matter, and designing learn- ing activities that train students to apply character values.

Character is the values of human be- havior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are embodied in thoughts, feelings, words, and actions based on reli-gious norms, laws, manners, culture, and customs. Meanwhile, according to Thomas Lickona, what is meant by character educa-tion is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values.

According to (Saihu, 2019),Ethical values that should exist in students can be grown through local culture. In principle, local culture is a culture that is highly re- spected by indigenous peoples. However, what is happening to the younger generation today is very different, where some of that culture has been eroded and replaced by for-eign cultures that do not originate from the personality of the Indonesian nation at all. The values of local wisdom are noble values of the nation that can be used as capital to build a nation with superior and resilient   character. Therefore, the role of local wis-dom can be utilized to develop character education. (Yusuf et al., 2022). In connection with the above, this study aims to determine whether the application of Simalungun local culture in

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schools can play a role in the for-mation of the character of loving the mother- land. If previous research was written by Saihu in the journal Islamic Education: Jour-nal of Islamic Education which illustrates the existence of an educational process based on local wisdom that can be found in the male tradition. The result of this activity is the creation of the individual characters of the Jembrana people who are tolerant, humanist and pluralist between Hindus and Muslims, so in this study what we want to discuss is the local simalungun culture which becomes local content in schools, namely the sima-lungun script is associated with the for-mation of the character of love for the land . The novelty of this study is to analyze whether the Simalungun Script subject in elementary schools will be able to shape the character of students, especially the character of love for the motherland. This will be cor-related with the material contained in these subjects.

The position of this research actually sup- ports previous research entitled "Character Education Based on Local Wisdom (Studies in Jembrana Bali)". Support for the previous research, because previous research attaches great importance to character education must be based on local wisdom which is a culture that has noble values.

Meanwhile, this research also emphasizes character education that is applied in schools based on local wisdom values to foster a sense of love for the homeland for students through the subjects of Simalungun Lan-guage and Script.

METHOD

In this study using a qualitative de-scriptive method. The qualitative descriptive method is to collect data and then analyze the data so that it can give an overview of the problem being studied. Existing theory is used as a guide so that the research focus is in accordance with the facts in the field.

This study uses a location at SMP N 1 Raya Kahean, Kab. Simalungun. The choice of research location was based on the re-searcher's interest in the subject of Sima-lungun Language and Script which describes the culture of the Simalungun Batak tribe. According to Suharsimi Arikunto as the au-thor of the book "Research Procedure: A Practical Approach", the definition of a re-search subject is a research line or boundary that is useful for researchers in determining objects or people as the attachment point of research variables. Based on this understand-ing, the subjects in the study were teachers of Simalungun Language and Script subjects.Simalungun.

To obtain data from research subjects, the researchers used: research instrumentsnamely 1) Participatory observation, namely by looking directly at the teacher's ability to deliver material and instill character values in learning activities, and how the teacher implements the plans that have been made. 2) According to(Bungin Burhan, 2012) there are two types of interviews, namely struc- tured interviews and in-depth interviews. This research uses structured interview where researchers have prepared questions in advance related to the use of learning meth- ods. Interviews were also used to obtain data about how teachers carry out character learn- ing, its evaluation, and the factors that influ-ence the implementation of character educa-tion. 3). Documentation. That is a method used to provide documents using accurate evidence from recording specific sources of information from essays or writings, wills,books, laws and so on. Researchers used the documentation method to collect data includ-ing: syllabus, lesson plans (RPP), learning evaluation sheets, school profiles and pro-files of teachers who teach Simalungun lan-guage and script.

Furthermore, the researcher analyze the data using a qualitative method through four stages, namely data reduction, to exam-ine the overall data collected from the field, namely regarding the implementation of character education at SMP N 1 Raya Ka-hean, so that the objects studied were ob-tained. 2) Data Display in the form of data presentation in this case is the delivery of information based on the data obtained inaccordance with the research focus to be wellorganized, coherent so that it is easy to see,read and understand about an event and action or event related to the implementation of character education in text form narrative. 3) Drawing conclusions, namely the estuary of the conclusion of qualitative data analysis activities lies in the description or narrative of what is produced, can be understood with respect to a problem that is examined. This is where the conclusion was born on the issues whose weights are classified as comprehensive and in-depth.

RESULT AND DISCUSSION

In Article 37 (1) of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that local content is study material intended to form students' understanding of the potential in the area where they live. This means that mulok subjects are taught with the aim that students have the attitudes, knowledge, and skills needed to be able to know and love the natural, social, cultural, and spiritual environment in the area where they live; to preserve and develop regional excellence and local wisdom, which useful for themselves and also the environment in order to support national development. ndonesia as a multicultural country cannot be separated from local cultural values. (Anggorowati et al., 2020).

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The culture that exists in the area can be used as character education, so it needs to be trained in children because at this time the child's attitude will determine his character in the future. The Simalungun tribe is one of the Batak tribes in the Simalungun Regency, North Sumatra Province. The Simalungun tribe is located between two cultures, namely the Toba Batak tribe and the Karo Batak tribe. Because the area of residence of the Simalungun Batak tribe is between the terri-tories of the two Batak tribes, the Simalungun language is almost similar to the Toba and Karo languages. This tribe has a patri- lineal lineage.

Simalungun society is still very thick with customs. Especially the dance called Tortor. Tortors have an important role in community life activities related to their spiritual and social life. Apart from the Tortor,the Simalungun people also have arts in the field of music, which are often called gonrang/margonrang (playing Simalungun Batak traditional musical instruments).

North Sumatra not only has Ulos as a traditional cloth, but in Simalungun Regency, there is a Bulang cloth which has been a hallmark of this area since ancient times called Bulang Sulappei.

In the current era of globalization and digitalization, it has a negative impact on cultural extensiveness. Various cultures that have existed in Indonesia blend with many foreign cultures that are increasingly easily penetrated in the souls of students. What is happening now is precisely the weakness of cultural aspects in the local area, because the preservation of traditional cultural products is not accompanied by the ability to develop and utilize existing results.

According to Johar in (Agustin, 2016) Culture-based education wants several things in the learning process, namely, attention tohumans more than other elements, learning activities tend to cultivate scientific values and human values, schools are the center of cultural development, the educational pro- cess is cultural and education wants cultured humans.

Considering the importance of cultural and educational linkages and in line with Article 37 (1) of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that local content is study material intended to shape students' understanding of the potential in their area of residence, then at SMP N 1 Raya Kahean Kab. Simalungun included local content into the study, namely the subjects of Language and Script Simalungun. In the material, this learning includes 3 important things related to the culture of the Simalungu tribe, namely:
1. Pakon mambotoh mambasa
2. Masam-masam ni hiou tonunan naadongi Simalungun pakon hun daerah lain
3. Hasomalanmarburu pakon sikkula pararalan nai gunahon

The first thing to teach students is how to read Simalungun script and at the same time how to write it. A researcher who is very instrumental to Batak literacy Dr. Uli Kozok who has set a reference from the results of his latest research. Many of his works were also published in Indonesian. According to him, there are five variations of Batak script variations, there are several differences in letter shape, punctuation marks and names and alphabetic arrangement. But broadly speaking, the Batak script can be classified into two groups, namely the northern group (Pakpak and Karo) and the southern group (Toba, Mandailing, Simalungun) when viewed from the use of several variations of the letters used, such as the shape of the letter "ha", the shape of the letter "wa" and the shape of the letter "ta". Batak script can be divided into three namely Ina Ni Surat (parent script), Anak Ni Surat (Diacritical sign) and Numbers.

After being taught to write and read simalungun script, students are taught about simalungun woven fabrics and students are also taught about how to hunt. Based on the researcher's analysis of these materials, the researcher can draw conclusions that through the Simalungun Language and Script subjects applied at SMP Negeri 1 Raya Kahean Kab.Simalungun can shape the character of students, especially the character of Love for the Motherland and Responsibility.

Through materials in the subject of Language and Script, Simalungun Daryanto (Nur Tri Atika1, Husni Wakhuyudin2, 2019) stated that character education is a variety of efforts made by school personnel, even those carried out together with parents and community members to help children and ado- lescents to become or have caring, opinionated, and responsible nature.

Character education is believed to be An inevitability in terms of facing the challenges of today's character shifts. Character education is present as a teaching and learning process that instills character values both through teaching and learning activities and through other activities, such as activities related to the local culture of a region Character is defined as structure

A person's mind that can be seen through certain actions and is fixed, both through good and bad actions, and becomes a characteristic of the person concerned (Hartiwisidi et al., 2022). In the implementation of character learning in class IX Simalungun Language and Script subjects at SMP N 1 Raya Kahean Kab.Simalungun, teachers use lecture and question and answer methods, which are combined with cooperative learning approaches such as discussions with classmates. So teachers are more the center of instilling character values for

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students.However, with an interesting and fun teacher demeanor that can make students respond well to everything taught by the teacher.

Learning character education in Simalungun Language and Script subjects is not much different from learning character education in other subjects, it's just that in Simalungun Language and Script subject matter there are more character values that can be developed compared to other subjects.

Instilling peaceful character in students is important to create a safe, serene, harmonious, and peaceful environment. Far from violence, riots, and quarrels, we know many school children who often make noise and damage things around.(Asrial et al., 2022) .

In the implementation of character learning in class IX Simalungun Language and Script subjects at SMP N 1 Raya Kahean Kab.Simalungun, teachers use lecture and question and answer methods, which are combined with cooperative learning approaches such as discussions with classmates. So teachers are more the center of instilling character values for students. However, with an interesting and fun teacher demeanor that can make students respond well to everything taught by the teacher.

The formation of the character of love for the homeland of students can be formed because in these subjects students are invited to recognize the meaning and philosophy of Simalungun's distinctive woven cloth which is a cultural property. This can be seen during the learning process where students look enthusiastic, active and creative following the Simalungun Language and Script learning process in class. In the sense that students have a great curiosity about Simalungun cultural life that they experience everyday. Likewise with the materials delivered by teachers through Simalungun Language and Script subject books.

The character of love for the homeland and responsibility is part of 18 types of char acters as listed in the document of the Curriculum Center of the Ministry of National Education. Love of the homeland is a way of thinking, behaving, and doing that shows loyalty, care, and high respect for the language, physical, social, cultural, economic,and political environment of the nation.(UMS, n.d.)

Love for the homeland needs to grow in the soul of every person from an early age tobecome a good citizen in carrying out the goals of living together to be achieved. The importance of instilling a sense of love for the country from an early age is so that when they grow up, they will be able to appreciate and respect the country that has raised them. Given the importance of love for the motherland, it is appropriate in the school environment to develop character in the souls of students through: 1. Singing the national an them of every flag ceremony and commemo- ration of National holidays 2. Display photos of national heroes in grade 3. Introducing various national cultures and local community cultures 4. Introducing traditional pakianon national holidays 5. Flag ceremony every Monday and salute the red and white bedera.6. Sing the song Indonesia Raya solemnly. 7.Say Pancasila 8. Participate in commemorat- ing national holidays by participating in competitions or cultural performances.(Wisnarni, 2017).

Through the subjects of Simalungun Language and Script, students will also have responsible character values, namely one's attitude and behavior in carrying out their duties and obligations, both related to themselves, social, community, nation, state, and religion. Responsibility is an essential char- acter in human life. 1.According to (Rochmah, 2016) responsibility as a natural substance, meaning a character that is natu rally part of humans

As evidence of the formation of the character of love for the homeland and responsibility through the subjects of Simalungun Language and Script, it can also be seen from the behavior and knowledge of students about Simalungun's local wisdom culture where they master and are good at Simalungun language, help each other to friends who need each other, understand how to behave and behave when talking to people older than him, For example, teachers, parents and others.

CONCLUSION

The conclusion from the discussion above is that Simalungun Language and Script subjects can shape the character of love for the homeland and the responsibility of students. The formation of the character of love for the homeland of students can be formed because in these subjects students are invited to recognize the meaning and philosophy of Simalungun's distinctive woven cloth which is a cultural property.

This can be seen during the learning process where students look enthusiastic,

active and creative following the Simalungun Language and Script learning process in class. In the sense that students have a great curiosity about Simalungun cultural life that they experience everyday. Likewise with the materials delivered by teachers through Simalungun Language and Script subject books.

Through the subjects of Simalungun Language and Script, students will also have responsible character values, namely one's attitude and behavior in carrying out their duties and obligations, both related to themselves, social, community, nation, state, and religion. Responsibility is an essential character in human life. Simalungun.

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Implicatures of Educational Podcasts on Youtube and Its Implications for The Formation of Pancasila Student Values Among Millennial Educated Citizens

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Abstract. Implicature can be interpreted as a variety of meanings behind the explicature of an utterance. Implicature can also mean various intentions contained behind speech based on the context of the speech. Implicature is divided into two, namely conventional implicature and conversational or non-conventional implicature. The objectives of this research are (1) analyzing the meaning of implicatures contained in YouTube podcasts that discuss education, (2) classifying conventional or non-conventional implicatures and (3) explaining the implications for the 6 values of Pancasila students among educated citizens or millennial students. The data source in this research is a podcast on YouTube which discusses education. The object of this research uses primary research objects, data obtained directly from speech quotations containing implicatures spoken by podcast sources. The techniques used for data collection are documentation techniques, listening techniques and note-taking techniques. This research uses the Morris model of pragmalinguistic data analysis techniques, namely collecting data, selecting data, simplifying, grouping, analyzing and presenting. The research results show that the use of conventional implicatures dominates more than non-conventional or conversational implicatures. Of the 16 data, 12 data are conventional implicatures and 4 data are non-conventional implicatures. There are 75% of the data samples used in this research, the overall dominance is in conventional implicatures. Of the 16 samples of speech that contain implicatures, there are 3 speeches that are in accordance with the Pancasila student values of faith, devotion to God Almighty, and having noble morals. A number of 2 utterances are in accordance with the value of global diversity. 1 speech in accordance with the value of working together. 3 utterances in accordance with the value of independence or independence. 5 utterances according to the value of critical reasoning. As well as 2 utterances in accordance with the values of creative Pancasila students. The most utterances are found in the values of Pancasila students with critical reasoning, which are found to be 5 forms of speech.

Keyword: Implicature, Educational Youtube Podcast, Pancasila Student Values

INTRODUCTION

Implicature can be interpreted as a variety of intentions behind the explicature or explicitness of an utterance. Implicature can also be interpreted as a variety of intentions contained behind speech based on the context of the speech. So, an implicature is something that is implied in a conversation, namely something that is left implicit in the actual use of language. Implicature is a process of interpreting meaning based on situation and context (Yulianti & Utomo, 2020). The meaning in implicature is not seen from the written meaning or actual meaning but the meaning from the perception of the listeners. By understanding this we can move on to exploration, namely the principles that have been proposed as commands for the operation of implicatures in conversation (Wahyuningsih & Rafli, 2017). It can also be understood that implicatures are hidden intentions and desires

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(Surana, 2017). The different intentions are essentially the meaning of the speaker's utterance which is explained or said implicitly and has benefits in that context. The occurrence of implicatures is due to the fact that the utterance which has propositional implications is not actually part of the utterance. In implicature, the speaker does not only have the intention of causing a certain effect on the speaker. This effect can only be achieved easily if the intent to produce this effect is understood by the hearer.

Implicatures are divided into two, namely conventional implicatures and conversational or non-conventional implicatures. Conventional implications are the meaning of every utterance that is conventionally or generally accepted by society. Conventional implicature is called the cooperative principle and this principle is based on 4 maxims, namely the maxims of quality, quantity, relevance, and method. Conventional implicatures are implicatures that are obtained directly from the meaning of words, and not from the principles of conversation (Arifianti, 2018). Unconventional implicature places more emphasis on utterances that imply something different from the truth (Irawan & Herwin, 2017). Unconventional implicature is also a type of conversational communication that disguises the meaning of the interlocutor so that it is different from the truth (Kuntoro & Gafar, 2016). So in general, non-conventional implicatures or conversational implicatures are implied in a conversation.

The impact of the dynamic and massive development of media with various kinds of digital content has made the competition even tighter with lots of interesting content, such as one of the most popular digital content, namely podcasts. Podcasts are audio or video media files that can be published periodically via the internet network and can be downloaded via the web (Laila, 2020). Podcasts can provide interesting advantages and benefits, compared to other technological devices (Kimberley M. Donnelly, 2019). Podcasts are listened to while doing multitasking activities, for example while working, while writing, or while traveling. This is the advantage of podcast technology, because it can be used anywhere and anytime. Podcasts are digital audio materials in MP3 format. The current use of pod-casts has touched education. Podcasts are information technology-based media that accommodate independent learning abilities, are technology-based, and can repeat material (Mayangsari & Tiara, 2019). Discussions related to educational problems and the use of podcasts as learning media are becoming more and more interesting to review day by day. Not only that, with the varied discussions on podcasts, this media is always eagerly awaited, and even has an indirect impact on listeners.

The use of podcasts in various fields is increasingly widespread, including education. The discussion is usually related to the educational paradigm in the millennial era like today. The discussion is very varied. The impact of a podcast in education includes: (1) podcasts can be an innovative teaching source for teachers to design class activities. (2) podcasts help students' learning process, both inside and outside the classroom, (3) podcasts can increase the readiness and preparation of prospective teachers (Goldman, 2018). Like power point presentations and class videos, podcasts can be used as digital-based learning media. The ease of obtaining material and satisfactory results make students have higher motivation when using podcasts as an online learning medium (Susilowati et al., 2020). Then in educational podcasts there are also many implicatures. The speaker's speech contains a variety of meanings. The diversity of meanings of the utterances is caused by the diversity of backgrounds of the sources. The diversity of meanings of speech is also caused by the discussion and content being discussed. Each utterance uttered contains various implied implications that contain various meanings. The various implications are divided into thirteen types, namely (1) criticizing implications, namely implications with the intention of analyzing or examining something, (2) confirming implications, namely implications with the intention of confirming or explaining something, (3) rejecting implications, namely implications with the intention of not wanting to accept something that has been given, (4) convincing implication, namely the implication with the intention of wanting to seriously state something, (5) informing implication, namely the implication with the intention of conveying or announcing information, (6) insinuating implication, namely an implication with the intention of saying something mockingly, (7) expectation implication, namely an implication with the intention of expecting something, (8) warning implication, namely an implication with the intention of reminding someone of something to the speaker, (9) implication of expressing disappointment, namely an implication with the intention is to express feelings of disappointment towards something, (10) the implication of expressing displeasure, namely the implication with the intention of expressing dislike or dissatisfaction with something, (11) the implication of asking, namely the implication of wanting to ask for something, (12) the implication of appealing, namely implication with the intention of calling or inviting, and (13) implication of suggesting, namely implication with the intention of giving advice (Azizah & Lakson, 2022)

This form of implicature is often found on social media, especially podcasts found on YouTube. Especially those that talk about education. Podcasts that discuss education always highlight news or topics that are currently being discussed by the public related to education and present trusted sources who make the audience curious to listen. The implicatures that appear in the YouTube podcast program which discusses education are because the presenters and sources express implicit meanings when communicating. This was done intentionally but happened

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spontaneously. In order to understand the implicatures of the YouTube podcast program which discusses education, you need to pay attention to the context of the discussion being discussed. Meaning in a speech is greatly influenced by the context which includes all situations outside the text such as place, participants, and so on.

The implicature obtained from the video podcast that discusses education is then associated with the values of Pancasila students. The Pancasila student values are divided into 6, namely faith, global diversity, mutual cooperation, independence, creativity and critical reasoning. Through the application of the 6 dimensions of the Pancasila student profile, it is hoped that the Indonesian nation will become individuals who are intelligent and have character and are able to face the challenges of the 21st century and of course instill the values contained in Pancasila as the state philosophy consistently and ultimately be able to realize a unified national life. prosperous and dignified as one of the mandates of the 1945 constitution (Irawati et al., 2022). Deep appreciation and practice of Pancasila values is needed in modern times like today (Nurjanah, 2017). The values of Pancasila among students today are fading. That is the main focus of this research. The use of implicatures in podcasts that discuss education is classified into each Pancasila student value. Then a conclusion line is drawn about the data from each implicature on its impact on each of the values of the Pancasila students.

Relevant research regarding research that discusses speech implicatures has also been carried out by (Azizah & Lakson, 2022), (Wahyuningsih & Rafli, 2017), (Yulianti & Utomo, 2020), (Nakhrowi, 2013), (Kurnia et al., 2019), (Yuniati et al., 2020), (Enik Purwendah & Surana, 2021), (Yuniati et al., 2020), (Pudyastuti et al., 2019). The similarities in these studies are that they both examine the implications of social media and other media in the form of films and so on. The difference lies in the focus of the research. In this study, it focuses on the implicatures found in educational podcasts on YouTube and is linked to the 6 values of Pancasila students. From searching through scientific article search systems in journals, no one has researched the implications of speech implicatures in educational podcasts on the 6 values of Pancasila students.

Based on the previous introductory explanation, the objectives of this research are (1) to analyze the meaning of the implicature contained in the YouTube podcast which discusses education, (2) to classify conventional or non-conventional implicatures (3) and to describe the implications for 6 values of Pancasila students for educated citizens or millennial students.

The reason for the researcher choosing a research topic on the topic of the podcast related to this educational paradigm is because he saw so many polemics and problems discussed in this podcast that discuss education in Indonesia. The discussion that is discussed in every pod-cast on YouTube media also discusses factual matters that are hotly discussed by the public in relation to education, starting from basic education, secondary education, senior education and higher education. In addition, from the search results that have been done, there has never been any research on conversational implicatures on pod-casts with the topic of education on YouTube. Even though in this day and age, YouTube is one of the information media that is much loved by all groups and is able to become a medium for campaigning and or calling for the dissemination of interesting things related to education which can be adapted into interesting issues based on values. Pancasila students who are hotly discussed are also the impact of the transition to the new curriculum, the independent curriculum. It is important to pay attention to the language order so that the meaning you want to convey is clear. This is what makes researchers interested in raising this theme by researching the forms of conversational implicatures and the functions of implicatures on YouTube podcast shows regarding educational topics. It is also hoped that this research can become a reference for other researchers so they can develop similar research.

METHOD

This research uses a qualitative descriptive research method using a pragmatic science approach. According to (Gede Endra Bratha, 2022) states that the qualitative method is a method that focuses on in-depth and real observations. Therefore, the use of qualitative methods in research can produce a more comprehensive and in-depth study of a phenomenon. Data collection was carried out from September to October. After the data is obtained, it is then analyzed to produce maximum results. This descriptive research is a problem solving process that is used to describe the situation of objects and subjects in research.

The data source in this study is a YouTube podcast that discusses education. The data in this study are in the form of speech quotations that contain implicatures. The speech excerpts are then processed for the meaning of the speech and classified according to the values of each Pancasila student. The speech excerpts are then processed for the meaning of the speech and classified according to the values of each Pancasila student. The object of this study uses primary research objects, data obtained directly from quotations from sources on podcasts that discuss education on YouTube. Determination of data sources in this study was carried out by purposive sampling, namely

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selected with the appropriate considerations and objectives. The point is that the purposive sampling technique is the sampling technique that will be used (Aprilia, 2020).

The data collection techniques used are documentation techniques, listening techniques and note-taking techniques. This documentation technique is usually used to obtain information in the form of documents or images that can support research. In line with the opinion (Juliyawan et al., 2021) that documentation techniques are techniques obtained from documents. The listening technique is a technique used to obtain data by listening to the use of language in the informant's conversation. The listening technique is carried out by listening to every utterance that contains implicatures in YouTube podcasts that discuss education. The note-taking technique is an advanced technique from the listening technique used to obtain data by recording findings that are relevant to the research. Listening techniques, where one of the listening techniques is the note-taking technique. While the note-taking technique is a data collection technique by using literature books, or library materials, then recording it or quoting the opinions of experts in the book to strengthen the theoretical basis in (Lismanda, 2017). In this study, the researcher acts as the main instrument to eliminate, at least reduce or minimize this bias, while ensuring that the data obtained is correct, while the supporting instruments in this study use data card tables.

The data in this study used data analysis techniques, namely pragmalinguistic data analysis techniques using the Morris model, namely collecting data, selecting data, simplifying, classifying, analyzing, and presenting it. By using the Morris model, the presentation of the data is to describe the intent of the implicature uttered by the resource person in the podcast which discusses education using pragmatic aspects. This pragmatics discusses someone's speech, the speech in question must have meaning in every utterance uttered by the speaker. The data analysis is as follows: (1) data collection, the researcher collects data in the form of speech excerpts containing implicatures on educational podcasts on YouTube; (2) the process of selecting data, after the data is collected the researcher selects data that contains implicatures; (3) data reduction, data that has been selected is then simplified again and removes unnecessary data; (4) classifying, data is grouped according to appropriate implicatures; (5) data presentation, the data that has been analyzed is then explained accordingly and its implications for Pancasila student values are linked; (6) drawing conclusions, the data that has been presented will then draw conclusions from each of the implicatures obtained and which have been linked to the values of Pancasila students..

RESULT AND DISCUSSION

There are several utterance sentences that have interesting meanings to analyze, which are interesting to study more in terms of their implicatures because they contain various meanings. According to (Susilowati et al., 2020) states that speech is the result of the realization of human thoughts and ideas that come from the use of a series of speech tools. It is on this basis that makes the writer interesting and intrigued to analyze and examine the elements of discourse in the YouTube podcast about education, which clearly contains implicature intent in each of his utterances which can be studied more deeply. That is what is also interesting to study because the YouTube podcast contains linguistic elements, especially in terms of implicature. The implicature data are as follows:

TABEL 1. Speech Classification

No	Speech Forms Contain Implicatures	Total
1.	Conventional Implicature	75%
2.	Non-conventional or Conversational Implicatures	25%
Total		**100%**

From the table presented above, the average implicature data obtained is more dominant than conventional implicatures compared to non-conventional implicatures. This is because in podcasts, speakers mostly utter utterances that contain implicatures without having to be triggered by the speech partner. There are also very few utterances that contain non-conventional implicatures, because if they are initiated by the speaker's speech partner, the speaker only balances the conversation without producing utterances that contain many implicatures.]

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Forms Of Implicature On Educational Podcasts On Youtube

Conventional Implicature

Conventional implicatures according to (Ismiyatin & Prayitno, 2022) are implicatures obtained directly from the meaning of words, not from conversational principles or maxims. Conventional implicature can be seen from an explicature. One of them is from the speech of a resource person in several educational podcasts.

1	
Explicature	*Najwa Shihab: So, Maudy Ayunda's confusion has actually created a heated discussion on social media.* Explicitly, the story told by Najwa Shihab to Maudy Ayunda was because she was amazed because Maudy was different from other young people in general who were confused by love. Maudy Ayunda is actually confused about where to continue her studies. At Stanford or at Harvard. Two universities which in fact are well-known world-class universities whose entry points are not easy.
Context	Disampaikan oleh Najwa Shihab dalam podcastnya di kanal youtube *Narasi* kepada audiens podcast tentang kegalauan Maudy Ayunda. Kegalauannya ini membuat Maudy Ayunda bingung melanjutkan kuliah di Harvard University atau di Standford University.
Implicature	- Maudy Ayunda has intelligence above the average for young people in general. - Maudy Ayunda has the determination to continue to a higher level at university which not just anyone can.

Excerpt from speech (1) is a conventional implication contained in the sentence spoken by Najwa Sihab, namely "*So, Maudy Ayunda's confusion has actually created a hot discussion on social media*". This sentence contains conventional implicatures where Najwa Shihab said the speech without a trigger from the speech partner. This implication arose because Maudy Ayunda felt confused about whether to choose Harvard University or Stanford University to continue her studies.

In the sentence spoken by Najwa Shihab, "*So, Maudy Ayunda's turmoil has actually created a hot discussion on social media*", because ever since Maudy uploaded a tweet about her statement that she was confused about whether to continue her studies at Stanford or Oxford University. This caused an uproar of discussion on Twitter social media. This is because Maudy's thoughts or dreams tend to be different from the thoughts of girls or the millennial generation in general. Maudy, who is 27 years old, already wants to continue her studies abroad, namely at Stanford University and/or at Oxford University. This was also what sparked Najwa Shihab to say a statement which contained implicature, "*So, Maudy Ayunda's turmoil actually created a heated discussion on social media.*" This statement also appeared because Najwa felt proud because while young people or other millennial generations were still thinking about things that were less academic, Maudy Ayunda actually thought about continuing her studies at Stanford University or at Oxford University.

2	
Explicature	*Eno Bening: In my time, we respected older people. It's the same as coolie mamangs who don't have the courage, if they don't act politely, that's right.* This story explicitly criticizes the moral condition of millennial youth. Eno made an analogy of himself appreciating a construction worker by walking politely. In contrast to the millennial generation who are indifferent and lack respect for older people.
Context	Delivered by Eno Bening on Danang Giri Sadewa's YouTube channel to a podcast audience about the paradigm of moral and etiquette education in Indonesia. Where today's millennial youth pay less attention to polite values, especially to older people.
Implicature	- The millennial generation's character education paradigm, morals and manners have not been successful. - Character, moral and etiquette education is still not successful, it can be seen from the moral and etiquette condition of the millennial generation which still pays little attention to politeness towards older people.

Speech snippet (2) is found in the discourse that says "*In my old days, we respected older people. Just don't dare to walk around, if you don't walk politely like that, okay?*" The discourse spoken by Eno Bening includes conventional implicature. Because the speech spoken by Eno Bening was purely from his narrative without a trigger from the speech partner. The discourse spoken by Eno Bening arose as a result of his concern over the moral degradation that has occurred in the millennial generation. The millennial generation is considered to have less respect for older people.

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In the speech "*In my past, we respected older people. It's just as if the porters don't dare to walk if they don't walk politely like that, okay?*" Eno Bening thinks that the current millennial generation pays little attention to courtesy towards older people, one might say that they are experiencing moral degradation. Consistent according to (Zahar, 2012) which states that politeness is one aspect of interaction that is intended to generate respect for others. By bringing up an element of politeness in communicating, people can further strengthen their social relations and both can respect each other's self-image. Then tolerance towards fellow millennials tends to be weak and gets little attention. Eno Bening described himself in the past as feeling awkward and uncomfortable when he had to meet construction workers at work. *"...It's the same as coolie mamangs who don't have the courage, if they don't act politely, okay?*"

3	
Explicature	*Eno Bening: The curriculum in Indonesia is not ready for the internet. Do you remember, when you get computer lessons you can already open porn sites, the teacher still teaches you how to start a computer and explains what is software and what is hardware.* This story explicitly criticizes how slow the condition of education in Indonesia is. This criticism is analogous to the fact that computer subject teachers still teach how to turn on and turn off computers. On the other hand, students can access pornographic sites. This statement is an explicit criticism of the relatively slow implementation of the education curriculum in Indonesia.
Context	Delivered by Eno Bening on Danang Giri Sadewa's YouTube channel to a podcast audience about the relatively slow education curriculum in Indonesia. Criticism is a little vulgar by analogizing computer subject teachers who still teach the basics of turning on and off computers, and students who have gone one step further by being able to access porn sites.
Implicature	- The Indonesian education curriculum paradigm is still slow and cannot fully adapt to field conditions. - The way teachers teach in Indonesia still seems old school. Where students are one step ahead and understand what the teacher teaches.

Speech data (3) contains an implicature in the speech discourse *"The curriculum in Indonesia is not ready for the internet. Do you remember, you got computer lessons, we can open porn sites, the teacher is still teaching you how to turn on a computer and explain what is software and what is hardware."* This utterance contains conventional implicatures spoken by Eno Bening without a trigger or mixture of speech partners, purely from the speaker's speech.

The discourse of this story arose from the anxiety that Eno Bening expressed in a story. Based on his concerns, education and curriculum in Indonesia tend to be slow and inappropriate. The lessons taught still tend to be theoretical and monotonous, while students can achieve more than the learning outcomes that should be taken in certain lessons. As Eno Bening said, *"...you get computer lessons, we can open porn sites, the teacher still teaches how to turn on a computer and explain what is software and what is hardware"*. Lessons tend to be slow, while students can access and dive deeper on the internet. In this story using a sarcasm figure of speech which satirizes sharply. The use of the diction 'porn site' illustrates how dilapidated the morals and character of students in Indonesia are. Even though this was actually intended to satirize certain institutions, this was appropriate and based on the facts on the ground that Eno Bening faced and felt as a speaker.

4	
Explicature	*"The evil of Indonesian education is when every child cannot be sure that he is different from other people."* This story explicitly criticizes how the implementation of education in Indonesia makes students not believe that they are different from other people. This means that the standardization of success and assessment in Indonesia tends to generalize everything, even though each child or student has different strengths.
Context	Delivered by Pandji Pragiwaksono on his YouTube channel, Pandji Pragiwaksono told the audience about how education in Indonesia makes students unsure that they have advantages in the arts, or in the field of science and/or in the field of language. Students are forced to understand and understand all subjects they like and dislike.
Implicature	- Indonesian education has not yet convinced students of their strengths. - Pandji Pragiwaksono criticized education in Indonesia as 'bad' because it forces students to get maximum grades in all subjects at school.

The conversational implicature in speech (4) above is in the utterance *"The evil of Indonesian education is when every child cannot believe that he is different from other people."* Pandji implicitly stated that education in

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Indonesia has not been able to provide the best, in this case the standardization of success and assessment in Indonesia tends to generalize everything, even though each child or student has different strengths. It can be seen from the discourse spoken by Pandji using his 'evil' diction. The utterances uttered by Pandji include conventional implicature types, in which Pandji's utterances are obtained directly from the meaning not from conversational principles or maxims. This speech arose because of Pandji Pragiwaksono's anxiety as a speaker about the paradigm of education in Indonesia purely according to his opinion.

5	
Explicature	*"People nowadays are more easily insecure, jealous, arrogant and easily overthinking too. Because the standards are really high and I don't want to have to worry about it just being instant."* This speech explicitly depicts the face of Indonesian society which is easily insecure. Insecurity itself can be interpreted as a feeling of insecurity or fear of something happening which is triggered by a feeling of dissatisfaction and even not being sure about one's own capacity.
Context	Presented by the resource person in a podcast on the Muawanah KKN YouTube channel which describes and shows the faces of Indonesian people who are easily insecure, jealous and jealous. This makes it difficult for countries to develop and progress.
Implicature	- Indonesian people are more insecure. - Indonesian people are difficult to develop and advance because they are easily insecure, jealous and envious of what other people get.

There is a saying (5) found in the saying, *"People nowadays are more easily insecure, jealous of envy and easily overthinking too…".* In these utterances, both of them are included in conventional implicatures because they are obtained directly from the meaning of the word directly without being prompted by the speech partner or previous conversation. Implicitly the speaker in the utterance, *"People nowadays are more easily insecure, envious and easily overthinking too. …"* implicitly the speaker says that people nowadays are easily insecure. (Hasanah et al., 2022) states that insecurity can be interpreted as a feeling of insecurity or fear of something happening which is triggered by a feeling of dissatisfaction and even not being sure about one's own capacity.

Dari insecure itulah yang membuat orang zaman sekarang sulit untuk berkembang. Sedangkan overthinking merupakan perilaku atau bias yang terjadi secara normal pada siapapun yang melibatkan proses berpikir yang umumnya dialami oleh manusia (Sebo et al., 2021). Overthinking juga bisa menimbulkan kecemasan yang sangat tinggi dikarenakan adanya ketidakselarasan terkait pikiran dengan kejadian yang terjadi. Dari kecemasan itu biasanya bisa membuat seseorang merasa tertekan. Selaras dengan pendapat (Nuri, 2021) menyatakan bahwa tidak memungkiri adanya dampak negatif yang ditimbulkan dari overthinking salah satunya ialah dapat membuang-buang energi karena memikirkan sesuatu dengan cara yang berlebihan. Baik secara mental ataupun fisik akan merasa lelah karena overthinking sehingga mempengaruhi produktivitas individu tersebut.

Pada tuturan berikutnya terdapat pada kalimat yang kedua pada kalimat *"… Karena standarnya tinggi banget dan nggamau bersusah maunya instan aja.".* Secara implisit penutur mengatakan bahwa orang zaman sekarang standar dalam menginginkan sesuatu terlalu tinggi dari apa yang di mampukan dirinya sendiri. Orang zaman sekarang pun juga selalu ingin instant dalam hal apapun, misalnya apabila ingin makan maka orang zama sekarang akan menggunakan teknologi contohnya menggunakan aplikasi ojek online untuk memesan makanan. Dengan selisih harga yang relative karena dikenakan biaya ongkos kirim untuk mengantarkan makanan atau minuman dari warung makan ke rumah si pelanggan. Begitulah manusia zaman sekarang, maunya selalu ingin instan, tidak ingin bekerja keras sebelum mendapatkan sesuatu.

6	
Explicature	*"In my opinion, general education and religious education must be balanced, yes."* This statement explicitly provides an understanding of how important it is if general education and religious education are balanced for the millennial generation.
Context	Delivered by the resource person in a podcast on the Muawanah KKN YouTube channel which provides an understanding that religious education and other general education should be equalized or balanced in portions in order to shape and maintain the morals and morals of the millennial generation. Because the millennial generation is quite risky in terms of getting along and being social, it is prone to unwanted things.
Implicature	- Religious education and general education in Indonesia are not balanced. - The need for balance between general education and religious education. - The balance between general education and religious education can be a solid fortress for the millennial generation so that social activities can take place

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In speech (6) it contains conventional implicatures because in the narrative there is no interference from titir partners and direct acquisition of the meaning of the word directly. This speech implicitly implies that if a person is only concerned with general education, he will easily fall into disobedience because there are no directives in terms of the income and utilization of knowledge.

The excerpts of this speech are in line with the moral and moral development of the millennial generation. Where the millennial generation is easily confused when it comes to socializing. This is what makes the importance of religious education and general education must be in a balanced portion. With general education, the millennial generation understands the worldly ins and outs, with religious education the millennial generation understands what things must be carried out in accordance with religious guidance and abandons all prohibitions. The point is that hablumminanas and habluminallah must be balanced in order to restore and maintain the morals and morals of the millennial generation.

7	
Explicature	*"The existence of religious education is so that we can differentiate between what we should use and what we should not use."* This speech explicitly explains how important religious education is for the lives of the next millennial generation.
Context	This was conveyed by a resource person in a podcast on the Muawanah KKN YouTube channel who explained that having religious education for the millennial generation is a strong fortress so that this millennial generation does not fall into things they don't want. By being able to distinguish which ones should be carried out and which should not be carried out or carried out.
Implicature	- Religious education makes the millennial generation responsible for what they do. - Religious education can provide an understanding of which ones should be carried out and which should not be carried out.

In speech (7) it contains conventional implicatures because in the process of retrieving speech data it is obtained directly from the words without a trigger from the speech partner. The words spoken by this speaker implicitly have the meaning that by integrating religious education into general education, a person will be able to be directed in gaining all the knowledge they obtain. The knowledge gained can also be implemented and useful. And you can sort out what is in accordance with religious rules and what is prohibited by religious teachings. In accordance with the Pancasila student values, namely the Pancasila student values of having faith in being devoted to Allah and having noble character.

8	
Explicature	*"Online Learning trains us to communicate and collaborate with friends."* This statement explicitly provides an explanation, when online learning students are trained to be able to build good communication and cooperation between friends.
Context	Delivered by a resource person in a podcast on the Education News Channel YouTube channel who explained that with online learning, students are trained in communication and collaboration between friends. The context is communication in terms of group or individual assignments as well as communication about things that have not been understood related to lessons. Then, the context of cooperation here is being able to complete the tasks given by the teacher. Even though online learning, all group assignments are not a problem thanks to good cooperation between friends.
Implicature	- With all the shortcomings of online learning, online learning during the pandemic actually gave positive things. - Online learning trains student cooperation and communication. - Train student cooperation and communication in terms of completing assignments and understanding the lessons being taught.

In speech (8) it contains conventional implicatures because in the process of taking speech data it is obtained directly from the eyes of the word without interference from the speech partner. Implicitly, this speech contains meaning when online learning actually trains in terms of communication between friends and training cooperation between friends. Because when learning online, the limitations of communication are only using devices or using social media, for example, WhatsApp as a means of communication. Especially when working in groups. So in group work communication also has a very important role. That's where teamwork and communication between friends play an important role. By only using social media, however, the group's work should not be unequal or one-sided.

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Explicature	*"At school we understand the differences between friends if they have different beliefs and religions."* This speech explicitly provides an explanation, that in schools the understanding and understanding of tolerance between friends of different beliefs and religions is taught.
Context	Delivered by sources in a podcast on the YouTube channel GO! TV Official which explains about teaching tolerance at school so that in this case we can understand the differences between friends of different beliefs and religions.
Implicature	- The importance of understanding tolerance for the millennial generation. - With an understanding of tolerance, the millennial generation does not create a sense of radicalism in them. - By understanding tolerance between religious communities, it provides learning for the millennial generation so that they understand and understand each other better.

In speech (9) it contains conventional implicatures because in the process of taking the speech data it is obtained directly from the meaning of the word without interference from the speech partner. Implicitly, this utterance implies that in the school environment the students at the school spoken by the speaker tolerate each other among friends. If there are differences in religion and belief, then there will be mutual tolerance and mutual respect for fellow students.

This is interesting because in modern times tolerance between religious communities has been slightly eroded by ideologies that lead to radicalism. Where tolerance in school is fundamental to being able to form the character of tolerance while still at school. This is important so that in the future, undesirable things don't happen to the younger generations.

10	
Explicature	*"Online learning is difficult for us to access the internet, we usually use wifi at the mini market."* This speech explicitly provides an explanation of the obstacles to online learning during a pandemic. Some students experience signal difficulties. As it was said that the students hit the wifi mini market.
Context	Delivered by a resource person in a podcast on the Education News Channel YouTube channel who described through his speech the obstacles to online learning. It is not uncommon for students to experience signal difficulties and hang out at mini markets. Because fast networks are evenly distributed in areas in Indonesia, there are still some that have difficulty getting a signal due to road terrain and road access constraints for building network infrastructure. This is a classic thing when learning online. However, the persistence of the interviewee said that he was willing to hang out at a mini market to get a free WiFi network and take part in online learning.
Implicature	- In areas in Indonesia, students have signal and network difficulties when they are about to take online learning. - This network problem can hinder learning because the signal is intermittent and disrupts students' concentration while participating in online learning.

Speech (10) contains conventional implications because in the process of adapting speech data is obtained directly from the meaning of the words without interference from the speech partner. Implicitly, this speech contains meaning when online learning students tend to have difficulties in terms of internet networks. There are not many students who carry out online learning and have difficulties in terms of their internet network 'nebeng' or hitchhiking in stalls. Not much because they don't feel good if they just ride or hitchhike or stop by the students who ride because they don't feel good and end up having to buy something to drink.

The word 'nebeng' is an example of the use of slang. However, its use today is undergoing adjustments. *'Nebeng'* does not only mean riding in other people's vehicles, but being able to ride in other people's facilities and so on (Cindana, 2022). This is a picture of the face of education in areas in Indonesia where the availability of fast networks is not yet well integrated. The impact is that students who take part in online learning experience difficulties. This has an impact on the concentration and success of students who take part in online learning. The incoming input experiences problems, as a result the output is chaotic.

11	
Explicature	*"Online learning trains us to find out for ourselves."* This speech explicitly provides an explanation that online learning trains students to be more independent.
Context	Conveyed by a resource person in a podcast on the Education News Channel YouTube channel who explained that online learning trains students' independence. Students are

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	trained to find out anything they still don't understand. Can independently search through other references such as books or the internet and/or ask the subject teacher for material that is not yet understood.
Implicature	- Online learning trains students to be independent. - This independence then triggers students to actively look for any subject that is still not understood. You can go through other references or ask the teacher.

Speech (11) contains conventional implicature because in the process of adapting speech data is obtained directly from the meaning of words without interference from the speech partner. Implicitly, this speech implies that in the implementation of learning, students are trained to be independent in terms of the material taught by the teacher. In implementing online learning, students are free to look for references. Students are free to look for references on the internet, from books and other learning media, both print and digital.

This is also an interesting thing about online learning. Where during online learning students are truly trained in their independence. In terms of actively looking for material that is not well understood, doing group assignments and independently in doing individual assignments. This is another interesting thing about online learning. Because without online learning, it is possible that the practice of training students to be independent and active in searching would not be as good as during an online learning pandemic. Because during the pandemic and online learning the practice of independence actually happened immediately so students directly experienced a case of a problem that required them to be independent.

11	
Explicature	*"If studying online is confused, I immediately ask the teacher."* This speech explicitly describes a situation where during online learning students experience confusion about the lessons being taught and ask the teacher directly to make it clearer.
Context	This was conveyed by a resource person in a podcast on the YouTube channel of UPI Laboratory Elementary School, Cibiru Campus, who explained that when studying online, students experienced confusion and asked their teachers directly. This also trains students' courage to dare to ask their teacher, so they don't seem apathetic. After asking questions that are still not understood, students can get answers that match what they want.
Implicature	- It is not uncommon for students to ask their teacher directly when they are confused during the online learning process. - This can indirectly train students' independence to ask their teacher.

In speech (12) it contains conventional implicature because in the process of adapting speech data is obtained directly from the meaning of words without interference from the speech partner. Implicitly, this utterance implies that in online learning the speaker, namely a child who is still in elementary school (SD), if he is confused or still doesn't understand the material, will immediately ask the teacher directly. In this case the independence of elementary school children where it is rare for children the same age as elementary school children to be independent to ask their teacher about material that they do not understand and are still confused about.

Non-Conventional Or Conversational Implicatures

Unconventional implicature is a type of conversational communication that disguises the meaning of the speech partner so that it is different from the truth. According to (Irawan & Herwin, 2017) that non-conventional implicature places more emphasis on utterances that imply something different from the truth. In line with the previous opinion, according to (Yuniati et al., 2020) non-conventional implicatures or conversational implicatures are pragmatic implications that are implied in a conversation. In communication, speech always serves a pragmatic function and it is in conversational speech that an intention or other pragmatic function is implied which is called conversational implicature. Unconventional or conversational implicature occurs when the act of conversation is taking place and the implication is not directly related to the utterance. So basically this implicature is implied.

1	
Explicature	*Fajrul: Why do you have to learn Indonesian when everyone can speak Indonesian?* *Dani: I am someone who likes things that are poetic and wise.* This speech explicitly illustrates that the speaker (Dani) is someone who likes everything that is poetic and wise. That's why the speaker liked to learn Indonesian and chose the Indonesian Language and Literature Education study program for his undergraduate studies.

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Context	Conveyed by the resource person in a podcast on the YouTube channel CAKAP Channel Podcast who explained that it was poetry and wise things that made the speaker (Dani) like studying Indonesian and chose the Indonesian Language and Literature Education study program in his undergraduate studies.
Implicature	- Dani has a passion for wise and poetic things. - Poetic and wise things made Dani decide to learn Indonesian and continue his undergraduate studies in the Indonesian Language and Literature Education study program.

Speech data (1) is found in the sentence *"I am a person who likes poetic and wise things"*. The speaker expresses his reasons in an utterance which gives rise to the implicature that the speaker answers a question from the interlocutor who asks why the speaker chose to major in Indonesian when everyone else can also speak Indonesian? The speaker in the quotation of his speech, implicitly implies that the speaker is someone who likes things that smell poetic, for example prose, poetry, and so on. Then the speaker also likes things that smell wise, for example, proverbs, rhymes and so on.

The utterances expressed by Dani are included in non-conventional implicatures or conversational implicatures. The speech expressed by Dani is an understanding of what is meant depending on the context in which the conversation occurs. Because previously Dani received a question from the speech partner who asked a question.

2	
Explicature	*Najwa Shihab: It's always been a dream of yours to go to Stanford University, right?* *Maudy Ayunda: A dream from graduating from Bachelor's degree, yes.* This story explicitly illustrates that Maudy Ayunda has wanted to continue her Masters studies at Stanford University since graduating from Bachelors.
Context	Di conveyed by the resource person in a podcast on the Mata Najwa YouTube channel. That Maudy Ayunda has had the desire to continue her Master's studies at Stanford University since she graduated from Bachelor's degree, which was initially thought by the interlocutor, Najwa Shihab, that Maudy had wanted to continue her Master's degree at Stanford for a long time, apparently since graduating from Bachelor's degree. As early and as short as that, a young person wants to continue his studies at a world-renowned university whose reputation in the world no longer needs to be questioned.
Implicature	Maudy Ayunda apparently dreamed of continuing her master's studies at Stanford University since her undergraduate degree.

Speech data (2) is found in the sentence *"Dream of graduating from Bachelor's degree, yes"*. The speech spoken by Maudy Ayunda includes non-conventional or conversational implicatures, because Najwa Sihab is the initiator of the question and is then responded to by Maudy Ayunda which contains these implicatures.

This implicature is included in the values of Pancasila students, namely critical thinking, because in this case Maudy Ayunda, since becoming an undergraduate student, has been thinking about continuing her studies abroad. Things that undergraduate students in general have never thought about. Maudy has thought about continuing her master's studies at Stanford, and she has been thinking about it since she was still in undergraduate school. It's interesting because the dream of pursuing a master's degree is so short for young people who have just graduated from their bachelor's degree. The speaker, Najwa Shihab, thinks that the speaker (Maudy) has dreamed of continuing her studies for a long time. It turns out that since graduating from S1, he has dreamed of continuing his studies at Stanford.

3	
Explicature	*Najwa Shihab: It's always been a dream of yours to go to Stanford University, right?* *Maudy Ayunda: A dream from graduating from Bachelor's degree, yes.* This story explicitly illustrates that Maudy Ayunda has wanted to continue her Masters studies at Stanford University since graduating from Bachelors.
Context	Delivered by the resource person in a podcast on the Mata Najwa YouTube channel. That Maudy Ayunda has had the desire to continue her Master's studies at Stanford University since she graduated from Bachelor's degree, which was initially thought by the interlocutor, Najwa Shihab, that Maudy had wanted to continue her Master's degree at Stanford for a long time, apparently since graduating from Bachelor's degree. As early and as short as that, a young person wants to continue his studies at a world-renowned university whose reputation in the world no longer needs to be questioned.
Implicature	Maudy Ayunda apparently dreamed of continuing her master's studies at Stanford University since her undergraduate degree.

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Speech data (3) is found in the discourse *"There are friends of mine who graduated from there, their stories about the experiences they had made me interested, and I am also interested in business and technology and have inspiring lecturers and Stanford is also an extraordinary school Also"*. In this speech discourse, each sentence contains a variety of meanings. The discourse spoken by Maudy Ayun-da was related to his interest in pursuing a master's degree at Stanford University. In the sentence *"There is a friend of mine who graduated there"*, in this sentence the implicature contained means that Maudy's desire to continue her Masters was influenced by her friend who also graduated from Stanford. The various things his friend told him strengthened his desire to continue studying for a master's degree at Stanford University.

Then in the sentence *"... I am also interested in business and technology too..."*, this sentence contains an implicature which means Maudy Ayunda's desire to continue her Masters at Stanford because of her desire for business knowledge and her interest in the world of technology. This also strengthens the discourse in the speech.

Then in the sentence *"... and has inspiring lecturers and Stanford is also an extraordinary school too"*, this sentence contains an implicature which means that Maudy wants to continue her Masters at Stanford because she already has an extraordinary lecturer who has inspired her. his role model for continuing his master's degree there. It was because of the lecturer's performance, his research and the lecturer's way of teaching that sparked Maudy Ayunda to have a strong desire to continue her Masters at Stanford University.

In the sentence *"...including extraordinary schools too"*, this sentence which is the core and conclusion of the discourse contains an implicature which means Maudy Ayunda's desire to continue her Master's studies at Stanford because Stanford University is a well-known university located southeast of San Francisco which has produced great graduates.

4	
Explicature	*Jerome Polin: Do values matter?* *Gita Savitri Devi: In my opinion, it's not important, right?* This speech explicitly describes Gita Savitri as a speaker who believes that situational and conditional values. Values are important for academic purposes, but grades will be unimportant when it comes to work experience in the field.
Context	Presented by a guest speaker in a podcast on the Nihongo Mantapu YouTube channel. According to Gita Savitri as a speaker, according to him value is like two coins. If asked is the importance of value? According to Gita Savitri through his narrative it is situational and conditional. Grades can be important when it comes to academics. However, it will be in vain in the realm of work experience, because if you ask for work experience but it is minimal and the value you have is high, it will be in vain.
Implicature	Gita Savitri is of the opinion that the achievement of values is like two sides of a coin which can be useful and can be useless. Value attainment can be situational and conditional.

The analysis on speech data (7) above is contained in the utterance *"if I think it's important it's not important, yes"*. Gita Savitri Devi, as the speech partner of Jerom Polin, who asked this, implicitly justified that value was important and did not justify that value was important. It can be seen from the discourse *"important or not important, yes"* from the speech used by Gita Savitri including the type of conversational implicature. The conversational implicature uttered by Gita includes an assertive function because in this case Gita positions itself so as not to offend other people, by prioritizing opinions without forcing one's will and not violating any rights.

It's interesting to talk about value. The value becomes a prestige for each person to show his ability in academic terms. Value is like two sides of a coin, because this value is situational and conditional. The grades will be used in academic circles. But it would be useless in a work experience environment. Even though there isn't much work experience using a score system, it's only a few. Even so, you should still maintain the best grades, because grades are a benchmark for the success of a particular educational and training study. On the other hand, you should also continue to hone your soft skills, skills and work experience.

Implications On Value Of Pancasila Students

Pancasila students include faith, fear of God Almighty, and have noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative. The implicature found contains the values of Pancasila students, including:

TABEL 2. Speech Classification with Pancasila Student Values

No	Speech contains Pancasila Student Values	Amount
1.	Have faith, have faith in God Almighty, and have noble character	3

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2.	Global Diversity	2
3.	Worked together	1
4.	Independent	3
5.	Critical Reasoning	5
6.	Creative	2
	Total	**16**

Having Faith, Fearing God Almighty And Having Noble Character

Speech contains Pancasila student values (1)

Eno Bening: The curriculum in Indonesia is not ready for the internet. Do you remember, when you get computer lessons you can already open porn sites, the teacher still teaches you how to start a computer and explains what is software and what is hardware.

The discourse of this speech contains the values of Pancasila students, namely having a noble character. In the speech spoken by Eno Bening, it contains a narrative describing Indonesian students who can access porn sites without having to be taught. Even in computer lessons the curriculum and learning outcomes tend to be slow, illustrated by Eno Bening's story that students can access porn sites while the teacher is still explaining theoretical matters, turning on the computer and introducing software and hardware to the computer. This is homework regarding the dynamics of the Indonesian curriculum which is also not in accordance with what is actually happening in the field.

Speech contains Pancasila student values (2)

"In my opinion, general education and religious education must be balanced."

In this case, it is in line with the values of Pancasila students who believe in being devoted to God Almighty and having noble morals. In terms of utilizing general knowledge, it is also combined with religious teachings and beliefs and applying this understanding in daily life so that the acquisition and use of knowledge will be in accordance with the portion that has been measured in religious teachings according to the teachings of God Almighty.

Speech contains Pancasila student value (3)

"The existence of religious education is so that we can differentiate between what we should use and what we should not use."

In accordance with this speech, it is in accordance with the values of Pancasila students, namely piety to God Almighty and noble character. Because the speech says, *"The existence of religious education is so that we can differentiate between what we should use and what we should not use."* Implicitly, the meaning contained in this speech is that religious education is a balance to the science of general education so that in its implementation in everyday life one can differentiate between what is in accordance with religious guidance, and what is prohibited by religious guidance and teachings. Because in the modern era like now, implementing knowledge that is not accompanied by religious knowledge will be difficult to control. For example, people who are clever in philosophy, actually trick religion so that in carrying out worship they get relief in the world, and in matters related to other sciences.

Global Diversity

Speech contains Pancasila student values (1)

Eno Bening: In my time, we respected older people. It's the same as coolie mamangs who don't have the courage, if they don't act politely, that's right.

The speech discourse spoken by Eno Bening is included in the Pan-casila student value, namely global diversity. In accordance with the story told by Eno Bening, which essentially criticizes the character of the

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millennial generation who are experiencing moral degradation. For example, not obeying good manners towards older people. This should be something that needs to be paid attention to considering that the millennial generation is the next generation of the nation who must maintain the noble values of Pancasila and the values of national character. The value of Pancasila students is global diversity, meaning that the millennial generation should be tolerant of differences in age, differences in race, religion and so on. Then have noble morals, the millennial generation should have noble and noble morals or behavior. As a millennial generation, we should behave or have good morals and always pay attention to politeness towards others.

The speech contains Pan-casila student values (2)
"At school we understand the differences between friends if the different beliefs and religions."

This speech is in accordance with the values of Pancasila students, namely global diversity. In this case, the speech spoken by the speaker describes life in an environment at his school that upholds tolerance and togetherness and respects differences between people. Not mocking each other, not criticizing and ridiculing each other. This should be emulated by the modern-day millennial generation as it is now.

Worked Together

The speech contains the values of Pancasila students (1)
"Online Learning trains us to communicate and collaborate with friends."

This speech is in accordance with the Pancasila student value, namely working together. In accordance with the statement, *"Online learning trains us to communicate and collaborate between friends."* That despite any limitations, online learning actually trains independence and communication between friends. Communication is very important, especially when studying or working in groups. Communication between friends greatly determines the success of group work carried out. As well as training students' independence in solving assignment problems given by their teacher.

Independent

The speech contains the values of Pancasila students (2)
"Online learning is difficult for us to use the internet, we usually use wifi at the mini market."

This speech is in accordance with the Pancasila student value, namely independence. Where independence can be seen when the student said in the speech, *"..., usually we ride at the mini market."* This independence is in accordance with the values of Pancasila students, where the persistence of students in undergoing online learning until they are assisted by bebeng at mini markets for online learning. This should be an example for other students who have more complete infrastructure and a fast internet network. You should be more enthusiastic and grateful, because on the other hand, there are still those who have difficulties with the internet network.

The speech contains Pancasila student values (3)
"Online learning trains us to find out for ourselves."

This speech is in accordance with the Pancasila student value, namely independence. Where in the speech it is stated, "Online learning trains us to find out for ourselves." Implicitly this speech is a testimony from students that during online learning students are trained to find out the material being taught independently. This will train students' mental and independence to develop. As well as sparking students' curiosity in terms of exploring more than the material taught by the teacher.

Speech contains the value of Pancasila students 4)
"If studying online is confused, I immediately ask the teacher."

This speech is in accordance with the Pancasila student value, namely independence. In this case, it needs to be an example for the millennial generation in modern times, that in matters like this they must be independent in terms of understanding the material. This means that if there is material being taught that you don't understand or

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don't understand, it's best to ask the teacher who teaches the related subject. However, in reality, middle school (SMP) and even high school (SMA) age students are reluctant to ask subject teachers about material they do not understand. For the classic reason, namely because you are embarrassed to ask. In the millennial or modern era, this needs to be eliminated. Because this affects the input of knowledge obtained, so if there is material that is still not understood, the millennial generation should ask the teacher who teaches the subject.

Critical Reasoning

The speech contains the values of Pancasila students (1)
Najwa Shihab: So, Maudy Ayun-da's anxiety has actually created a heated discussion on social media.

This is in accordance with the values of Pancasila students, namely critical and creative reasoning. This is because Najwa Shihab's speech refers to the discussion that is currently hot on social media, especially social media Twitter, about Maudy Ayunda's confusion about having to continue her studies at Stanford or Oxford University. This is an example for the Indonesian millennial generation to emulate what Maudy Ayunda's thoughts are, not because Maudy wants to continue her desire to study abroad. However, because the big dream is different from other young people or the millennial generation in general. Millennials should think creatively about their future and reason critically about what they will face next. Even though it is difficult to be a Maudy Ayunda, at least what Maudy is doing can be imitated and emulated by the millennial generation in other ways.

The speech contains the values of Pancasila students (2)
"The evil of Indonesian education is when every child cannot be sure that he is different from other people."

This speech contains the value of Pancasila students, namely critical reasoning. In a speech told by Pandji Pragi-waksono on his YouTube which discusses the educational paradigm in Indonesia. In this case, Pandji Pragiwaksono said *"... when every child cannot be sure that he is different from other people"*. From this speech, the implicature contained in it means that in education in Indonesia equality of student achievement is always equal, without looking at the hidden advantages within each student. Students who do not understand mathematics subjects will be labeled 'stupid', even though these students have advantages in drawing and literature. Likewise, students who are not good at drawing and literature will be labeled 'not creative', even though these students have advantages in mathematics and natural sciences (MIPA). That is the educational paradigm in Indonesia discussed on Pandji Pragiwaksono's YouTube.

The utterance contains Pancasila student values (3)
"Orang sekarang itu lebih gampang insecure, iri dengki, sombong trus gampang overthingking juga. Karena standarnya tinggi banget dan nggamau berusah maunya instan aja."

Speech discourse that contains these implicatures is included in the Pancasila student values of critical reasoning. In this case, as people from the globalization generation and teenagers from the millennial generation, we should in any case reduce our insecure attitude and reduce things that are instant. In speeches that contain implicatures, there are implicit messages that can be used as advice for today's millennial society. That live as best you can, never feel insecure, envy and easily overthinking. It will affect someone's thinking.

The speech contains Pan-casila student values (4)
Najwa Shihab: It has always been a dream of you to enter Stanford University, right?
Maudy Ayunda: It's a dream from graduating S1, right.

This implicature is included in the values of Pancasila students, namely critical thinking, because in this case Maudy Ayunda, since becoming an undergraduate student, has been thinking about continuing her studies abroad. Things that undergraduate students in general have never thought about. Maudy has thought about continuing her master's studies at Stanford, and she has been thinking about it since she was still in undergraduate school.

The speech contains Pan-casila student values (5)
Jerome Polin: Do values matter?

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> *Gita Savitri Devi: In my opinion, it's not important, right?*

This speech contains the value of Pancasila students, namely critical reasoning. In the speech spoken by Gita Savitri Devi: *"If I think it's important, it's not important,"* contains critical thinking because the speaker believes that a value according to him can be important or not. The goal is not to offend other parties. In this case, according to the speaker, he utters a speech that has implicatures that have various meanings. Because the utterance contains that values can be important and can also be unimportant. Academically, grades are important. But on the other hand, in a non-academic environment, grades are not important. However, in my opinion, values describe a person's personal, intellectual and attitude traits. Therefore, according to the speech spoken by the speaker who stated that, a value may or may not be important.

Creative

> The speech contains the values of Pancasila students (1)
> *Fajrul: Why do you have to learn Indonesian when everyone can speak Indonesian?*
> *Dani: I am someone who likes things that are poetic and wise.*

From the implicature of the speech in speech data (1), the implications are for the values of Pancasila students which are included in the values of Pancasila students which are related to creativity. Because from these quotes it can be seen that the speaker has an interest in things that are poetic and wise. This is in accordance with the value of Pancasila students, namely creative. By liking something that we think suits us. Undoubtedly in the future it will be made easier because according to your passion or hobby, everything will feel easy and smooth.

> The speech contains the values of Pancasila students (2)
> *Najwa Shihab: In your opinion, what makes Stanford University interesting?*
> *Maudy Ayunda: There are friends of mine who graduated there, their stories about the experiences they had made me interested, and I am also interested in business and technology and have inspiring lecturers and Stanford is also an extraordinary school too.*

This discourse contains implicatures, each of which means in accordance with the values of Pancasila students, namely critical and creative reasoning. Maudy Ayunda is a young genius girl who has high dreams and is creative. In this case his interest in the business world and his interest in the world of technology and his desire to always continue his studies abroad. It wasn't an ordinary university that he was interested in, but a university that was classified as a famous university in the world. This is what Indonesia's millennial generation needs to emulate so that they always reason critically for the future, reason critically when making decisions and the consequences of what they face. As well as being creative in terms of talent interests, the millennial generation should always understand the interests and talents that exist in each individual so that later they can be properly organized what to do and where to go after completing high school (SMA).

CONCLUSION

Implicature can be interpreted as a variety of intentions behind the explicature or explicitness of an utterance. Implicature can also mean the various intentions behind the utterance based on the context of the utterance. In line with the opinion (Puspitasari, 2020) which states that simply implicature is an implied meaning or something hidden behind an utterance. So, an implicature is something that is implied in a conversation, namely something that is left implicit in the actual use of language. In the YouTube media that discusses education, it contains many implicatures in each of the utterances spoken by the speakers in the podcast.

Implicature is divided into two, namely conventional implicature and conversational or non-conventional implicature. Conventional implicature is the meaning of every utterance that is conventionally or generally accepted by society. Conventional implicature is called the principle of cooperation and this principle is based on 4 maxims, namely the maxims of quality, quantity, relevance, and method. Meanwhile, non-conventional implicature or conversational implicature is the pragmatic implication that is implied in a conversation.

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Unconventional implicature or conversational implicature is a pragmatic implication that is implied in a conversation. Usually conversational or non-conventional implicatures have speech triggers spoken by the speech partner.

In this research, the use of conventional implicatures dominates compared to non-conventional or conversational implicatures. Of the 16 data, 12 data are conventional implicatures and 4 data are non-conventional implicatures. Nearly 75% of the data samples used in this research were dominated by conventional implicatures.

In a podcast that discusses educational topics, there are 16 speech samples that contain implicatures. As for this speech, it contains implicatures and implications for the 6 values of Pancasila students. The 6 values of Pancasila students are faith, piety to God Almighty, and have noble character; global diversity ; worked together ; independent ; creative ; and critical reasoning. Of the 16 samples of speech that contain implicatures, there are 3 speeches that are in accordance with the Pancasila student values of faith, devotion to God Almighty, and having noble morals. 2 utterances according to the value of global diversity. 1 speech according to the value of mutual cooperation. 3 utterances according to the value of independence or independence. 5 utterances according to the value of critical reasoning. As well as 2 utterances in accordance with the values of creative Pancasila students. The most utterances are found in the values of Pancasila students with critical reasoning, which are found to be 5 forms of speech.

It is hoped that the analysis carried out can provide an understanding of Indonesian language subjects and their learning. Especially in terms of learning pragmatics. As well as providing teaching to education practitioners and the millennial generation to better implement and carry out the 6 Pancasila student values for the sustainability and improvement of the character of the millennial generation in the future.

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Improving Digital Literacy with the Multiple Intelligences Approach in SD Negeri Trobayan

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Abstract. Ability very digitally literate needed For support exists development technology developing information rapidly in the 21st century. Research This aim For know enhancement ability digital literacy in learning with use mozilla software firefox, youtube, and whatsapp on students class IV SD Negeri Trobayan. Study This is study qualitative use approach multiple intelligences. Study This involve head schools, teachers, and students class IV SD Negeri Trobayan, totaling 15 people. Through approach multiple intelligences can know types intelligence students who don't can be measured with IQ. Study This using data in the form of condition start and conditions end exists learning based digital literacy in SD Negeri Trobayan. Based on the data obtained student class IV SD Negeri Trobayan experience significant improvement about ability literacy student use youtube software compared mozilla firefox and whatsapp. Based on study that, learning based very digitally literate effective used in learning.

Keywords : Digital Literacy, Multiple Intelligences, Students

INTRODUCTION

Development technology information and communication that occurs in the 21st century has develop with fast. There is development the make man own method another point of view (Herlambang, 2018). At the moment this, society No only demanded For own ability digital technology only but can also interact between One each other (Medlock et al., 2017) . It cause such an impact big in various aspect (Sasikirana & Herlambang, 2020). In this 21st century every man will need technology, like pattern communication and can access information with easy and abundant. In offset development technology and communication needed exists digital age skills, in the form of collaboration, communication, solving problems and skills think critical.

There is development technology impact on the education sector in Indonesia. It demand educator For make content collaborative learning in order to be able to face challenges in the 21st century. Content learning the normal known with 4C term ie Collaboration, Communication, Creativity and Innovation, and Critical Thinking and Problem Solving. Professional educators can become a role model for their students For face digital challenges in the 21st century. Important for educator For own prowess good digital literacy in the learning process forward (Juliya & Herlambang, 2021). Digital literacy is A ability in understand and use information from various digital sources (Paul Gilster, 1997) . This is also in line with opinion (D. Sutisna et al., 2020) that digital literacy is ability in use and exploit digital devices such as laptops, computers, mobile phones in convey or obtain information.

Learning process No must held with stare advance, however Can held online (in network) that makes educators and students interact without limitation space and time. Besides that, educators can too make innovation learning in the form of a supporting animated video learning at a time make student No bored with learning Educator must own strategy at the time designing learning that can push student use technology (Herlambang et al., 2021) . There is progress technology in the 21st century, obliges a educator For can understand with and adapt in this digital

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world (Sumartini et al., 2019) . Development digital technology makes it possible student For get abundant knowledge with fast and easy (Sawitri et al., 2019) .

According to David Wechsle, intelligence (intelligence) is ability in Act in a manner directed, thought rational,and confront environment in a manner effective (Auryn, 2014) . According to Gardner who created theory intelligence plural (multiple intelligences) is intelligence that is not can be measured with test written, will but with solve problem in life. Ability someone can called intelligence if can show something proficiency and skills in solve problem or difficulties encountered (Gardner, 2013). Theory multiple intelligences can applied in learning with carry out activity appropriate learning with intelligence participant educate (Chrisson, 1999) (Armstrong, 2009) . For example, a student own intelligence linguistics, then in activity learning will brought closer with favorite activities, such as : tellingstories, explaining, and teaching his thoughts to another friend. If student own intelligence logic-mathematics, then in activity learning will brought closer with think Christian and rational.

In the field of education, digital literacy is demanding all elements of good education lecturers, teachers, students, parents nor public For capable apply digital in learning (Ningsih et al., 2021) . Teacher demanded For control digital literacy so you can adapt and fulfill need students in the digital era (Kurniawati & Baroroh, 2016) . Based on explanation above, got concluded that digital literacy plays a role important in life man specifically education. There is a number of research that has done in increase deep digital literacy learning, among others study (Radovan, 2014) show that digital literacy delivers impact influence positive to performance academic and create settlement task become efficient through computer programs and devices soft. Research results previously implemented (Safitri et al., 2013) show that with use approach multiple intelligences can increase attitude and results Study students at SMA Negeri 1 Tellu Limpoe. Based on explanation above, research This own similarity with study earlier that is about digital literacy in elementary schools. Remember importance digital literacy, then objective study This is For know enhancement ability digital literacy in elementary schools.

METHOD

This study is use study qualitative. Study qualitative can give perspective to something problem in a manner deep (Racco, 2010) . Study qualitative can explain reality and explained in form sentence (Pujileksono, 2013) . Study qualitative designed to be give contribution about policy, theory practical, action as well as problems social (Sidiq & Choiri, 2019) . Approach used in study This that is approach multiple intelligences. Approach multiple intelligences is ability intellectual can be measured through IQ test online limited due to the IQ test only emphasize ability language and logic (Gardner, 2003) . Approach this multiple intelligences For know and appreciate intelligence everyone. On research this, multiple intelligences (intelligence compound) which will researched that is Intelligence linguistics (Linguistic Intelligences), Intelligence Math logic (Logical-Mathematical Intelligences), Visual- Spatial Intelligence (Visual-Spatial Intelligences), and Intrapersonal Intelligences (Intrapersonal Intelligences).

Study implemented in SD Negeri Trobayan. Study This involve student class IV which consists of 15 students, teachers, and principals school. Data collection used that is observation, interview and documentation. Observation is action taken To use observe something object in a manner direct without there is a mediator in order to get observe activities carried out object (Kriyantono, 2006) . Interview used For disclose information. Obtained data from interview characteristic thorough, no limited and open so that obtain thorough and complete information (Ulfatin, 2014) . Documentation used For improve data from observation and interview. Obtained information from interview form notes, letters, archives photos, and so on (Clemmens, 2003) . Data analysis technique used that is domain analysis, analysis taxonomy, analysis componential, and analysis theme cultural (Spradley, 1997) . Domain analysis ie descriptive analysis in a manner general problem research. Analysis taxonomy that is explain more details and details regarding the sub-domains of the problem under study. Analysis componential that is can find meaning through exists identification in later domains made focus research. Analysis theme cultural that is an internal process connect between subdomains then pulled conclusion. Result of study This will made text purposeful narrative make it easy in understand results research.

RESULTS AND DISCUSSION

Ability Digital Literacy of Class IV SD Negeri Trobayan

Based on results research that has held to student class IV SD Negeri Trobayan involving a number of participant form "S" (Head School), "K" (Class Teacher), and students class IV SD Negeri Trobayan. Based on

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study use approach multiple intelligences at SD Negeri Trobayan found that student class IV SD Negeri Trobayan not enough control ability digital literacy. Digital literacy that is something knowledge, skills, and competencies used in development dominated culture technology (Hobbs, 2017) . Digital literacy that is ability and attitude aware individual in use digital technology (Martin, 2006) . Implementation digital literacy in SD Negeri Trobayan starting at the moment class V as form ANBK training (Based National Assessment computer). Assessment national is an evaluation program from the Ministry of Education and Culture To use increase quality education with photograph whole unit learning education (Shaharani et al., 2021) . Learning based digital literacy for class IV yet held at the time learning.

Student class IV SD Negeri Trobayan can said No control ability digital literacy because No fulfil four indicator observed researcher. Indicator ability students' digital literacy These include : accessing, selecting, understanding, distributing, and utilizing information from the internet (Raharjo & Winarko, 2021) . Access is skill somebody interact with modern technology (Raharjo, 2020) . Selecting that is skill someone in sort existing information. Understand that is If somebody can explain information in my own words in a manner detail (Sujiono, 2011) . Distribute that is skill somebody in convey information to others. There is problems that occur in SD Negeri Trobayan related ability students' digital literacy class IV, then researcher stage implementation of digital literacy programs with approach multiple intelligences To use increase ability digital literacy of students at SD Negeri Trobayan. Implementation of digital literacy programs implemented through mozilla firefox, youtube and whatsapp.

Analysis results ability student in implement the digital literacy program based on four indicators that have observed researchers, including :

Ability students' digital literacy in access information

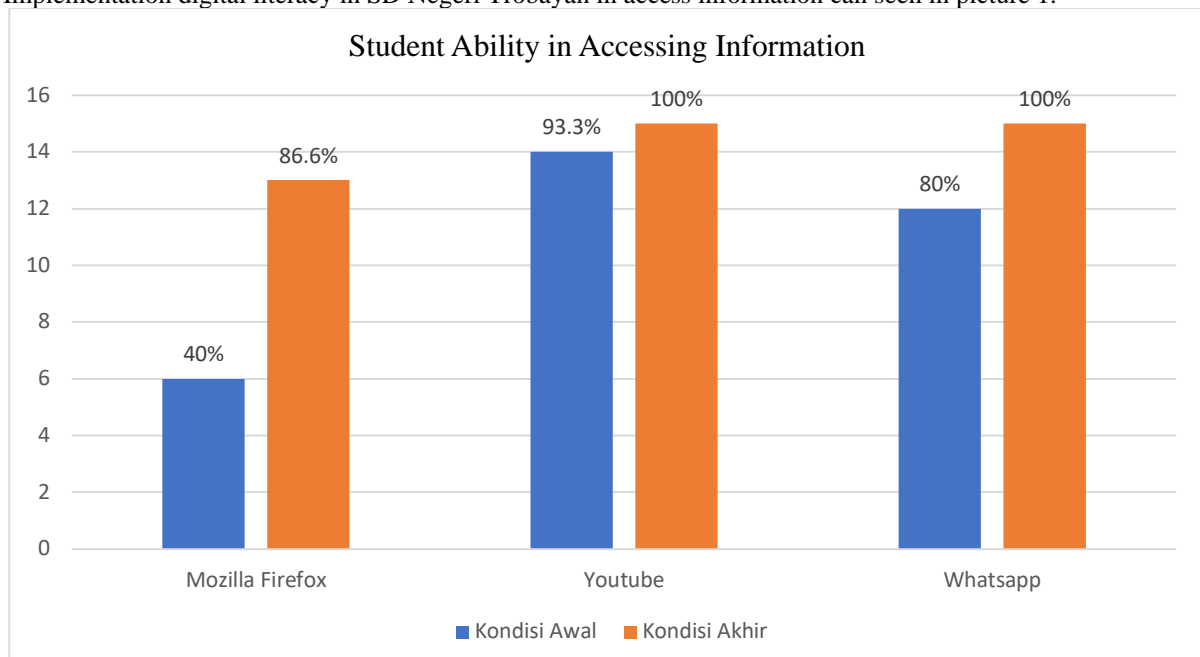Implementation digital literacy in SD Negeri Trobayan in access information can seen in picture 1.

FIGURE 1. Ability Student in Access Information

Implementation digital literacy in SD Negeri Trobayan, ability access information can analyzed, as following
a. Ability access information through mozilla software firefox
Mozilla Firefox is an open source web browser. Mozilla Firefox can used on various operating systems like Mac and Windows (Studios, 2010) . Mozilla Firefox own appearance more pages concise and broad (Rahman & Alfaizi, 2014) . Mozilla firefox too have feature security to be focus main in browsers This (Setiawan et al., 2007) . Student can access information Where only and when just with use mozilla firefox. Implementation learning, students class IV SD Negeri Trobayan capable access information through mozilla software firefox Enough good. Based on the data found before exists training as many as 6 students (40%) got capable access information through mozilla firefox. After there is training, available

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modest increase significant that is as many as 13 students (86.6%) got it access information through mozilla firefox.

On implementation training, students look for information on the internet with topic appearance waters. Student can look for information complete via the internet with short time (Setiyani, 2010) (Tobing, 2019) (Rodin, 2012) . Based on topic that, students later requested For look for name and place Miscellaneous appearance waters such as swamps, bays, rivers, lakes, seas and straits. Besides that, students also learn regarding the floating market in Kalimantan. At stage this, students class IV already Can look for required information through the necessary keywords. In practice student can define keywords in required information. Based on research, there were 13 students (86.6%) or majority student can access information, though Still there is confused students in define keywords or topic the problem happened.

b. Ability access information through youtube software

YouTube is one of the learning media that can used by the teacher in explain material to student. Students and teachers can collaborate and innovate in increase skills in the field education through youtube (Wigati et al., 2014) (Rahim Almoswai & Rashid, 2017) (Saputra & Fatimah, 2018) . Learning media provided through youtube namely audiovisual. At stage this, students capable access youtube with ok. In practice, students will look for information appearance waters in the form of swamps, bays, rivers, lakes, seas, straits, and floating markets. Based on the data found before exists training there were 14 students (93.3%) capable access youtube, meanwhile after exists training there are 15 students (100%) or whole student class IV SD Negeri Trobayan capable in access youtube.

Student can access youtube with method choose the appropriate video with the required keywords. Use youtube can make learning walk with effective (Samosir et al., 2018) . at the moment apply youtube, everyone student class IV already understand method apply it. it because student Already use youtube at the moment At home with a cell phone so make student proficient use youtube (Amirudin & Muzaki, 2019) . Youtube also has convenience for user in access it (Permatasari & Sittika, 2022) . Ability student in access information through youtube student Already good. However, in access youtube there is constraint that is in use it needed good internet network to run smoothly moment playing videos and also contained ad can bother concentration student in understand material.

c. Ability access information through whatsapp

Whatsapp is a very popular social media in society. Whatsapp can give convenience in communicate and use For support learning through features provided (Kalangan et al., 2018) (Sahidillah & Miftahurrisqi, 2019) . Most frequent features used in whatsapp that is chat feature (Prajana, 2017) . At Trobayan State Elementary School specifically class IV, whatsapp used as a medium of communication and internal media give task to student. Ability student in access information about appearance waters on whatsapp Already good. Based on the data found before exists training there were 12 students (80%) capable access whatsapp, meanwhile after exists training there were 15 students (100%) in grade IV of SD Negeri Trobayan capable in access whatsapp.

Ability student in access whatsapp caused Because student Already understand the features in the application whatsapp. it because in everyday student use application whatsapp in communicate Good with family, relatives, and friend. Based on results study can concluded that usage whatsapp Already good and got utilized with as good Possible as well as can increase participation and achievement student (Amry, 2014) (Pustikayasa, 2019) (Utami & Utami, 2020) . Success use whatsapp, no regardless from exists obstacles experienced in its use like, message No read Because buried with other chats, and also not Can download video because difficult network.

Ability students' digital literacy in selecting information

Implementation digital literacy in SD Negeri Trobayan in selecting information can seen in picture 2.
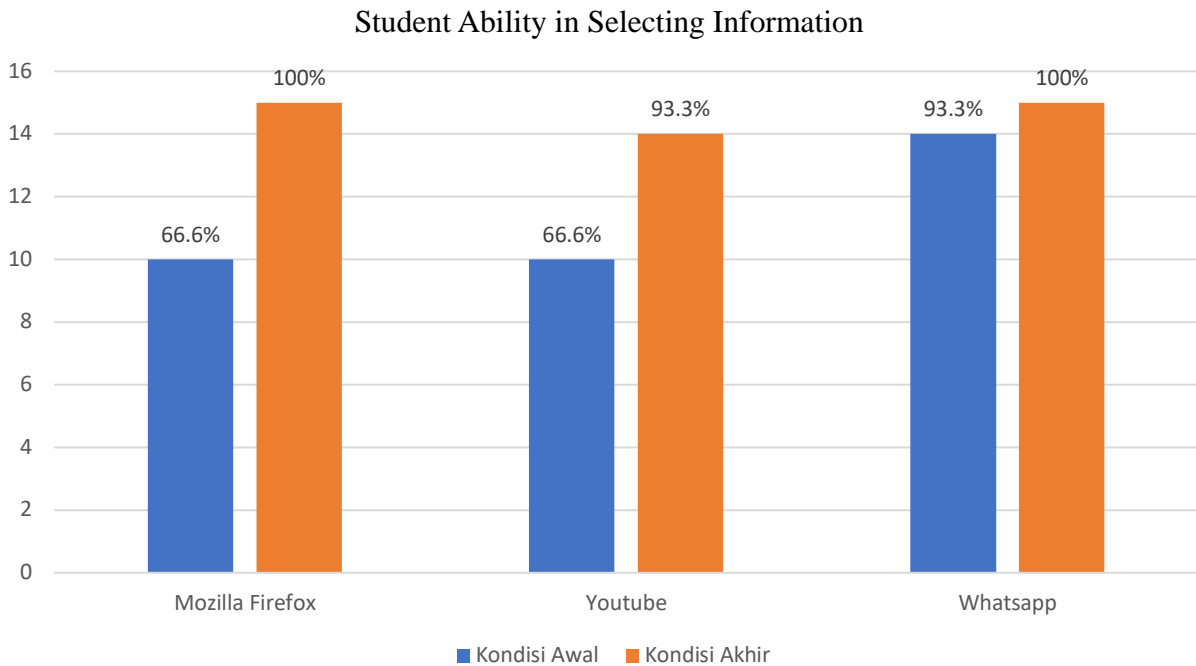
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Student Ability in Selecting Information

FIGURE 2. Ability Student in Selecting Information

Implementation digital literacy in SD Negeri Trobayan about ability selecting information can analyzed as following :

a) Ability selecting information through software mozilla firefox

No all information on that internet right. Especially many news circulating fakes with objective For confuse reader (Firmansyah, 2017) . it No only occurs in adults course, but to children too (Thunder, 2021) . How to select information the can done with method check source information, and don't take from One source just so you can ensure the truth (Triartanto, 2015) . Student class IV SD Negeri Trobayan capable in selecting information through mozilla firefox with ok. Based on the data obtained before exists training, there were 10 students (66.6%) got selecting information through mozilla firefox. the data experience enhancement after exists training to 15 students (100%). There is implementation the student capable selecting Miscellaneous appearance waters, like student can differentiate strait and sea.

In practice, students can choose required information through search for the appropriate keywords, so student will Study based on given and asked questions For look for the solution will be make student more criss (Galán, 2015) (Annisa et al., 2021) . For example, at the moment look for information about sea in Indonesia, then student will write down keywords in the form of " Sea in Indonesia". The amount outstanding information, students will open and understand a number of information For ensure truth information. Ability student class IV SD Negeri Trobayan Already nice, will but Still there is students who don't ensure truth information on the internet via mozilla firefox the. There is ability digital literacy make student experience learning process improvement (Eshet-Alkalai, 2004) .

b) Ability selecting information through software youtube

YouTube is one software that can used as learning media. There is youtube will help students and teachers in the learning process to be make student more creative and passionate (Kamhar & Lestari, 2019) (Bakri et al., 2021) . Spread information through YouTube is also easy, namely uploading via youtube (Octavianti et al., 2019) . In practice, students requested selecting information about appearance waters as well as floating markets. Based on the data obtained, before exists training able students selecting information through youtube as many as 10 students only (66.6%), however after exists training able students selecting information through youtube increase in a manner significant to 14 students (93.3%). Implementation selecting information youtube Trobayan State Elementary School students will search for videos by keyword, after That student Choose an interesting and stylish video easy language understood as well as in accordance with assigned task (Lasabuda, 2017) . It can make student understand to material the learning given (Cahyana & Kosasih, 2020) . Student will analyze information in youtube in accordance with assigned task. kindly overall ability student in selecting information through youtube Already ok. Student even Already understand features already There is in the youtube, so student Already capable

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selecting information from youtube. Students can too watch repeat the video when forget or not enough understand material (Afnida, Hamda & Jamal, 2018) (Yunita & Wijayanti, 1017) . There is constraint in implementation, that is Still there is failed students focus and switch watch videos that do not necessary and deep its use Still needed supervision.

c) Ability selecting information through software whatsapp

Selecting information through whatsapp basically more easy than selecting information on the internet and youtube. this because information in whatsapp usually direct shipped in accordance with studied material (Mustami et al., 2021) . Whatsapp can also speed up exists discussion (Rambe & Bere, 2013) (Chang & Chen, 2015) . at the moment selecting information on whatsapp student only need For read in a manner thorough about information appearance water given by the teacher. Ability student class IV SD Negeri Trobayan in selecting information Already good. Based on the data that has been obtained before exists training there were 14 students (93.3%) capable select information through whatsapp, meanwhile after exists training amount student experience enhancement to 15 students (100%) capable selecting information through whatsapp.

it because the information provided through whatsapp group and use with wise. Whatsapp group teachers use for solve problem, give material as well as information Good to student nor parents student (Yensy, 2020) . There is whatsapp group very help learning and as a medium of communication (Ricu, 2019) . Student can use whatsapp with good and got respond information provided by the teacher as well can copy information important there is in whatsapp group. Constraints obtained in implementation that is Still there is students who don't notice the information provided (Kusuma & Hamidah, 2020) . Even, still there is students who don't open group whatsapp that causes left behind information.

Ability students' digital literacy in understand information

Implementation digital literacy in SD Negeri Trobayan in selecting information can seen in figure 3.
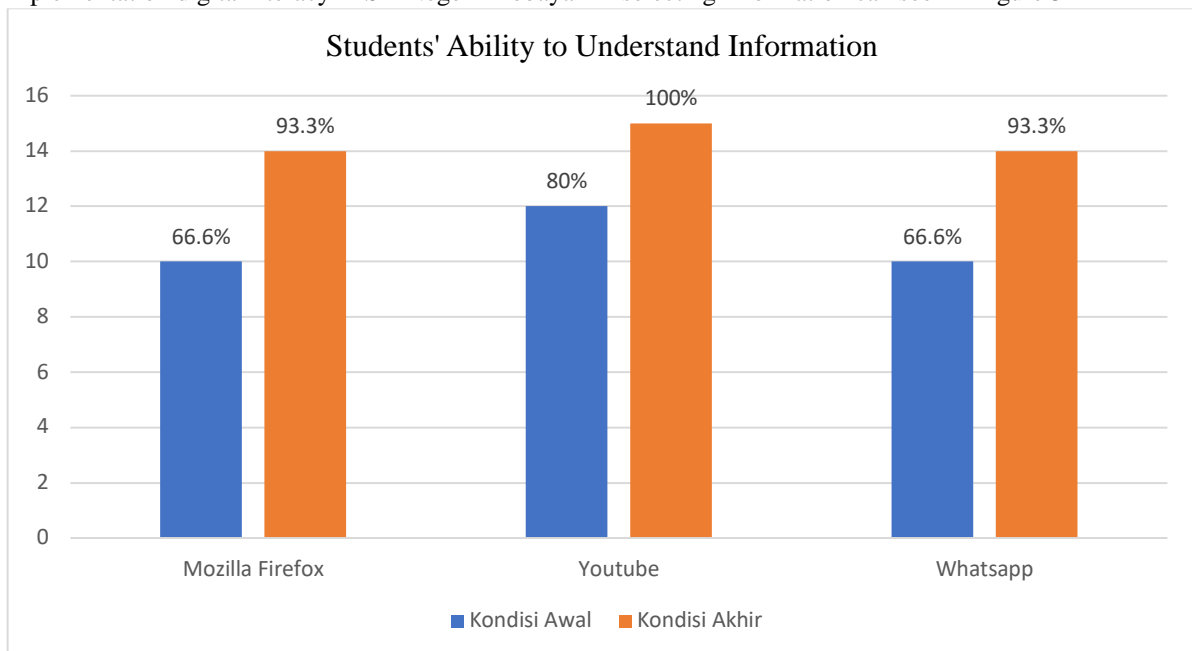

FIGURE 3. Ability Student in Understand Information

Implementation digital literacy in SD Negeri Trobayan about ability understand information can analyzed as following :

a) Ability understand information through software mozilla firefox

Obtained information student through mozilla firefox form information written, so in understand information the student must read especially first. Understand that is someone who can accept and understand the information obtained (Rehalat, 2016) . understanding is something Skills in know meaning from studied material (Winkel, 1996) . Ability student class IV SD Negeri Trobayan in understand information through software mozilla Already ok. Besides students, teachers should too

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understand existing information For help students who don't understand then the teacher will explain information the (Novitasari & Fauziddin, 2022) .

Based on the data obtained during study ongoing, exists the increase experienced student in understand information through mozilla firefox. Before exists training that, students who can understand information on mozilla firefox as many as 10 students (66.6%), meanwhile after exists training, students who can understand information through mozilla firefox as many as 14 students (93.3%). Based on these data, almost all student can understand appearance waters and floating markets. understanding is level after knowledge (Kuswana, 2012) . Obtained information through mozilla firefox, will be checked accuracy and suitability with existing task. There is obstacles experienced in understand information through mozilla firefox at SD Negeri Trobayan that is there is a number of students who are lazy to read. There is constraint the make student No understand and less capable in make conclusion as well as tell return obtained material (Mirasanthi et al., 2016) (Tusfiana & Tryanasari, 2020) .

b) Ability understand information through software youtube

YouTube is one of the learning media effective popularity. Excess youtube that is access is free, easy, and loading Lots information as well as give more understanding Good (Lasabuda, 2018) (Snelson, 2011) (Lestari, 2013) . Ability student class IV SD Negeri Trobayan in understand information through software youtube Already ok. Based on the data obtained, it happened enhancement ability student in understand information about Miscellaneous appearance waters and floating markets through youtube. Student data before exists training that is as many as 12 students only (80%) can understand information through youtube, meanwhile after exists training students who can understand information through youtube as many as 15 students (100%).

 Based on analysis of the data, can found that student class IV at SD Negeri Trobayan very like in understand information through youtube, because the information conveyed in the form of audiovisual that makes student No bored in see the video and create learning become interesting (Sutarti & Astuti, 2021) . Constraints obtained that is youtube video playback need good internet network so that the video is not experience buffering. When the video is watched experience buffering, students tend No focus even sometimes forget to already information There is before. Lack learning use youtube that is make students are lazy to write and also wasteful internet quota (Suryaningsih, 2019) (Zainuddin & Agustang, 2019) .

c) Ability understand information through whatsapp

Whatsapp is means in very popular communication. Whatsapp called as one application practical (Allagui, 2014) Through whatsapp everyone can share information Good in a manner text or text, photos, videos, and can do calling voice as well as video so whatsapp can become tool communication (Aharony & Gazit, 2016) (Chairunnisa & Benedictus, 2017) . Based on the data obtained, there are enhancement ability student in understand information through whatsapp. it can proven in research, that before exists training only there are 10 students only (66.6%) got it understand information, meanwhile after exists training amount understanding students information through whatsapp to 14 students (93.3%).

Based on these data, then student class IV SD Negeri Trobayan Already Good in understand information through whatsapp, even experience enhancement from before. Information learning will given by the teacher through whatsapp group class IV. Learning media use whatsapp will more effective (Zukirman & Rahayu, 2018) (Nabilla & Kartika, 2020) . The information conveyed by the teacher will digested and understood student. If student not enough understand information provided, students can ask to the teacher who made communication become two direction (Fitriyadi, 2013) .

Ability students' digital literacy in distribute and use information

Ability student class IV SD Negeri Trobayan in distribute and use information Already ok. Distribute that is ability distribute information to others (Asari et al., 2019) . Distributing is also possible interpreted deploy and customize message to the target message (Raharjo & Winarko, 2021) . Distribute and utilize information aims to make it easier learning and helping student in do assigned task. There is three element system education that is teaching, transfer of knowledge and skills, as well distribution information (Wirasti, 2007) . On implementation digital literacy seeks information on the internet, students class IV SD Negeri Trobayan Enough help student in find answer from assigned task. There is implementation the make student reproduce more knowledge, insight, and vocabulary than only Study through textbook.

at the moment implementation of digital literacy programs, students follow learning with enthusiastic. In fact, a lot from reluctant students learning This finished because with use learning digitally based make student imagine and explore more related learning carried out the. Information from the internet used For finish assigned

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task to student. Learning useful digital based for student class IV SD Negeri Trobayan. Benefit exists learning digital based ie make learning become effective, communicative and save time in look for required information (Maulana, 2015) (Hidayat & Khotimah, 2019) (Jediut et al., 2021)

at the moment learning, students can distribute results obtained in advance his friends or can give addition information. Distribution information must precise and accurate (Novitasari & Fauziddin, 2022) . There is constraint in distribute information that is student Still doubt and shame in convey information to his friends. Constraint other that is there is lack facilities and manpower ability digital technology as well needed supervision (Albab, 2020) (Rigianti, 2020) . kindly whole exists implementation learning digital- based in class IV SD Negeri Trobayan Already Good in distribute and use the information obtained.

Implementation Ability Digital Literacy Through Approach Multiple Intelligences

Based on results research carried out with use approach multiple intelligences, implementation learning based digital literacy use increase ability students' digital literacy class IV at SD Negeri Trobayan can seen in table 1.

TABLE 1. Type Intelligence Class IV SD Negeri Trobayan

Type Intelligence	Amount Student	Percentage
Intelligence linguistics *(Linguistic Intelligences)*	4	22.22%
Intelligence Math logic *(Logical-Mathematical Intelligences)*	4	22.22%
Visual- Spatial Intelligence *(Visual-Spatial Intelligences)*	7	38.88%
Intrapersonal Intelligence *(Intrapersonal Intelligences)*	3	16.66%

Implementation digital literacy in SD Negeri Trobayan through approach multiple intelligences can analyzed as following :
a) Intelligence linguistics (Linguistic Intelligences)
one Miscellaneous intelligence compound that is intelligence linguistics. Intelligence linguistics is intelligence shared by all man (Saifuddin, 2012) . Intelligence linguistics can interpreted as Skills in use the word or effective sentence (Armstrong, 2002) . Intelligence linguistics too interpreted as intelligence that has connection tight with others (Jasmine, 2007) . Based on results study about type intelligence student class IV SD Negeri Trobayan which has intelligence linguistics as many as 4 students own intelligence linguistics. 4 students the that is K Students, E Students, AS Students, and I Students. At the time learning, supporting activities intelligence linguistics is request student read results his job in front of class as well as request student For convey opinion or add results work his friend. it make student hone intelligence the linguistics.
b) Intelligence Math logic (Logical-Mathematical Intelligences)
Intelligence logic mathematics often linked with use numbers and logic (Suparno, 2008) . Intelligence logic math is also defined as sensitivity to the number model or logic, and ability in arrange channel thinking length (Armstrong, 2002) . People who have intelligence logic mathematics usually own rational and logical thinking in solve something problem (Sharifah, 2019) . Based on results study about type intelligence student class IV SD Negeri Trobayan which has intelligence Math logic as many as 4 students own intelligence linguistics. 4 students the that is H Students, R Students, P Students, and RF Students. Implementation supportive learning exists intelligence logic mathematics that is student have interest in face assigned task the teacher with look for information on the internet earlier Not yet is known how, so student have interest I do test through progress existing technology.
c) Visual- Spatial Intelligence (Visual-Spatial Intelligences)
Spatial visual intelligence that is related intelligence tightly with importance perception in disclose something visible (Armstrong, 2002) . Spatial visual intelligence can also interpreted as ability in give picture or visual object that can create repeat the visual world (Efendi, 2005) . Intelligence This own characteristic features like, son the feel interested to something related matters with picture or visual (Syarifah, 2019) . Based on results study about type intelligence student class IV SD Negeri Trobayan which has visual - spatial intelligence as many as 7 students own intelligence linguistics. 7 students the that is Q students, A students, G students, D students, RS students, V students, and Z students. Implementation learning based digital literacy also sharpens student in spatial visual intelligence, such as student capable observe pictures and videos over the internet, so student have good ability in color. For example, in learning going on student

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observe suitable floating market pictures and videos with material given by the teacher. it make student hone ability imagination and visualization student in learn material the.

d) intrapersonal Intelligence (Intrapersonal Intelligences)

Intrapersonal intelligence ie intelligence will knowledge self Alone (Suparno, 2008) . This intrapersonal intelligence usually owned by introverts (Jasmine, 2007) . Intelligence This can interpreted as ability self in take decisions and get control himself Alone (Sharifah, 2019) . Based on results study about type intelligence student class IV SD Negeri Trobayan which has intrapersonal intelligence as many as 3 students own intelligence linguistics. 3 students the that is Student E, Student G, and Student I. Activities supportive learning intrapersonal intelligence is student requested give comment to results work her friend in a manner independent. Besides that, students can think in a manner independent or not depend on others. It can hone intelligence student in concentrate, as well No doubtful in take decision alone.

CONCLUSION

Based on learning based digital literacy with multiple intelligences approach in SD Negeri Trobayan Already nice and experience improvement. On execution learning there is four indicator that is access, select, understand, as well as distribute and use information. Software used in learning digital based, among others: mozilla firefox, youtube and whatsapp. From the fourth the indicators studied, all of them experience sufficient increase significant. Based on results study the can concluded that exists implementation learning based enough digital literacy effective in learning at SD Negeri Trobayan. The most effective software used as a learning medium that is youtube, if compared to with mozilla firefox And whatsapp.

Use approach multiple intelligences deep learning based effective digital literacy used in class IV SD Negeri Trobayan. Approach that, makes the teacher able know type intelligence each student. at the moment implementation learning digitally discovered four type intelligence student class IV SD Negeri Trobayan. Type intelligence students found, including intelligence linguistics, intelligence logic mathematics, visual- spatial intelligence, and intrapersonal intelligence. Between fourth type intelligence the student class IV SD Negeri Trobayan the most own spatial visual intelligence. There is learning based digital literacy with approach multiple intelligences enough effective used as learning media. However, on implementation learning need supporting facilities and infrastructure learning, as well need supervision of competent teachers and staff in field technology.

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Increasing Social Talent with an Experiential ApproachLearning for Muhammadiyah Primary School Students Flagship Program

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Abstract. Social talent is starting to weaken, so it needs to be applied at every level of education. Currently, social talents are given little attention by students and educators. As time progresses, social talents are increasingly important to improve, especially for students. The method used in this study is qualitative, with data collection techniques in the form of observation, documentation, and questionnaires. Test the validity of the data in this study using the triangulation method. The data analysis technique in this study uses ethnographic model analysis or ethnomethodology by(Spardley 2005)a qualitative research model that has the aim of describing the cultural characteristics found in individuals or groups of people who are members of a cultural community group. Creating documentation and analysis of certain cultures by conducting field research. The results of the study show that there is an increase in this research, namely an increase in social talents with indicators of conversation, making eye contact, mutual understanding, cooperation, openness, empathy, peer support, tolerance, harmony.The lowest increase was in the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81%, consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, which was 28.6% from 71.4% to 100%, which is included in the very high criteria, so the empathy indicator is still relatively low. This proves that Indonesian children's empathy is still relatively low. This research uses an Experiential Learning approach in which there are four stages including real experience, observation and reflection, conceptualization, active experimentation.

Keywords: Talent, Social, Experiential Learning

INTRODUCTION

The nature of a human being, apart from being an individual, is also a social creature. What is meant by the term "social" comes from the Latin "socius", which means friends and society. Social has a general meaning, namely society, and a narrow meaning, namely prioritizing common or community interests. Education is an effort carried out intentionally and continuously(Agus, 2012)with the aim of guiding, inspiring, helping and to develop an individual to increase all the potential he has with the aim of better self-quality(Mulyaningsih 2014). Education is a necessity and is planned to achieve a learning atmosphere and learning operations, so that students can competently develop their abilities to have the power to control themselves, attitudes, abilities, social talents, noble morals and skills needed by them, beneficial to the nation and state. . All processes in life progress from time to time, including in the world of education(Anggreni 2020).

The consequences that occur due to the progress of the times or globalization can be in the form of positive and negative impacts.The positive impact is that it can make it easier or faster for people to get information, while the negative impact is that children at elementary school age are already dependent on instant information and get everything easily.(Ofori et al., 2020)thus minimizing interaction with humans and ultimately reducing social talents in elementary school age children(Ardila & Hartanto, 2017). It is often found that things like this are manipulated by elementary school age children in everyday life, especially in the school environment.

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What is most often found is that elementary school age children do not respect their teachers and parents, are lazy, play truant, cheat, disturb friends and so on because mutual help and love have been covered by abuse, lack of social attitudes.(Herliyanti 2017).

Students try to communicate their abilities, personal talents, and social talents with the aim of increasing perfect or established personal development. This is developed in students to create individuals who have social skills, to be able to adapt themselves to the social environment(Xiao 2018). Increasing social talents in students cannot be done in the short term. To create students who are skilled in communicating, repeated time is needed so that positive character in students' attitudes can be well developed in students(Umma 2021). Therefore, various methods are taken to achieve this goal, so that students can carry out useful activities to improve their social talents through extracurricular activities. Various social attitudes in schools and the surrounding environment still occur spontaneously as can be seen in various media. This situation certainly resonates with various parties, including other students who are in the period of character development.(Pramana et al., 2019).

Students experience a decrease in the manners of social life and moral ethics in the practice of daily life, both in the school environment and in the community(Andarini & Fatma, 2013). This decline can be seen based on what has happened in various schools in Indonesia(Handayani, 2017). The repetition of the application of social norms must be started jointly by all elements in the school, it cannot be denied, especially the role of the teacher. Social behavior which will ultimately shape students' character should be aimed at better character and in accordance with educational goals. The condition of the school environment is an important structure, especially a place to educate students to become better, including the formation of social talents, attitudes and honesty in actual students.(Fatma, 2557). However, the most commonly encountered facts are lack of politeness, lack of social feeling towards teachers, when meeting with teachers they do not greet, arrive late, make noise during teaching and learning activities and so on.(Nawir 2020). Habits are specific behaviors that individuals always display when facing a situation, such as greeting, smiling, or intangible ones such as thinking, feeling and behaving. Attitudes and habits in everyday life such as in social interactions, following rules, learning, as well as social behavior and habits in everyday life, especially social talents(Anwar and Sutoyo 2014).

There are two differences in human behavior, namely reflexive behavior and non-reflexive behavior. Reflective behavior is behavior that occurs unintentionally (spontaneously). Meanwhile, non-reflexive behavior is behavior that occurs in the center of consciousness or the brain. The development of talents in children is the responsibility of an educator(Andarini & Fatma, 2013), this responsibility is direction, guidance and education which will guide students in the path of forming social behavior, one of which is using the Experiential Learning approach.(Assabiqi & Pardijono, 2013), as the aim of the experiential learning approach is 1) changing students' cognitive structures. 2) change students' attitudes and 3) expand students' existing skills. In elementary school students, social attitude relationships experience expansion apart from the family sphere, students also interact with their friends, especially their peers, thus experiencing expansion.(Fatma, 2557).

The social talents of elementary school-age children are growing, which initially only socialize in the family environment, then gradually recognize interactions with the surrounding environment. Children at elementary school age are also familiar with the digital lifestyle, both at home, in the community and at school(Pramana et al., 2019). The digital age has a negative impact on elementary school children, this is where the role of educators is very important, elementary educators and the community environment guide and supervise students to live wisely, appropriately and have a positive impact on children and students.(Anwar and Sutoyo 2014). So character education plays a very important role in the school and community environment. Social talent can direct students to a positive path, can express any feelings or problems faced while at the same time making it easier for students to adapt in a new environment, so that students do not feel alone which ultimately has a negative impact on the students themselves.(P. BK 2016). Social talent is the skill to interact within a social concept in a specific way that socially other people can accept well(Sahara 2021). In addition, social talent is also a skillful ability that appears in behavior, being able to search for, sort and select positive information, with digital, the reduction of social talent in students is caused by students not interacting with the surrounding environment, especially in the school environment, so educators play an active role in this(Dasim 2005).

Social talents are really needed by students as a means to develop their talents. With social interaction, students can easily communicate and collaborate with other students to achieve the ultimate goal of maximum social development (Sahara 2021). If a student experiences a decline in social talents, it will have an impact on him/herself, for example being ostracized by his/her friends and even the student feeling oppressed and insulted by his/her peers.(Hidayat 2021). Thus, social talent is very important, so in the current condition, students' social talents have decreased, especially among school-aged students. The pressure on students is to increase social talents with the aim of saving students from various social threats that will occur in the future.(Manafe 2014).

Each student already has his own uniqueness, depending on how to process and communicate it in daily life, the superiority of social talent depends on the student and how to process it properly and correctly. Experiential

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learning emphasizes students' strong desire to succeed in their learning(Dp 2021). Individual development depends on the experience he does(Barida 2018). Learning is the most important element in improving students' social talents. Learning from repeated activities makes it easier for students to absorb an experience. So learning from repeated experiences the researcher emphasizes using experiential learning as a teaching and learning process to build knowledge and skills through direct experience. The talent of students to communicate and behave positively is the most important point for students to live in a society(Nawir 2020).Both verbally and nonverbally according to the situation and conditions existing at that time(Dasim 2005).At this time, errors in the use of social talents often occur. With social talents, students can interact well, especially positively, in their environment(Destiyana 2016).

Increasing social talent cannot be separated from a teacher. Success in increasing social talent is not enough if you only provide knowledge. However, teachers must care about the social talents that a student has (Ningrum 2018). Based on data conducted by researchers in the field, teachers have maximized their role in creating good social skills in children, but teachers are less concerned about students who have low social skills.(Mulyaningsih 2014). The low level of social talent in elementary school age children means that the needs that will occur can lead to negative things in the future, such as children not caring about the environment around them which is caused by individual needs.(Xiao 2018).

Cases that usually occur in students are students who often view themselves as weak, feel inferior so that this can hinder their social talents. Caste positions are often viewed by students as those who are capable and incapable, both in terms of knowledge and finances(Mushfi 2017). Apart from that, the existence of groups in schools that differentiate caste between able and incapable students can make students not have concern for other students and social interactions between students are less harmonious and do not run smoothly. This has a very negative impact on student development and the learning process(Rahmawati, 2015). The efforts made are to increase social talent by using an experiential learning approach which is based on concrete or real experience processes(Assabiqi & Pardijono, 2013).

Reducing social talent in elementary school-age children, the needs that will occur can cause negative things in the future. Children do not care about the surrounding environment due to individual needs(Agus, 2012). Teachers often find social behavior in the classroom difficult to deal with(Antara, 2015)because it has often happened and become a habit. This paradigm can be understood that the older the child, the more complex the development of social talents(Angelia Widyastuti & Widiana, 2020). Based on the explanation above, the researcher is interested in researching "Increasing Social Talents with an Experiential Learning Approach in Muhammadiyah Elementary Schools Excellent Program"

METHOD

The type of research used is descriptive qualitative research. The time and place of the research was carried out for approximately 2 weeks at the Muhammadiyah Primary School Flagship Program, the research subject was someone from whom information was obtained and hereinafter referred to as an informant. The subjects of this study were students of the Muhammadiyah Elementary School Excellent Program. Which is based on the reason that students are the main implementers of learning. The sample for this research is class 6A students because the researcher only conducted research on classes that were proven to have low interaction problems which can be seen from social interactions including communication, attitudes and group behavior.

The research approach used is pre-experimental design. It is said to be preexperimental design because this design is not yet a true experiment, because there are still external variables that influence the formation of the dependent variable.(Dasim 2005). Instruments and data collection techniques using observation instruments, interviews, and questionnaires carried out posttest and pretst. Various data collection techniques (data triangulation), at the time of giving the questionnaire. To find out the differences before and after the research, it can be seen from the results of observations as well as the results of the posttest and pretest after students were given treatment regarding things that can improve social talents. The test is a measuring tool to determine success in the learning process (Novianti et al., 2019). The data analysis techniques used are domain analysis, taxonomic analysis, compensation analysis and cultural theme analysis(Spardley 2005)Domain analysis is an analysis that describes the research problem in general. Taxonomic analysis is a more detailed explanation of the sub-domains of the problem being studied. Compensatory analysis means being able to find meaning through identification in a domain which is then used as the focus of research. Cultural theme analysis is a process of connecting subdomains and then drawing conclusions. The results of this research will be made into narrative text which aims to make it easier to understand the research results. A qualitative research model that has the aim of describing the cultural characteristics found in individuals or groups of people who are members of a cultural community group. Creating documentation and analysis of certain cultures by conducting field research.

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RESULTS AND DISCUSSION

Based on research that has been carried out at the Muhammadiyah Primary School of the Flagship Program, the research was carried out by providing treatment in 6 meetings in the form of group guidance using experiential learning stages. Muhammadiyah Elementary School students with the Flagship Program still have low social talents, so researchers provide treatment with four stages in experiential learning.(Dp 2021). In this stage there are four stages in experiential learning which are used as a reference as a process of increasing social talent(Anggreni 2020). In one of the cases above, improving students' social talents can be done using various varied models, with the aim of active student interaction in increasing social talents with an experiential learning approach. There are indicators that must be improved, including:(Andarini 2013).

Implementation of Social Talent Improvement Using Four Stages of Treatment in Experiential Learning

TABLE 1. Stage of concrete or real experience and reflection observation

Description	The number of students	Percentage %
Stage 1 Concrete or real experience		
Demonstrate appropriate behavior according to emotions in communication	3	14,28
Reveals the types of emotions that arise in communication	7	33,33
2nd Stage Observation and Reflection		
Care about the state of the environment around the class	5	23.8
Able to respect other people	3	14,28
Able to Adapt in groups	3	14,28

In implementing the Social Talent abilities of students at Muhammadiyah Elementary School with the Flagship Program through the Experiential Learning approach, it can be analyzed as follows:

Analysis of students' abilities in implementing the Experiential Learning stages

Based on research in the early stages, namely concrete or real experience in class 6A Muhammadiyah Elementary School Excellent Program. 28%. At this early stage students are able to experience events as they are, students can see and feel them, can tell events according to what is experienced (Novianti et al., 2019). At this stage, students in class VI A SD MPU do not yet have awareness of the nature of the incident (Andy Sapta, 2017). Students can only feel the event exists and have not been able to interpret how the event occurred (Wulandari Septi, Setyowati Ninik, 2012).

Based on the research in the second stage, namely observation and reflection in class 6A SD Muhammadiyah Excellent Program, in the observation and reflection stage, especially caring for the surrounding environment, there were 5 students who were able to show a sense of concern for the surrounding environment, especially around the class with a percentage of 23.8%. At this stage, the longer the students are, the more they will be able to actively observe the statements at the end (Qusyairi, nd 2017). He began to look for answers to the events he experienced (Esty Pan Pangestic and Fendahapsari Singgih Sendaya, 2016). Reflect by developing various questions related to the events they experienced (Xiao, 2018).

TABLE 2. Active Conceptualization and Experimentation Stage

Description	The number of students	Percentage %
Stage 3 Conceptualization		
Provide conclusions on the object	5	23.8

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Be polite and courteous towards teachers (Parents)	3	14,28
Show behavior Which appropriate in communicating	4	10.04
4th Stage of Active Experimentation		
Receive news from others	7	33,33
Understand the media or means of communication	2	9.52

Based on research at the initial stage, namely the conceptualization experience in class 6A of Muhammadiyah Elementary School, the Flagship Program. At the concrete or real experience stage, at the stage of providing conclusions about objects, there were 5 students who were able to provide conclusions about objects with a percentage result of 23.8%. In its implementation, students in class VI A at SD Muhammadiyah Flagship Program were able to create abstracts and develop a concept about something they experienced (Barida, 2018). Students will also build an understanding of life which is the focus of their attention (Wulandari Septi, Setyowati Ninik, 2012). This stage is often called the viewing stage (Cliffs, 2006).

Based on research in the second stage, namely active experimentation in class 6A of SD Muhammadiyah Primary Program, in the active experimentation stage, receiving news from other people, there were 7 students who were able to receive news from other people, especially around class 6A with a percentage of 33.33%. In practice, students carry out experiments actively. Students are able to apply understood concepts to real situations (Hayati, 2020). Students are able to abort these concepts to solve the problems they are experiencing (Mahardika, 2020). At the stage of understanding media or communication tools based on research with observation (Fauzi, 2019). There are 2 students who are able to understand media or communication tools well based on active experimentation with a percentage of 14.28%.

TABLE 3. Differences in the results of the Percentage of Students' Ability on the Social Talent Indicator based on before and after receiving Treatment.

Description	Posttest		Pretest		
	The number of students	Percentage	The number of students	Percentage	Enhancement
Conversation	19	90.5 %	21	100%	9.5 %
Make eye contact	16	76.2 %	19	90.5 %	14.3 %
Mutual Understanding	15	71.4 %	21	100%	28.6 %
Cooperation	10	47.6 %	18	85.7 %	38.1 %
Openness	17	81 %	20	95 %	14 %
Empathy	9	42 %	16	76.2 %	34.2 %
Peer support	12	57.14 %	19	90.5 %	33.36 %
Tolerance	14	66.6 %	19	90.5 %	23.9 %
Harmony	13	62 %	20	95 %	33 %
AVERAGE		66.04 %		92.02 %	

Based on table 3, it can be seen in the indicators of students' social talents before receiving treatment through four stages in the experiential learning approach including real experience, observation and reflection, conceptualization, active experimentation. The average level of social interaction is in the low category with a percentage of 66.04%. Meanwhile, after getting the four stages of treatment in experiential learning through group guidance, the average indicator of students' social talents was in the high category with a percentage of 92.02% so that an increase occurred by 25.98%. Of the nine indicators that have the lowest percentage, namely the empathy indicator, it is proven that the sense of empathy for Indonesian children is still low. Based on data regarding social talents in students after providing treatment with four stages in experiential learning through

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group guidance in each indicator of social talents, namely conversation, making eye contact, mutual understanding, cooperation, openness, empathy, peer support, tolerance, harmony. So it can be concluded that of the nine indicators has increased. The lowest increase was the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81% consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, namely 28.6% from 71.4% to 100%, which is included in the very high criteria. So it can be concluded that of the nine indicators has increased. The lowest increase was in the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81%, consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, namely 28.6% from 71.4% to 100%, which is included in the very high criteria. So it can be concluded that the nine indicators have increased. The lowest increase was the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81% consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, namely 28.6% from 71.4% to 100%, which is included in the very high criteria.

The ability of class VI A students at Muhammadiyah Elementary School in the Featured Program in implementing social talent indicators.

In the conversation indicator, in its implementation, class VI A students at Muhammadiyah Elementary School Superior Program were able to carry out the conversation indicator easily and quite well. Based on the data found, before the implementation of the four-stage treatment in experiential learning as many as 19 students (90.5%) were able to carry out the conversation indicators quite well(Hidayat 2021). After the treatment with four stages, there was a significant increase, namely 21 students (100%) were able to carry out conversations well. In the implementation of the treatment, students have conversations with peers on the topic "asking for help or assistance" to friends who were not previously familiar. Based on this topic, students were asked to ask for help from friends who had never chatted face to face before(Rohmadi 2014). In practice, students are good at determining sentences to ask for help from friends, even though there are some students who have difficulty due to a lack of social feeling towards other students(Pramana 2019).

In terms of making eye contact, making eye contact is body language. In its implementation, students in class VI A of the Muhammadiyah Primary School of the Flagship Program based on the data results before being given treatment, there were 16 students (76.2%) who after being given treatment experienced an increase, namely 19 students (90.5%). In its implementation, this means having conversations with peers and educators paying attention to how the students' eyes react(Herliyanti 2017). Some students lack focus in carrying out conversations because of eye contact(Srimardayeti 2022). Body language is an important social activity(Official 2016). After being given treatment, students who could communicate by making good eye contact experienced an increase of 14.3%.

In terms of indicators of mutual understanding in implementation, students in class VI A of the Muhammadiyah Primary School Flagship Program were able to implement it quite well, however there were several students who experienced obstacles in implementation. Based on data found before the implementation of the four-stage treatment in experiential learning, 16 students (76.2%) were able to carry out indicators of mutual understanding quite well after the four-stage treatment.(Hidayat 2021).There was a significant increase, namely 21 students (100%) who were able to realize the indicators of mutual understanding well. During the implementation of treatment, students realize it with their classmates. This can be seen through direct observation and the results of student questionnaires which can be said to be mutual understanding, namely reminding each other in their group about the assignment that will be made and how to coordinate with their friends.(Andarini 2013). The majority of class VI A were able to do it well before receiving treatment and after receiving treatment all class VI A students were able to do it quite well(Lina, The influence of implementing the experiential learning model on the social studies learning outcomes of fourth grade students at Seyegan Pundong Public Elementary School, Bantul, 2015).

In the Collaboration indicator in its implementation, students in class VI A of the Muhammadiyah Primary School of the Flagship Program before receiving the four-stage treatment in experiential learning, only 10 students (47.6%) were able to carry it out well. After the four-stage treatment in experiential learning, there was an increase of 38 .1%, namely as many as 18 students (85.7%) who were able to carry out well after the treatment. In practice, class VI A students were divided into four groups(Ningrum 2018). Each group was given a task with the command "make a timeline in Indonesian language" when carrying out this task in class VI A. If seen from direct observation through the four stages of experiential learning, the difference between before and after treatment is very clear, especially in the Collaboration indicator.(Sahara 2021). This is also proven from the results of the data before being given treatment there are still many students who have not paid attention to how progress is in making group

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assignments due to the lack of cooperation of each group member.(Manafe 2014). After being given treatment with four stages, each group member clearly saw how together they were in carrying out their group tasks. This could be seen from the data results which had increased by 38.1%, namely from 47.6% to 85.7%.

The indicator of openness in its implementation, class VI A SD Muhammadiyah Excellent Program, when viewed from the results of the data, is quite good. Before the treatment with four stages was carried out, there were 17 students (81%) who had done pretty good indicators of openness. After being given the four-stage treatment in experiential learning, it increased to 20 students (95%) who carried out well, during the implementation the majority of VIA classes were quite good. Good(Sutikno 2018), after being given treatment there were 20 students out of 21 students, only 1 student had a low sense of openness, because the student did have a quiet and introverted nature(Barida 2018). In carrying out the openness indicators, class VIA was given a group assignment with the command "make a question on social interaction material, then throw the question to another group". answers given by other groups(Utami 2016). Class VIA students looked very active and open during the implementation.

On the Empathy Indicator in its implementation, class VI A SD Muhammadiyah Program Excellence is still relatively low, it can be seen from the results of the data before being given treatment there were 9 students (42%) who had a pretty good sense of empathy, after being given treatment in the form of four stages in experiential learning there 16 students (76.2%) had a good sense of empathy(Destiyana 2016). Based on the results of these data, the sense of empathy for class VI A is still relatively low. Thus the role of the teacher is very important to increase student empathy(Widiarti 2013). The ability to empathize in children can be grown and developed in children with various approaches including example, moral stories/tales, use of verbal words, direct experience and playing with friends.(Zainudin 2016). Based on the results of empathy data, Muhammadiyah Elementary School students in the Superior Program experienced an increase after implementing these various approaches, one of which was telling moral stories, which increased by 34.2%.

On the indicator Peer support in the implementation of class VI A SD Muhammadiyah Excellent Program is quite good, it can be seen from the results of the data before the four-stage treatment in experiential learning was carried out there were 12 students (57.14%) after being given the four-stage treatment in experiential learning increased to 19 students (90.5%) experienced an increase of 33.36%. In this peer support indicator, the implementation uses informational support, providing information, advice, suggestions or feedback about what other people in need should do.(ULFAH 2018). In this peer indicator, it plays a very good role in increasing students' social talents(Wahyuni 2016). Then there is also reciprocal social behavior of students with one another(Utami 2016).

In terms of indicators of tolerance in implementation, students in class VI A of the Muhammadiyah Primary School of the Flagship Program are quite good. It can be seen from the results of the data before receiving treatment consisting of 16 students (66.6%) and after receiving treatment it increased to 19 students (90.5%) experiencing an increase of 23.9%. The tolerance indicator is implemented by giving students questions about cultural and religious diversity(Rohmadi 2014). Students are asked to explain their opinion about how to appreciate and respect fellow friends of different religions, ethnicities and cultures(Setiyatna 2022). From these questions it can be seen that 16 students have answered well(Destiyana 2016), after being given treatment increased to 19 students. Apart from that, it can also be seen from daily attitudes while at school, how to respect teachers and colleagues.

In terms of the harmony indicator, the implementation of class VI A SD Muhammadiyah Program Unggulan students was quite good, before being given treatment there were 13 students (62%) and after being given treatment with four stages of experiential learning it increased to 20 students (95%). In practice, students are given a story that has Islamic values as a form of harmony between friends and students.(Umma 2021). At this stage students are asked to listen to the story and then students are asked to retell it and state the values contained in the story(Princess 2022). Then implement it into everyday life, especially life in the school environment so that harmony between colleagues is maintained(Herliyanti 2017). After the treatment, there was an increase of 33%.that most students do not have good social interaction skills.

The low levels of communication behavior, attitudes and behavior of groups in class VI A of the Muhammadiyah Primary School Flagship Program include less ability to receive news from other people, less understanding of media or communication tools, low understanding of symbols (non-verbal) in communication. Low level of conveying information to other people, low level of expressing the types of emotions that arise in communication, lack of understanding of appropriate behavior according to emotions, lack of respect for other people, low level of adaptation in a group(Destiyana 2016). Games used wisely can add variety, enthusiasm and interest to some learning programs(Anwar and Sutoyo 2014). Meanwhile, stating that games are fun activities that are done for fun and social games are one type of social participation activity that can be done through simulations

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and games which are learning processes or activities where students learn to know the rules, compete and at the same time become players. who may at some point be the winning or losing party(Wulandari Septi 2012).

Social interaction has increased in class VI A students at Muhammadiyah Primary School, the Flagship Program, indicating that students are able to interact well. This can be seen from the behavior of students who are able to apply social interactions using experiential learning stages in the social environment, namely school(P. BK 2016). There are factors that influence and determine the success or failure of social interaction, including problems in each individual, for example students deliberately limit themselves socially, students who prefer to be quiet when in class and only hang out with close friends.(Rachmadyanti 2017). revealed that individuals who have introverted personalities tend to deliberately isolate themselves from the social environment because for the sake of inner peace, this will also affect social interactions in their social environment.(Ningrum 2018). The results of this research show that students are able to interact socially through the application of experiential learning treatment which is used as a benchmark.

CONCLUSION

Based on the data results, it can be concluded that the results of observations, interviews and questionnaires to determine posttest and pretest scores obtained good results in the research criteria through four stages of experiential learning, this aims to improve the social talents of elementary school age children which are currently almost extinct due to along with the progress of time. Apart from being able to increase social talents in elementary school children, through an experiential learning approach students' grades also improve. This is evidenced by the results of the posttest and pretest. Students' social talents before participating in treatment with four stages in the experiential learning approach show that the indicators of students' social talents are conversation, making eye contact, mutual understanding, cooperation, openness, empathy, peer support, tolerance, harmony. The average of all indicators of social talent is in the low category while for some indicators it is in the high category. The social talents of students after following the treatment with four stages in the experiential learning approach showed that each indicator experienced an increase in the eight indicators increasing to high, namely conversation, making eye contact, mutual understanding, cooperation, openness, tolerance, harmony. However, the tolerance support indicator increases to a very high category. The empathy indicator is an indicator with a very low percentage, which can be seen from the results of the data. This proves that student empathy is still relatively low. Students' social talents have increased after getting four stages, namely real experience, observation and reflection, conceptualization, active experimentation. A significant increase can be seen from the results of the research in Table 3. The social talent indicator that experienced the highest increase was the tolerance indicator.

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Integration of Environmental Care Character Education Through Circural School at SDIT Muhammadiyah Al-Kautsar

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Abstract. Education is widely recognized as a key aspect and top priority for all stakeholders involved. Character education is a pedagogical endeavor aimed at imparting knowledge and skills to youngsters in order to cultivate positive behavioral patterns and foster active engagement in beneficial societal endeavors. Hence, it is important to cultivate this mindset from the formative years, particularly within the context of primary education. This scenario exemplifies the appropriateness of enhancing students' environmental conscientiousness via the implementation of a circular school model. The primary objective of the study discussed in this article is to provide a comprehensive account of the implementation of environmental care character education within the framework of a circular school at SDIT Muhammadiyah Al-Kautsar. This type of research is descriptive qualitative. The subjects of this study were 31 students of class VI in semester I of the 2022/2023 academic year. Data collection techniques are collected through observation, documentation, and interviews to explore the integration of environmentally caring character education through circular schools. The validity of the data used by source and technique triangulation. The data analysis used is ethnographic research, starting from selecting an ethnographic project, asking questions, collecting data, recording data, analyzing data, and writing reports. The results of the research show that the integration of environmentally caring character education for students using the circular school approach is going well. This activity concluded that the formation of the character of elementary school-age children can be done through a circular school approach.

INTRODUCTION

The relationship between the environment and humanity is inherently interconnected and interdependent. By incorporating sustainability into human-centric practices, there is potential to enhance the overall quality of life. Consequently, it is essential for individuals to possess the capacity to effectively govern and safeguard the environment. Nevertheless, it is important to acknowledge that the present condition is characterized by a significant decline in environmental quality (Saputra & Faizah, 2017). It is imperative that we do not disregard the issues that arise. According to Hasnidar (2019), forthcoming generations will be afforded the prospect of coexisting harmoniously in an atmosphere characterized by tranquility on the planet. The environmental challenges and degradation seen may be attributed to the ongoing exploitation of the environment and its natural resources by human activities. The aforementioned factors include a range of environmental concerns, such as the decline in biodiversity, acidification of the oceans, air and water pollution, alterations in climate patterns, deterioration of land resources, and contamination of marine ecosystems (Barnosky & Hadly, 2015).

Indonesia's social structure has developed as a result of industrialization and globalization so that at this time Indonesia is losing its personality and identity. The Indonesian nation is more pragmatic and materialistic than spiritual and humanist, this is reflected in their social identity. In terms of education, the younger generation is now more inclined towards anti-social behavior, violence and individualism (Efendi, Barkara, & Fitria, 2019; Susanto, 2013). In this interdependent life, humans are the main subjects who depend on natural resources for their survival. In this regard, it makes humans lose sight of who they are and to meet their own needs. This can cause degradation or decrease in environmental quality (Narut & Nardi, 2019; Siskayanti & Chastanti, 2022).

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Researchers who are studying the deterioration of the planet place significant emphasis on the criticality of maintaining robust and functional ecosystems, which are vital for the well-being of all organisms, including human beings (Ardoin & Bowers, 2020; Environment, 2019). In everyday life, we have to decide between various kinds of attitudes that are good or bad for the environment. It is very important to convey an understanding of the importance of environmental protection to improve human ecological awareness. It is hoped that a comprehensive understanding will be able to influence people's behavior to care more about the environment (Narut & Nardi, 2019). Public awareness of the importance of caring for the environment is still weak. Littering is still a behavior that is often carried out by children, teeanges and even adults. Protecting and restoring the global environment will require transformative changes in human production and consumption-related behavior, reflecting individual choices as well as larger-scale, culturally mediated collective actions (Ardoin & Bowers, 2020; Environment, 2019; Mastrángelo et al., 2019).

Regarding human indifference to the state of natural resources and the environment, changing behavior is the main goal to overcome the environmental crisis. In order to preserve the environment, one must pay attention to the specific facts and the impact of their actions (Rini, Sukaatmadja, & Giantari, 2017). Hence, it is crucial to provide knowledge to kids on the significance of environmental stewardship. Education has a crucial role in effecting a transformation in human conduct, namely via the cultivation of a compassionate disposition from a young age, with the aim of addressing environmental apprehensions. Education is often regarded as the most effective means of fostering and disseminating information pertaining to the significance of environmental protection (Efendi et al., 2019). Environmental care education has become part of the school curriculum (Wakhidah, 2014). This can be seen from the beautiful and lush layout of the school. However, the idea of environmental protection has not been fully incorporated into everyday life. Education is the most important factor that requires special attention from all parties, because education will determine the future development of a nation, especially the Indonesian nation. The 2013 skills curriculum places great emphasis on character development, which includes concern for the environment or character education through adiwiyata (Nuzulia, Sukamto, & Purnomo, 2019). Education must be used to instill, understand and increase knowledge about the value of sustainability and maintaining environmental quality (Marjohan & Afniyanti, 2018). Character is very important to develop a person's personality or the personality of a nation, observers propose many solutions, one of which is character education (Ariyani & Wangid, 2016).

The term "character" refers to the basic moral values of caring, honest, fair, responsible and respectful towards others and oneself (Character Education Partnership, 2003 in (Heidari, Nowrozi, & Ahmadpoor, 2016). Character education is a methodical, comprehensive, and well-thought-out strategy for teaching moral principles (Birhan, Shiferaw, Amsalu, Tamiru, & Tiruye, 2021). The Language Center of the Ministry of National Education defines character as "innate, heart, soul, personality, character, behavior, personality and nature". Character is personality, behavior, nature, and character (Annisa, Wiliah, & Rahmawati, 2020). Character education is an effort to build character (character building). Character building is the process of character formation, which is the process of forming the soul in such a way that it becomes distinctive, attractive and different from other people. Similar to how the individual letters of the alphabet possess distinct qualities, individuals with character may be discerned from those without character (Annisa et al., 2020).

Character can be seen from honesty, which is honest in speech, is open, and consistent with what is said and done. Mature character development requires a continuous process and continuity throughout life. There are many challenges in developing character, one of which is the development of information and technology related to globalization. Many foreign cultures can be quickly assimilated and impact attitudes and behavior. Schools that are only concerned with cognitive values will fail in developing human characters (Prabandari, 2020; Siskayanti & Chastanti, 2022). Character education in schools is a very important need to provide the next generation with the basic skills needed in life (A, 2014; Asrial et al., 2022).

Based on the joint regulation of the Minister of Environment and Minister of National Education No. Kep.07/MenLH/06/2005 and N0. 05/VI/KB/2005 to promote and improve environmental education. Education plays an important role in nation building. It is hoped that the state can become a decent nation through education. Character education from an early age is very important, especially in elementary schools, which is one of the most important educations for children. Students must be involved with the environment when they want to develop character because character cannot function in a vacuum but plays a role in protecting the environment (Efendi et al., 2019; Wuryandani, Fathurrohman, & Ambarwati, 2016). As social creatures, humans must have a positive view in interacting with nature and have a responsibility to protect the environment (Maunah, 2016).

Elementary school is one level of school. Elementary school students are usually aged 6-12 years. Children aged 7-11 years already have some well-integrated basic structural skills, such as the ability to classify things into different hierarchical groups. Based on this behavior, it can be concluded that children aged 7-11 years already have a classification system, so it can be interpreted that they can be invited to think, classify, categorize, and

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classify (Fahrian, Suwerda, & Husein, 2018; Monks, Knoers, & Hadinoto, 2002). Based on research conducted, a positive association has been observed between behavioral objectives pertaining to trash management and the level of comprehension about sustainable waste management practices. The prioritization of information-based behavior over behavior rooted in non-knowledge is a prevalent trend. Empirical evidence suggests that an individual's knowledge and cognitive capacities significantly shape their decision-making and conduct within their environment (Gusti, Isyandi, Bahri, & Afandi, 2015)

The circular school itself originates from circular economics, where these activities are related to being able to create formulations to reduce the waste population by converting waste into materials of economic value. A resource utilization system known as a circular economy involves reducing, reusing, and recycling resources directly (Darmastuti, Cahyani, & Ali, 2020; Schröder, Anantharaman, Anggraeni, & Foxon, 2019). The objective of the circular economy seeks to maximize productivity by minimizing resource consumption as well as negative side effects, as well as reusing the waste generated in production processes (Moriguchi, 2007). In accordance with this, the school stated that the government's movement is to build a greener, waste-free country by optimizing the potential of goods until the point that their economic potential is exhausted. Through a circular economy, it gives schools a breath of fresh air regarding techniques for handling waste properly. The circural school program itself consists of a waste bank related to waste management in schools, fish ponds, biopori, hanging gardens, tabulampot, and hydroponics.

Preliminary studies have been carried out by (Purnami, 2021) that waste management is the main thing that needs to be handled carefully from start to finish. Good waste management must be taught from an early age to children. Environmental education through good waste management is a foundation that needs to be developed in early childhood so that they have an understanding of environmental awareness. Awareness of the environment will develop an attitude of concern for the ecology. Awareness of the environment, especially in terms of waste management, can be started with an understanding of waste (Neolaka, 2008). In line with the research by Huda & Rajagukguk (2020), they explain that waste management and the use of biopores are examples that can help people develop a more conscious attitude towards the environment. If waste management, prevention of pollution, and preservation of flora and fauna are carried out regularly, the character of caring for the environment can be created properly. One step in preserving the ecology of where we live is by managing waste and utilizing biopores.

From the results of the research described above, a positive environment can improve student performance and creativity. School is a significant place to implement character education for children. Therefore, the objectives of this research are: 1) describing circural schools related to waste management and the green movement or going green, 2) integrating environmentally caring character education through circural schools at SDIT Muhammadiyah Al-Kautsar, 3) inhibiting factors and solutions for implementing environmentally caring character education through programs circular school. Given the aforementioned context, it is anticipated that the implementation of character education may foster a sense of environmental consciousness among students, hence promoting the maintenance of ecological equilibrium.

METHOD

The type of research used is qualitative descriptive research. The approach used in this study is a qualitative approach (Bogdan & Biklen, 1998; Miles & Huberman, 1994). Qualitative research focuses on exposure to events and is "generating theory" not "hypothesis-testing", so that in the preparation of substantive theories based on empirical data in the field (Hasnunidah, 2017). Qualitative research requires researchers to be present directly in the field to obtain the right data. Descriptive research is the most basic research. This research only manifests or describes the observed events, both natural and artificial. In terms of content, it describes activities, characteristics, relationships, as well as similarities and differences with other events (Rubiyanto, 2013). The research findings are then explained verbally and linguistically using scientific methods (Lexy J, 2012).

This research design was used by researchers to obtain complete information about the Integrated Environmental Care Character Education through Circural School at SDIT Muhammadiyah Al-Kautsar. The object studied is the Integration of Environmental Care Character Education through Circural School which involves class VI students. The sampling technique is purposive sampling. Purposive Sampling or deliberate selection which aims to select informants based on criteria that are considered to be able to provide maximum data (Bungin, 2010; Margono, 2010). Data was collected through observation, documentation and interviews (Sugiyono, 2014). This researcher interviewed the teacher, several students, and the chief executive.

For observation activities, researchers observe students and also teachers in carrying out activities related to the topic. For documentation, researchers took several pictures related to the program that had been implemented. The data validation used is source and technical triangulation. The data analysis used in this research is ethnography. Ethnography describes the structure of social organizations, social activities, symbolic meanings,

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material sources, and interpretive processes typical of a particular group of people (Duranti, 1997). Ethnography studies people in time and space in their everyday lives (Hallett & Barber, 2014). There are six steps in ethnographic research: choosing an ethnographic project, asking questions, collecting data, recording data, analyzing data, and writing a report (Spradley, 1980).

RESULTS AND DISCUSSION

The results of research related to the circular school at SDIT Muhammadiyah Al-Kautsar show that this school is trying to build a school that cares about environmental balance. SDIT Al-Kautsar is an elementary school located in Gumpang Village, Kartasura District. As we know, the environment and humans cannot be separated because these two components are interconnected. In this regard, the school chose the circural school approach because this approach was considered more effective than the previous approach in managing waste in the school environment. In the previous approach, schools only used ways to process plastic waste into crafts made by students. Nevertheless, with the passage of time, this approach has been seen to be less effective. Consequently, subsequent to engaging in outreach endeavors, the school administrator conceived the notion of implementing trash banks as a means to diminish waste, while concurrently generating economic value via the establishment of a circular economy.

The implementation of the integration of environmentally caring characters linked to circular schools is carried out through various programs that have been planned by the school. Students are asked to participate in realizing the circular school program with the hope of being able to foster a sense of love and care for the school environment. As future generations who are agents of change, it is best to instill an attitude of caring about the environment from an early age. Schools can help students, especially those in elementary school, develop a caring attitude towards the environment. Elementary school students generally have a mindset that can be encouraged to recognize and understand the value of preserving the environment (Idrus & Novia, 2018; Munnawir, 1997; Nugroho et al., 2020; Prihastari & Widyaningrum, 2018). The following are the programs in circular school: 1) waste bank; 2) fish ponds; 3) Al-Kautsar garden which includes biopori, hanging gardens, tabulampot, and hydroponics. Of the many circural school programs, only a few programs involve mandatory student participation, including waste banks, hanging plants, tabulampot, and hydroponics as explained by the school.

Based on observations in the school environment, there are two types of waste found, namely organic waste and inorganic waste which can be seen in Table 1.

TABLE 3. Types of Waste in the School Environment

No	Types of Organic Waste
1	Leftovers
2	Leftover drink
3	Tree twigs and leaves

No	Types of Inorganic Waste
1	Tissue
2	Paper
3	Plastic bottles
4	Plastic bags
5	Plastic cups
6	Food packaging
7	Drink packaging

Based on Table 1, it can be seen that in the SDIT Muhammadiyah Al-Kautsar school environment there are 3 types of organic waste and 7 types of inorganic waste. Based on the table above at SDIT Muhammadiyah Al-Kautsar, some of the waste produced by school residents is inorganic waste. There are 7 types of inorganic waste that have been found in the school, including tissue, paper, plastic bottles, plastic bags, plastic cups, food packaging and beverage packaging. If this inorganic waste is not managed well, it will become a new problem in the school environment. Currently, the amount of plastic waste piled up in Indonesia is 5.4 tons every year, accounting for 14% of household waste (Marniati et al., 2021; Purwaningrum, 2016; Widiyatmoko, Purwaningrum, & P., 2016). For this reason, the school has provided rubbish bins as a final disposal sitePrior to being deposited into a sizable receptacle often referred to as a waste bank, the aforementioned material will thereafter be disposed of at a designated landfill site. The students shall actively dispose of waste materials in the designated waste receptacles supplied by the educational institution. The implementation of this trash bank is anticipated to address issues pertaining to the generation of inorganic waste by students. The successful

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implementation of trash disposal practices, in terms of proper placement and segregation based on waste type, is contingent upon the collective will and knowledge of the community (Mahyudin, 2014).

The resulting paper waste, ranging from exam papers to documents that are no longer used, will usually be collected together and then sold to waste sales points. This is related to the circular economy, which reduces waste to produce its economic potential. That way, if there is plastic or paper waste in a student's house, it can then be collected in the waste bank at the school, so that the waste can produce economic value. The school also socializes that after lunch the food containers that have been used are immediately washed in the place provided. The students' food waste will then flow into the fish pond in the school yard, so that the food waste does not get scattered. Organic waste has the potential to undergo conversion into fertilizer, hence facilitating the process of growth. Compost and liquid organic fertilizers are derived from organic waste materials. The process of composting has the potential to enhance and replenish the fertility of soil. The compact nature of hard soil is transformed into a more porous and friable state. The transformation of infertile land into a productive and fruitful state occurs. The acidity of soil tends to shift towards neutrality (Darnetti, Arnayulis, Nefri, & Elita, 2021; Hazam, Saam, & Tarumun, 2020; Susanti & Rusnandi, 2016).

Plastic is often used by students for purchasing beverages in the school cafeteria during instructional periods. The use of plastic goods has the potential to give rise to significant environmental challenges (Purwaningrum, 2016). Plastic trash is a significant challenge not just in urban areas but also in marine ecosystems. In addition to its adverse impacts on human health and the mortality of protected species, plastic trash has a substantial deleterious influence on ecosystems. Plastic waste refers to waste materials that have a low capacity for natural decomposition. An environment that is free from contaminants and pollutants contributes to the creation of a living space that promotes good health and comfort, particularly inside educational institutions. The provision of a clean school environment is conducive to a comfortable learning experience. Hence, it is essential to prioritize the dissemination of knowledge pertaining to garbage sorting and management, with a particular emphasis on the younger demographic (Hansen & Yuliawati, 2019; Puspitasari, Sugoro, Elfidasari, & Perdana, 2018; Zakiatunnia et al., 2021).

In connection with the table above, the types of waste at SD IT Muhamamdiyah are classified into 2 types of waste: organic and inorganic waste. This is in line with research conducted by Ponisari, Syam, & Susena (2019) regarding waste management and management in the school environment, there are 2 types of waste in the school environment, namely organic and inorganic waste. Waste can be managed by limiting the use of bottles, plastic waste and paper food waste, by burning, landfilling and composting waste. At SMP Muhammadiyah Al-Amin Sorong, management is carried out by reducing waste (Reduce) and recycling (Recycle). Just like the observations made at SDIT Muhammadiyah Al-Kautsar, there were 2 types of waste, namely 3 pieces of organic waste and 7 pieces of inorganic waste.

Previously, waste management at schools was carried out according to the 3R principle (reuse, reduce, recycle), namely Reduce, Reuse and Recycle. However, the process is still not going well because students only understand their knowledge without practicing it directly. If this principle is continued, waste will not accumulate in the school environment, which can cause bad odors and disrupt the teaching and learning process. The data collection for this study included conducting observations and interviews with a sample of 31 participants, including instructors, chief executives, and students. The waste management data conducted at SDIT Muhammadiyah Al-Kautsar is shown in Table 2.

TABLE 4. Waste Management in Schools

No	Description	F	% (Yes)	F	% (NO)
1	Throw garbage in its place	31	100	0	0
2	Distinguish between organic and inorganic waste	23	74,20	8	25,80
3	Know the 3R program (reuse, reduce, recycle)	18	58,07	13	41,93
4	Bring eating and drinking utensils from home	22	70,97	9	29,03

Based on Table. 2 it can be seen that all students can dispose of trash in its place. This can be seen by the total percentage gain of 100%. Thus, the awareness level of school residents to dispose of trash in its place is good. Students no longer throw garbage anywhere, for example when rushing into class because the bell has sounded, students still throw garbage in the space provided. Further, the scattered garbage is no longer seen being thrown away or left on the canteen table so that the cleanliness of the school is maintained. Maintaining cleanliness is the same as creating a healthy environment, so that it is far from a breeding ground for disease (Chan et al., 2019). However, there were still students who had not disposed of garbage properly. It was seen that there were 8 students who could not distinguish between organic and inorganic waste. Students think that disposing of garbage according to the type of waste is considered difficult to practice so that students are sometimes random in

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disposing of their trash. Disposing of trash, cleaning the classroom every day, separating dry and wet waste, recycling unused items into crafts are examples of maintaining cleanliness in schools (Ismail, 2021). Therefore, as a good school citizen you must maintain cleanliness because it has many benefits in everyday life (Waskitoningtyas, Permatasari, & Prasetya, 2018).

Students can dispose of trash in its place, but they do not know the 3R program (reuse, reduce, recycle) because there are 13 students who do not understand what the 3R program (reuse, reduce, recycle) is implemented by the school. Despite the fact that the school has provided outreach regarding the 3R (reuse, reduce, recycle) program. However, students still need guidance from teachers or the school so that students know how to properly implement the 3R (reuse, reduce, recycle) process. Teachers need to teach students to use waste to make handicrafts or recycle waste into compost (Diyan Nurvika Kusuma Wardani, 2020; Saeful Anwar, 2008). With the existence of waste management, it really needs to be done to minimize the bad impact on the environment, one of which is through the 3R program (Arisona, 2018). Students have been able to dispose of their trash, but there are still some of them who don't bring eating and drinking utensils from home. This shows that there are still 9 students who do not bring drinks from their homes and choose to buy them in the canteen because it is considered more practical. Another reason students don't bring cutlery from home is because the school has provided lunch with cutlery.

The results obtained are in line with research conducted by Kristiawan, Maryanti, & Fitria (2019) who have conducted research at SMK Negeri 2 Muara Enim obtained results that students care about greening the environment and a sense of responsibility for keeping the school clean through the waste bank program. The rubbish collected is rubbish from each department and other rubbish around the school. Every student develops an honest attitude and awareness in loving the environment. Further research conducted by Simatupang, Veronika, & Irfandi (2021) At SDN Pondok Cina Depok, the results were that the entire community must play an active role in dealing with waste. One way is to get used to sorting waste and practicing the 3R program (reuse, reduce, recycle). Waste sorting practices can be improved by separating container motifs based on waste type. Reuse is to reuse an item without processing it. Reduce is a reduction related to everyday life. Recycle is recycling or the process of converting waste into new products that are more useful (Arisona, 2018). The cultivation of this behavior should be ingrained in primary school kids from a young age. In order to facilitate the early adoption of trash selection practices and promote the widespread implementation of garbage sorting within the community, it is proposed to use elementary school students as agents of change.

The incorporation of environmental education has been implemented throughout all academic disciplines within the school curriculum. When discussing the concept of circular school subjects, it is most applicable to topics within the realm of Natural Sciences, namely those falling under the category of IPA (Integrated Science, Physics, and Astronomy). Due to the inclusion of these subjects in the curriculum, students will have the opportunity to develop a deeper connection with the natural world and acquire skills in using media derived from nature. Among these disciplines, the circular school method is particularly conducive to sustainability. In the sixth-grade curriculum, the circular school incorporates the topic of Plant Propagation within the subject of Natural Sciences. Students are tasked with the responsibility of cultivating plants in the shape of onions, namely shallots. Based on the results of observations and interviews with 22 teachers and students, data was obtained regarding the integration of environmentally caring character education with Natural Sciences (IPA) subjects which can be seen in Table 3.

TABLE 5. Integrating Environmental Care Character with Science Learning

No	Description	F	% (Yes)	F	% (NO)
1	Maintain cleanliness in class	30	96,78	1	3,22
2	Planting plants as a learning medium	31	100	0	0
3	Caring for plants	25	80,65	6	19,35
4	Water plants	22	70,97	9	29,03
5	Check the plant itself is still alive / dead	26	83,88	5	16,12

According to the data shown in Table 3, it is evident that the majority of students have upheld cleanliness standards within the classroom environment. However, a small proportion, namely 3.22% of students, have not adhered to the cleaning guidelines. The presence of neighboring litter continues to elicit apathy among some pupils. In contemporary educational settings, students are given the opportunity to use nature as a pedagogical tool within their academic pursuits. Environmental education is often seen as an interdisciplinary approach within primary schools, whereby it is taught in alignment with the specific capacities of other courses (Rezkita & Wardani, 2018). The implementation of allowing students to engage in planting activities inside the school premises as an educational tool is hindered by practical limitations. For instance, the task of watering the plants

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are not effectively carried out due to insufficient manpower, since only three out of six pupils are available to attend to this responsibility. This phenomenon occurs due to the limited comprehension of students about theoretical concepts, which then hinders their ability to effectively implement practical techniques related to plant care and irrigation. The presence of instructors is of utmost importance since they are required to possess a comprehensive understanding of the learning goals associated with each topic. This knowledge enables them to effectively include environmental education into their teaching practices without straying from the core curriculum. Furthermore, teachers serve as role models for their students, as the behavior and actions they exhibit greatly influence the behavior and actions of the children under their guidance (Azmussya'ni & MZ, 2022). For example, trash, floods, air pollution, global warming, forest destruction and abrasion are examples of environmental problems that often occur (Pratiwi, Tisngati, & Erviana, 2021).

Students can plant plants, but students cannot distinguish whether the plants they have planted are still alive or dead. This shows that as many as 5 students could only plant without paying attention to their respective plants that had been planted in the school yard. This of course will create new problems for teachers. By integrating character education with the academic curriculum contained in science learning, it is able to help students achieve success (Pertiwi, Suchyadi, Sumardi, & Handayani, 2019; Samani & Hariyanto, 2012). The cultivation of environmental consciousness yields an outcome in the shape of a heightened regard for flora, serving as a sign of the development of an empathetic disposition towards the environment that needs to be instilled in pupils from a young age. The purpose of this initiative is to cultivate kids' knowledge and foster a connection with the flora in their immediate environment. The establishment of a feeling of belonging is crucial as it fosters discipline among students, encouraging them to maintain and nurture their sense of belonging. Consequently, the cessation of environmental degradation is anticipated in forthcoming times (Handayani, Rahmawati, Prastiwi, Supriyanto, & Widyasari, 2021).

In internalizing the value of caring for the environment in students through a direct learning process, teachers immediately practice and provide explanations regarding the attitudes that must be taken towards the environment. Apart from that, the teacher also writes down the expected character values in the learning implementation plan, one of these values is the character of caring for the environment (Triasih, 2018). In line with research conducted by Narut & Nardi (2019) in Ruteng City Elementary School regarding Environmental Care Attitudes in Class VI Students, it founds that this traditional approach did not give them the opportunity to develop their attitudes, such as environmental management. If students are taught responsibility for the environment through effective teaching techniques, they are able to internalize it. The aim of environmental education is to inspire students to care about nature and the surrounding environment (Zuchdi, 2011). Fostering an attitude of caring for the environment can be done by inviting children to dispose of waste according to its type, caring for plants, keeping the classrooms and buildings clean, and other activities (Yunansah & Herlambang, 2017).

The discussion above is also related to the school culture in SDIT Muhammadiyah Al-Kautsar. This school culture is related to the context of teachers getting used to providing examples so that students are able to develop character and habits of caring for the environment. School culture must be instilled from an early age so that it sticks with students. An environmentally friendly school culture is implemented through four components. The four components are making ecologically responsible policies, implementing an environmentally based curriculum, integrating the community in environmental activities, and managing environmental resources (Desfandi, Maryani, & Disman, 2019). The school culture has been implemented optimally, starting from throwing away rubbish, watering plants, and doing community service. In carrying out these habits, students carry them out consciously and of their own accord without any coercion from the teacher or the school. However, there are still students who are indifferent to the cleanliness of their surroundings. Thus, character education that cares about the environment has an important role in fostering school culture (Fatmah, 2018; Zamroni & Rahardjo, 2015).

The implementation of environmental care character education via a circular school model is influenced by several elements, both supportive and hindering in nature. Supporting factors include any elements that contribute to the successful execution of activities or initiatives. Inhibiting factors refer to any elements that provide obstacles during the implementation of an activity or program (Pangestika, Malik, Shofwan, & Siswanto, 2021). In order to facilitate the seamless development of an ecologically conscious school culture. Hence, the essential elements include sufficient infrastructure and human capital, with collaborative efforts from many stakeholders capable of fostering the school community's motivation (Pelita & Widodo, 2020). The challenges experienced were mostly attributed to student-related factors and an unsupportive learning environment. Additionally, there were deficiencies in the monitoring and assessment processes, as well as limitations in educator capacity and inadequate allocation of time. The responsibilities of teachers have become more demanding due to the additional challenges of effectively managing kids and the insufficient awareness of school staff towards the surrounding environment.

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Educators are required to possess the capacity to develop dynamic pedagogical strategies and methodologies that actively engage students in environmentally-focused learning experiences (Wardani, 2020).

Monitoring the evaluation of the achievement of integrating environmentally caring character education through circural schools will be carried out by the chief executive by monitoring every week. To monitor the success of management, the school will document the environmental conditions at the school in the form of notes and photos. Documentation will continue to be carried out to monitor developments in biodiversity conservation in schools as well as the integration of environmentally caring character education through circural schools. Evaluation monitoring will continue to be carried out in order to minimize the obstacles faced by school residents in the process of integrating environmentally caring character education through circural schools. For schools, implementing character education for students is very important because it is not only about fulfilling the obligations and responsibilities of carrying out the mandated academic curriculum. However, to balance students' knowledge by instilling character values. One effort to form children's character values holistically, namely by developing them optimally in terms of children's physical, emotional, social, artistic, creative and intellectual aspects (Beachum, McCray, Yawn, & Obiakor, 2015). Students are expected to be able to use their knowledge for good by having certain character values (Murniyetti, Engkizar, & Anwar, 2016; Muslich, 2014).

In connection with the above research results, schools are one of the many strategies that are quite effective in advancing and at the same time succeeding the national character education agenda, one of which is character education that cares about the environment. Research result from Saputro & S. (2015); Thambusamy & Elier (2013) argue that character education in schools needs to be carried out as effectively as possible and supported by schools through assistance from various activities. With the existence of character education, it is hoped that it will be able to overcome the character crisis that arises in global society and be able to develop as well as possible the abilities and mindset and behavior of students based on their role in religious, social and state life. Character consists of policies that function as rules for behavior. (Lickona, 2006; Walker, Roberts, & Kristjánsson, 2013).

CONCLUSION

Based on the explanation above, it can be concluded that character education that cares about the environment through circular schools is an approach that is oriented towards efforts to integrate character education more deeply in teaching students environmental care character values. The circular school approach is considered effective in integrating character education that cares about the environment and also its implementation has gone well. However, this approach still needs to be developed further and always carry out further monitoring and evaluation so that it truly produces students who have the character of caring about the environment.

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Language Variations in Speech Of 12 Years Old Children in The Community

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Abstract. This research aims to determine language variations in the speech of 12-year-old girls, especially children in Depok City who are active speakers of Indonesian. Both parents come from the Betawi tribe and both of them have a mother tongue, namely Betawi. In their daily lives, children use Indonesian, because parents actively speak Indonesian, even though it is interspersed with Betawi. Data collection was carried out using the observation method, listening to expert involvement, while data analysis used a qualitative descriptive method. The results of the analysis show that language variations in children's speech have fulfilled the range of speaker aspects, namely the presence of idiolects, dialects, chronolects, and sociolects. The child's speech is bilingual, namely Indonesian and Betawi. This happens because environmental factors play a major role in children's language acquisition, as well as geographical factors that give rise to language variations.

INTRODUCTION

Language is a means of human communication, because with language humans can carry out many activities, exchange thoughts, feelings and others. Without language humans cannot communicate well between members of society or between humans.

According to Syamsuddin (in Devianty, 2017) says that language is a tool that influences and influences human thoughts, feelings, desires and actions. Language is a sign of human personality and beauty.

Parents must pay attention to their children's language learning because language develops along with the times. Children who do not have a good introduction to their first language from their parents will not experience significant language development later in life. When a child learns a second language after his first language, this is called second language learning. (Ryeo, 2019)

Language is a system of sound symbols that are both arbitrary and conventional. The first language and the second language have their respective levels of need in communication, both orally and in writing. The use of the term first language (B1) needs to be distinguished from the term mother tongue. The first language refers to the language the child has mastered since birth, while the mother tongue refers to the language mastered by the child's mother (since birth).

Adults are always surprised by the incredible language development that children make. Although children are born without language, by age 3 or 4, children have typically learned a large vocabulary, complex phonological and grammatical systems, and equally complex rules about how to use their language in a variety of social situations.

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The process of acquiring and mastering children's language is a matter that is quite amazing for investigators in the field of psycholinguistics. How humans acquire language is an issue that is very amazing and difficult to prove. Various theories from different disciplines have been put forward by researchers to explain how this process works among children.

It is recognized that whether we realize it or not, linguistic systems are properly mastered by individual children, although generally there is no formal teaching. Acquisition of the first language is closely related to the social development of children and therefore also closely related to the formation of social identity.

Learning a first language is one of the all-round developments in which a child becomes a full member of a society. Language makes it easier for children to express their ideas and desires in ways that are truly socially acceptable. Language is a medium that children can use to acquire cultural, moral, religious and other values in society.

Each language is used by a group of people who belong to a language community. Included in a Baharyesa community are those who feel they use the same language. If we call it the Indonesian language community, we are all people who feel they own and use Indonesian. Members of the Sundanese language community are those who feel they own and use Sundanese. Thus, many Indonesians become more than one member of the language community because, apart from being Indonesian, they are also the owner and user of their regional language.

Many countries in the world use language as an identity, such as a cultural identity. A number of countries use more than one language, and children are even able to master one, two or more languages. As individuals who are part of a society, children are required to be able to master the language used in the community in their environment.

People who use language consciously or unconsciously use language that is alive and in use. Kartomiharjo (in Fujiastuti, 2014) argues that language can also bind community members who use the language concerned to become a strong, united and advanced society. In addition, the social conditions that characterize some communities will appear in language. Therefore, the relationship between language and society is very close.

We know that no society is the same, but in society there are groups of people who are different from each other, thus we can see language variations, which means differences in a language that have the same meaning or significance. We can see language variations in pronunciation, diction, and sentence structure.

Each language has different variations. Language variation is a set of human speech patterns that contain sounds, words and grammatical characteristics that can be uniquely linked to external factors, such as geography and social factors. (Fauziah & Putri, 2023)

According to Kridalaksana (in Waridah, 2015) variation is a form of various conditional and unconditional manifestations of one unit, a concept that includes variables and variants. This limitation is not much different from what Ohoiwutun (in Fauziah & Putri, 2023) states that language variation is a change or difference that is manifested in the speech of a person or speakers in a particular language community. From the definitions above, it can be concluded that language variation is a form of language use that is different by speakers due to certain factors.

The occurrence of language variations is not only caused by heterogeneous speakers, but because the social interaction activities they carry out are very diverse (Setiawati, 2019). According to Nababan (in Fujiastuti, 2014) there are four factors that cause language variations, namely: different regions, different social groups or conditions, different language situations, and different years or eras.

Chaer and Agustina (in Moon & Kroltida, 2020) explain language variations including idiolects, dialects, chronolects, and sociolects. Idiolect variations are individual in nature which can determine a person's characteristics. Dialect variations are variations of language used by a relatively large group of speakers in one particular place, region or area. Chronolectic variations, namely variations used by social groups at certain times. Meanwhile, sociolectic variations relate to the status, class, and social class of the speakers. This research focuses on language variations based on speakers, which are called idiolects.

In reality, language is something that is very rich in its diversity of actualization. The manifestation of language is so vast that the variations seem limitless. There are 4 variations of language in terms of speakers, namely idiolect, dialect, chronolect and sociolect.

Dialect is a variation of language used by a group of members of society at one place or at one time. In this case, it is Betawi language and Depok dialect. Idiolect is a variation of language that is individual, each person certainly has the characteristics of their own language. Chronolect is a variety of language used by a social group at a certain time. Meanwhile, sociolect is a variation of language that is related to the social status of its speakers. This language variation has a great influence on the child's language development process.

This article discusses the speech of children who are bilingual, namely Indonesian and Betawi as their mother tongue and also as the language of their region, namely Depok. This is done in order to find out what language variations they have. Children's language has its own structure that can be expressed as a series of rules. Clark

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and Clark (Prihandini, 2020) state that "children build structure and function at the same time". Children will never learn a language if they are not raised in an environment where the language is used; but if he learns a language, he learns more than is available to him through his own environment.

Children are human beings who, when viewed from an age perspective, are counted from the time an individual is born to the age limit of 12 years and over who has the potential for language since childhood (nativistic theory) by Chomsky.

Thus, children's language skills in this study are language knowledge possessed by a child since childhood in the form of concrete use and mastery of language in the form of utterances that are genuinely produced to be able to communicate in their relationships in society.

Children's language activities are in the form of activities to express the child's intentions in the form of speaking orally or activities to respond or respond to other people's speech in the form of speaking.

Children's language development starts in the family and is largely dependent on the attention of parents and those around them. The development of language skills among children starting from the family environment will be very beneficial.

Language acquisition is associated with mastery of a language without realizing it directly, that is, without going through formal education to learn it. Acquisition of children's language is followed by pre-linguistic development which starts from birth to one year of age. Starting in the second year, children can say one and two words until they are one and a half years old, then word combinations can be said at one and a half years old until they are two years old.

Mother tongue is the equivalent for the English term native language, which is a linguistic system that is first learned naturally by children from mothers or families. Mother tongue does not refer to the language that is mastered and used by a mother (or commonly called the mother's language), but refers to the language that is learned by a child in the family that cares for it.

METHOD

The method used in this research is descriptive qualitative method. This type of research explains research findings using linguistic data or facts. The choice of this type of research was based on the research objective which was to obtain an overview of language variations in 12 year old girls married to Betawi parents in the city of Depok.

Factors that influence the occurrence of language variations. In conducting this research, data collection was carried out using the method of listening, listening and observing speakers. Primary data was carried out by observation and interviews. Secondary data is done by studying the literature. The implementation of descriptive research methods is not limited to collecting and compiling data. This research uses presentation techniques in ordinary words, including the use of technical terminology. Sudaryanto (Dewi, 2012)

The results of the observations are recorded and transcribed to then be described in the form of a research report. The transcription results obtained from respondents will provide answers about children's language variations in multilingual communities. The data in this research comes from several sources from journal articles and books. These sources are then collected and presented in one journal article. The stages in this method are (1) data collection; (2) data aggregation; (3) data presentation; and (4) conclusion/verification.

RESULT AND DISCUSSION

The results of observing the variation of language spoken to children in terms of dialect, idiolect, chronolect and sociolect.

Dialect

Speech uttered by children in an informal setting.
Mother   : Why does this TV turn on by itself?
Child   : Agus's brother lit it *in flame*, ma'am
This utterance is spoken by a child with his mother using informal language. Based on the sentence above, the word in flame is the use of the Betawi prefix /di-/ suffix /-in/ which is at the end of the basic word "flame" which in standard Indonesian means light coming out of fire. Forming the correct word that is commensurate with the

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meaning of the word to replace the word flame in the words above in accordance with standard Indonesian is turn on. The word turned on is very strong as a dialect that colors children's daily speech.

Dialect is an unavoidable part because the speakers still use their native language, namely Betawi, even though it does not dominate their speech. Regional language is the language used by regional communities to identify themselves as the community concerned in order to interact socially. In addition, the regional language is a means of verbal communication in the regional life order.

In Indonesia, for example, we know the Jakarta dialect of Indonesian, the Menado dialect, the Ambon dialect, the Banjarmasin dialect, while the Gorontalo language knows the Tilamuta dialect and the Suwawa dialect (not Suwawa language). The science of dialect is called dialectology. How to describe relationships in dialects is called dialect geography, or in other words, dialect geography is a branch of dialectology that studies the relationships contained in language varieties by relying on spatial units or places where these varieties are realized Ayatrohaedi (in Waridah, 2015).

The relationship between mother tongue and regional languages is related. Most Indonesian children's first language is their respective regional languages. Chaer and Agustina (Pastika, 2013). A child who lives in the Depok area, most of the speaking community in that area uses Betawi as a regional language in everyday life. Apart from that, the child's mother also used and taught her child to speak Betawi since childhood, so the child's mother tongue and regional language are the same, namely Betawi.

The relationship between regional languages and national languages is also very close, namely that regional languages act as a support for the national language, a source of material for the development of the national language and an auxiliary language of instruction at the initial level in elementary schools in certain areas to facilitate the teaching of Indonesian and other subjects. Chaer and Agustina (Saputra & Aida, 2019)

According to Poedjosoedarmo (in Dita, 2019) dialect is a variation of a language whose existence is determined by the speaker's background. Idiolects that show more similarities with other idiolects can be grouped into one group of categories called dialects. The magnitude of this similarity is due to the geographical location which is close together and allows communication between the speakers of the idiolect.

Meillet (in Widyaningsih, 2014) suggests that the main characteristics of dialects are differences in unity and similarities in differences. It can be interpreted that the different forms of local speech have common characteristics and each one is equal compared to other speeches and the same language. Every language used in a certain area sooner or later forms different linguistic elements, such as pronunciation, grammar, and meaning, and each variety uses a special form.

There is an allegation indicating that children's language skills in using Betawi (mother tongue) in the city of Depok are starting to fade and be replaced. This is due to the increasing use of Indonesian as the mother tongue. Considering that the mother tongue in the community, Depok speaks using Betawi language with various varieties.

This is because there is a possibility that the mother does not get used to and does not teach her child to use Betawi as her first language or because of other possibilities. Therefore, children will not have competence or language skills especially in using the local language. Thus, there is a concern that the Betawi language will be abandoned by its speakers, and switch to using Indonesian, even though in a relatively long period of time.

Idiolect

Idiolect is a language variation that is individual. This variation only occurs in one person and is different from other people. Idiolect can be characterized by the color of a person's voice. Usually just by hearing the color of the voice we will know who is speaking.

The definition of idiolect according to Kridalaksana (in Hudha, 2017) is the entire utterance of a speaker at one time which is used to interact with other people, whereas according to Chaer (in Mulyawati, 2018) idiolect is a variation of language that is individual. According to the idiolect concept, everyone has their own variation of language, namely with regard to voice color, word choice, language style, and sentence structure, the most dominant is voice color, so that if we are close enough to someone, we can only hear their voice speak without seeing the person. can recognize the person.

Suwito (in Sholekhah & Diana, 2021) every speaker has unique characteristics that other speakers do not have. This characteristic is caused by physical factors and psychological factors. Distinctive properties caused by physical factors, for example differences in the shape or quality of the speakers, such as the mouth, lips, teeth, tongue, and so on. Meanwhile, typical traits caused by psychological factors are usually caused by differences in character, intelligence and other mental attitudes.

The child's conversation with his friend is below.

Friend   : How much did the pencil cost?

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Child   : oh yeah, *Iyem* forgot, try asking the seller *deh*

The word iyem is a characteristic idiolect of the child, which means I or me. The word *deh* is a characteristic particle of the Betawi language. The word deh contains a meaning that confirms the words or intentions of the interlocutor. The word deh can also be interpreted as an affirmation of requests and orders, it's just that this utterance is used when the speaker is not sure about conveying the truth or the speaker is still in a state of doubt about his utterance or statement.

Chronolect

Chronolect is a variety of language used by a social group at a certain time. According to (Nuryani et al., 2018) kronolect is "a variety of languages based on differences (order) of time, for example the variety of Indonesian in 1945-1950 which is different from Indonesian in 1970-1980. The purpose of this understanding can be explained that kronolect is a variety of languages used by language communities at a certain period of time. For example, the Malay language and regional languages used by Indonesian people before independence and the Indonesian language used by Indonesian people after independence.

Many words that were used in ancient times are not anymore. This is what is meant by chronolect, this is due to the development of language over time. For example, the Malay language of the Sriwijaya era was different from the Malay before 1922. This was because the difference in time led to different meanings for certain words.

For example, the word champion, which used to mean 'head of a cockfighter', now means a person who wins a race or competition. The word bastard, which means 'bedbug', is now used to show annoyance or anger towards someone. This is not surprising because language follows the line of development of the language-using community. Sometimes not only the meaning is different, but the sound (= pronunciation), even the form of the word. Language is dynamic not static

Children's conversations with their parents in an informal setting.

Mother   : Ouch, I don't have an ATM for Shopee payment transfers
Child   : There is a *COD* system, ma'am

The word COD (Cash On Delivery) here means paying on the spot, a payment method that is made directly on the spot, after the order from the courier has been received by the buyer. The term COD is only used by a group of sellers and buyers who are making a transaction.

Sociolect

We see that the language used in social groups varies. What causes language variations is not location but education and type of work. The level of education will determine the type of job chosen. A person with a law degree cannot possibly work as a porter. A person with a doctor's degree cannot possibly be a kale seller at the market. The level of education that causes the choice of type of work has also caused variations in the language used.

People with medical degrees certainly use many terms related to medicine or medical language, while someone with an elementary school diploma will use language appropriate to their level of education.

Sociolect, among other things, occurs in various groups of society according to social class, age and occupation. Examples include language differences between the upper class and the lower class, teenagers and the elderly, and between doctors and lawyers.

Sociolect or social dialect is "language variation relating to the status, class and social class of its speakers". Distinguishing language variations regarding group level, status and social class. Chaer and Agustina (in Parnasari, 2021)

Child talk with the bus driver.

Child   : left sir
Public transportation driver   : OK

The child talks to someone whose job is an angkot driver, when he says "Left sir" to the angkot driver, the angkot driver automatically understands the child's intention, which means to stop public transportation and signal that passengers will get off or arrive at their destination.

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CONCLUSION

Language variations in children aged 12 years have fulfilled the elements of language variation in terms of speakers, namely dialects, idiolects, chronolects and sociolects. Dialect is a relative number of speakers who are in one place. Idiolect is a characteristic of individual speech. A chronolect is a story that is used by a group of people at a certain time. And sociolect is speech that relates to the status, class, profession of the speakers.

Language variations occur due to language situation factors. Language may change due to certain situations. For example, in a formal situation, the language used will be formal and polite. It's different when language is used in non-formal situations, for example when talking with peers, or friends in a group. The language used is everyday language, but it is also possible that the language used is a language that is only understood by that group.

Part of society becomes groups with different nationalities due to different geographical conditions. Cultural variations, including languages, result from national diversity. Apart from geographical factors, social status, language situation, time, culture and individual factors, language variation is also influenced by many factors.

Apart from that, the social environment plays a major role in children's language acquisition. Different social environments, such as differences in cultural factors, parents' socio-economics, location or place of residence, and playing environment, result in children receiving different input in their language acquisition.

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Learning Innovation Through Goodie Book Media to Improve Motoric Development Of Early Childhood

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Abstract The goodie book is one of the engaging children's media. The Borg and Gall model was used in this study's RnD methodology. While the data analysis technique received data in the form of data collected by professionals from the outcomes of instrument validation, particularly users, media specialists, and material experts. According to the results of material experts' evaluation, 90% of the criteria meet or exceed expectations. With a percentage of 90%, the media experts' score also demonstrated very good standards. Six pupils from group B were used in the field test of the goodie book product, and class teachers and other educators also provided feedback. The trial phase data revealed a percentage.

*Keywords***:** learning innovation; goodie book; motoric development; early childhood

INTRODUCTION

Early learning in young children is greatly influenced by media. The teacher's perception and the children's comprehension can be brought together through the usage of media (Borzekowski et al., 2019). According to Gerlach and Ely (Prommin et al., 2020), media is made up of people, objects, or events that provide the circumstances necessary for pupils to pick up new information, abilities, or attitudes (Fitriyah et al., 2021). Therefore, educators can more easily impart knowledge to their students through the media, especially for young children. The process of developing one's motor skills is known as motor development (Errington, 2004). Fine motor and large motor are the two types of motor skills (Iloeje et al., 1991). The ability to use large muscles while walking, running, and other activities is known as gross motor development (Hestbaek et al., 2017) (Alderson et al., 2023). The development of smooth or small muscle coordination is known as fine motor development and includes activities like dancing, writing, coloring, and other similar activities (Osorio-Valencia et al., 2018) (Chen et al., 2021). Early on, children acquire the ability to control their eye and muscle motions in activities requiring fine motor skills (Malina, 2004). The development of children's fine motor skills will go hand in hand with their cognitive development (Smolucha & Smolucha, 2021). Children will learn to be able to mix different talents they have gained in the past as they learn new fine motor skills (Boyd, 2018). According to (Ekawaty & Ruhaena, 2020), motor development happens at the earliest stages of childhood. It is crucial for educators and parents to train kids and provide them with stimulus in order to promote children's motor development in the best possible ways (Nuraini et al., 2020).

A learning medium that may be employed in learning activities is required to aid in the development of fine motor skills in young children (Colliver & Veraksa, 2021). Learning media serves as an intermediary medium for offering children tangible learning activities (Guo et al., 2017). Print media, including student worksheet (LKS), magazines, picture books, and storybooks, is a common form of learning material utilized in early childhood education facilities. Additionally, you can use brokers, letter boards, audio-visual material, and educational game tools (APE) (Nuraini et al., 2020). The use of media serves as a tool intermediaries for the delivery of educational content so that students can more easily accept it during the learning process; this function necessitates the use of

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appropriate media and can grab students' attention (Leopold Costábile, 2020). The ability to stimulate children's interest and motivation to engage in learning activities is one of the wrong functions of using learning media in the process of learning activities (Opie et al., 2021).

However, it is clear from the reality that teachers are still not using media in learning activities to help children with their fine motor skills (Redondo, 2020). Additionally, in accordance with the findings of research by (Al-Hassan, 2018), namely in his research, it is explained that the issues that exist at the research location are connected to the fact that student worksheet and magazines are still widely used, which makes kids feel less interested and motivated to engage in educational activities. Then, according to studies (Borzekowski et al., 2019), issues can also arise because learning media is still repetitive and lacking in variety, which deters children from engaging in fine motor development (Atun-Einy et al., 2017). Based on the findings of this study, a medium is required, specifically the goodie book, to increase children's enthusiasm in engaging in educational activities (Education Review Office, 2018).

Teachers use media based on in-person observations in the field (Alison, 2008). Children utilize more picture books and crayons while learning, especially for fine motor skills. Results from interviews, observations, and the daily learning implementation plan (RPPH) documentation demonstrate this. Teachers at Al Fajar Kindergarten Dawn were questioned in August 2022 at the Al Fajar Kindergarten school. Collages, coloring pages, drawing exercises, and student worksheets (LKS) are among the fine motor development activities included in the daily learning implementation plan document (RPPH). Paper, pencils, colored pencils, crayons, as well as bits of paper and seeds, are the materials used. Apart from the fact that student worksheets (LKS) are used with children, it may be inferred from these data that kid-friendly activities are repetitive and lack variety. Children become bored and less interested in participating in learning activities when the teaching methods are not diverse since the learning is not varied (Koh & Lee, 2019). Children that are less excited to participate in activities might be identified by their behavior. In addition, it was observed that some kids refused to color when asked and instead requested other activities.

Goodie books are an example of an innovative learning medium that can be used to address this issue. This is consistent with what (Fitriyah et al., 2021) said, according to which the goodie book is one medium that may be utilized to foster children's development. A goodie book is a form of media that looks like a book made of child-safe materials, specifically flannel cloth. The activity book includes kid-friendly tasks in the form of images that work on the social-emotional, language, and cognitive growth of kids from all angles. When used with youngsters, goodie books can enhance their fine motor abilities, foster their curiosity, foster their creativity, teach them perseverance, and increase their patience. Early childhood tends to be more engaged in books with more pictures and are also more colorful than books with many of his texts (Naga Subramani & Iyappan, 2018). Children can find content in this book that will appeal to them. The goodie book is a development of the busy book, and it gets its name from the fact that it has a rope for carrying on the front, giving it the appearance of a bag. The goodie book media includes simple tasks like mazes, button insertion, and shoelace insertion. In addition to being more engaging for kids, goodie book media are also safer because they are made of flannel. This study generated Busy Book media for children ages 4-5, while this study was developed for children ages 5-6. This study is a development of prior research, namely research (Fitriyah et al., 2021). In the course of learning at TK Al Fajar, goodie book media are used, particularly in fine motor learning exercises. Therefore, the goal of this research is to create a goodie book learning medium that can be utilized as one of the learning tools for young children to promote a smooth child's motor development.

METHODOLOGY

In order to give the findings of this research an element of originality and the ability to be held accountable, it was done as a Research and Development (RnD) study, which involved developing an already-existing product from the findings of prior research (Sugiyono, 2019). The justifications for adopting this kind of R&D are based on field findings where learning media, especially those meant to boost early childhood motor development, still lacks attraction for children. The goodie book is the outcome of a design that is utilized to facilitate learning, particularly for fine motor skills. The location of this study is TK Al Fajar Juwiring. Al Fajar Kindergarten was selected because it is a reputable private school with high academic standards, which gives parents and students the confidence that their children would receive an excellent education. Principals of participating schools, two teachers, and 12 Al Fajar Kindergarten pupils in group B served as the study's subjects. Because it was simpler to see the child's response, group B was selected

Interviewing approaches, observational methods, documenting of learning planning, including learning media, and evaluation methods were all employed to gather data for this study. A rating scale sheet that includes associated question items with the outcomes and the viability of the goodie book learning media product serves

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as the data collection tool in this R&D project. The feasibility assessment scale sheet for children's learning media from earlier research that is consistent with this study was used as the basis for the scoring scale in this study (Fitriyah et al., 2021). Experts have previously approved the tool for the feasibility evaluation.

RnD research on media development follows the processes outlined by Borg and Gall, with some modifications. Then taken from the Borg and Gall model data collection, initial product preparation, product validation, product revision, user validation, and trials are the steps that have been adjusted for this research. Because it serves the objective of this study, the development steps carried out by the researcher do not use all of the processes from Bord and Gall. This study's first stage involves gathering data through observation, interviews, and reading the introductory material to see how the medium is used. The evaluation findings of the growth of Kindergarten B students reveal their level of development. Afterward, product planning is the next phase based on these findings. At this point, the researchers employed fine motor aspects markers from the Standards for Child Development Achievement Levels (STPPA) for children aged five to six. Plan each activity sheet's components, colors, design, and other elements, including the materials and accessories to be used. The researcher then gathers media in accordance with the design from the previous stage, during the initial writing stage. The media is then verified by two individuals, namely media specialists and media experts. After validation, the product was updated in accordance with feedback from media and material specialists. After revision, the next stage is to test the revision with Kindergarten B students and class teachers to see how they react to an assessment tool.

In this study, triangulation approaches—where the outcomes of the three methodologies are compared—were utilized to assess the data from interviews, observations, and document analysis. The feasibility and quality of goodie book media items are then evaluated using an assessment scale by experts and users for data analysis approaches in product development. Additionally, the data is converted into quantitative data using a scale of 1 to 5, which is then tabulated and examined to determine the viability of the product. Figure 1 provides information.

FIGURE 1. research step

Media specialists, material experts, and users complete the scale assessment according to Table 1 when performing product evaluations.

Table 1. Goodie Book Product Feasibility Assessment Instrument

No	Aspect	Number of criteria	Number
1	Complete material	2	1,2
2	Depth and breadth of material	4	3,4,5,6
3	Material clarity	4	7,8,9,10
4	Media content	6	11,12,13,14,15,16
5	Design creation	4	17,18,19,20
6	Presentation	5	21,22,23,24,25

The processes in this data analysis technique are based on the outcomes of evaluations by media professionals, content experts, and consumers using a scale of 5 that is modified to the scoring guidelines in Table 2.

TABLE 2. Score guide

No	Criteria	Scale	Average score interval	100% conformity
1	Very good	5	$4,2 < X$	81 – 100%
2	Good	4	$3,4 < X < 4,2$	61 - 80%
3	Enough	3	$2,6 < X < 3,4$	41 – 60%
4	Not Enough	2	$1,8 < X < 3,4$	21- 40%
5	Very less	1	$X < 1,8$	X < 21%

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RESULTS AND DISCUSSION

Data Collection

In this RnD research activity, information is gathered through interviews, observation, and documentation from Daily Learning Program Plan (RPPH) records. Two of the kindergarten B Al Fajar teachers were subjected to interviews. Interviews were done to learn how learning activities involving fine motor skills were prepared, carried out, and evaluated in the classroom. The findings in learning planning found in the RPPH were based on the findings of these interviews. When effective learning takes place, the teacher uses Student Worksheets (LKS) four times in a single day. When I was watching, I saw people using the worksheet a lot. Additionally, based on observations, it appears that some students are less passionate about writing and working on LKS, and they request alternate tasks from the teacher.

Product Design

The goodie book is in the shape of a square with a size of 20 x 23 cm. Products are made of cloth colorful flannel, equipped with various complementary accessories. Goodie book is equipped with a handle rope on the front so it is easy to carry. In in the Goodie Book consists of 7 activities that can be used in learning. With indicators derived from Permendikbud No. 137 regarding Standards for Child Development Achievement Levels (STPPA) in the area of development fine motor, Goodie Book Media Design contains product requirements that are tailored to early childhood development phases, particularly 5–6 years old. There is an indicator on each activity sheet in the activity book that links to the indicators in table 3.

There are various activities on each activity sheet in the goodie book learning material. In this goodie book media, button-up attire is the initial activity. In the child engages in this activity by pulling the zipper and inserting a button into the shirt hole. Beginning with the size of the large, medium, and small buttons, activity eventually moves on to tugging the dress's zipper. The second activity is doing laundry, when the kids take on the small roles of washing, drying, and hauling garments. Rope and frog is the third game. This worksheet gives the child the assignment of threading a string through the ribbon thread hole. The activity has two levels of complexity that are tailored to the child's skill level. The youngster can play with several sorts of buckles on the fourth activity sheet, which is called Hook the Gasper. Each degree of difficulty has a different sort of one of five buckles. The fifth action is braiding. Children practice weaving on this activity sheet. The beauty salon is on the sixth worksheet. The child will practice children's hair braiding tasks on this activity sheet, which are adapted to the child's degree of difficulty. The seventh exercise asks the youngster to attach a shoelace to the shoe holes on this sheet. The media design for the goodie book is shown in Figure 1-8

TABLE 3. Goodie Book Activity Indicator

No	Indicator
1	Eye and hand coordination to perform complex movements
2	Control hand movements using smooth muscles
3	Express yourself by creating art using various media
4	Carry out the work process according to the procedure
5	Doing activities that show the child is skilled at using the right and left hands in various activities

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FIGURE 2. contents of the goodie book product

Eligibility Validation by Experts

A total score of 46 out of a possible 50, with an optimum percentage of 90%, indicates a very good category, according to the results of the validation by material experts, which are shown in Tables 4 and 5 along with the results of the validation by media experts.

The overall value is 68 from a maximum value of 75 with an optimum percentage of 90%, which denotes a category of very good, according to the media expert's validation results.

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TABLE 4. Validation Assessment by Material Expert Goodie Book

No	Assessment aspect	Score	Max.score ideal	Ideal percentage	Information
1	Completeness of the contents of the material	9	10	90	Very Good
2	Depth and flexibility material	18	20	90	Very Good
3	Material clarity	18	20	90	Very Good
	Total	46	50	90	Very Good

TABLE 5. Validation assessment by goodie book media experts

No	Assessment aspect	Score	Max.score ideal	Ideal percentage	Information
1	Media content	27	30	90	Very Good
2	Design creation	17	20	85	Very Good
3	Presentation	24	25	96	Very Good
	Total	68	75	90	Very Good

Product Revision

When creating goodie book learning materials, revisions are made in accordance with or as a result of feedback from media and material specialists. Revisions are made in the usage of glue, the size of the box in the weaving activity, and the size of the buttonhole according to media specialists. The goodie book product was then submitted once again to material experts and media specialists after adjustments were made.

Product Feasibility Analysis by Users / Users

Table 6 demonstrates that the user's assessment yielded a total score of 108.5, which is below the maximum ideal value of 125 and falls into the 87% very good category.

TABLE 6. Rating results by users

No	Grading item	Score		Average value	Max.score ideal	Ideal percentage	Information
		I	II				
1	Completeness of the contents of the material	8	9	8,5	10	85	Very Good
2	Depth and flexibility material	16	17	16,5	20	82,5	Very Good
3	Material clarity	17	18	17,5	20	87,5	Very Good
4	Media content	26	25	25,5	30	85	Very Good
5	Design creation	18	18	18	20	90	Very Good
6	Presentation	23	22	22,5	25	90	Very Good
	Total	108	109	108,5	125	87	Very Good

Trial Stage

The trial phase of this study will come next. Limited trial stages were used in this study (Sugiyono, 2015). Six children of Kindergarten B students participated in the trial at Al Fajar Kindergarten Juwiring. Trial phases are depicted in Figure 3

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FIGURE 3. Trial stages

The initial stage of employing learning material is the experimentation phase. Goodie books are used to present the media that teachers provide their students, introduce related elements, and use the product. Goodie booklets are used by teachers and students in fine motor learning exercises.

Table 7 shows the proficiency assessment data for learning through the media fine motoric goodie book for group B students at AL Fajar Kindergarten

TABLE 7. Product trial scores

No	Name	Activity sheet							Amount	Average value	Max score ideal	Ideal %	Inf
		1	**2**	**3**	**4**	**5**	**6**	**7**					
1	AR	12	11	11	12	12	13	13	84	12	105	80	G
2	KN	13	12	13	12	14	14	14	92	13,1	105	87	VG
3	AB	13	11	12	12	12	12	13	85	12,1	105	81	G
4	KS	14	12	13	14	14	13	13	93	13,3	105	88	VG
5	HN	13	13	14	12	13	14	13	92	13,1	105	87	VG
6	KY	13	14	13	14	13	14	14	95	13,6	105	90	VG
Total		78	73	76	76	78	80	80	541	12,8	630	85,5	VG

Information:

G   :Good

VG   : Very good

DISCUSSION

Goodie books are physical learning aids that resemble books but can be handled more easily like bags since they have handles on the covers. Flannel is used to make goodie books, which come with decorations in a variety of colors to make them more appealing to kids. It is recommended that Kindergarten B students, who are between the ages of 5 and 6, use this goodie book product in their instruction and learning. Product eligibility based on the findings of material specialists, the media, and the instructor as a user. Depending on the validation score this demonstrates that a) material specialists' validation results in an overall score of 46 points, with a possible maximum value of 50; an ideal score is 90%, which equates to a very good value. b) The validation findings from the media experts indicate a total value of 68 points out of a possible score of 75 and an optimum percentage of 90%, indicating a very good class. c) Given that the optimum percentage is 87% and the average score of two or more users is 108.5, the requirements are met very impressive. Because it complies with the percentage of media that meets requirements, validation shows that the goodie book is practical to use and can be produced as a learning outcome.

Learning activities are carried out in accordance with STPPA prior to using the goodie book, although just one STPPA indicator is emphasized. The activity in the goodie book was created using 5 indicators from the Level of Achievement Standard Child Development for children between the ages of 5 and 6 in the area of fine motor abilities. So the goodies book can help young children, especially those between the ages of 5 and 6, improve their fine motor skills. Because of the significance of early childhood development, teachers should take care of and promote fine motor abilities in their students. Therefore, in order to maximize student growth, the instructor must choose the approach and use the tool as an attractive media or intermediary that modifies the stage of the development of children's fine motor skills. The following development will be able to function smoothly when a child already understands how to coordinate his fine motor abilities at a young age, and vice versa. According to

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the findings of experiments, the goodie book can make it simpler for teachers to enhance children's fine motor teaching and learning activities and concentrate more on subtle movements, like inserting a rope or engaging in finger braiding. This can help develop skills that require and have an impact on good hand coordination.

Goodie book media are portable and can be utilized in a variety of ways. Learning resources and tools are readily available, secure, useful, and simple to use. According to (Fitriyah et al., 2021), a flannel-bound book qualifies as a goodie book. In addition, (Smolucha & Smolucha, 2021) claim that media is a form of communication whose benefits include enhancing kids' cognitive and motor development. Students may become disinterested in fine motor teaching and learning activities if they are used regularly and continuously (Wilburn et al., 2020). Consequently, using goodie book medium in educational activities when pupils are offered learning exercises, boredom can be reduced by using their fine motor abilities.

A busy book on components of fine motor development for children ages 4-5 was developed in the past, and study into its viability as a learning tool revealed that (Fitriyah et al., 2021). based on scientific findings this led to the development of a research on kids between the ages of 5 and 6 whose findings might be applied to teaching fine motor skills. The findings of this study are hoped to be able to contribute to the field of early childhood education and good motor learning activities. When a teacher may use kid-friendly media during teaching and learning activities, the expected results are maximized as well.

CONCLUSION

Use of Goodie Book Media is appropriate for developing fine motor skills Children 5 to 6 years old. The viability of the Goodie Book product is based on user and restricted media usage testing validation results. According to the findings of the material expert validation, the product quality is very good (SB) at the recommended level of 90%. Following validation by media professionals, very good quality (SB) with an ideal value of 90% was attained. Six Kindergarten B students from Al Fajar Kindergarten, aged 5 to 6, participated in a small number of trials. The use of the goodie book in fine motor learning activities can be inferred from test results and tests that have been conducted. Based on the findings of the user's evaluation, a Very Good criteria score (SB) with an optimal percentage level of 87% is obtained. Therefore, results validation demonstrated that treatment medium was suitable for children's learning of fine motor skills at the age of 5 to 6.

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Management of Learning Resources in Strengthening Pancasila Student Profile Implementation

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Abstract. One of the most important things to improve learning quality is managing learning materials. In real terms, however, many educational institutions are capable of delivering numerous types of learning resources but fail to manage them. In this essay, will address the significance of managing learning resources, particularly in the pursuit of a Pancasila profile. This article was created following the PRISMA approach, with many references included and excluded. The findings indicate that with proper learning resource management, it will be possible to improve the many domains required to reach the Pancasila profile. The domains at issue include affective, cognitive, and psychomotor. Other evidence gained indicates that learning resource management can be employed in distant learning, which can also able to achieve the goals of the Pancasila profile.

Keyword : Management of Learning Resource, Pancasila Profile

INTRODUCTION

Education is an issue that must be considered to warranty a country's quality. According to this concept, education must be able to develop all of its potential to be able to live and to live life as a whole so that it becomes an educated human being, both intellectually, affectively, and psychomotorly(Angga et al., 2022). The affective domain is a field that develops Graduate Competency Standards in spiritual and social terms based on these many components. (Nasution, 2006) defines affective as "the development of feelings, attitudes, values, and emotions.

The affective domain became excluded during the Covid 19 era due to a transition in the direct teaching system to online instruction, which affected entire generations of students worldwide (Nugraha, 2022). In Italy, the disadvantages of online education may be felt by young Italians in a variety of areas of their personal lives, including job stability, work career prospects, income levels, economic duration of reliance on parents, the ability to take on conjugal and parental roles, and so on (Bazoli et al., 2022). Teachers frequently struggle with assessing the emotive domain in online learning. Affective assessment is linked to student behavior assessment. Direct observation is the only way to assess behavior Direct observation, however, is not possible in distant learning. In other words, the affective domain assessment performed by online learning is more difficult for educators to perform since educators do not directly observe student behavior. The inability to monitor students personally in remote learning is not an excuse for not carrying out the affective domain assessment. This is due to the demands and obligations placed on teachers in the implementation of social competence. This social competency refers to the teacher's capacity to communicate and interact effectively both inside and outside of the classroom. (Hutapea, 2022).

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The issuance of the Minister of Education and Culture Circular Number 4 of 2020 regarding the implementation of Education Policy in the Emergency Period of the Spread of Covid-19, schools have began to carry out online teaching and learning starting March 2020. Online learning is thought to be in line with the vision and mission of future learning in the 4.0 industrial revolution and 5.0 society (Indarta et al., 2022). Nadiem Makarim, Minister of Education, Culture, Research, and Technology (Mendikbud Ristek), explained that there are issues such as unreliable connectivity and the lack of a device, which are fundamental issues that make implementing online learning in various regions difficult. Students' motivation suffers as well because they must study at home rather than among their friends as they do at school. Students are not developed enough to respond to this pandemic condition, particularly to learn independently.(Widyasari et al., 2022). The pandemic's influence has caused students to fall behind in their learning (learning loss) and to experience learning gaps. (Farhan Zabdul Aziz, Farid Setiawan, David Hariadi, 2022)

To solve this, the Ministry of Education and Culture established the Pancasila Profile and launched the Mobilization School Program. The goal of driving schools is not only to transfer knowledge, but also to change or shape a person's character and personality so that they become better, have qualifying skills, are more courteous at the level of ethics and aesthetics, and, most importantly, behave in everyday life.(Ineu et al., 2022). Based on the above-mentioned objective phenomena, specific steps should be taken to realize the Pancasila Student Profile, which is now being implemented.(Irawati et al., 2022).

The embodiment in achieving the Pancasila profile is inseparable from the process of implementing learning. The learning process will be maximized if it is supported by good management of learning resources. Learning resources are an inseparable part of student learning activities and really help develop cognitive, social, language, motor, moral affect and so on (Suhirman, 2018). From the various opinions and phenomena above, a review analysis is needed on the link between the management of learning resources and the increase in the affective domain of the Pancasila profile.
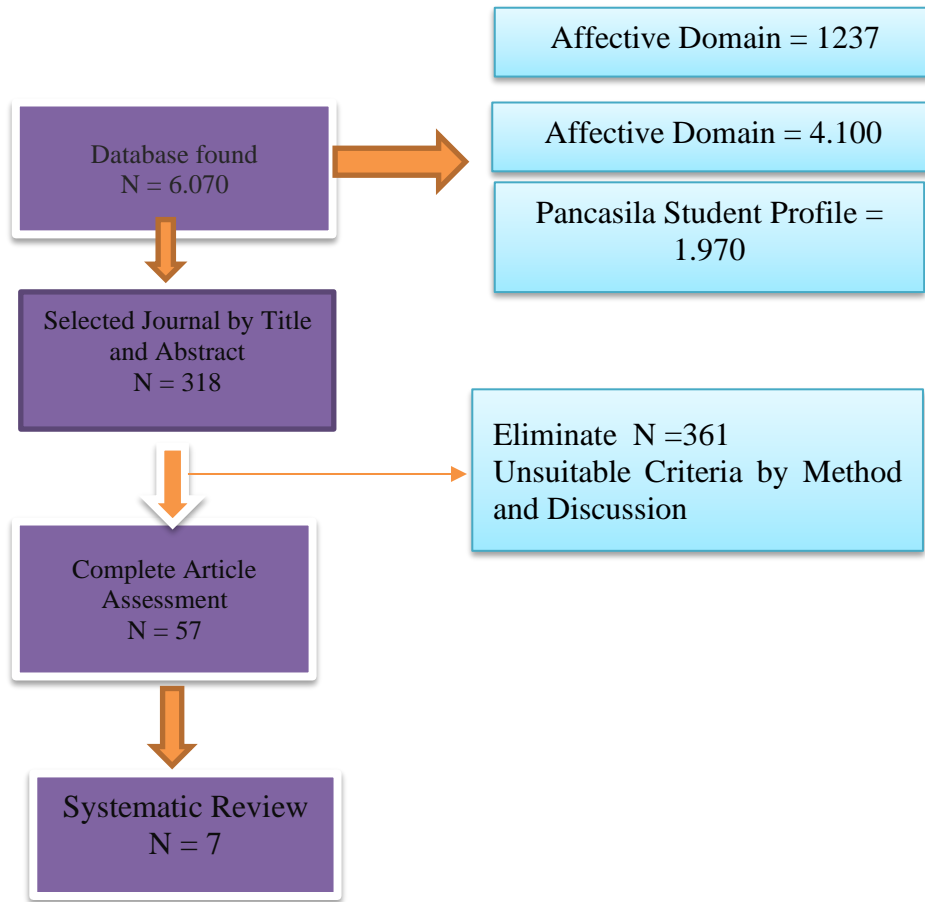
METHOD

A systematic review based on a systematic review based on the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) technique was employed. Prism is a technique for deriving findings by establishing inclusion and exclusion criteria(Haq et al., 2022). The search is conducted in a methodical and structured manner to aid in the discovery of literature that may be used to analyze a case(Lee et al., 2018). The journal Management of Learning Resources, the Affective Domain, and the Profile of Pancasila Learners in Elementary Schools are the subject of this search. The Google Scholar database was used to search the literature from November 28 to December 4, 2022.. "Management of Learning Resources", "Affective Domain, Profile of Pancasila Learners in Elementary Schools, Spiritual and Social Attitudes" are the keywords utilized. Journal papers are sorted by title and abstract before being chosen based on Criteria. Relevant journals will be issued and then appraised in accordance with inclusion criteria.

TABLE 1. Chosen Article Inclusion Criteria

Criteria	Description
Inclusion	Indonesian
	Keyword compatibility
	Qualitative and Quantitative
Exclusion	Management of Learning Resource
	Affective Domain
	Pancasila Profile

The search for literature yielded 6,070 journal articles based on the Affective Domain variable and the implementation of the Pancasila Learning Profile in elementary schools. The fit of the literature criteria established for a systematic review is then obtained.

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RESULT AND DISCUSS

Seven quantitative and qualitative studies with descriptive and comparative designs were obtained based on research search results. The results of relevant papers are shown in tabular form below, with the title, author, year of publication, research location, research aims, research methods, research samples, and research outcomes included.

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TABLE 2 .Systematic Review

No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
1.	Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022)	Indonesia	The purpose of this study is to conceptually describe how the Pancasila student profile project is strengthened in the prototype curriculum in elementary school driving schools.	Qualitative	Library research, in which research is conducted by reading, noting, and also reviewing literature or reading material that has been chosen and deemed appropriate to the subject matter of study, is then filtered and theoretically poured into the framework of thought related to strengthening Pancasila student projects.	The Pancasila Student Strengthening Project introduces a new dimension to education in Indonesia today, in that the allocation of separate time allows teachers to be more creative in developing projects based on the dimensions and characteristics of students. Furthermore, it gives instructors the freedom to implement a project-based learning method. Teachers will be assisted in implementing Pancasila student strengthening programs through a guided and measurable system.(Safitri et al., 2022)
2.	*Pemanfaatan Video Pembelajaran dengan Mengintegrasikan Profil Pelajar Pancasila Melalui Pembelajaran Jarak Jauh pada Program Kampus Mengajar di SD Negeri Jatimulyo 02 Kota Malang* Muslichah, M., Mahardhani, A. J., Azzahra, A. F. N., & Ekwa, D (2021)	Indonesia	strives to create a learning environment that is engaging, interesting, and competitive by employing video learning and integrating Pancasila student profiles.	Qualitative	SDN Jatimulyo 02 Malang Students	Based on the findings of this exercise, it is possible to conclude that education can survive if people can adjust to the current pandemic condition. So that the field of education does not lose its identity as a platform for educating the children of the nation. Students at SDN Jatimulyo 02 Malang now have access to a Pancasila student profile. Starting with prayer before and after teaching and learning activities, to respecting and appreciating teachers and friends, to completing assignments independently and

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No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
						honestly, to conserving the environment.(Muslichah et al., 2021)
3.	Ranah Afektif Peserta Didik Pada Masa Pembelajaran Jarak Jauh: Kajian Kompetensi Sosial Dalam Filosofi Ki Hajar Dawantara Hutapea, R. H (2022)	Indonesia	to investigate the affective domain assessment of remote learning students. In this study, the emotive domain of distance learning students is assessed using Ki Hajar Dewantara's concept of social competency.	Qualitative	Teachers, and an overview of the affective domain assessment of students during the distance learning period	The findings of this study revealed that the essence of Ki Hajar Dewantara's ideology is exemplary and teacher interest in establishing ideals in students and supporting students to succeed. The essence of this theory creates a solid foundation for teachers in conducting emotional domain assessments for students in circumstances and conditions anything, both face-to-face and distance learning. In essence, exceptional and caring teachers in the field emotional learners in distant learning demand commitment. Commitment to paying close attention and providing an assessment of the affective domain that can be measured using a social approach. Commitment is what motivates teachers to carry out their responsibilities effectively and professionally.(Hutapea, 2022)
4.	Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran	Indonesia	Analyzing the use of learning resources (learning resources) in enhancing learning quality.	Qualitative	References and journals related to the use of learning resources	All sources that students can utilize to learn are referred to as learning resources. People, data, the environment, procedures, and media can all be used to boost educational productivity. As a

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No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
	Samsinar, S. (2019)					result, educators must be experienced in selecting learning materials by considering a variety of factors such as the goals to be reached, the learning resources to be used, and the school's and students' circumstances and conditions. (Samsinar, 2019)
5.	Pengaruh Youtube sebagai Media Pembelajaran Dalam Perkembangan Kognitif, Afektif, dan Psikomotorik Siswa Herminingsih, dkk (2022)	Indonesia	Understanding the impact of YouTube as a learning medium on the development of cognitive, emotional, and psychomotor values promotes the development of students' values.	Qualitative	28 students of MAN 2 kota Palu	The value of the development of cognitive values, the development of emotive values, the development of psychomotor values of students, and the simultaneous influence on the development of student values was significantly increased by 55.2% of SKI respondents, with a percentage value of 11.37%. (Herminingsih et al., 2022)
6.	Pengelolaan Sumber Belajar dalam Meningkatkan Pemahaman Peserta Didik Suhirman, (2021)	Indonesia	Learning resources can be used to increase student understanding in the form of messages, people, materials, equipment, techniques, environment, materials, events	Journal Review	Various learning resources-related publications	Patterns of interaction between students and diverse learning resources are required in the usage of learning resources, and students receive all learning resources at the same level. Students' grasp of the learning process will improve as a result of this engagement. (Suhirman, 2018)
7.	Pengaruh Ketersediaan Sumber Belajar dan Minat	Indonesia	Explaining the effect of learning resource	Descriptive Quantitative	All Grade VII students of SMP Muhammadiya	The findings revealed that the availability of learning resources influenced learning

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No	Title (Author, Year)	Country	Purpose	Method	Sample	Result
	Terhadap Hasil Belajar IPS Kelas VII SMPM 06 Dau Maghfiroh, dkk. (2022)		availability on students' social studies learning outcomes, explaining the effect of learning interest on students' social studies learning outcomes, and explaining the effect of learning resource availability and learning interest on students' social studies learning outcomes		h 06 Dau Malang	outcomes, interest in learning influenced learning outcomes, and the availability of learning resources and interest in learning influenced social studies learning outcomes with a significance level of (0.01) (0.05).(Maghfiroh et al., 2022)

According to the findings of the systematic review, there is integration between learning resource management and the Pancasila profile. Table 3 shows the link between the two to simplify it. Below

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TABLE 3. Journal Result

Management of Learning Resources in Strengthening the Implementation of Pancasila Student Profiles	Journal
Management of Learning Resources is intimately tied to the affective part of supporting the Pancasila Profile implementation.	**Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia** (Safitri, A., Wulandari, D., & Herlambang, Y. T. 2022) **Pengaruh Youtube sebagai Media Pembelajaran Dalam Perkembangan Kognitif, Afektif, dan Psikomotorik Siswa** (Herminingsih, dkk 2022) **Ranah Afektif Peserta didik Pada Masa Pembelajaran Jarak Jauh: Kajian Kompetensi sosial dalam filosopi KI Hajar Dewantara** (Printo Hasiholan Hutapea,2022)
Management of Learning Resources is intimately tied to cognitive factors in enabling the Pancasila Profile implementation.	**Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran** (Samsinar, S.(2019) **Pengelolaan Sumber Belajar dalam Meningkatkan Pemahaman Peserta Didik** (Suhirman, 2021) **Pengaruh Ketersediaan Sumber Belajar dan Minat Terhadap Hasil Belajar IPS Kelas VII SMPM 06 Dau** (Maghfiroh, dkk. 2022)
In distant learning, the use of video as a learning resource in applying the Pancasila profile is beneficial.	**Pemanfaatan Video Pembelajaran dengan Mengintegrasikan Profil Pelajar Pancasila Melalui Pembelajaran Jarak Jauh pada Program Kampus Mengajar di SD Negeri Jatimulyo 02 Kota Malang** (Maria Muslichah, Ardhana Januar Mahardhani, Aisyah Fitri Nur Azzahra, Dea Ekwa, Cahya Safitri, Hardiansyah, Istiqomah Ahsanu Amala, Syafira Nur Nabila,2022)

Learning in the network (online) from 2020 to 2022 causes a learning loss (learning crisis), which is a condition in which a small part or the majority of knowledge and skills are lost in academic development, usually due to disruption of the learning process in the world of education. School closures during the pandemic had an effect not only on health, but also on education and kids' general development. Teachers frequently encounter difficulties in assessing the emotive domain in distance learning. Affective assessment is linked to student behavior assessment. Direct observation is the only way to assess behavior. (Hutapea, 2022). Along with this learning process, educators attempt to build numerous learning innovations, such as the Pancasila profile program's success. (Muslichah et al., 2021) concluded that the usage of video-based learning tools could increase student learning results, particularly in the emotive domain of students.

Through the use of Pancasila student profiles, efforts can be made to improve students' affective domains. Various studies also conduct student profiles. (Hutapea, 2022) demonstrated how the results of ideas in the shape

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of great personalities could inspire pupils through distance learning. He highlighted the findings of Ki Hajar Dewantara's views as a source of distant learning in his research. According to the findings, a commitment to paying attention to and providing an affective assessment with a social perspective is required when using this learning resource.

The Pancasila Student Profile has six competencies organized as major dimensions. The six are interconnected and mutually reinforcing, therefore efforts to attain a complete Pancasila Student Profile necessitate the growth of all six dimensions at the same time, not in stages. 1) Faithful, committed to God Almighty, and noble, 2) Independent, 3) Critical Reasoning, 4) Creative, 5) Mutual cooperation, and 6) Global diversity are the six dimensions. They must grow together, thus educators must not focus solely on one or two dimensions.(Irawati et al., 2022).

Management of learning resources is critical in the cognitive domain and can even influence student learning interest.. According to the research of (Samsinar, 2019) It will be able to increase the quality of integrated learning in the methods, data, people, environment, and media being taught with proper management of learning resources. Collaboration across all of these factors has the potential to improve student learning results. Based od the research of Suhirman, (2021) indicates that it is even necessary to have a pattern of interaction between students with distinct learning tools. This interaction will improve students' knowledge of the learning process. Student comprehension is a sign of critical thinking, which is required by the Pancasila Profile.

Based on the findings of this PRISMA review, it is possible to conclude that good learning resource management can improve all affective, psychomotor, and cognitive domains of students, particularly the integration of these three domains in achieving the Pancasila profile

CONCLUSION

According to the findings of systematic study, learning resource management plays a role in establishing quality learning. Students will be able to attain learning objectives in both affective, cognitive, and psychomotor domains with excellent learning. Management of learning resources can be done not only in person, but also via remote learning employing learning films or access via YouTube. With an increase in students in these three domains, the correct utilization of learning materials may be able to realize Pancasila's profile

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