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1. Administration in Education
2. Early Childhood
3. Educational Leadership
4. Gender, Sexualities and Cultural Studies
5. Inclusive Education
6. Motivation and Learning
7. Professional and Higher Education
8. Teacher Education and Research Innovation
9. Technology and Learning

Each submitted article will be reviewed by at least two reviewers. During this pandemic time we encourage safety and health to researchers at all times. We also thank researchers for supporting JKP UHAMKA. This full paper consists of 8 articles published at 5 December 2021.

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REQUIREMENTS

PUBLICATIONS FORMAT OF JKP UHAMKA

1. Jurnal Kepemimpinan Pendidikan is open to the scientific community in the field of education. Manuscripts are written research reports, policy development reports, current educational administration issues, and original book reviews, attached to it that have not been published in other publishers.

2. Manuscripts are sent to the Editor's address as many as 2 (two) copies of hardcopy and must be accompanied by softcopy with *.Doc files on CD or via e-mail. With A4 paper size and margin format on four sides 2 cm apart, font Times News Roman size 11 (Except for titles with font 14 and abstract 10), spasis 1.5, page numbers written in the lower left corner, ranging from 10-18 pages including tables, graphs, diagrams, photos, images and bibliography.

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- **ABSTRACTS:** are written in Indonesian and/or English no more than 200 words.
- **KEYWORDS:** set of English keywords are both formatted in bold type. The keywords should be chosen to be suitable for both an index of the proceedings and for electronic search.
- **INTRODUCTION :**(contains justification of the importance of research carried out, research problems and briefly illustrates the theoretical review of the research conducted, and the novelty produced by this research essence).
- **RESEARCH METHODS**
- **RESEARCH RESULT**
- **FINDINGS AND DISCUSSION** (analysis of research results and theoretical suitability)
- **CONCLUSIONS AND SUGGESTIONS**
- **REFERENCES**

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Formula: The formula is typed using MS Equation and given a number (at in brackets) on the right side.

Table: Numbers and table names are placed in the middle, above the table box

Graphs, diagrams, drawings: Numbers and names are placed in the middle below the object.

5. The completeness of the substance of the text is examined by the competent reviewer in accordance with the journal manuscript with the original editor's expertise field.

6. All parts of the script, in the discussion section, tables and graphs, must be made in the black and white method (not color or grayscale). If needed, images can be presented in grayscale, but not color.

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THE EFFECT OF SCHOOL MANAGEMENT AND STUDENT LEARNING CULTURE ON STUDENT LEARNING EFFECTIVENESS

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ABSTRACT

The effectiveness of student learning in schools is the main responsibility of a leader, where leaders help teachers to do better. Performance appraisals are conducted to tell teachers what management expects to build a better understanding of each other. Assessment must recognize achievement and make plans to improve Student Learning Effectiveness. Research objectives: 1) To find out how much influence school management has on student learning effectiveness. 2) To find out how much influence the Student Learning Culture has on the Effectiveness of Student Learning. 3) To find out how much influence School Management and Student Learning Culture collectively have on Student Learning Effectiveness. This research is a case study research with a survey approach. The sample amounted to 61 people with Use a simple random sample method to determine the sample size. Data is collected through questionnaires and interviews, and data analysis techniques use multiple regression techniques. Conclusion: 1) School management has a positive impact on improving student learning efficiency. 2) Student learning culture has a positive impact on improving student learning efficiency. 3) Have a positive impact on school management and Student Learning Culture together to increase the effectiveness of student learning.

Keywords: *School Management, Learning Culture and Student Learning Effectiveness*

INTRODUCTION

Education is one of the means to improve the quality of human resources (HR), where basically education has a role in increasing basic human abilities to be able to utilize, develop, and master science and technology. Quality human resources are very important, in carrying out sustainable development. Therefore, the expansion and equitable distribution of learning opportunities is one of the main priorities in development, both educational facilities and infrastructure.

The mandate to carry out various educations needed to fulfill independence and liberate the life of the nation is stated in the fourth paragraph of the Preamble to the 1945 Constitution, namely: "to educate the life of the nation, and in Article 31 of the 1945 Constitution, that: (1) Every citizens have the right to receive teaching, (2) The government seeks to organize a national teaching system regulated by law (UU). The definition of "teaching" in Article 31 of the 1945 Constitution is identical to the definition of education as it is known today. The term "teaching" in the past was also attached to the name of the Department of Teaching which is now the Ministry of National Education. Changes in the important nature of the HR function and the HR department. These changes require HR to continuously improve their commitment, skills, knowledge and high abilities. The existence of school management

is very necessary in every school in order to achieve the set goals. As we all know, achieving the goals of this school is what every school wants. But on the other hand, if teachers perform poorly, it is of course difficult to achieve good and satisfactory results. The low performance of the teacher is more unfavorable if the teacher experiences difficulties at work and tends to give up rather than overcoming these difficulties.

School culture demonstrates the values, beliefs and principles that underlie a school management system as well as management practices and behaviors that reinforce and reinforce these basic principles. The existence of a good school culture will facilitate the achievement of good student achievement.

From this description, it can provide an understanding that the school's organizational culture will be able to explain how schools function, such as whether the school's internal mechanisms occur, because school members enter schools with the cultural provisions they have, some of which are positive, namely those that support quality improvement learning. However, there is something negative, namely that it hinders efforts to improve the quality of learning.

This is in accordance with the results of research conducted by (Guruh Rafsanjani and Sulasno, 2017) A positive culture that is less supportive has resulted in delays or delays in the implementation of school policies, meaning that organizational culture with all its problems can interfere or affect the effectiveness of school policies. The results show that from the results of correlation analysis and regression equation, the correlation value $r=0.627$ of organizational culture (X) to school policy (Y) effectiveness, that is, organizational culture (X) school policy effectiveness (Y) is very strong. And the nature of the relationship is positive (+), which means that the better the organizational culture, the higher the effectiveness of school policies. The value of the determinant coefficient is 39%. Thus, it can be seen that the level of influence of organizational culture on the effectiveness of school policies is 39%.

To create a quality education, it must be supported by the effectiveness of student learning. In increasing the effectiveness of student learning, there are several things that can influence it, including the learning methods used, and the quality of teachers in delivering teaching. This is based on the results of the research

According to the author's preliminary observation in July 2020, in the context of preventing the Covid-19 pandemic, the teaching activities will be adjusted to the PSBB (large-scale social restriction) implemented in DKI Jakarta to achieve the learning effect of SDN. Jatipulo 06 am, the method applied learning method is teaching method and program learning method, Because the study time is limited, although there are a lot of materials to be taught, and the educational institutions that open elementary schools have fewer teachers and a large number of students. Programmed learning methods use specially prepared teaching materials. The teaching content in it must be broken down into small steps, sequenced carefully, directed to reduce errors, and followed by immediate feedback.

Starting from the description above, a research will be conducted on "The Influence of School Management and Student Learning Culture on the Effectiveness of Student Learning at SDN Jatipulo 06 Pagi

METHOD

A. Research Approach and Method

The approach used in this research is a quantitative approach by using descriptive methods as well as explanatory methods.

Quantitative approach is an approach in research that uses numbers. The description method is a research method that aims to provide an overview of the phenomena and symptoms of the variables of the object being studied, while the explanatory method is a study that aims to explain the relationship or influence of a variable on other variables and to test research hypotheses.

B. Conceptual Definition

1. School Management Concept

School Management is a systematic, systemic and comprehensive collaborative process in order to realize national education goals in accordance with the skills, attitudes and

appreciation possessed by teachers to be able to carry out learning tasks. The most important thing in school management is the management of the components of the school itself.

2. School Culture Concept

Learning culture comes from the concept of culture, strictly speaking, culture is defined as the overall knowledge of humans as social beings that are used to understand and interpret their environmental experiences and become the basic framework for creating and encouraging the realization of behavior.

3. The Concept of Learning Effectiveness

The effectiveness of student learning is the ability of students to choose the right learning objectives or the right equipment to achieve the learning objectives that have been set.

4. Variable Operationalization

Research variables are everything that will be the object of research observation that has a variety of values. Variables are generally Divided into 2 (two), namely: (a) the dependent variable (endogenous), which is the main variable in an observation, and (b) the independent variable (exogenous), which is the variable that can affect the change of the dependent variable. The research variables used in this study are:

- a. Independent Variable, this variable is a variable that affects the dependent variable. In this case school management and school culture.
- b. The dependent variable is the dependent variable and is affected by the independent variable. At this case Learning Effectiveness.

C. Type of Research

This study uses descriptive and verification methods, the research is limited to efforts to reveal a problem and the situation as it is (factual). Furthermore, descriptive research intends to make a description of situations or events so that it can be concluded that the descriptive research method is an attempt to describe the ongoing situation at that time based on facts obtained from direct respondents, but this research may not involve everyone. in an organization / institution. Therefore, the respondents who were involved in writing were only grade IV, V and VI students at SDN Jatipulo 06 Pagi.

D. Data Sources and Respondents

The source of the data was obtained from the research location, namely SDN Jatipulo 06 Pagi, while the nature of the data collected was primary and secondary data. Secondary data is data received directly from the source, while primary data is data from students in grades IV, V and VISDN Jatipulo 06 Pagi. The primary data extracted in this study came from respondents who were active students at SDN Jatipulo 06 Pagi

E. Population and Sample

1. Population

Population is a generalized area composed of objects/subjects with a certain number and characteristics, which are used by researchers to conduct research and then draw conclusions (all research objects). So the population is not only people, but also objects and other natural objects.

The population is not only the number of research objects/subjects, but also all the characteristics/properties of the subject or objects. The population is not only the number of research objects/objects, but also all the characteristics/attributes possessed by the objects or objects. The population of this study is 103 students grades IV, V and VI.

Table 3.2
Total Research Population

No.	Jumlah Siswa	Jumlah
1.	Kelas IV	33
2.	Kelas V	35
3.	Kelas VI	35
Jumlah		103

Source: Jatipulo Elementary School Adm Section 6 am

2. Sampling Technique

To obtain data sourced from respondents, a sample is drawn from a population. The definition of population According to (Sugiyono, 2010), the population is: "a generalized area composed of objects/themes with certain qualities and characteristics, determined by researchers to study and draw conclusions". The definition of a sample is: "a part of the population and characteristics".

In determining the size of the sample to be taken in order to obtain representative data, there are actually no strict rules about the number of samples required for a study from the available population. There is also no clear definition of what is meant by large and small samples. Sanfod Labovitz and Robert Hagedom (2006:58) stated, that: "Representativeness more or less depends on the level of accuracy carried out in determining the population, the adequacy of the sample and the heterogeneity of the population".

Based on this opinion, the authors took a sample of 103 students at SDN 06 Jatipulo this morning. However, due to the current COVID-19 pandemic and limited research time. Researchers only get a sample of 61 students. Or about 59.2% of SDN 06 Jatipulo Pagi fourth, fifth, and sixth grade students.

Thus the number of samples has met the criteria conveyed by Sugiyono (2010: 17), "Part of the number and characteristics possessed by the population".

F. Validity and Reliability Test

A scientific research must use a valid and reliable measuring instrument, with the following quality measures:

1. Validity Test

Validity is related to the degree of accuracy and accuracy of the measuring instrument in carrying out its size function (Saifuddin Azwar, 2003). In this study, the authors use item validity to determine the extent to which the existing items cover all the factors to be measured. Furthermore, the validity of these factors is intended to analyze the relationship between factors in each variable.

In this study, the measurement of validity used the Pearson Product Moment Correlation calculation using computer assistance, namely the SPSS Version 15 program. The Pearson Product Moment Correlation formula is as follows:

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

Where :

- n : Number of subjects
- X : Score each item
- Y : Total score
- ($\sum X$)² : Square of total item score
- $\sum X^2$: Sum of squares of item scores
- $\sum Y^2$: Sum of squares of total score
- ($\sum X$)² : The square of the total score

$r_{x,y}$: Correlation coefficient

2. Reliability Test

To measure the reliability of the research instrument, the Alpha Cronbach formula was used (Saifuddin Azwar, 2003). Calculation of Cronbach's Alpha was carried out using the help of a computer, namely the SPSS version 25.00 program. The formula for Cronbach's Alpha is as follows:

$$\alpha = \frac{(n)(S^2 - \sum S_i^2)}{(n-1)S^2}$$

Where :

α : coefficient alpha

n : Number of items in the scale

S^2 : Total variance of test scores

S_i^2 : Variance of each scale item

G. Data Analysis Method

The data obtained from the results of this study were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was used to determine the condition of each variable based on the scores obtained, while inferential statistical analysis was needed for hypothesis testing and generalization of the study. Data analysis methods used include (Sugiyono, 2001):

1. Simple and multiple linear regression

a. Simple linear regression

Simple linear regression is based on a functional or causal relationship of one independent variable with one dependent variable. The general equation for simple linear regression is:

$$Y = a + bX$$

Where :

Y = Subject in the predicted dependent variable.

a = Price of Y if X = 0 (constant price).

b = Number of direction or regression coefficient, which shows the number of increase in or a decrease in the dependent variable based on the variable independent. If b (+) then it increases, and if (-) it decreases.

The formula used to find the value of a (constant) and value (regression coefficient) is as follows:

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

$$a = \bar{Y} - b\bar{X}$$

Where:

a = Constant Value

\bar{Y} = Average variable Y

\bar{X} = Average variable X

So the value of b is a function of the correlation coefficient. If the correlation coefficient is high, then the value of b is also large; conversely if the correlation coefficient is low, the price of b is also low (small). In addition, if the correlation coefficient is negative, then the price of b is also negative; and conversely the correlation coefficient is positive, then the price of b is also positive.

b. Multiple linear regression

If simple linear regression is based on a functional or causal relationship of one independent variable with one dependent variable, then multiple linear regression is based on a functional or causal relationship of two or more independent variables with one dependent variable. The general equation for multiple linear regression is:

$$Y = a + b_1 X_1 + b_2 X_2$$

To find the values for a, b1, and b2, the following formula can be used..

$$\begin{array}{rclcl} a n & + & b_1 \sum X_1 & + & b_2 \sum X_2 & = & \sum Y \\ a \sum X_1 & + & b_1 \sum X_1^2 & + & b_2 \sum X_1 X_2 & = & \sum X_1 Y \\ a \sum X_2 & + & b_1 \sum X_1 X_2 & + & b_2 \sum X_2^2 & = & \sum X_2 Y \end{array}$$

2. Calculation of the coefficient of determination

To measure how much influence or contribution the independent variables have on the dependent variable, the coefficient of determination (R²) is used. This coefficient shows the proportion of total variability in the dependent variable described by the regression model. The value of R² is in the interval 0 < R² < 1. Therefore, the better the estimation model in describing the data, the closer the R value is to the value 1 (one). The value of R² can be obtained by the formula:

$$R^2 = (r)^2 \times 100\%$$

Where:

R² = Coefficient of determination

r = Correlation coefficient

3. Hypothesis Testing with t-test and F-test

Hypothesis testing with t-test is used to determine whether the independent variable is significant or not on the dependent variable individually for each variable. The formula used to determine the value of t-count is as follows:

$$t_{hitung} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

After obtaining the t-count value through the above formula, then to interpret the results the following provisions apply:

If t-count > t-table Ho is rejected

If t-count < t-table Ho is accepted

To find out the t-table, the n-2 provision is used at the level of significance (α) of 5% (error rate 5% or 0.05) or confidence level of 95% or 0.95. So if the error rate of a variable is more than 5%, it means that the variable is not significant.

Hypothesis testing with F-test is used to test the relationship between two independent variables together with the dependent variable. The formula is as follows:

$$F_{hitung} = \frac{R^2 / k}{(1 - R^2) / (n - k - 1)}$$

Where :

R² = coefficient of determination

K = number of independent variables

n = number of samples

F-count > F-table, it means Ho is rejected, Ha is accepted.

FINDINGS AND DISCUSSION

Referring to the results of the analysis of the influence of school management and student learning culture on the effectiveness of student learning at SDN Jatipulo 06 Pagi, it is necessary to discuss the existence of each variable as follows:

1. The Effect of School Management on the Effectiveness of Student Learning at SDN Setia Asih 05

Based on the calculation, the t-count value of the school management variable (X1) is 2.483, while the t-table with 60 degrees of freedom on (0.025) is 2.000. Thus, tcount (2,483) > ttable (2,000), so it is clear that Ho is rejected and Ha is accepted. This shows that school management has a positive and significant influence on the effectiveness of student learning at SDN Jatipulo 06 Pagi in Jakarta.

The results of distributing questionnaires for school management variable data show that the lowest score is 30 and the highest score is 69. Thus, the lowest and highest scores are obtained, then the range of scores is 39 (69 – 30). These numbers after being analyzed resulted in: a) Average score (Mean) = 55.7213; b) The mean (median) = 56.4000; c) Mode (Mode) = 60.00; d) Variance (Variance) = 61.104; e) Standard deviation (Standard Deviation) = 7,81693.

Although the results of hypothesis testing have proven that there is a positive and significant effect of school management on student learning effectiveness at SDN Jatipulo 06 Pagi, the effect has not shown optimal numbers. This shows that the school management at SDN Jatipulo 06 Pagi has not shown a very good school management attitude in serving students.

2. The influence of student learning culture on the effectiveness of student learning at SDN Jatipulo 06 Pagi in Jakarta.

Based on the calculation, the tcount value of the student learning culture variable (X2) is 3,422, while the ttable with 60 degrees of freedom at (0.025) is 2,000. Thus, tcount (3.422) > ttable (2,000), so it is clear that Ho is rejected and Ha is accepted. This shows that student learning culture has a positive and significant influence on the effectiveness of student learning at SDN Jatipulo 06 Pagi in Jakarta.

The results of distributing questionnaires for student learning culture variable data show that the lowest score is 32 and the highest score is 71. Thus, the lowest and highest scores are obtained, then the range of scores is 39 (71 – 32). These numbers after being analyzed resulted in: a) Average score (Mean) = 58.5902; b) Middle value (Median) = 59.0000; c) Mode (Mode) = 55.00; d) Variance (Variance) = 54,646; e) Standard deviation (Standard Deviation) = 7.39229.

The results of hypothesis testing have proven that there is a positive and significant influence of student learning culture on student learning effectiveness at SDN Jatipulo 06 Pagi, and the effect shows an optimal number. This shows that the culture of student learning in motivating students in learning to be more active in learning is good.

3. The influence of school management and student learning culture together on the effectiveness of student learning at SDN Setia Asih 05

With the help of computer processing based on SPSS calculations obtained Fcount of 15,621. Meanwhile, the critical value of Ftable with degrees of freedom in the numerator 2 and the denominator 58 at (0.05) is 3.14. Thus Fcount (15.621) > Ftable (3.15), so it is clear that Ho is rejected and Ha is accepted. This shows that together school management and student learning culture can increase the effectiveness of student learning at SDN Jatipulo 06 Pagi in Jakarta.

Based on the data obtained from the results of distributing questionnaires on the dependent variable, namely the effectiveness of student learning (Y), it shows that the final result has the

lowest score of 34 and the highest score of 72. Thus, the range of scores is 38 (72 - 34). After further analysis, these figures resulted in: a) Average score (Mean) = 57.9016; b) The mean (median) = 58.6667; c) Mode (Mode) = 64.00; d) Variance (Variance) = 61.523; e) Standard deviation (Standard Deviation) = 7,84369.

The results of hypothesis testing have proven that there is a positive and significant influence of school management and student learning culture on the effectiveness of student learning at SDN Jatipulo 06 Pagi, and the effect shows an optimal number. This shows that school management and student learning culture in improving student learning effectiveness are good, but innovative steps still need to be taken in order to increase student learning effectiveness in addition to school management and student learning culture itself, for example improving teacher performance by motivating teachers in teaching and providing guidance to students as well as implementing education and training on effective teaching for teachers according to subjects.

CONCLUSIONS

In connection with the discussion of the research results as in the previous chapter IV, the following authors will present the conclusions of the research carried out, namely as follows:

1. From hypothesis testing, it is obtained that the t_{count} value of the School Management variable (X1) is greater than t_{table} , so it is clear that H_0 is rejected and H_a is accepted. This shows that school management has a positive and significant influence on the effectiveness of student learning at SDN Jatipulo 06 Pagi.
2. Based on the calculation results, the t_{count} value of the student learning culture variable (X2) is greater than t_{table} so it is clear that H_0 is rejected and H_a is accepted. This shows that the student's learning culture has a positive and significant influence on the effectiveness of student learning at SDN Jatipulo 06 Pagi.
3. With the help of computer processing based on SPSS calculations, F_{count} is greater than F_{table} so that it is clear that H_0 is rejected and H_a is accepted. This shows that together school management and student learning culture can increase the effectiveness of student learning at SDN Jatipulo 06 Pagi.

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EVALUATION OF 2013 CURRICULUM IMPLEMENTATION AT CIPULIR 01 STATE ELEMENTARY SCHOOL, SOUTH JAKARTA

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ABSTRACT

This study aims to evaluate the implementation of the SD Negeri Cipulir 01 Jakarta Selatan 2013 course. This type of research is descriptive research using qualitative methods. Use interview, observation and recording techniques for data collection. The evaluation model used is the evaluation model of Stake Countenance Model. Analyze data through data simplification, data presentation and drawing conclusions. The technique for checking the validity of data uses triangulation. The results show that in the learning preparation activities, teachers compiled RPP by downloading the lesson plans adapted to school conditions provided on the website of the Ministry of Education and Culture. In the implementation of the 2013 curriculum learning, teachers implemented comprehensive theme learning, adopted a scientific learning method, and adopted a learning model that was in line with the 2013 curriculum philosophy. In learning activities the methods used by the teacher have varied, but are still familiar with conventional learning methods. In the 2013 Curriculum learning assessment, teachers have used authentic assessments to assess the competence of students' attitudes, knowledge and skills. Authentic assessments used by teachers include observations, assessment discussions, performance, portfolios and written. There are several obstacles faced from adjusting the use of methods, lack of school facilities, and evaluations which are quite burdensome for teachers. The making of report cards is also an obstacle due to the teacher's lack of ability to describe an assessment and in the use of technology.

Keywords: *Evaluation; Curriculum Implementation; 2013 Curriculum*

INTRODUCTION

Education It is a way to improve the quality of human resources (HR), where basic education is based on the practice of education and learning, spiritual strength, self-control, personality, intelligence to develop their potential. Respect and competence are crucial for them, the nation, the nation and the state. Education is a place to fulfill the obligation to seek knowledge and as a place to practice knowledge and explore knowledge.

An important part of the education system is the curriculum, as the curriculum is the part of education that is used as a guide for every educational unit, both for administrators and administrators,

especially for teachers and principals. In this case, the curriculum is handled by the state. Because the curriculum is made centralized, each educational unit is required to implement and implement it in accordance with the implementation instructions and technical instructions. Caswel & Campbell (1935) in Majid (2014) defines curriculum with almost the same meaning as: "to be composed From all the experiences that children have under the guidance of a teacher. The curriculum consists of a set of experimental plans that the teacher directs to the student. A set of advanced curricula that incorporate the experience that students will gain during the tour. Educational programs for students are developed under the guidance of teachers in life learning. It is the teacher's responsibility to guide students throughout the course. In addition to students, teachers also have a role in implementing the 2013 curriculum with fellow teachers. The role with fellow teachers in curriculum implementation is to provide support and motivation among fellow teachers and also share the knowledge gained during socialization (Ningrum and Sobri, 2015).

According to the National Education System, with the region's law, in relation to Article 19, with regard to the objective of the objective of target training. 201 3 is a utility that works that is inability and skilled, students should be active in high discussion and determination. In 2013, 2013, 2013, compulsory items of education or equal. From the top of the above one can conclude that the course is a set of plans or learning activity programs that contain objectives, content, and materials or subject matter that will provide learning experiences for students, provide skills, knowledge and to achieve certain educational goals, namely the formation of the character of the learners.

The application of the curriculum is known as curriculum implementation. The curriculum is actually applied in the world of education in schools. According to the Big Indonesian Dictionary, implementation means implementation or application. The curriculum will be implemented in schools In the most educational process. The 2013 Curriculum is the cornerstone of efforts to simplify and integrate subjects that are focused on creating a generation that looks forward to the future. Because the curriculum is designed to present future events. Emphasis is placed on student motivation or students to be better able to perform process skills.

At the beginning, the implementation of the 2013 Curriculum in Elementary Schools has experienced several obstacles or obstacles, because the presence of the 2013 curriculum in the world of education in Indonesia, especially in elementary schools, seems rushed. The education unit and teachers at that time did not have readiness about understanding the substance of the 2013 curriculum as well as the lack of supporting facilities and learning resources to implement the 2013 curriculum. In addition to these problems, other inhibiting factors were also found such as a lack of understanding of teachers about the 2013 curriculum in terms of, objectives, strengths, weaknesses and teaching methods. This results in a sense of indifference or indifference to any curriculum changes that are deemed unimportant or merely considered a formality. Then, as a result of this, the readiness of teachers in teaching the 2013 curriculum is less. Furthermore, it seems that most teachers are just waiting for orders from the government. So that the teacher's initiative in asking questions and seeking understanding of the 2013 curriculum individually is still lacking.

Based on the results of the author's preliminary observations regarding the implementation of the 2013 curriculum, there were several obstacles experienced in implementing the 2013 curriculum, including from the preparation, implementation and evaluation stages. In the preparation stage, the problem faced is that not all teachers have mastered information technology such as computers and the internet so that it hinders the smooth running of tasks such as making lesson plans (RPP), processing grades, using multimedia learning media, and others. Then at the implementation or application stage, the implementation of learning cannot be completed in one meeting or one day because of the many activities that must be carried out by teachers and students. In learning the teacher carries out authentic assessments for every aspect, and students complete dense learning activities. In addition, there are still teachers in the preparatory phase who do not plan to implement the curriculum (RPP), although we all

know that careful planning is needed to facilitate the activities and achieve the maximum goals. This is what happens in the classroom. To facilitate the learning process process, the teacher should plan in advance what to do in class, what learning methods and models will be used. Everything must be carefully prepared so that learning runs smoothly.

Furthermore, the problems faced in the evaluation or assessment phase faced by teachers include the authentic assessment system that cannot be carried out optimally by the teacher considering the large number of students and the large number of assessment elements. This includes managing the list of grades, learning outcomes report books (raport). Teachers do not understand the assessment guidelines so that it is difficult to make midterm exam questions (UTS) or national final exams (UAS) in expressing aspects of knowledge whether it refers to themes or subjects. This is also the impact felt on educators and students with the implementation of the 2013 curriculum policy.

According to Arifin (2016: 5), evaluation is a systematic and continuous process carried out to determine the quality of something, based on certain considerations and criteria in the framework of decision making. Arikunto and Jabar (2014: 2) explain that evaluation is an activity to collect information about how something works, which is then used as a consideration to make a decision. Evaluation is very useful and has many benefits because we can know the level of something as an assessment of what has been done and what will be done. The data obtained from the evaluation will be used as a situation analysis for the next program. The assessment in this evaluation can be neutral, positive or negative or a combination of the two. When something is diagnosed, this will follow a decision on the objection diagnosis. Of course, the course plays an important role in limiting total education policy and at its sole discretion.

The training program's results can be used through the use of policies and curricula and curricula to be used. The course planning examination or software composition, such as the content of content, such as content or exercise agents available in the course. The perfect way, a chexicism can be, in the form of the research system, scientific, scientific, scientific, scientific and research. Diagnosis and research difference is a goal. The purpose of the assessment aims to decide on a training plan or alternative or alternative or alternative plan. Although the study has been calculated analyzing and the analysis of the analysis and analysis of the analysis and analysis of the new theory therefore the purpose of the purpose of the diagnosis / consideration of the purpose of the purpose of the purpose for the purpose of the purpose of consideration based on value / usefulness which will be used for decision making and curriculum improvement.

On the basis of these problems, the authors are interested in conducting more in-depth research related to the evaluation of the implementation of the 2013 curriculum at SDN Cipulir 01 South Jakarta, with the formulation of the problems in this study are: 1) How is the Learning Implementation Plan (RPP) in the 2013 curriculum in SD ?; 2) How is the implementation of authentic assessment in learning activities in SD; 3) To what extent are the factors that support and hinder the implementation of learning in SD?

METHOD

This type of research is a standard study. This type of research is a descriptive study with a qualitative approach. Data collection was performed using interview, observation and documentation methods. The diagnostic model used is the stack quantity model evaluation module. Data were analyzed through data reduction, data presentation and results. The data verification technique is used by means of the triangle. Results show that in the learning preparation activities the teacher has compiled the lesson plans by downloading the lesson plans that have been provided on the Ministry of Education and Culture's website and adapted to school conditions. In the implementation of the 2013 Curriculum learning the teacher has implemented thematic integrative learning, using a scientific learning approach, and a learning model that is in accordance with the concept of the 2013 Curriculum.

FINDINGS AND DISCUSSION

1. Preparation or planning of 2013 curriculum learning

The readiness of learning planning in the implementation of the 2013 curriculum at SD Negeri Cipulir 01, the teacher makes evaluation plans and the preparation of learning tools as a reference in learning activities. The arrangement of learning tools that are arranged in the form of a syllabus and lesson plans, before starting learning the teacher must understand and prepare a lesson plan. Evidence from teacher preparation for lesson planning is taken from interviews to clarify the process of preparing a lesson plan (PPP) and to follow the evaluation of a lesson plan prepared by the teacher. Practice is preceded by lesson plans prepared by teachers, individually and in groups, in relation to the teacher's manual, the student's manual or a specific curriculum.

Planning learning, the first thing to do is the steps in the preparation of RPP, namely such as subject identity, which includes school, subject, class / semester, subject matter / theme and time allocation. Meanwhile, things that must be considered are the formulation of indicators and learning objectives. All learning preparation activities carried out by the teacher in the planning and preparation stage of this RPP are in accordance with what is written in Permendikbud of the Republic of Indonesia Number 22 of 2016 concerning Basic and Secondary Education Process Standards Chapter III of lesson planning which says that:

The lesson plan It is designed as a curriculum and syllabus (LLP) that refers to the quality of the content. Research planning involves the implementation of research projects and the preparation of teaching materials and resources, assessment tools, and research scenarios. Curriculum development and lesson planning are structured in a used teaching way. (2016: 5).

2. Implementation of the Learning Process

The 2013 curriculum is basically an effort of simplification with integrative thematic learning that is prepared to produce a generation that is get ready to face the future. Because the curriculum is designed to present future events. Emphasis is placed on encouraging students to better practice process skills. Permendikbud № 22 of 2016 says that university education, based on the 2013 curriculum, promotes the teaching of integrated subjects by integrating subjects into different aspects of learning and cultural diversity.

In the implementation of the 2013 curriculum, the initial activity or opening of learning begins with apperception activities, delivery of learning objectives, and preparation of learning materials by both the teacher and students and the teacher conducts conditioning so that students are happy and enthusiastic in learning. In accordance with the 2013 curriculum, the implementation of learning in class is required to use a scientific approach, which consists of the process of observing, asking questions, collecting data / trying, analyzing, concluding and communicating.

Based on the research, it is found that most of the teaching methods that teachers teach are done in a systematic and systematic way according to the curriculum developed by teachers (PPP). Only some tips or parts of the curriculum are not implemented by the teacher, for example media for lessons where lesson plans are created to be used for media, power point, video, audio, images, etc. And these changes. Together with other teachers.

In the closing activity, the teacher reflects on the learning being carried out. This is done by asking students about their interests / messages about today's lesson, whether it was interesting / unclear or not. The teacher also asks questions that students usually do not understand, offers oral or written tests, which are then discussed. Collector student's work as portfolio material, a follow-

up to the next activity, usually students are asked to study the lesson for the next meeting, prepare tools / materials for the next lesson, also give homework / homework.

3. Implementation of Authentic Assessments

Authentic assessment is a program that must be prepared in a clear, detailed and precise manner. The preparation of the authentic assessment is poured into an authentic assessment plan. In this stage, what is evaluated is about the readiness of teacher planning in carrying out authentic Assessment, knowledge and skills in educational activities.

The assessment itself is well done, even if the teacher finds the process very difficult. Indicators that do not apply well are behavioral assessment and diary self-assessment (student self-assessment), peer assessment, and project evaluation. Attitude assessment with a journal that must be carried out every day has not been fully implemented. Most teachers rely on memory in students' daily attitudes based on observations, to then recap each of the basic competencies. The daily routine assessment is a skills assessment (KD 4.) and a daily test for knowledge competencies is done once a month (after each theme).

Student self-assessments and peer-to-peer assessments have not been widely used, especially for low-grade classes. Self-assessment is only limited to reflecting on what has been learned, what has been understood, and what is the benefit of learning. Project appraisal usually can be carried out for higher classes. The obstacle is about time. The follow-up to the assessment process is remedial learning and enrichment. Remedial activities are carried out to complete learning that is not according to the expected assessment standards. Meanwhile, enrichment learning is carried out to add material for children whose grades have exceeded the standard. From the results of the interviews, most of the teachers had carried out remedial learning and enrichment.

Evaluations that have always been done are evaluations in the form of daily tests, midterm tests, and end of semester tests. The instrument of assessment and processing of learning outcomes according to most teachers is appropriate and carried out optimally. In terms of setting the time for conducting the assessment, the teacher considers that it has not been done properly. The teacher has reported the value of student learning outcomes to the parents / guardians of students on a regular basis.

The consideration given regarding the implementation of authentic assessments is that the teacher should prepare an assessment plan for one semester to map out the assessments to be carried out Including behavior, knowledge sharing and competencies. Teachers create as much as possible a variety of current assessment tools. Examples of observational case assessment, self-assessment, peer review, and aspects of journal review behavior. Aspects of knowledge using a written test in the form of written test questions.

As for the consideration of fostering teacher performance, training on assessment instruments should be carried out frequently to hone teachers' abilities in terms of evaluation. The training is also carried out at the same time can produce valid and reliable assessment instruments that can later be used together. Improving teacher performance in terms of the learning process can be improved, one of which is by holding teacher working group (KKG) activities. KKG is a collaborative activity for teachers so that they can learn from each other between teachers. One of the obstacles with the KKG activities is how the KKG activities can be carried out without having to leave learning hours at school. Another strategy that can be taken is that schools can send teacher representatives to attend KKG between schools / or by sending teachers to study in other schools that are considered more advanced.

4. Supporting and Inhibiting Factors for the implementation of 2013 Curriculum learning at SD Negeri Cipulir 01

The supporting factors for the implementation of the 2013 curriculum at SD Negeri Cipulir 01, namely 1) All teachers teaching at Cipulir 01 State Elementary School have all participated in 2013 curriculum training. 2) RPP planning. done together. 3) Implementation of the 2013 curriculum makes students more active, creative, innovative and communicative and they are able to socialize with their environment. 4) Development of a digital report card format to make it easier for teachers to classify values. Whereas in the implementation of the teacher still found several obstacles, namely, 1) It takes time to familiarize the teacher in compiling innovative and creative learning steps and learning media. 2) The material coverage is too light, so it requires teachers to look for other learning sources to enrich the material to be delivered. 3) The number of students who exceed the ideal capacity makes it difficult for teachers to make assessments. 4) Teachers still do not understand the assessment in the 2013 curriculum and too many aspects that must be assessed also make teachers inconvenient. 5) Limitations for exchanging information. 5) Limited human resources' ability to keep up with technological developments.

CONCLUSIONS

Based on the results of research regarding the evaluation of the implementation of the 2013 curriculum at SD Negeri Cipulir 01 South Jakarta, the researchers can draw conclusions: 1) In planning the implementation of the 2013 curriculum at SD Negeri Cipulir 01, teachers plan instructively by designing lesson plans and syllabus by downloading from the Ministry of Education and Culture's website. Then the teachers of SD Negeri Cipulir 01 have also developed and adjusted the lesson plans to the conditions of the existing schools, the implementation of the preparation of the lesson plans was carried out jointly with teachers at one level in one school. 2) In implementing Curriculum 2013 learning at SD Negeri Cipulir 01, the teacher has carried out learning in accordance with the concepts and learning methods that are in accordance with the basic concepts of learning Curriculum 2013, although the results are not entirely optimal. In the learning process there are several obstacles and obstacles, namely the source books whose material is too light and shallow, while not all children can access subject matter on the internet. In the process of assessing spiritual attitudes and social attitudes which are not simple and practical, making it inconvenient for educators to include them, especially for senior educators, as well as authentic assessments that not all educators understand. 3) The obstacles faced were from incomplete facilities, adjustment of teachers in teaching using different methods, and evaluation. Cultural problems are quite serious problems because of the difficulty of changing the mindset of students in learning in the 2013 curriculum. In addition, not all teachers have mastered digital skills, authentic assessments that have not been understood and complicated value input are the reasons for the learning process using the 2013 curriculum to be less than optimal. . The lack of availability of facilities and infrastructure in the form of library space, printing machines and projectors, science laboratory space and science teaching aids are also reasons for the constrained implementation of the 2013 curriculum at SD Negeri Cipulir 01.

The factors that support the implementation of the 2013 curriculum learning are: 1) All teachers who teach at Cipulir 01 State Elementary School have all participated in 2013 curriculum training; 2) RPP planning is done together. 3) Implementation of the 2013 curriculum makes students more active, creative, innovative and communicative and they are able to socialize with their environment. 4) Development of a digital report card format to make it easier for teachers to classify values. Inhibiting factors for the implementation of the 2013 curriculum learning, namely: 1) It takes time to familiarize the teacher in compiling innovative and creative learning steps and learning media. 2) The material coverage is too light, so it requires teachers to look for other learning sources to enrich the material to be delivered. 3) The number of students who exceed the ideal capacity makes it difficult for teachers to

make assessments, especially in assessments. 4) Teachers still do not understand the assessment in the 2013 curriculum. 5) Limitations to exchange information.

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EVALUATION OF THE IMPLEMENTATION OF HEALTHY FOOD DELIVERY PROGRAM IN WIJAYA KUSUMAH KINDERGARTEN

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ABSTRACT

This aims to evaluate the context, the, the process and evaluate the product program for providing healthy food in TK Wijaya Kusumah, Ciledug, Tangerang City. This research is an evaluative type of research with a descriptive qualitative approach, in this study using the evaluation model of the Stufflebeam theory, namely CIPP (Context, Input, Process, Product). Data obtained by Interviews, observations and documents. The data used in this study are analyzed by subtracting the data, then they are presented in the form of a statement and the results are confirmed. The results of this study suggest that: The results of the evaluation of the Context of a healthy feeding program at TK Wijaya Kusumah indicate that the program has clear goals and plans. The results of evaluating the input of a healthy feeding program are known that schools and the government have a good role in running this program. The results of the evaluation of the healthy feeding program process show that the process of implementing feeding goes according to the procedures provided by the puskesmas and the problem is the lack of cooperation between parents in providing healthy food to children when the child is at home. The results of product evaluation / healthy food feeding program results in TK Wijaya Kusumah shows that the achievement of a child's health, high, and weight target is in accordance with his age and no child is experiencing severe malnutrition or stunting.

Keywords: *Program Evaluation, Healthy Food, and The Result of Product*

INTRODUCTION

Hunger and malnutrition interfere with teaching and learning activities in schools, attendance, learning, and the regular health of students. The victims, of course, are students; this forces them to drop out of school and thus increases their vulnerability to early marriage, early pregnancy and violence (United Nations World Food Programme (WFP), 2020). Children who are healthy, well-nourished and excel in education have a better chance of reaching their adult potential, strengthening individual and national stability, and making society more resilient in this rapidly changing world (Food and Agriculture Organization and World Health Organization, 2019; United Nations World Food Programme (WFP), 2020). About 73 million primary school children in low-income countries go to

school hungry (United Nations World Food Programme (WFP), 2020). Providing nutritionally nutritious food through the school's diet program is a proven and valuable step in improving the quality and accessibility of children in need, educational outcomes, knowledge development, equity and education. Includes education and health. (Jomaa et al., 2011; Ruel & Alderman, 2013). In addition, the school's diet program can help alleviate poverty by increasing family income for students and their communities. (Food and Agriculture Organization and World Health Organization, 2019; United Nations World Food Programme (WFP), 2020). By early 2020, approximately 388 million children in 161 countries were eating at school every day during the school year (United Nations World Food Programme (WFP), 2020). Recognizing the key benefits, governments in low-income countries have increased budgets for school feeding programs (Food and Agriculture Organization and World Health Organization, 2019; United Nations World Food Programme (WFP), 2020). As a result, school bread has increased significantly in low-income countries over the past decade (36% more than children enrolled in school bread between 2013 and 2020). (United Nations World Food Programme (WFP), 2020).

School food is important for the physical, mental and emotional development of children and young people aged 6 to 19 years. An estimated 66 million school-age children go to school every day worldwide (Plaut et al., 2017). Attending class hungry has a profound impact on children and youth's ability to learn, to develop, and to realize their full potential (Wang & Fawzi, 2020). A school feeding program (sometimes referred to as a school meal program) is an intervention that regularly provides nutritious meals to school-aged children and youth (Food and Agriculture Organization and World Health Organization, 2019). The benefits of school dinners for children and teens include reducing hunger, reducing micronutrients and anemia, preventing overweight and obesity, increasing attendance and schooling, and improving awareness and learning. (Aliyar et al., 2015; McKenzie, 2017). In most countries, the school diet program works to some extent and to some extent. (Khan et al., 2021; Yendaw & Dayour, 2015). Education programs are prevalent in high-income but generally insufficient countries in low- and middle-income countries, where demand is high due to hunger and poverty. (Jomaa et al., 2011). Many countries are intervening to offer only school lunch, focusing on the most dangerous areas, not the world. (Jomaa et al., 2011). It is important to expand the scope of school meal programs and improve the quality of existing programs, which increases their benefits for children and young people.

The provision of healthy food to early childhood or pre-school age should be an important concern for all school residents, namely Foundation Management, School Principals, Educators, Education Personnel as well as all guardians of students, because without maximum attention, the Healthy Food Provision Program will not be in accordance with what is expected and can lead to stunting if the provision of healthy food is continuously carried out without regard to nutritional value.

A healthy and nutritious diet is an important factor for the physical and mental development of the child. Physical and mental development for children with good nutrition is better than for children with poor nutrition. (Popkin et al., 2012; Ruel & Alderman, 2013; Walker et al., 2011) Examples and set up for responsibility for and the debt and the surface of the civil and education education and the training result is improved. The results show that schools improve school plans to participate in school plans in school plans, so students can affect (Snilstveit et al., 2017). The United States has a child in 1966, and after a school breakfast program (SPP) and a federal social security program has made a federal social security program. Comparison with the US breakfast program offers us the benefits of major income families and students more than high income. Batchartha e and I. It has been established in SBP to eat the students so much breakfast, but a high fiber, a high fiber, a high fiber and low fiber and low fibers. Daily residence for daily housing is likely to meet the quality of health quality that constitutes the quality of the general student (Gundersen et al., 2012). Frisvold used Variance and

Contingency Design to assess the effect of SBP on student performance and found that SBP improved mathematical scores. (Frisvold, 2015).

Data from basic health research (Riskesmas) in 2019 showed that the stunting rate in Indonesia reached 30.8 percent. This figure actually decreased when compared to previous years. However, this figure is still far from the tolerance figure of the World Health Organization, the World Health Organization (WHO), which states that the stunting rate should not exceed 20 percent. This means that the stunting rate of 30.8% places Indonesia as the third country with the highest cases in Asia.

This study shows that breakfast not only affects the diet of children, but also promotes the development of students' knowledge. There are several possible reasons for this. First, proper nutrition can reduce the risk of malnutrition, increase student engagement, and increase the duration and effectiveness of student learning. (Weaver-Hightower, 2011). Second, breakfast has a positive effect on children's memory, attention, and information processing in the short term. (Adolphus et al., 2016). Therefore, constant breakfast students are better in the morning, or people who do not eat, or those of the breakfasts to eat. Reviewed a new system based on 39 requirements as breakfast Miss Miss, breakfast affects the students and behavior. Do not make a blood sugar after improving pretense of students to improve breakfast. The third breakfast can be more efficient to make a child better than any other family intervention. Yes it is a major effect of Hong Kong student performance, self-confidence or to encourage, self-confidence or family income (Liu et al., 2020). Similar studies have shown that paying breakfast for low-income families equates to increasing their family income, and even if these costs are low, it increases the number of math and science students. Read the bill. (Kristjansson et al., 2016; Lundstrom, 2017)

On the contrary, some empirical studies have shown that the impact of breakfast on cognitive development, which is reflected in student learning outcomes, is unclear. Researchers evaluating the effectiveness of the free breakfast program in New York have found little evidence that this principle improves student performance. (Leos-Urbel et al., 2013). Experimental and quasi-empirical studies in developing countries such as Jamaica and Chile have yielded similar results. The experimental group, which consumed more calories in the morning, did not show better results than the control group. (Xu et al., 2021). This is a well-designed empirical study, so it is more plausible and reliable to assess the causal relationship between breakfast and student performance. Contradictory results from the published literature suggest that more comprehensive research is needed to show the link between breakfast use and students' conscious development.

For this reason, researchers want to conduct research at the Wijaya Kusumah Kindergarten to see how the Healthy Food Provision Program in the Kindergarten is. The author's initial research interviewed the head of the kindergarten and teachers at Wijaya Kusumah Kindergarten to find out how the healthy feeding program was implemented. Wijaya Kusumah Kindergarten is under the auspices of the As Salam Foundation, which is located at Pondok Kacang Raya No.4a Parung Serab, Ciledug District, Tangerang City. Wijaya Kusumah Kindergarten has implemented a Healthy Food Provision program, which is one of the Wijaya Kusumah Kindergarten Programs as a way to solve nutritional problems in Wijaya Kusumah Kindergarten students. The healthy food provision program is an intervention for habituation of healthy food and healthy living habits as the application of holistic integrative services at Wijaya Kusumah Kindergarten, Ciledug District. The results of the initial interviews also show that there are several things that need to be considered regarding the various components of the process associated with the healthy feeding program. For example, in terms of food menus based on children's preferences, not paying attention to nutritional content, program implementers are mostly left to parents, and several other related aspects.

METHOD

This research is an evaluative study of a program implemented in schools, namely the evaluation of a healthy feeding program at TK Wijaya Kusumah Ciledug. Methodologically, this research includes ex-post facto research and evaluative research. In ex-post facto research, research is oriented to the treatment or manipulation of independent variables that have occurred before, so that no further treatment is needed. Kerlinger defines ex post facto research as empirical research that is implemented systematically and researchers do not control independent variables because their manifestations have already occurred or because the variables are out of control. (Hamdi, A. S., & Bahruddin, 2015).

While evaluative research is oriented to analysis based on management-oriented program evaluation, which is a description that shows the procedures and processes of program implementation. In other words, this research is intended to measure the success of a particular program, product or activity. This research is directed to assess the success of the benefits, usefulness, contribution and feasibility of an activity program from a particular unit/institution. Evaluative research can increase knowledge about activities and can encourage further research or development, as well as help leaders to determine policies (Purba et al, 2021). Therefore, the research design will be more directed to a qualitative approach.

FINDINGS AND DISCUSSION

1. Discussion of the Context of the Healthy Feeding Program at TK Wijaya Kusumah, Ciledug Tangerang (Policies, School Environment Needs Analysis, vision, mission, goals and School Program Plans)

Based on the results of the context evaluation regarding the implementation of the healthy feeding program related to the policy basis and the objectives of the implementation of the healthy feeding program at Wijaya Kusumah Kindergarten, it is in accordance with the policy that students are often called students or students, namely community members who try to develop their potential through a learning process that available on certain paths, levels, and types of education. This is explained in Law no. 20 of 2003 article 1 paragraph 4.

As a school under the auspices of the Education Office, the implementation of providing healthy food at TK Wijaya Kusumah refers to the technical implementation of Holistic integrated PAUD in PAUD Chapter 3 which states that health, nutrition, and care services in PAUD units are part of the PAUD Unit Level Curriculum which manifested in routine activities such as the habit of eating healthy and balanced foods, eating balanced nutrition by involving parents, monitoring the food intake that children bring every day including snacks consumed by children while in the PAUD unit. Analysis of School Environment Needs at TK Wijaya Kusumah is a favorite school located in the Ciledug sub-district, as evidenced by the large number of enthusiasts for prospective students who want to study here. Its strategic location, educators who are passionate about teaching and like to innovate in presenting learning coupled with a healthy feeding program make TK Wijaya Kusumah a conducive school to gain knowledge and learn comfortably in accordance with the vision, mission and goals of TK Wijaya Kusumah, namely building habituation behaviorGeneral Chat Chat Lounge Live a clean, healthy and dignified life by working with parents, students, society and the environment.

Based on the results of the context evaluation in this study, it presents policies, needs analysis of the school environment, vision, mission and goals of kindergarten, program development

planning. These four things are part of the plan in determining needs and formulating program objectives. Context evaluation is a situation or background that influences the planning of a coaching program. By knowing this weakness, the evaluator will be able to provide the direction of improvement needed. Judging from the goal of achieving the healthy food program at Wijaya Kusumah Kindergarten, it has been well and clearly planned so that it helps the implementation of the program. The weakness is that there are still many parents who do not realize the importance of healthy food for children's development, so that it becomes an obstacle so that children have a healthy body and are not malnourished. In addition, the advantages of this program are the strong enthusiasm and motivation for teachers, schools, the environment and parents of students so as to support the smooth running of the healthy feeding program in schools.

2. Discussion on the input of the program for providing healthy food at TK Wijaya Kusumah (curriculum, student abilities, educators and education staff, financing and facilities and infrastructure)

a. Curriculum

The 2013 curriculum is to regulate decisions, determine what alternative sources will be taken, what are the plans and strategies to achieve the needs, and what are the work procedures to achieve them (Zainal Arifin, 2019). Evaluation of inputs on the implementation of the healthy feeding program in Wijaya Kusumah Kindergarten is viewed from several aspects, namely: students, educators and education staff, financing, and facilities and infrastructure.

b. Student Ability

Students are often called students or students who have the right to health in the form of providing healthy food. One of the important indicators so that the healthy feeding program is carried out every 1 month to the maximum with the competence of teachers.

c. Educators and Education Personnel

Educators or teachers at TK Wijaya Kusumah consist of teachers with the status of Civil Servants (PNS) and honorary. The education staff, such as operators, and security personnel, all have honorary status. Educators with civil servant status come from the Tangerang City Education Office, while honorary educators are determined based on the principal's policy according to needs.

Likewise, the education staff, who has the right to decide on their admission is the school principal according to their needs. The total number of teaching and educational staff at TK Wijaya Kusumah is 12 people, consisting of 1 principal, 9 teachers, 1 school operator (OPS), and 1 cleaning staff. There are 2 educators or teachers with civil servant status, and 7 people with honorary status.

From the information above, it can be seen that the academic background of the teaching staff and Educational staff are in accordance with applicable regulations, according to the positions they are taught and most of them are linear. As for the education staff, such as administration, security, and cleaning staff, they are in accordance with their profession.

d. Financing

The source of the operational costs of providing education for the healthy feeding program at Wijaya Kusumah Kindergarten comes from a small portion of the school's guardian tuition fees and the Tangerang City Education Operational Assistance (BOP) whose use is already in the technical guidelines that are already available, which includes the operational costs of providing education in schools according to the Permendikbud No. 8 of

2020 article 9 paragraph 2 is to finance: a. acceptance of new Students; b. library development; c. Extracurricular and extracurricular activities; e) Performance appraisal / research appraisal; Management of e-school activities; f) professional development of teachers and educators; is. Subscription for food and services; time Maintenance of training materials and infrastructure; Provide multimedia teaching materials

For this reason, it is necessary to make an activity plan and school funding budget as a requirement for the reduction of the Education Operational Assistance (BOP) fund for the next one year. School action plans and budgets, hereinafter referred to as RKAS, are programs or activities and budget plans, strategies or practices for financial year 1 (a) that are received and dealt with directly by the school.

e. Facilities and infrastructure

Based on the results of observations made by the evaluator, the facilities and infrastructure at TK Wijaya Kusumah consist of classrooms, principals' rooms, teachers' rooms, computer rooms, administration/administration rooms, WI-FI Zone, School Health Unit (UKS), teacher and student bathrooms, kitchens, ceremonial grounds, school gardens and school canteens.

The facilities in TK Wijaya Kusumah are student chairs and desks, teacher chairs and desks, white boards, smart boards, computer equipment, bookshelves, principals and teachers' cabinets, data boards, 2 LCDs, and student textbooks.

The procurement of facilities and infrastructure at the Wijaya Kusumah Kindergarten comes from the Tangerang City Education Operational Assistance (BOP) budget and facilities and tuition fees from the Student Guardians.

The role of schools is very much needed in the implementation of the healthy feeding program, especially principals and teachers because this program will not run without the intervention of the school. In carrying out this activity the principal has a role to explain the use of funds from the government. In carrying out the program of providing healthy food becomes easier with the role of the teacher. Facilities and infrastructure needed in this program such as providing food ingredients to be given, and preparing a place to make food. All of this was done in collaboration between the principal and teachers as well as the healthy food ingredients provided.

In addition to the food materials prepared, the school must also provide support for this program to run well such as the provision of cleaning equipment, tools for washing hands, and the school health unit (UKS) which all exist because of the role of the principal as the main provider in the implementation of this program.

Infrastructure and cleaning equipment are provided so that they can be used to clean the classroom and school environment. Although the school already has a janitor to maintain and clean the school, the role of the teacher is also very helpful in maintaining cleanliness by teaching students. All of that needs to be there because it is one way to keep the school clean and make children comfortable at school. Teaching students to wash their hands is always encouraged by every teacher who is part of the healthy feeding team, of course this is very necessary at school because before eating anything children must wash their hands with running water and use soap so that there are no germs and bacteria that enter with food students eat.

This healthy feeding program is not only the principal who takes part in running the program but all teachers have a very important role in the implementation of the program. In

order for the provision of healthy food to continue, teachers must work together in preparing programs from shopping at the market to buy groceries, cooking healthy meals to distributing meals to students. The principal directly provides funds for the purchase of groceries which will be distributed to students. In addition, the principal made counseling about the importance of providing healthy food to students.

In associations of parents and teachers sometimes schools invite the puskesmas to convey material to parents of students who are present at school, so that not only schools play a role in fulfilling children's nutrition, but parents also play a very important role in providing food to children at home. With this activity, it is hoped that all students at Wijaya Kusumah Kindergarten are in good nutrition and help That is the government's goal in eradicating stunting in Indonesia. In addition, students at school can also know the importance of health for them and the need to consume healthy food and maintain personal hygiene.

3. Process Evaluation

a. Decision-making

The decisions taken by the principal at an educational institution in the use of the curriculum will greatly determine the success of the educational goals to be achieved by the institution. The decisions taken by the principal will follow the policies or decisions of the central and regional governments.

Likewise, the decision to hold a Healthy Feeding Program at TK Wijaya Kusumah was the result of a meeting with teachers and guardians of students and in collaboration with the Tajur Health Center in order to carry out a healthy feeding program properly.

b. Healthy feeding process

At Wijaya Kusumah Kindergarten, before carrying out the activities of the healthy feeding program, the educators or teachers had made a careful plan. Based on the results of observations and interviews with educators at TK Wijaya Kusumah in the process of implementing healthy food, in general it has been implemented well.

The results of interviews with school principals In the implementation of the healthy food provision program through coordination meetings between educators and their respective main functions, they have carried out in accordance with existing provisions with careful planning with the hope that the program can be accepted by all students evenly and in accordance with the expectations of the parents.

In the implementation of the program, the provision of healthy food at TK Wijaya Kusumah is given regularly once a month. The assessment and evaluation carried out by the school principal to educators in the implementation of healthy eating includes the type of menu, presentation, and the process of ongoing activities. There are obstacles experienced by educators when there are differences in perceptions between educators and guardians of students. As for these differences, such as many parents who do not understand the importance of healthy food for children, so many students still snack randomly, and let their children eat according to their taste.

c. Product Evaluation

Meeting the goals of the Wijaya Kusumah Kindergarten Healthy Eating Program has led to a change in the attitude of all students towards a healthy eating program and what is expected of parents. They use it at school in their daily lives. Namely providing healthy food and not allowing children to snack carelessly.

Although the participation of parents in general is good by implementing clean living behaviors and providing healthy food at home, there are still parents and the surrounding community who sell snacks carelessly without paying attention to health standards.

From the statement above, the author can judge that the achievements resulting from the healthy feeding program have been good and have a positive impact where the healthy feeding program is very good for monitoring student health growth and development. Judging from the program's goal is to overcome the problem of stunting in Indonesia and from the results obtained that children in Wijaya Kusumah Kindergarten have good nutrition and none of them have malnutrition problems. This is in line with research (Rohima, 2016) which states that the benefits of giving food have a positive impact on students, schools, and the environment, causing better physical endurance of students providing better opportunities to receive lessons even though nutritional knowledge does not increase, but children are accustomed to choosing foods that are nutritious, better and healthier, this can be seen from the data on weight and height of students.

CONCLUSIONS

The program for providing healthy food at the Wijaya Kusumah Kindergarten was carried out starting in the 2005–2006 school year, in early 2005 it began to prepare to open an Early Childhood Education Institution for Kindergarten level, then in July 2005 it was officially opened with approximately 15 students, with great persistence. school Together with teachers in the implementation of learning and the trust of the community of students at TK Wijaya Kusumah continues to grow from year to year. Wijaya Kusumah Kindergarten has a curriculum that refers to the National Education curriculum by integrating healthy feeding programs and modifying its achievements.

From the above, the researchers finally evaluated the Wijaya Kusumah Kindergarten's healthy feeding program. After carrying out various processes starting with preliminary studies, observations then interviews and documentation studies. So the researchers concluded that:

1. Evaluation of the policy context, analysis of environmental needs, vision, mission and goals of the school as well as the Program Development Plan are clearly visible and appropriate.
2. Evaluation of input in the curriculum and students, educators and education staff, financing and facilities and infrastructure The program for providing healthy food at TK Wijaya Kusumah has been carried out in accordance with the proper responsibilities and knowledge of teachers in terms of providing healthy food can guide students to understand and understand about healthy food itself and adequate infrastructure to be used in the program.
3. Evaluation of the decision-making process, the process of providing healthy food, and community participation have been carried out properly by forming a team first to find out their respective duties, scheduling and support from school residents, especially parents and direct monitoring and evaluation by the school principal. The program is running as expected.
4. Evaluation of the product in terms of children's health and understanding of healthy food is on target, as evidenced by the achievement of the target Health, weight and height of students

according to their age and none of them suffer from malnutrition or stunting in Wijaya Kusuma Kindergarten.

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EVALUATION OF THE IMPLEMENTATION OF CHARACTER EDUCATION IN SCHOOL CULTURE

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ABSTRACT

This research aims to evaluate the implementation of character education in school culture at Pondok Bahar 5 Public Elementary School in terms of context, input, process, and product. This research method is a qualitative research method with the CIPP model. The results showed that in terms of context, character education planning was contained in the vision, mission, and goals of SD Negeri Pondok Bahar 5 which were then integrated into the curriculum. In terms of focus, the school provides support for all teachers and staff provided by the principal every three months, as well as supervision and support from the principal. In terms of the process, the implementation of character education at SD Negeri Pondok Bahar 5 has been as expected by the school, although in its implementation there are still obstacles. In terms of results, the evaluation of the character education program products illustrates that character education in the school culture at SD Negeri Pondok Bahar 5 has good results, even though there are obstacles in its implementation. The implementation of character education will be more efficient if there is good cooperation between the school and parents so that good habits carried out at school can also be applied at home.

Keywords: *Character Education; School Culture; CIPP Model.*

INTRODUCTION

Pondok Bahar 5 State Elementary School was founded in 1981. This school has the aim of educating students to have good character and character. The definition of character according to the Big Indonesian Dictionary (KBBI) in 1989 is a behavior, temperament, and character and character. Epistemology, character consists of two words, namely character and character. Budi in Sanskrit means awareness, understanding, mind, and intelligence. Meanwhile, character is appearance, behavior, and actualization. Therefore, if you want character education to be successful, its implementation must start from childhood and elementary school age. Some actions that reflect the low character education in this school, such as cheating, being late for school, skipping classes, dressing untidy, littering, fighting, and the lack of parental roles in character education. This indicates that formal education has not been fully successful in shaping the character of students.

Based on the results of initial interviews in character education conducted on 200 students in grades 4, 5, and 6 at Pondok Bahar 5 Public Elementary School, it can be concluded that the problems

faced by Pondok Bahar 5 State Elementary School in character education are still not evenly distributed among students. Behavioral problems that arise: There are still students who do not know how to discipline in time, the importance of hygiene, some students still do not clean, go to the toilet with socks and do not clean shoes Culture S (smiles, greetings, courtesy and courtesy) All students do not do this without the teacher's reminder and lack of job responsibilities.

Pondok Bahar 5 State Elementary School has daily habituation activities. This is done in order to reinforce the character values of students and existing school members. Some of the habituation activities that have an impact on character education such as flag ceremonies that strengthen the nationalist spirit, the implementation of dhuha prayers and dzuhur prayers which strengthen the religious spirit. Character education in daily activities is expected to change the behavior of students for the better. Based on the results of observations made by researchers on schools, it appears that schools have a commitment to building a culture of character in schools. This can be seen from the vision and mission of the school which embodies outstanding, skilled, morally and environmentally friendly students who are trying to be planned and realized at SD Negeri Pondok Bahar 5. So this research focuses on evaluating the implementation of strengthening character education, the implementation process, and educational values. The roles studied apply the values of the roles that the school has introduced in planning and implementation and continue to emphasize the values of discipline, hard work and integrity, which are the preferred values in our SD Negeri Pondok Bahar 5 General Chat Chat Room

If the school provides good character education, students will apply and imitate according to the character values given. Based on this understanding, it is very important to research further about the implementation of character education in the school culture at SD Negeri Pondok Bahar 5. On the school handling field or in which school management field is compatible. Some of the activities that include character building at SD Negeri Pondok Bahar 5 include religion (reading and writing the Koran, memorizing hadith and prayer, worship, etc.), cultural arts (dancing, singing, painting, tambourine, etc.) marawis), scouting (scouts / Hizbul Wathan), and the Youth Red Cross / Little Doctor.

Character education is integrated in the learning process, which means Introduction to values Understand the importance of values and the internal organization of values of student behavior through the learning process in all disciplines, both in and out of the classroom. In school management, shared learning is implemented with role management in school management or school management.

The definition of evaluation (Anas Sudijono, 2015), which is The word appreciation comes from the English language: appreciation; Arabic: التقدير; In Indonesia they mean: Diagnosis. The true meaning of the word is; Arabic: Al-Kamekh; Indonesia means; Degrees. In terms described by Edwin Wandt and Gerald W. Brown (1977): Evaluation refers to the process or process of determining the value of something. According to this attribute, words refer to valuation: an action or process used to determine the value of something. In general, the concept of evaluation is the process of providing information about the purpose of a given activity, how benefits differ from a specific standard, to determine if there are differences and how benefits flow. General Chat Chat Lounge What has been done has been compared to the expectations achieved.

The definition of evaluation (Rusydi Ananda and Tien Rafida, 2017) is that Evaluation is derived from the word "evaluation", which is inserted into the word in Indonesian with the aim of retaining the original word with Indonesian pronunciation adjustments (Arikunto and Jabar, 2009). Furthermore, both explained that Diagnosis is the activity of gathering information about the function of something, which is then used to determine the right choice when making decisions..

(Scriven in Stufflebeam and Shinkfield, 2007) defines evaluation, namely: Evaluation is the action of commitment and assessment and evaluation process - this product product. Assessment is the process of determining the advantage and the value of something, and the evaluation is the product of this measure. In other words, the product is diagnosed to determine the advantage and values of

something. Product in the form of a written appearance of a report.

"Exercise means performing someone who has an impact or affect the action on something. It has acted an object's actions. (Earnadid Allies) explains that practice can be interpreted as a practice or application. As in a large number of room analysis means using the training body. Brown and Diocousi Reason "Performance - It is up to the end." "Performance is an engineering system for a Schbert's assertion." The definition of the above indicates that the term for the business or mechanism. The mechanism indicates that the execution is not only an activity but is an objective measure and a purpose and based on the action process. From the definition of exercise, you can explain a program or work to achieve a program or work. Mulyilitage 2016 Term It describes the Islamic view that the world revealed by the Islamic view of the world language. Mohammed to improve the ethical person (character) by Mohammad Many program. Islam is excluded to Eidualision, which is insure the system, but unless the strategy for the fact, without strategy. The complete practice of Islamic teachings (kaffah) is a character model for a Muslim, even personified by the character model of the Prophet Muhammad SAW, who has the characteristics of Shidiq, Tabligh, Amanah, Fathonah (STAF).

According to (Barnawi and M. Arifin, 2017) character education is education about character, or education that teaches the nature of character in the three realms of creativity, taste, and intention. From some of the above perspectives, it can be concluded that behavior is education an effort made deliberately by educators, carried out continuously and continuously to instill morals, feelings and behavior of students so that they become more responsible, ethical and caring through exemplary and character teaching. It is good and emphasizes a global price to make the degree of civilization that understands the value of the non-nation. Each article may contain a character of a character in the study. Elephant material in each subject or values is prepared to the education material, with the context of daily life. Therefore, the role cost is not only in a sense, it still affects internal and practical experience in society.

According to Mulyasa (2016), the first step that must be considered in the success of character education in schools is to understand the nature of character education well. This is important, because character education moves from awareness, understanding, concern, and commitment to doing or acting. Therefore the success of character education in schools really depends on whether there is awareness, understanding, concern, and commitment from All school members participate in the pedagogical practice. Killpatrick claims that human disability is one of the causes behave well even though he already has an understanding of goodness (moral understanding) is due to not being trained to do it (moral doing). Therefore, character education should be taught through various practical actions in the learning process, not too theoretical, and not limiting learning activities a lot, let alone limited in the classroom.

Character education (Mulyasa, 2016) The results of the quality of education and the purpose of educating and the consequences of the individual forms of individual forms of an individual and the quality of the education and unified and balanced entity. Expected to use free from independent education and personal education and personal knowledge and personality, and therefore they have been expressed in their behavior. As a result of education levels of education / metraja's culture, the cost of the daily traditions and the daily traditions of the daily traditions. School / Madrid cultural school, road, character, character, roles, history, character, character, character, role, character, role in the opposite of a society. According to (Barnawi and M. Arifin, 2017) the process and purpose of education through learning is nothing but a change in the quality of three aspects of education, namely cognitive, affective, and psychomotor.

From the above, it can be concluded that the purpose of character training is to make people aware as they grow up and become a knowledgeable animal. The purpose of character training is also to create a full Indonesian personality, i.e. a person who is creative, likes to work but has self-confidence, creates a sense of responsibility, is mentally harsh, has a wrong or contradictory attitude .

Do not lose Leadership. Great character and moral value.

In the Journal of Islamic Studies (Syaiful Anwar, 2014) the word "culture" is very commonly used in everyday language. Most often culture is associated with the notion of race, nation, or ethnicity. The word culture is sometimes associated with art, music, rituals, or relics of the past. In the Oxford dictionary, culture is seen more as art and all the results of human intellectual achievements carried out collectively. The word culture is used in various discourses and this is recognized because of the breadth of aspects of life that are touched. Berry describes culture in eight categories of life activities, namely (1) general characteristics; (2) food and clothing; (3) housing and technology; (4) economics and logistics; (5) individual activities and family activities; (6) societies and governments; (7) religious and scientific prosperity; And (8) sex and life cycle.

The above categorization shows how complex culture is as a concept. Culture touches all aspects of life and life. Drennan said in Sanusi, culture is how things are done around here. In a broader perspective, culture is the totality of human life, sufficient physical and spiritual elements. Koentjaraningrat formulates culture (culture) which includes the entirety of (1) ideas; (2) behavior; and (3) behavior results. This attribute shows that what is created in human consciousness, which is created by human behavior, is culture, culture is creation.. Thus, here culture is believed to be a product, whether it is in the form of an idea or already in the form of a visible or material behavior. Although a fantastic product, but a vibrant life and an interconnected human home.

The description above proves that culture is a very complex concept, which touches all aspects of life so that it may become life itself. Every culture also seems to understand what culture means in a way that is not always the same, it really depends on the aspects that are emphasized in that culture. What first appears in the minds of Indonesians when they hear the word culture, perhaps directly referring to dances, traditional arts, certain rituals or something inherited from the past. This is very likely different from what European-Americans first think when they hear the same word, perhaps more as a way of life, behavior, or speech. From this, it can be seen that an understanding of culture that is universal is a seemingly difficult step.

METHOD

This research is an evaluation research. Evaluation research intends to collect data on policy implementation. According to Arikunto, The goal of the evaluation study is to determine the implementation of inapplicable or inapplicable policies. At the same time, the method is the quality of the review. Not in the rules, only data, things, and other official documents come from a single actual document. Therefore, the purpose ability must be proved by facts thoroughly.

Qualitative research (Sugiyono, 2017) It is called the new method because it has become popular recently, and it is called the post-positivist method because it is based on the philosophy of post-positivism. This method is also called an artistic method because the research process is more artistic (less patterned), and it is called an explanatory method because the research data focuses more on the interpretation of the data found on the spot. Qualitative research methods are usually called naturalistic research methods because the research is conducted in natural conditions (natural environment); It is also called the minority method, as it is in fact widely used in cultural and anthropological research. This is called the quality method because the data and analysis collected are of good quality.

In standard research, tools are tools of people or people, respectively of the researchers themselves. As a musical instrument, the researcher must have the theory and understanding to be able to ask analytical questions., take pictures, and construct a clearer and more meaningful social situation under study. Qualitative research methods are research methods used on the basis of positivist philosophy used to study the state of natural products (as opposed to experiments), the main tools of which are researchers. The data collection technique is performed using trigonometry and data analysis. Index / General Quality of Chat Chat Lounge. The results of the qualitative study emphasize meaning,

not general.

Qualitative methods are research methods used to study the state of natural products, namely SD Negeri Pondok Bahar 5 which is located on Jl. Ciledug Indah II Kp. Poncol Kel. Pedurenan Kec. Karang Tengah, Tangerang City.

The diagnostic model used in this study is the CIPP (competition, process and product) diagnostic model. The CIPP diagnostic model is a related diagnosis, i.e. a related diagnosis. Input evaluation is the input data evaluation, process evaluation is the process evaluation and product evaluation is the evaluation of the results. Researchers use the CIPP model because the evaluation process is done in two steps: process evaluation and evaluation of results. The two results of this evaluation will see and evaluate the achievement of a policy and decision making, the obstacles and obstacles that are found, as well as the weaknesses and strengths for further development. This study will evaluate character education in school culture using the CIPP evaluation model.

According to Eko Putro Widoyoko (Rusdiana, 2017) The CIPP diagnostic model is more complex than other diagnostic models, as the purpose of evaluation is not only results, but also references, inputs, processes and results. (Widoyoko, 1980). In addition to these advantages, on the one hand, this evaluation model also has limitations. Among them, if it is not modified, the implementation level of this model in the field of classroom learning projects is low.

Description of the implementation of the CIPP evaluation research design steps: Context, This study presents school objectives, policies, and supportive environmental conditions as several indicators in the study. Because the school is a formal educational institution that strives for the maximum achievement of the objectives of learning. Schools as places for teaching and learning activities are certainly more organized than non-formal educational institutions. One of them is education at SD Negeri Pondok Bahar 5 which implements character education in school culture.

Input, input evaluation focuses on gathering important information such as school concepts, curriculum with the application of character education and school habituation, human resources, the availability of facilities and infrastructure in schools so that they can support the achievement of the goals set, and financing that supports the implementation of character education.

Process, Process evaluation (can be called monitoring) is concerned with the study of how far the implementation of character education in schools has been running effectively. Character education is an educational action to shape one's self-improvement continuously which aims to bring about better change. The main hope in character education at SD Negeri Pondok Bahar 5, namely sanping the formation of character, morals, and discipline is also expected to be able to change the mindset of students to be better and wiser in making decisions.

Product, Product evaluation, namely the evaluation of output (output). Output evaluation leads to direct results from character education. Both character changes such as character, attitude, and student decision making which can be seen in terms of academic and non-academic achievements observed at the end of the implementation of character education at Pondok Bahar 5 State Elementary School.

FINDINGS AND DISCUSSION

1. Context Evaluation

Judging from the context, the vision, mission, and goals of SD Negeri Pondok Bahar 5 are relevant to the implementation of the character education curriculum. The relevance of the SD Negeri Pondok Bahar 5 curriculum based on government regulation number 19 of 2005 regarding the national education standard article 6 paragraph 1 states that the curriculum at the primary and secondary education levels consists of five subject groups, namely groups of religious subjects and

noble morals, group citizenship and personality, science and technology subject groups, aesthetics group, and physical, sports, and health subject groups. Furthermore, paragraph 4 states "each group of subjects is carried out holistically so that the learning of each group of subjects affects the understanding and / or appreciation of students". Paragraph 5 states "all subject groups are equally important in determining the graduation of students from education units in primary and secondary education". Then paragraph 6 states "elementary school curriculum and syllabus or other forms of the equivalent emphasize the importance of reading and writing skills and fondness, numeracy skills, and communication skills". From the group of subjects above, it can be concluded that the implementation of strengthening character education achieves the goals described in the vision and mission at SD Negeri Pondok Bahar 5.

2. Input Evaluation

In the input component, the curriculum model applied at SD Negeri Pondok Bahar 5 in the development of character education and national culture is not formulated as a separate subject, but is integrated into subjects, self-development, and school culture. In the subject matter, the teacher integrates the values developed in character education and national culture into existing syllabus and lesson plans documents and is implemented in the teaching and learning process. There are two types of indicators for the values of national character and culture, They are schools and classes and articles. A. On the sides and classes as interior school and technical school and a chosen and gentinally terrible were used as a cultural school. Hint also belongs to school activities and daily school activities (traditional procedures). Subject indicator Describe the student's effective behavior in the student's specific titles. This behavior is more complicated in the area of an attitude and cultural signals, the teacher can be, teachers free, teachers free, the teacher can be free, the teacher can decide, release the teacher, release the teacher, drop the teacher, the teacher made the teacher. Time. Before the behavior is improvised, the behavior was originally initially developed.

3. Process Evaluation

In the learning process component, character education at SD Negeri Pondok Bahar 5 on character education and national culture Use active and learner-centered learning process methods, and through various activities in the classroom, school and community. In the classroom, it is developed through learning activities. These activities are usually carried out by teachers in combination with the Learning Implementation Plan (RPP). These activities are developed in accordance with the subsections of the learning theme. In schools, it is established through adjustments or planning efforts from the beginning of the school year, and is included in the academic calendar, Make it a part of school culture every day, so that students have the opportunity to develop behaviors that show national character and cultural values. In the community, through extracurricular activities, visit places where patriotism is cultivated, develop community services, and cultivate social awareness. Self-development consists of two forms of activity, namely programmed and unprogrammed. Planned self-development activities are specially planned within a certain period of time to meet the needs of individuals, groups and/or classical learners:

Tabel 1. Programmed Self-Development Activities

Activities	Implementation
Counseling support services and activities	<ul style="list-style-type: none"> - Individual - Group - Classical (implemented by homeroom teacher and teacher in the classroom)
School Characteristic Activities	<ul style="list-style-type: none"> - Dhuha prayer (led by a teacher and homeroom teacher outside the classroom) - Joint gymnastics is held outside class - Tadarus - Flag Ceremony - Donations for orphans
Extracurricular	<ul style="list-style-type: none"> - Scouts, Paskibra - Futsal - Little Doctor - Marawis, Dance

Self-development activities that are not programmed can be carried out as shown in the following table:

Tabel 2. Self-Development Activities Are Not Programmed

Nature of Activities	Activity / Behavior
<i>Routine</i> , namely activities that are carried out repeatedly and regularly	<ul style="list-style-type: none"> - Class Picket - Noon prayer in congregation - Pray before and after class - Social service
<i>Spontaneous</i> , namely activities that are carried out immediately or without being planned in advance, this activity is carried out on impulse	<ul style="list-style-type: none"> - Giving and answering greeting - Apologize - Be thankful - Visiting people who are sick - Throw garbage in its place - Helping people who are in trouble/distress - Break up argument
<i>Exemplary</i> , namely actions, behavior, or characteristics that should be imitated or good to be imitated	<ul style="list-style-type: none"> - Teacher performance - Take out the trash and throw it in its place - Speak politely - Respect other people's opinions - Provide opportunities for different opinions - Prioritizing opportunities to parents, people who are weaker or needy - Obey the rules (discipline, obey time, obey the rules)

4. Product Evaluation

The evaluation of learning products is used to help further decision-making, including the

results obtained and what to do after the program runs. It can be said that product evaluation is to see the success or failure of participants in achieving predetermined goals. Evaluation of Character Education Projects Based on Observation products illustrates that character education in the school culture at SD Negeri Pondok Bahar 5 has good results, even though there are obstacles or obstacles faced by the school in its implementation. For the results of student achievement in non-academic achievements at SD Negeri Pondok Bahar 5 for the 2019/2020 academic year are as follows:

- a. Second winner in a solo singing competition held at the District level
- b. First place in a chess competition held at the District level
- c. 3rd place in the skill competition for weaving from pandanus leaves which was held at the District level
- d. Second place in a futsal competition held at the District level
- e. 1st place in a scouting competition at the level of a rally held in Cipondoh District
- f. Second place scouting competition held at the District level

For obstacles or constraints that occur, there are some students who are still not disciplined, independent, less responsible for their obligations, and less concerned with the environment because there are still many students who litter. In addition, learning that is monotonous and saturates students, school residents have not fully understood character education, as well as the lack of communication between the school and parents.

In general, the findings of this study are slightly different from the research conducted by Yulianti entitled Evaluation of the Implementation of Character Education in School Culture at Muhammadiyah 09 Plus Elementary School, East Jakarta in 2019. The difference is seen from the school background which is entirely Muslim, while this research has public school backgrounds that comprise a wide variety of beliefs. Even though they have different school backgrounds, the results of the research are as expected by the researchers.

CONCLUSIONS

The conclusion of this research is that character education planning is contained in the vision, mission, and goals of SD Negeri Pondok Bahar 5 which are then integrated into the curriculum and implemented through a process of learning and habituation, as well as programmed and unprogrammed Personal development. Then, to prepare suitable teachers for the implementation and implementation of a specific education for students, the school offers all teachers and staff a proposal, which is carried out every three months by the administrators, as well as the supervision of the principal. Pondok Bahar State Elementary School 5. In the implementation process Character education at SD Negeri Pondok Bahar 5, character education material is applied to every subject, especially for the subjects of Religious Education, Citizenship Education, and Character. As for subjects that are scientific in nature and have definite results, the application of character education is only a small part in it. The implementation of teacher monitoring already has a connecting book that is given to all students to monitor the development of character education when students are at home, while assessments at school and in class are carried out with written assessments. In academic and non-academic achievement, students who show good character dominantly have good achievement. When it comes to academic performance, it is seen that every year the number of students undergoing the test increases, which is almost 90% of the number of students entering public schools. Meanwhile, non-academic assessments can be seen in the activeness of students in participating in extracurricular activities and can be proven by awards such as trophies, certificates, or certificates. As for the assessment of character, it can be assessed by providing an attitude assessment in the form of letters at the end of the semester assessment. The implementation of character education at SD Negeri Pondok Bahar 5 has been as expected by the school, although in

its implementation there are still obstacles. These obstacles include the lack of awareness of students, such as not fully implementing 5S culture (smile, greeting, greeting, courtesy, and courtesy), being late to school, forgetting to bring textbooks, throwing garbage out of place, disorderly during flag ceremonies, truancy. when scouting extracurricular activities, there is a different understanding of school members about character education, and a lack of communication between the school and parents.

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EVALUATION OF THE IMPLEMENTATION OF THE EXTRACURRICULAR SCOUTING PROGRAM

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ABSTRACT

The evaluation research on the implementation of extracurricular programs aims to describe the results of research on how the program's achievements from the implementation of the mandatory Scout extracurricular activities. The research in this thesis is motivated by the condition of the lack of efficiency in the mandatory Scout extracurricular activities, and the role of teachers in motivating activities in the implementation of activities that take place every week is felt to be less than optimal and efficient. This study uses qualitative research methods with descriptive research type. The location of this research includes research instruments of parties who have activities in schools, especially students as the main object in the implementation of the mandatory Scout extracurricular activity program as recommended by the Government. Determination of information is done by purposive sampling technique. Meanwhile, the data collection technique was carried out by observation, in-depth interviews with informants, taking documentation as data, and research using triangulation techniques, which included standard utility. Furthermore, the data analysis technique is by means of data reduction, data presentation, methods, discussions with colleagues and drawing conclusions. The results obtained from this study indicate that the process of implementing the program "Evaluation of the Implementation of Scout Extracurricular Programs at MI Al-Khairiyah Pagi Mampang Prapatan, South Jakarta" is less effective and needs further improvement in the implementation of the mandatory Scout extracurricular activity program.

Keywords: *Evaluation, Scouting Extracurricular Program, Implementation.*

INTRODUCTION

Extracurricular activities are a forum provided by the education unit to channel the interests, talents, hobbies, personality, and creativity of students which can be used as a tool to detect the talents of students and are designed professionally so that extracurricular activities need to know the position of extracurricular activities in the educational structure. The educational path consists of formal, non-formal and informal channels, but there are criteria and scope or government investment in the world of education that is needed to be managed independently and professionally.

MI Al-Khairiyah Pagi Mampang as one of the private iptidaiyah madrasa schools in Jakarta that integrates religious sciences by combining it with general sciences and has a vision and mission as well as by compiling a school curriculum that includes an educational curriculum and extracurricular

programs that are planned and integrated in order to achieve the ultimate goal is to create a generation of intelligent, independent, and good morals. This is adjusted to the standard content of the quality of National Education that basically schools carry out self-development programs in extracurricular activities. Extracurricular activities are one of the standard programs of National Education Management.

Schools as educational institutions are not only obliged to develop and improve students' abilities in academic matters, but are also obliged to develop and improve students' non-academic abilities. At the non-academic level, schools must provide a place for the growth and development of various talents and creativity so that they are able to make students become human beings who have creative freedom, one of which is through extracurricular activities.

(Khuluqo, 2017) In the learning process, the position of educators can no longer be seen as the sole ruler, but is considered as a manager of learning who needs to be always ready to guide and help students. The main purpose of the learning system is for students to learn. The task of a system designer is to organize personnel, materials, and procedures so that students learn efficiently and effectively

Education has several important elements that must be met to achieve its goals. These elements include: educators, curriculum, principals, students and the government's participation in curriculum development. The curriculum generally contains guidance in carrying out educational activities listed in a competency.

(Herlambang, 2018) "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith and fear of God Almighty, noble, healthy, knowledgeable, capable." , creative, independent, and become a democratic and responsible citizen.

(Kurniawan & Karyono, 2010), The development of the potential of students as referred to in the national education goals can be realized through extracurricular activities which are one of the program activities in the curricular. Extracurricular activities are curricular programs whose time allocation is not specified in the curriculum.

Extracurricular activities are educational activities outside of subjects and counseling services to assist the development of students according to their needs, potential, talents, and interests through special activities organized by educators and/or educational staff who are capable and authorized in schools (Asmani, 2013).

(Syarifudin, 2018) extracurricular activities are expected to be able to shape changes in behavior (behavior action) in students, meaning that students will be skilled and accustomed to an activity, here there is a value of hard or creative work. (Wibowo & Andriyani, 2015) "Extracurricular activities are activities carried out outside school hours that function to accommodate and develop the potential, interests and talents of students".

Extracurricular coaches still do not use several methods in an integrated manner. Most teachers are more happy and accustomed to applying simple methods which in delivery are often tedious so that they are less able to attract students' interest to take part in activities outside of teaching and learning hours, many tendencies are monotonous in their implementation.

The need for good Educator Human Resource Management (MSDM) as stated by (Jufri & Suprpto, 2014). "Human resource management has its own functions including planning, organizing, directing, and controlling". Activities in extracurricular activities are a positive forum for students to hone their identity to become intelligent, agile, skilled and independent (Asifudin, 2019) really important.

Extracurricular are educational activities carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance with the aim of developing the personality, talents, interests, and abilities of students who are more flexible or

outside the interests developed by the curriculum. (Yanti, 2016).

The criteria for extracurricular activities are stated in a paper submitted at the International Conference on Engineering Education, Season T4TK, Purdue University, Department of Engineering Education, West Lafayette as follows.

...an activity is considered extracurricular if it satisfies the following criteria: (1) not a requirement for graduation; (2) voluntary participation; (3) structured; participant meet regularly in a context specific to the activity; (4) requires effort; it must pose some measure of challenge to the individual engaged in the activity (Craft, 2012)

(Yuhana, 2019), Psychologically and socio-culturally character formation in individuals is a function of all individual human potentials (cognitive, affective, conative, and psychomotor) in the context of socio-cultural interactions (in families, schools, and communities) and lasts throughout life. (Puspitawati, 2013, Family Concepts and Theory) There are several approaches that can be used to apply the function of extracurricular education in the form of praxis. (Hapsari & Marzuki, 2013) Scout extracurricular activities are intended to prepare the younger generation as national leaders who have noble character, personality, and morals as well as excellent life skills. Scouting activities can also provide valuable provisions for the creation of a strong young generation. Because these extracurricular activities are able to educate children in forming independence.

According to (Arikunto, 2013) measurement is an activity to compare something with one measure and is quantitative in nature, while assessment is making a decision on something with good and bad measures and is qualitative, the evaluation itself includes these two activities, namely measuring and assessing. This opinion is in line with (Widoyoko, 2017) which states that measurement, assessment, and evaluation are hierarchical.

The evaluation model is an evaluation design developed by evaluation experts, where the application of evaluation models has various stages and developments that are used in evaluating learning programs. In the book Program evaluation models read by the author in the book "Evaluation of Learning Programs", (Widoyoko, 2017) in this case the author uses the Kirkpatrick evaluation model.

METHOD

The research method used is a qualitative evaluation research method that aims to collect data in the form of numerical data using a validated instrument that reflects the dimensions of the variables and indicators of the variables distributed to the population or to certain samples.

The research conducted in this study belongs to a qualitative approach. By using Kirkpatrick's evaluation model. Qualitative research is used with the aim of describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups.

The evaluation model developed by Kirkpatrick is known as the Kirkpatrick Four Levels Evaluation Model. Evaluation of the effectiveness of the training program (Kirkpatrick, 1998) includes four levels of evaluation, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result.

Therefore, a qualitative approach and supported by Kirkpatrick's evaluation model is very appropriate when used to describe, describe, explore and describe the implementation of extracurricular education at the MI Al-Khairiyah Pagi Mampang Prapatan School, South Jakarta.

FINDINGS AND DISCUSSION

In its development, the extracurricular program activities at MI Al-Khairiyah Pagi Mampang Prapatan have so far begun to experience development and progress, it has been seen in the output of the competitions that students participated in and won as expected.

Scouting is a mandatory extracurricular program, since the change of management in the curriculum field, there have been many changes and improvements to students who are enthusiastic about participating in extracurricular activities. Due to the concern and attention of the curriculum sector who are actively involved and present in every extracurricular activity, where the activeness of the coach/trainer teacher, the school greatly determines the progress of a program of activities that are programmed to run well in accordance with the ultimate goal of a program.

The school as the organizer is obliged to facilitate the implementation of the existing extracurricular activity program without compromising the ability of the school because it must be adjusted to the budget and funds of the school concerned. All types of extracurricular activities by the school have facilitated the existing program of activities according to national standards.

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CONCLUSIONS

The conclusion in the implementation of the extracurricular activity program at MI Al-Khairiyah Pagi Mampang Prapatan is an activity that has been held routinely. The types of extracurricular activities held include several types, such as mandatory Scouting activities. In the implementation of the process of extracurricular activities, some of the activities have complied with the regulations set by the Government in accordance with applicable regulations. The process of activities in the mandatory Scout extracurricular activities is based on the Scout SKU guidelines from Kwarnas.

The role of educators has an important role in its implementation where involvement in teaching and fostering extracurricular activities is very influential in the mentality of students in participating in activities so that they can meet the criteria that have been determined at the beginning. The educators who are involved in fostering Scout extracurricular activities have competent experience in their field so that their implementation can be carried out properly and planned. In the implementation of the management of extracurricular activities at MI Al-Khairiyah Pagi Mampang Prapatan under the supervision and coordination of the highly competent Curriculum Coordinator field. Extracurricular activities which in their implementation are directly managed by the teachers and also the person in charge of activities that have been directly appointed by the school through a fairly strict selection. In its implementation, extracurricular activities also involve all parties who support the process of developing extracurricular activities and progress. Program reporting activities are carried out to the coordinator of the head of each extracurricular program, from each development situation of the activities that have been held.

Financing for the implementation of extracurricular program activities is charged to students whose payment system is included with the monthly/monthly tuition fee according to the type of activity being followed. Where these costs depend on the level and type of activity followed as well as in the

implementation that requires additional costs.

Facilities and infrastructure for extracurricular activities in the form of halls, classrooms, fields and activity props that have been provided by the school. Where the classroom used is the room that is used in the teaching and learning process. While the field used is the school's field and the hall used also belongs to the school. Where the teaching aids used are adjusted to the type of extracurricular activity concerned and the needs of extracurricular activities. In the implementation of extracurricular activities, the assessment given to students is in the form of letters which start with the value A = very good, B = good, C = enough. Which is where the assessment is based on the attendance system, activeness and individual abilities of the students themselves.

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EVALUATION OF LEARNING CURRICULUM IMPLEMENTATION DURING THE COVID-19 PANDEMIC

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ABSTRACT

This research aims to evaluate the implementation of curriculum implementation during the Covid-19 pandemic at Peninggilan 3 Public Elementary School (SDN), Ciledug District, Tangerang City through Distance Learning (PJJ). The method used in this research is descriptive qualitative and CIPP evaluation (Context, Input, Process, and product). The implementation of the learning curriculum during the Covid-19 pandemic was developed referring to the national curriculum whose implementation was carried out online through google classroom, google meet, zoom meeting, and whatsapp group described in the Education Unit Level Curriculum (KTSP). Difficulties and obstacles in implementing the learning curriculum for teachers during the Covid-19 pandemic can be overcome by participating in training in the field of Information and Technology, such as: making video media, models, and learning methods that are appropriate to the Covid-19 pandemic, so that teachers can make their own learning videos according to the student's character and eliminate student boredom in the PJJ process. PJJ clearly has positive and negative impacts on students, therefore assistance and parental participation are needed, especially in mastering scientific disciplines, assertiveness in controlling and using children's gadgets at home, as well as good communication between teachers and parents.

Keywords: *Evaluation; CIPP Model; Covid-19 Pandemic; Curriculum; Implementation.*

INTRODUCTION

Curriculum 2013 (K-13) is the curriculum that applies to the education system in Indonesia. This curriculum is a curriculum implemented by the government to replace the 2006 curriculum or what is often referred to as the Education Unit Level Curriculum (KTSP). However, during the Covid-19 pandemic, education in Indonesia was not running properly. The learning process is carried out online or Distance Learning (PJJ). According to Henrietta Fore, Executive Director of UNICEF as written by Georgina Thompson in a New York press conference on August 27, 2020 stated that:

“Distance learning is not happening for at least 463 million children whose schools are closed due to Covid-19. The large number of children whose education has been suspended for months and without the certainty of an emergency situation in the education sector. The consequences of this

situation will be felt, both economically and by society, for decades to come.”

UNESCO noted that at least 1.5 billion school-age children were affected by Covid-19 from 188 countries, including 60 million of them in Indonesia. As a result of this pandemic, schools are closed and the learning process is carried out at home.”

The problems above have prompted the government, in this case the Ministry of Education and Culture, on March 24, 2020, to issue a policy on how to implement the learning process during the pandemic which is summarized in the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Corona Virus Disease (Corona Virus Disease). Covid-19). The simplification of the special conditions (emergency) curriculum is one form of learning adaptation carried out by the government to adjust the learning process during the Covid-19 pandemic. Through educational policies in learning adaptation, each level of the education unit is given the freedom to choose three forms of curriculum in the learning process.

Teachers, students, and parents have their own problems. For example, teachers have difficulty implementing the curriculum in PJJ because the current national curriculum has quite a lot of time allocation, while during PJJ there is a reduction in lesson hours. Teachers also have difficulty communicating with students and parents, so that teacher supervision of students is hampered. This obstacle occurs due to limited space and models in online learning that is carried out at home. Teachers should always think about how to keep students from getting bored during PJJ. There are many complaints about distance learning from teachers, students and parents. Some teachers complain that there is limited access to online learning tools and limited internet access. It was also considered by completing a questionnaire on distance education methods for parents and students. Questions related to this: First, the contact between teachers and students during the learning process. Second, allocate funds to buy quotes online. Third, students are interested in participating in distance learning. Basar (2021).

Based on the problems described above, researchers are encouraged to provide an overview of the Distance Learning (PJJ) process for teachers during the Covid-19 pandemic and provide an overview of the supporting factors as well as the factors that hinder teachers in implementing the curriculum properly. using the CIPP model. The CIPP model is an evaluation model that views the program being evaluated as a system. Based on its components, namely: (1) context evaluation, namely efforts to describe and detail the environment, unmet needs, population and sample served, and project objectives, (2) evaluation of inputs, namely the ability of the head of the education unit to improve quality. students, such as the ability to supervise teacher performance, (3) process evaluation, in this CIPP refers to "what" (what) activities carried out in the program, "who" (who) is the person in charge of the program, "when" (when) the activities will be completed, as well as how far the activities in the program have been carried out according to the plan, and (4) the evaluation of the results as the final stage of a series of program evaluations, is directed to things that show changes that have occurred in the raw inputs. From this background, the researcher conducted a study with the title, "Evaluation of the Implementation of Learning Curriculum in the Covid-19 Pandemic Period at Peninggilan 3 Public Elementary School, Ciledug District, Tangerang City.

METHOD

Types of research

The type of research conducted by the researcher is an evaluation research. Evaluation research according to Weiss in Sugiyono (2016: 117), states that applied research is a systematic way to determine the effectiveness of a program, action, or policy, or other object under study when compared to the goals or standards set. Of course this evaluation research is carried out with the aim of increasing

the effectiveness of a policy or program based on feedback from people involved in implementing the program.

Researchers have used quality methods in a natural research methods to collect the data that have been made by a triangle where no impressive diseases. Inspected, it is an assessment to analyze the researchers of researchers. Done to collect data in the implementation of study policy projects. Here, the price information is obvious, focus on the final recommendation that evaluations are assigned according to data or yet confirmed.

The steps taken in evaluative research are as follows: (1) identification of components, (2) identification of indicators, (3) identification of evidence, (4) determining data collection methods, and (5) determining data collection instruments.

Research Model

The evaluation model used is the CIPP model. The reason for using this evaluation model is to see the overall implementation of the learning curriculum during the Covid-19 pandemic. The CIPP evaluation model consists of four types of evaluation, namely context evaluation. evaluation of input (input evaluation), process evaluation (process evaluation), and product evaluation (product evaluation).

a. Context Evaluation

In evaluating the context of this research, it is formulated how to plan the implementation of the 2013 curriculum during the Covid-19 pandemic at Peninggilan 3 Elementary School, Ciledug Village, Tangerang City. Researchers will conduct interviews and observe and do documentation to find information related to the implementation of the 2013 curriculum. General Chat Chat Lounge In the implementation of the program there are unintentional goals that have not yet been achieved and have been achieved through the program, which development goals can make the public aware of the value of the program.. Therefore, it is hoped that researchers can obtain information on the status of the implementation of the 2013 curriculum during the Covid-19 pandemic in overall subjects, identify deficiencies, strengths and identify problems that exist in the curriculum implementation program in the learning process.

b. Input Evaluation

In the input evaluation, analyze the 2013 curriculum, especially in Distance Learning (PJJ). Researchers will conduct interviews with resource persons and conduct observations in order to find information related to students' abilities and the school's ability to organize an authentic assessment program. In addition, the interviews that will be conducted by researchers are also related to the suitability of the program strategy with program objectives, special features in the program as well as special procedures and schedules in the implementation of the 2013 curriculum implementation program in science subjects.

c. Process Evaluation

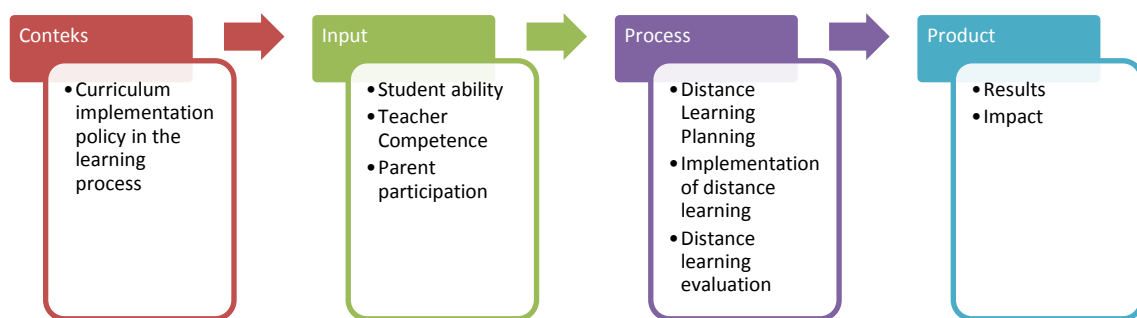
Evaluation, which is developed and used in the program implementation process or in the management process, is used as a basis for implementing program decisions. This is evident from the distance learning process that took place during the Quad-19 epidemic at Penangilan Public Primary School 3.

Researchers will conduct interviews and in-depth observations and take documentation in order to find information related to what activities are carried out, who carries out and is appointed to be in charge of the activities, and when the program is implemented. Used in this program carried out in decision making or measures taken in decision-making or action. It is obvious from educational measures in Couve -19, Madoris, Madors, Madras, Madors are available in the spaces related to places and decisions

3. Product Evaluation

Product evaluation is an evaluation carried out in measuring the success of achieving results and decisions for improving the implementation or actualization of measurements are developed and administered carefully and thoroughly. Product evaluation is the final stage that serves to assist program accountability in making decisions. In this case, it can be done by looking at the results of the evaluation of the implementation of the 2013 curriculum in distance learning during the Covid-19 pandemic at Peninggilan 3 State Elementary School.

Researchers will conduct in-depth interviews, observations, and take documentation in order to obtain information related to the results achieved by the program which contains the program objectives that have been achieved, what long-term results appear as a result of the 2013 curriculum implementation program in distance learning during the pandemic. Covid-19 at Peninggilan State Elementary School 3.



Picture 1 : Diagram Skema CIPP

Data Collection Techniques and Procedures

The data collection technique is a research conducted by an evaluator to obtain information, with the aim of obtaining data through observation, interviews, and documentation. To make it more clear, it is detailed, among others:

1. Interview Techniques

Interview is a method of collecting data by asking respondents directly and face to face about several things that require a research focus. During the Covid-19 pandemic, interviews were conducted online, either written conversations, telephone calls, voice notes or calls in the WhatsApp application. The source of information in this study is the key to expert decisions, as the curriculum design, process and expected results are prepared by the UPT department (director), then the source is taken by the teacher. Parents. Before conducting the interview, an instrument was prepared to be used as an interview guide (interview guide). This guide contains a number of questions or statements that the respondent asks to be answered or responded to.

2. Review Documents

Document study or review is intended to collect data and data information in the form of official and unofficial documents that are viewed directly or indirectly. In this study, the document method is intended to strengthen or complement existing data or those obtained by researchers using observation and interview methods. The documentation technique referred to in this study is to collect written sources related to the research title, namely distance learning lesson plans, assessment instrument techniques, student learning outcomes sheets, photos of teaching and learning activities related to distance learning during the Covid-19 period at State Elementary Schools. Calling 3, Ciledug District, Tangerang City.

Table 1. Documentation Study

No	Documentation Object	Information
1.	Government policy document on learning curriculum	
2.	KTSP SDN Peninggil 3	
3.	List 1	
4.	Academic Supervision Data	
5.	Teacher administration book	

3. Observation Sheet

Researchers observed how the curriculum implementation process in distance learning was carried out, whether the indicators in the context, input, process and product aspects could be realized and confirmed the results of interviews and documentation studies that had been carried out, whether the answers were in accordance with real conditions. The teachers who were observed were class teachers and field teachers. Observation activities to see directly the learning planning, implementation to the assessment carried out. To carry out the observations the researchers did as follows:

- a. Develop an observation protocol,
These include: 1) the place and time of the observation; 2) the object used. observed; 3) the captured data; 4) observers; and 5) the equipment used.
- b. Observation results
In this study, observation is “a method of systematically observing and recording the phenomena under investigation. This method was used to obtain data on the checklist for conformity with educational standards with facts at Peninggilan 3 State Elementary School, Ciledug District, Tangerang City. The activities that will be observed are school data, curriculum policies, and curriculum implementation during the Covid-19 pandemic.

Table 2. Observation Protocol

Place, Day, Date and Time of Observation	Observation Object	Captured Data	Observer	Equipment used
SDN Peninggilan 3 Monday, March 22, 2021	School data and curriculum implementation during the Covid-19 pandemic	1. Curriculum policy 2. Curriculum implementation 3. School data	1. Ka. UPT (Principal) 2. Class Teacher	Camera and notes
SDN Peninggilan 3 Tuesday, March 22, 2021	Curriculum during the Covid-19 pandemic. Implementation of the curriculum during the Covid-19 pandemic	1. The teacher teaching process. 2. How students learn 3. Learning media	1. Class Teacher 2. Study Teacher	Kamera dan catatan
SDN Peninggilan 3	Implementation of the	1. The process of parents	1. Parents 2. Student	

Saturday, 27 March 2021	curriculum during the Covid-19 pandemic	accompanying students at home 2. How students learn 3. Learning media
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4. Field Notes

When the observation took place at school, the researcher made a small note. For example, learning activities starting at 07.00 WIB until 12.00 WIB become unlimited in time due to the limited number of students' online facilities. From these small notes, on the same day, the researcher made an expansion of the notes in descriptive form and gave responses (reflections). Field notes also include recording the results of interviews with informants, video recordings, and photos as well as the essence of related documents. Data in the form of photos or video recordings are made into transcripts. All field notes are made with a special code so they don't forget and make it easier to call back.

Data Validity Check Technique

The triangulation technique in this study uses source triangulation and technical triangulation as a way to determine the credibility of the data. This is done by comparing the results of interviews with participants, instructors and program organizers to improve teacher competence at Peninggilan 3 Public Elementary School, Ciledug District, Tangerang City. Furthermore, the data obtained from various data collection techniques such as interviews will be checked for correctness with other data collection techniques, such as documentation. The ultimate goal of checking the validity of the data is to compare the information obtained so that it can be verified and can be used to obtain valid and reliable data and information in the evaluation of the teacher competency improvement program at Peninggilan 3 Public Elementary School, Ciledug District, Tangerang City

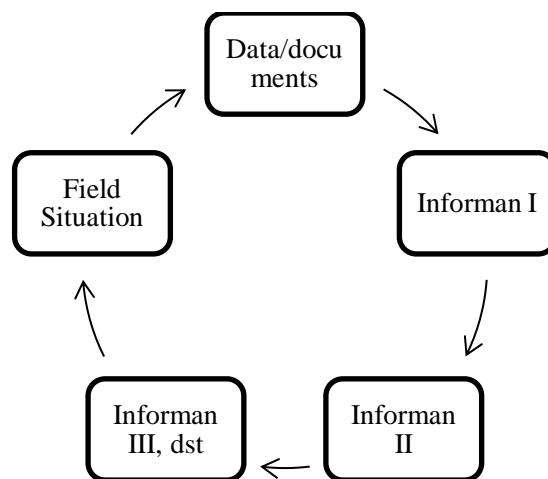


Figure 2. Triangulation Design

The data analysis used in this research is descriptive qualitative analysis, namely by describing and interpreting the data from each indicator component of the context, input, process and product being evaluated. Qualitative descriptive analysis using the interactive model of qualitative analysis techniques from Miles and Huberman which consists of three stages, namely data collection as well as reduction, data presentation and conclusion drawing. After data collection is complete, the next step is to reduce data by classifying, directing and discarding unnecessary ones. Second, the reduced data is presented in narrative form. Third, drawing conclusions from the data that has been presented in the second stage.

The data analysis technique used with descriptive analysis during data collection and after the data is collected is as follows:

1. During data collection

- a. Develop field notes and interviews to be conducted
 - b. Collect and categorize data according to its classification
 - c. Entering data into analysis format
 - d. Develop questions to collect further data
2. After the data is collected
 - a. Collect and code chronologically according to collection time.

Table 3. Sample Data Code

FN	Field Notes
PIN	Principal Interview Notes
TIN	Teacher Interview Notes
SIN	Student Interview Notes
PIN	Parents Interview Notes

- b. Re-examine the data and group it into one category format and classify the data according to the code.
- c. Describe the data that has been analyzed with the focus of each research.
- d. Conclusion.

FINDINGS AND DISCUSSION

EVALUATION FINDINGS

The evaluation findings in this study include: (1) Evaluation of the context of implementing the curriculum during the Covid-19 pandemic at Peninggilan 3 State Elementary School; (2) Difficulties of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic at Peninggilan 3 State Elementary School; (3) Evaluation of the obstacles faced by teachers, students and parents in implementing the curriculum during the Covid-19 pandemic at Peninggilan 3 State Elementary School; and (4) Evaluation of solutions in curriculum implementation during the Covid-19 pandemic at Peninggilan State Elementary School 3. Each evaluation finding will be presented in detail through a table.

1. Evaluation of the Context of Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Researchers conducted interviews, observations, and documentation to find out the implementation of curriculum implementation during the Covid-19 pandemic at Peninggilan State Elementary School 3. Context evaluation focused on the school's vision and mission, as well as the implementation of curriculum implementation during the Covid-19 pandemic.

Table 4. Evaluation of Context in the Implementation of Curriculum Implementation during the Covid-19 Pandemic

No	Context Evaluation Focus	Finding
1.	School Vision and Mission	The vision and mission of the Peninggilan 3 State Elementary School clearly can still be adjusted to the curriculum during the Covid-19 pandemic.
2.	Implementation of Curriculum Implementation	The implementation of the curriculum during the Covid-19 pandemic will continue to be carried out in accordance with the 2013 curriculum that is already running. Distance Learning (PJJ)

is carried out online/online (in a network) which of course requires the ability and competence of teachers in the field of Information and Technology in particular. Making students smart, skilled, and independent despite being in a pandemic.

2. Difficulties of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Evaluation of input difficulties for teachers, students, and parents in implementing the curriculum during the Covid-19 pandemic. Based on the research that has been done in the form of interviews, observations, and documentation studies, the input evaluation findings are as follows:

Table 5. Evaluation of Inputs in Curriculum Implementation during the Covid-19 Pandemic Masa

No	Input Evaluation Focus	Evaluation Finding
1.	Teacher Difficulty	Changes in learning patterns that are becoming online and the lack of ability of teachers in mastering Science and Technology (IPTEK) and teachers must be willing to upgrade themselves; develop their competence. However, when teachers have started to upgrade themselves, in reality, not all parents and students are comfortable with changing online teaching patterns due to various internal and external factors. The point is that teacher competence becomes a real difficulty because of the low competence and ability of parents and students.
2.	Student Difficulty	Students as developing beings need a real teacher as a role model. They want and miss real socialization and interaction with teachers. Meeting and face-to-face with the teacher is every student's dream, especially with the weakness of communication tools and learning support facilities experienced by students through online.
3.	Parent's Troubles	Parents had initial difficulties in adjusting the PJJ, especially in terms of Science and Technology (IPTEK) plus they were less qualified in mastering scientific disciplines. So the results are not optimal. In fact, it tends not to be students who study but parents who do student assignments. Of course this is not expected by all parties, the weaknesses of teachers and students become difficulties and obstacles in the process of Distance Learning (PJJ).

3. Evaluation of the Obstacles of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Evaluation of the curriculum implementation process during the Covid-19 pandemic was carried out by looking at the obstacles experienced by teachers, students, and parents in implementing Distance Learning (PJJ). Obstacles experienced by teachers, students, and parents will be described based on the results of interviews.

Table 6. Process Evaluation in Curriculum Implementation during the Covid-19 Pandemic

No	Process Evaluation Focus	Evaluation Finding
1.	Teacher's Obstacles	Limited internet quota, absence of gadgets for the learning process, lack of enthusiasm and motivation of students from parents that affect the learning process, lack of mastery of technology for parents.

2.	Constraints experienced by students	There is no assistance during the learning process, learning materials are difficult to digest and boredom and boredom in the PJJ process.
3.	Obstacles experienced by parents	Lack of time to accompany children to study due to busy work, lack of knowledge of learning materials and limited network and internet quota.

4. Evaluation of Solutions in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Product evaluation of curriculum implementation during the Covid-19 pandemic at Peninggilan 3 Elementary School includes solutions for teachers, students, and parents which of course have an impact that is felt directly by students as output and can be applied in the Distance Learning (PJJ) process. Based on the results of interviews and observations, the findings of product evaluation are as follows:

Table 7. Product Evaluation in Curriculum Implementation during the Covid-19 Pandemic

No	Product Evaluation Focus	Evaluation Finding
1.	Solutions for Teachers	Teachers and parents work together to provide motivation and spirit to children, teachers use the internet as an interesting medium in teaching PJJ so that children do not get bored and take part in digital technology training facilitated by schools or through webinars. In addition, the teacher gives time for students to collect assignments and so on.
2.	Solutions for Students	Increase motivation and enthusiasm in learning and the teacher provides brief and clear material for the convenience of student learning.
3.	Solutions for Parents	Patience in assisting and teaching children to learn, looking for partners to help and assist children in learning, and establish good communication with teachers.

DISCUSSION OF EVALUATION FINDINGS

The discussion of each evaluation finding will be explained in detail as follows:

1. Discussion of the Context of Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Based on context evaluation, schools can develop a curriculum in accordance with the school's vision and mission based on the national curriculum. During the Covid-19 pandemic, the Peninggilan 3 State Elementary School was able to develop a curriculum implementation that was based on the national curriculum, the implementation process of which was through Distance Learning (PJJ). This is in accordance with the state of emergency of the Covid-19 pandemic. Therefore, the Peninggilan 3 State Elementary School needs to review the formulation of the vision, mission, and goals contained in the KTSP so that it is adjusted to the procedures for formulating the vision, mission, and goals in the Covid-19 emergency curriculum..

Basically, the vision and mission of the school that was designed during the Covid-19 pandemic is a review carried out to adjust to the Covid-19 pandemic through a curriculum development team meeting. As stated by Ansyar (2017: 408) in his book entitled Curriculum: The Nature, Foundation, Design and Development, states that, "The curriculum is designed to produce changes in the quality of student learning to suit educational goals. "The curriculum used at Peninggilan 3 State Elementary School is the 2013 Education Unit Level Curriculum (KTSP), whose implementation is adjusted to the Covid-19 pandemic..

2. Discussion on Input Difficulties of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Paradigm change in the implementation of the learning curriculum is not easy, it needs high motivation to do it. It is something new and still rigid and technological stuttering teachers, students, and parents need to improve attitudes in the Distance Learning (PJJ) process in the future so as not to cause saturation and the vision, mission, and goals of the education unit level can be achieved according to what is expected. expected.

In the current Distance Learning (PJJ) process, teachers are required to increase their creativity to reduce the boredom of students learning from home. One of them is the learning media used by teachers must be varied. Interesting and interactive learning videos can be an alternative to these problems. Video-based learning media allows the exchange of information through images and sounds as well as digital animation, so that the Distance Learning (PJJ) process is more enjoyable.

Learning by using video media is considered to be able to increase students' interest in learning because it can help understand the material presented with visualization in the form of video. Students become interested in learning rather than a way of learning that only shows pictures and words in books. The following are the advantages of using video-based learning media, among others: (1) Video is a fun medium for students so that it can arouse curiosity and enthusiasm for learning; (2) The video has sound in the form of music, explanatory illustrations, and sounds taken from real conditions, so that the video has its own charm for students; (3) Video can explain something that is abstract to seem real. (Parlindungan, 2020)

In addition to the teacher, an important role is the presence of parents in the distance learning process. It takes the role of parents as a substitute for teachers at home in guiding their children during the distance learning process. According to Winingsih (2020) in Cahyati (2020) there are four roles of parents during Distance Learning (PJJ), namely: 1) Parents have a role as teachers at home, where parents can guide their children in learning remotely from home. . 2) Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning. 3) Parents as motivators, namely parents can provide encouragement and support to their children in carrying out learning, so that children have the enthusiasm to learn, and get good achievements. 4) Parents as influence or director. (Winingsih, 2020)

3. Discussion of the Process Constraints of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School (SDN) 3

Distance learning is considered no better than learning that is carried out in person or face to face. Lack of effective interaction, lack of organization is one of the obstacles to distance learning, effective distance learning must certainly be supported by the content provided, internet connection facilities and considerable attention and availability. In addition, in the Distance Learning (PJJ) process, the use of technology is very important, by making interesting learning media, it will reduce the boredom felt by students, such as making learning videos, making interesting quizzes and others. (Wardhani, 2020)

This makes students bored who become the main subject of the learning process. Not only that, students also experience a decline in time discipline and a sense of responsibility for the tasks given by the teacher. The low interaction/face-to-face between teachers and students makes students lazy to get up early and the teacher loses the character of the students. Even in the lower grades, children lose their self-confidence and the figure of an educator. The impatience of parents in the mentoring process makes students lazy and reluctant to complete the tasks given by the teacher in a timely manner, then in the end it is the parents who do the tasks given by the teacher. This indiscipline also appears to be due

to the limited number of supporting facilities for PJJ's infrastructure.

However, the distance learning process (PJJ) also has a positive impact on students. The active role of students in learning such as looking for additional information via the internet or google makes students more independent in learning. Gadgets are indeed needed in the learning process, but children must use them wisely because we cannot deny that the use of gadgets can also have a negative impact. you should use gadgets to find information only, reduce the use of gadgets for things that are not needed. Parents must be able to act decisively in the use of gadgets for students at home. Set a time limit on when to use the gadget and when to stop. And ask for help from the closest people at home, if parents are limited in assisting and controlling students in using gadgets, don't let excessive use of gadgets have a negative impact on children and become regrets in the future.

4. Discussion of Solution Products in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Learning strategies during the Covid-19 pandemic with Distance Learning (PJJ) need to develop learning strategies with conditions that occur around students and schools, for example learning is carried out with various models and methods that can develop 21st century skills through combined online modes. Implementation of learning can include activity-based learning for teachers, students, and parents while still paying attention to the principle of "play is learning" and the learning process occurs when children play and carry out daily activities at home.

In this Distance Learning (PJJ) process, teachers and parents must establish good communication and motivate each other so that they remain enthusiastic in assisting students in the Distance Learning (PJJ) process. If communication is well established, then the Distance Learning (PJJ) process can be carried out properly. Teachers always try to improve their competence, both pedagogic competence. Professional, personality and social skills are very much required especially in the Distance Learning (PJJ) process. Forms of self-motivation such as making interesting learning videos, using learning applications to make it easier for students to learn. Teachers must have the will to continue learning and explore their potential to be more advanced and competent, and teachers need to optimize students' learning motivation. To obtain maximum learning outcomes, teacher creativity is required to be able to generate student learning motivation, so that effective student learning behavior is formed. (Hapsari, 2021)

In addition, the solution in implementing the curriculum during the Covid-19 pandemic by parents is patience in accompanying and guiding children to study at home is also important. This is because children have limitations in finding information and completing tasks given by the teacher, so the presence and patience of parents are needed to accompany their children to study.

CONCLUSIONS

After carrying out various processes that began with preliminary studies, literature studies then observations then interviews and documentation studies, the researchers concluded that:

1. Evaluation of the context regarding the implementation of curriculum implementation during the Covid-19 pandemic at Peninggilan 3 Elementary School, there needs to be a revision in the preparation of the KTSP by taking into account the editor's Vision, Mission, and Objectives of the Education Unit according to the context and references for the preparation of a good and correct KTSP. It is necessary to add a legal basis / juridical basis regarding curriculum implementation during the Covid-19 pandemic, with a statement that the curriculum used still refers to the national curriculum but its implementation is carried out online.
2. Evaluation of input regarding the difficulties of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic, that the difficulties they experienced included the weak

spirit of teachers and the ability of parents to learn ICT, thus hampering the PJJ process. There needs to be good communication between teachers and parents in the PJJ process. It takes cooperation and parental awareness that educating is a shared responsibility between parents and teachers.

3. Evaluation of the process regarding the constraints of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic, that the obstacles experienced were the not yet maximal use of applications that support the PJJ process that involves direct interaction between teachers and students. So it is difficult for teachers to explore the character of students and measure the level of student intelligence.
4. Product evaluation regarding the solutions of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic, including the Distance Learning (PJJ) process that is currently being carried out cannot be called an ideal learning condition, but an emergency condition that must be implemented. so that the desired output has not been achieved. There are still various obstacles so that all learning has not been optimally carried out. Parents still pay attention to the child's value scale rather than the learning process itself.

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THE INFLUENCE OF LEARNING MEDIA AND TEACHER'S PEDAGOGIC COMPETENCE ON LEARNING EFFECTIVENESS

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ABSTRACT

This thesis research aims to determine, identify, and describe Learning Media (X1) and Teacher Pedagogical Competence (X2) on Learning Effectiveness (X3) at State Elementary Schools in Cengkareng Barat Village. The population in this study were teachers in 1 sub-district of Cengkareng Barat, with a random sampling technique and 15 schools and 188 teachers were selected. Then calculated using the slovin formula so that 128 teachers were obtained as research samples.. Data collection techniques using questionnaires, questionnaires and documentation instruments. The results of the study are (1) there is a direct positive effect of Learning Media (X1) on Learning Effectiveness (X3) by 72%. (2) there is a direct positive effect of Teacher Pedagogic Competence (X2) on Learning Effectiveness (X3) by 19,4%. (3) there is a direct effect of Learning Media (X1) on Teacher Pedagogic Competence (X2) by is 42%.

Keywords: *Evaluation; CIPP Model; Covid-19 Pandemic; Curriculum; Implementation.*

INTRODUCTION

In recent years, society has advanced by leaps and bounds, and society's requirements for citizens have also changed. The rapid advancement of information and communication technology (ICT) has led to many changes at the social, economic, and educational levels (Starkey, 2020). In this sense, the 2020 European Digital Agenda approved by the European Parliament contains principles to ensure that all citizens acquire digital skills and literacy (Dur an et al., 2019). In this regard, the "Future Employment Report" prepared by the World Economic Forum (2018) and the OECD (OECD, 2014) predicts that a large number of occupations that exist today and in the coming years will require digital skills to be competent for them work. Therefore, technology is ubiquitous in today's and future society, and it is appropriate to promote digital literacy to provide citizens with the necessary skills needed in today's information society (From, 2017).

If we look at the field of education, ICT has changed from a simple support tool in the classroom to an integral part of today's teaching process (L opez, Pozo, Morales y L opez, 2019b). The emergence of these tools has caused great attention among teachers. Their task is to adapt to the unusual environment for them, and most teachers have not received training before. Therefore, they must face

a training process that includes new method skills and teaching strategies that enable them to integrate these digital tools into their regular teaching (Li et al., 2019). Along these lines, different versions of the Horizon Report outline the need for teachers to develop these types of skills in order to establish a true integration in the teaching and learning process, because a large part of the teaching staff does not realize the potential of these resources in teaching. Limit yourself to their surface use (Adams et al., 2017; Gisbert and Esteve, 2016). In this sense, the future of education shifts to changing the learning ecology (Díez-Gutiérrez and Díaz-Nafria, 2018)) to develop good practices by applying emerging methods that incorporate these tools. According to Goal 4 of the 2030 Agenda to achieve the Sustainable Development Goals, it is necessary to standardize technology in the teaching process. For this reason, it is relevant to promote the initial and continuous training of teachers and improve their digital capabilities (Alonso et al., 2019).

Learning is dynamic. It is affected by time changes, and one of the biggest influencers is the teacher. Teaching ability is the basic practice that teachers must master in order to effectively guide students to maximize knowledge and skills (West, Swanson, & Lipscomb, 2017). The way the teacher used to study the course was different from the way he studied the course now. Today's students think and process information fundamentally different from their predecessors. Some students may need the most intensive method to adapt to teaching—modifying teaching methods (Iris Center, 2019). Shulman believed in 1986 that the usual concept of teaching knowledge is that teachers possess a set of content knowledge specific knowledge about the subject they teach—and a set of teaching knowledge—knowledge about how to teach, including specific teaching methods. He referred to this as teaching content knowledge or PCK (McGraw-Hill, 2019). As a tool, technology in the 21st century plays an important role in helping teachers teach and students learn. The PCK model has been completed, which is technology, teaching content knowledge (TPACK). Context is also an important aspect of educational research and technical teaching content knowledge (TPACK) framework, but it is often missing in TPACK research, or its specific meaning is unclear (Rosenberg & Koehler, 2015).

Learning programs that can be said to be optimal, require an effective and efficient learning process. The effectiveness of learning can be seen in student activities during learning, student responses to learning and student concept domains. Efforts to make the learning process easier and more enjoyable for students to absorb material in class is the goal of learning effectiveness. (Fathurrahman et al., 2019)

The learning process in essence is the process of teaching communication, the learning process and staff development have a significant enough significance to create learning effectiveness. (Zain, 2010) In this condition, the media used has a position as a tool in learning activities, namely teaching and learning for teachers. For example, graphics, photographic or electronic devices for capturing, processing and specifying visual or verbal information.

According to Miftah, students are less enthusiastic and passive in participating in the teaching and learning process in the classical style, there are still many learning participants who like to play who have not been directed, complete tasks that are not optimal and are still dependent on their friends. By paying attention to the above conditions, it is necessary to innovate learning in schools by optimizing the use of media to improve the quality of student learning. (Miftah, 2014)

In addition, the teaching and learning process activities provide an explanation that teachers in the realization of the teaching and learning process must comply with several criteria in the form of planning activities. A teacher must have good competence to design and implement various learning methods that are considered adequate for interests and talents and according to the skill level of students, including the use of various learning resources and means to ensure learning effectiveness.

Based on observations and initial interviews with a number of samples, the effectiveness of learning in 15 SDN Kelurahan Cengkareng Barat has decreased with an indication that teachers lack the ability to create a more varied teaching and learning atmosphere so that the relationship between

teachers and students is created effectively. The teacher still does not use media with a digitalization system, still using conventional systems such as lectures or teaching aids that are less attractive.

In addition, teachers must implement the learning process in accordance with the instructions set by government regulations as described in teacher competence. Pedagogic competence in 15 primary schools in the Cengkareng Barat sub-district shows that this competency is only understood as a theory but is not implemented optimally. There are still teachers who are not able to convey the material properly and do not understand the learning tools well. There are still many teachers who use monologue and single subject conferences.

Meanwhile, the effectiveness of learning can be made if the teacher uses maximum learning media. So, although almost all teachers have received training for each of their skills, they are not necessarily able to use these learning media. With the help of information technology, especially the use of hyperactive multimedia, it is hoped that they will be achieved with a goal called learning effectiveness

METHOD

Types of research

The type of research used is quantitative research. The target population in this study were all public elementary school teachers in Cengkareng Barat Village as many as 188 people, and the research sample as many as 128 people.

Tools and materials

Data collection tools using a questionnaire / questionnaire with a statement of each variable as many as 35 items.

Research design

This study uses a causal survey method with path analysis techniques, from causal relationships to review or analyze the relationship between research variables and measure the effect of variables with other variables.

Data collection technique

The technique used in collecting data is the use of questionnaires for three variables, namely: learning media, teacher pedagogic competence, and learning effectiveness. Scale measurement with Likert scale model. The instrument must be tested, before being given to the respondent completely, that is to measure the level of validity and reliability.

Data analysis

In this research, descriptive analysis is used. Descriptive analysis generally presents certain data such as: number of respondents (N), average price (mean), average standard error (Standard Error of Mean), median, mode (mode), standard deviation (Standard Deviation) , variance, range, lowest score (minimum score), highest score (maximum score) and frequency distribution accompanied by histogram graphs of the five research variables. Next, test the data analysis requirements by calculating the normality test for the estimated regression error, and the regression linearity. Then tested the simple regression analysis on each research variable, and finally tested the hypothesis.

FINDINGS AND DISCUSSION

Data collection

Data collection is an important activity to obtain relevant data for the problem created, so that it can solve the problem. In data collection, they need techniques that are relevant to the problem to be solved.

Validity test

Validity test is used to measure the validity or validity of a questionnaire. The validity test in this study used the IBM SPSS Statistics Version 25 program. So that the validity test was obtained using the Pearson Product Moment Correlation of 35 items on the Learning Media variable with 30 valid items and 5 drop items, and 35 items on the Teacher Pedagogical Competence variable with 31 valid items and 4 drop items, and 35 items on the Learning Media variable with 32 valid items and 3 drop items.

Reliability Test

Reliability testing is that each item in the instrument is valid or not, it can be known by correlating the item score with the total score. To determine the reliability of the instrument using the IBM SPSS Statistics Version 25 program. So that the results of the reliability test using the IBM SPSS Statistics Version 25 program are obtained as follows:

Table 1

Recapitulation of Reliability Test Data for Learning Effectiveness Variables, Learning Media and Teacher Pedagogic Competence

Variabel	r₁₁	Keterangan
Learning Effectiveness	0.605	Reliabel
Instructional Media	0.638	Reliabel
Teacher's Pedagogic Competence	0.708	Reliabel

Data Description

The research data is displayed in the data description of the three variables including the Learning Media variable (X1), the Teacher Pedagogic Competence variable (X2) and Learning Effectiveness (X3). The data obtained from the three variables are then displayed in the range of scores, mode (Mo), frequency distribution, standard deviation (SD), average and median (Me).

mean

The mean result of Learning Effectiveness variable is 146.87 then the mean result of Learning Media variable is 147.40, and the mean result of Teacher Pedagogic Competence variable is 147.14.

median

The median result on the Learning Effectiveness variable is 147, then the median result for the Learning Media variable is 148, and the median result for the Teacher Pedagogic Competence variable is 148.

Modus

It can be obtained with the mode result on the Learning Effectiveness variable of 147, then the mode result on the Learning Media variable of 150, and the mode result on the Teacher's Pedagogic Competence variable of 149.

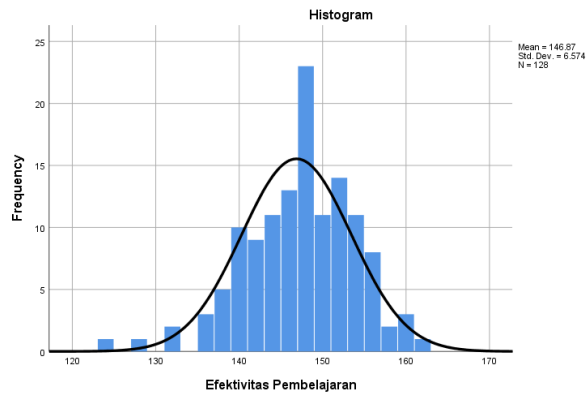


Figure 1

Histogram of Frequency Distribution of Learning Effectiveness Variable Scores (X3)

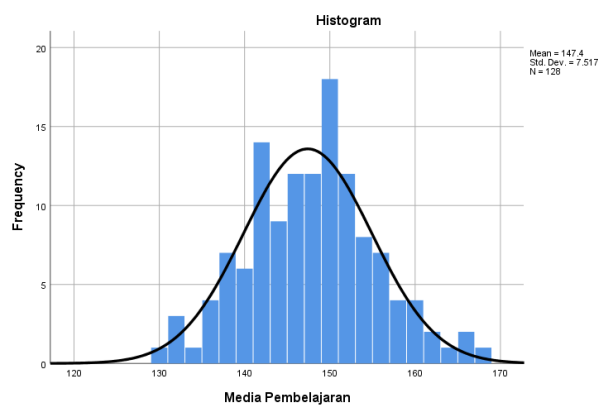


Figure 2

Histogram of Frequency Distribution of Learning Media Variable Scores (X1)

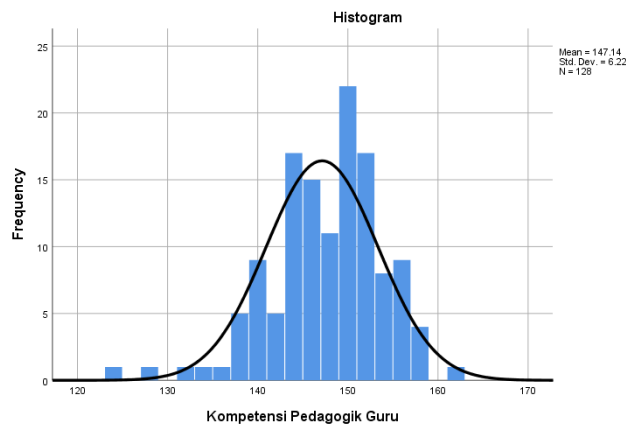


Figure 3

Histogram of Frequency Distribution of Teacher Pedagogical Competency Score Variables (X2)

Testing Requirements Analysis

Normality test

For normality testing using the Liliefors Method:

Table 2
Normality Test Calculation Results with the Liliefors . Method

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Media Pembelajaran	.169	128	.200 [*]	.988	128	.307
Kompetensi Pedagogik Guru	.162	128	.200 [*]	.973	128	.013
Efektivitas Pembelajaran	.179	128	.046	.974	128	.016
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results of the calculation of the normality of the learning effectiveness variable can be seen from the table above that 0.179 is smaller than 0.886 at a significance level of 0.05 for n = 128, it can be concluded that the learning effectiveness variable comes from a normally distributed sample. While the results of the normality calculation of the learning media variables can be seen from the table above that 0.169 is smaller than 0.886 at a significance level of 0.05 for n = 128, it can be concluded that the learning media variables come from samples that are normally distributed. And, the results of the normality calculation of the teacher pedagogical competence variable can be seen from the table above that 0.162 is smaller than 0.886 at a significance level of 0.05 for n = 128, it can be concluded that the teacher pedagogical competence variable comes from a sample that is normally distributed.

Hypothesis test

Effect of Learning Media (X1) on Learning Effectiveness (X3)

Table 3
Analysis of Variance for Testing Significance and Regression Linearity

$$\widehat{X}_3 = 125,162 + 0,071 X_1$$

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	125.162	9.144		13.688	.000
	Media Pembelajaran	.071	.072	.087	.975	.331

a. Dependent Variable: Efektivitas Pembelajaran

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Efektivitas Pembelajaran (X3) *	Between Groups	(Combined)	7607,000	41	185,537	3,616	,000
		Linearity	5891,793	1	5891,793	114,836	,000
		Deviation from Linearity	1715,207	40	42,880	,951	,723
Media Pembelajaran (X1)	Within Groups		2975,750	58	51,306		
Total			10582,750	99			

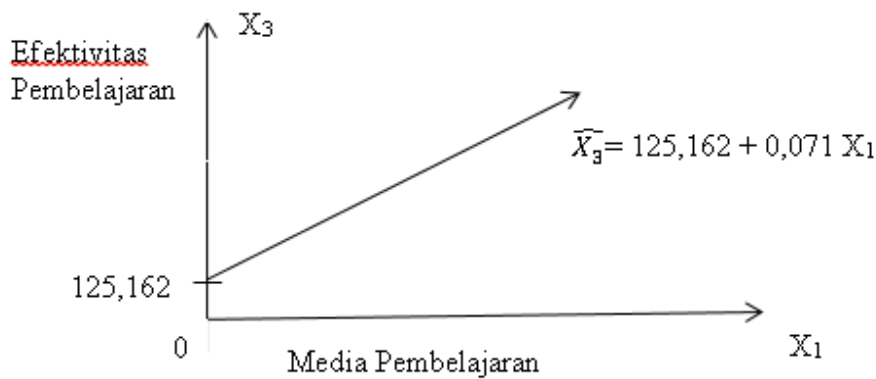


Image 4

Grafik Persamaan $\widehat{X}_3 = 125,162 + 0,071 X_1$

The regression calculation of X3 over X1 in the table above shows that the regression equation $(X_3) = 125,162 + 0,071 X_1$ is significant, $F_{count} = 134,111 > F_{table\alpha=0,05} = 3,08$ and linear because $F_{count} = 0,951 < F_{table\alpha=0,05} = 1,59$. Thus the regression equation $(X_3) = 125,162 + 0,071 X_1$ can be accounted for to draw conclusions about the effect of Learning Media with Learning Effectiveness is positive and fundamental. We can interpret from the above equation that an increase in one score of Learning Media causes an increase in the score of 0.071 Learning Effectiveness at the constant 125,162. This means that the more Learning Media increases, the Learning Effectiveness will increase. From the results of the hypothesis, it is stated that there is a positive and significant direct effect of Learning Media with Learning Effectiveness, meaning that the role of Learning Media plays a very large role in increasing Learning Effectiveness.

Table 4

Correlation Coefficient and Determination of Learning Media (X1) on Learning Effectiveness (X3)

Korelasi	N	r ₁₃	r ²	Dk	t _{hitung}	t _{tabel}	
						α=0,05	α=0,01
X ₁ dengan X ₃	128	0,072	0,007	126	13,688**	1,660	2,360

Berdasarkan uji signifikansi koefisien korelasi yang sudah dilakukan, maka kesimpulan yang dapat diambil adalah bahwa koefisien korelasi Media Pembelajaran (X₁) dengan Efektivitas Pembelajaran (X₃) diperoleh sebesar 0,007 adalah sangat mendasar, yang berarti terdapat pengaruh langsung positif Media Pembelajaran terhadap Efektivitas Pembelajaran, dengan koefisien determinasi sebesar $r^2_{13} = 0,072$. Hal ini berarti sebesar 72% variasi Efektivitas Pembelajaran (X₃) dipengaruhi oleh Media Pembelajaran (X₁).

Pengaruh Kompetensi Pedagogik Guru (X₂) terhadap Efektivitas Pembelajaran (X₃)

Tabel 5

Analisis Varians Untuk Pengujian Signifikansi Dan Linieritas Regresi

$$\widehat{X}_3 = 108,589 + 0,195 X_2$$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	108.589	11.480		9.459	.000
	Kompetensi Pedagogik guru	.195	.088	.194	2.221	.028

a. Dependent Variable: Efektivitas Pembelajaran

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.	
Efektivitas Pembelajaran (X ₃)	Between Groups	(Combined)	7713,333	38	202,982	4,315	,000
		Linearity	6114,597	1	6114,597	129,988	,000
		Deviation from Linearity	1598,737	37	43,209	,919	,603
	Within Groups	2869,417	61	47,040			
Total		10582,750	99				

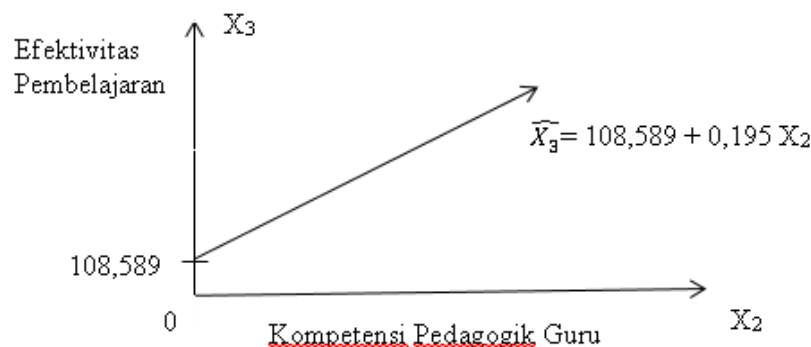


Image 5

Grafik Persamaan $\widehat{X}_3 = 108,589 + 0,195 X_2$

The calculation of the regression X₃ over X₂ in the table above shows that the regression equation $(X_3) = 108,589 + 0.195 X_2$ is significant, $F_{count} = 4.934 > F_{table\alpha=0.05} = 3.08$ and is linear because $F_{count} = 0.919 < F_{table\alpha=0.05} = 1.59$. Thus the regression equation $(X_3) = 108,589 + 0.195 X_2$ can be accounted for to draw conclusions about the effect of Teacher Pedagogic Competence on Learning Effectiveness is directly positive and significant. From this equation, it can be interpreted that an increase in a teacher's Pedagogic Competency score causes an increase of 0.195 in the Learning Effectiveness score at a constant of 108,589. This means that the more the teacher's pedagogical competence increases, the learning effectiveness will increase. From the results of the hypothesis, it is stated that there is a direct positive and significant influence on Teacher Pedagogic Competence with Learning Effectiveness, meaning that the role of Teacher Pedagogic Competence plays a very large role in increasing Learning Effectiveness.

Table 6
Correlation Coefficient and Determination of Teacher Pedagogic Competence (X2) on Learning Effectiveness (X3)

Korelasi	N	r ₁₃	r ²	Dk	t _{hitung}	t _{tabel}	
						α=0,05	α=0,01
X ₂ dengan X ₃	128	0,194	0,038	126	9,459*	1,660	2,360

Based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Teacher Pedagogic Competence (X2) with Learning Effectiveness (X3) is obtained at 0.038 which is very significant, meaning that it can be said that there is a direct positive influence of Teacher Pedagogic Competence on Learning Effectiveness, with a coefficient of determination of $r^2_{23} = 0.194$. This means that 19.4% of the variation in Learning Effectiveness (X3) is influenced by Teacher Pedagogic Competence (X2).

The Effect of Learning Media (X1) on Teacher Pedagogic Competence (X2)

Table 7
Analysis of Variance for Testing Significance and Regression Linearity
 $\hat{X}_2 = 126,187 + 0,034 X_1$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	126.187	9.116		13.842	.000
	Media Pembelajaran	.034	.072	.042	.468	.641

a. Dependent Variable: Kompetensi Pedagogik Guru

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Media Pembelajaran (X1) * Kompetensi Pedagogik Guru (X2)	Between Groups	(Combined)	8403,190	41	204,956	3,084	,000
		Linearity	6385,621	1	6385,621	96,084	,000
		Deviation from Linearity	2017,569	40	50,439	,759	,820
	Within Groups		3854,600	58	66,459		
	Total		12257,790	99			

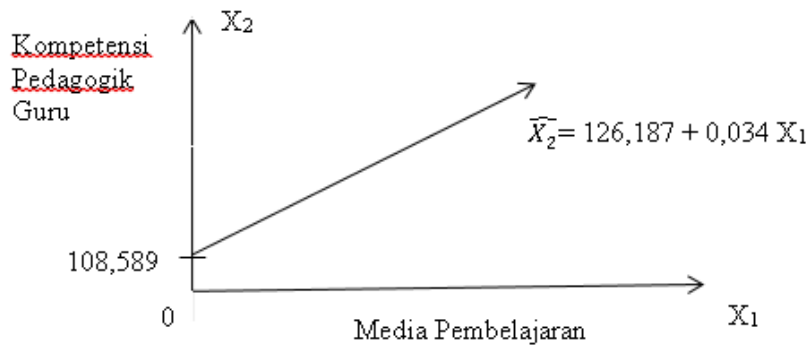


Image 6

Grafik Persamaan $\widehat{X}_2 = 126,187 + 0,034 X_1$

The calculation of the regression X2 over X1 in the table above shows that the regression equation (X_2) = 126.187 + 0.034 X1 is significant, $F_{count} = 4.219 > F_{table\alpha=0.05} = 3.08$ and linear because $F_{count} = 0.759 < F_{table\alpha=0.05} = 1.59$. Thus the regression equation (X_2) = 126.187 + 0.034 X1 can be accounted for to draw conclusions about the effect of Learning Media with Teacher Pedagogic Competence is directly positive and significant. From this equation, it can be interpreted that an increase in one score of Learning Media causes an increase in the score of 0.034 Teacher Pedagogic Competence at a constant of 126,187. This means that the more Learning Media increases, the Teacher's Pedagogic Competence will increase. From the results of the hypothesis, it is stated that there is a positive and significant direct influence of Learning Media with Teacher Pedagogic Competence, meaning that the role of Learning Media plays a very large role in improving Teacher Pedagogic Competence.

Table 8

Correlation Coefficient and Determination of Learning Media (X1) on Teacher Pedagogic Competence (X2)

Korelasi	N	r ₁₂	r ²	Dk	t _{hitung}	t _{tabel}	
						α=0,05	α=0,01
X ₁ dengan X ₂	128	0,042	0,082	126	13,842***	1,660	2,360

Based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Learning Media (X1) with Teacher Pedagogic Competence (X2) is obtained at 0.082 which is very significant, meaning that it can be said that there is a direct positive influence of Learning Media on Teacher Pedagogic Competence, with a coefficient of determination of $r^2_{12} = 0.042$. This means that 42% of the variation of Teacher Pedagogic Competence (X2) is influenced by Learning Media (X1).

Table 9
Path Coefficient Significance Test

Jalur	Koefisien Jalur	t hitung	t tabel	
			$\alpha = 0,05$	$\alpha = 0,01$
p31	0,064	13,688	1,660	2,360
p32	0,191	9,459	1,660	2,360
p21	0,042	13,842	1,660	2,360

CONCLUSIONS

Based on the results of the analysis and discussion, it can be concluded, In the validity test using SPSS 25 as many as 35 items on the Learning Effectiveness variable with 30 valid items and 5 drop items, and 35 items on the Learning Media variable with 31 valid items and 4 drop items, and 35 items on the Teacher Pedagogic Competence variable with 32 valid items and 3 drop items. The first hypothesis states that there is a direct effect of positive path analysis between learning media on the effectiveness of learning at State Elementary Schools in Cengkareng Barat Village of 0.072. Then, the second hypothesis states that there is a direct influence of positive path analysis between teacher pedagogic competence on learning effectiveness at State Elementary Schools in Cengkareng Barat Village of 0.194. And, the third hypothesis states that there is a direct influence of the positive path between learning media on the pedagogic competence of teachers at State Elementary Schools in Cengkareng Barat Village of 0.042.

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RELATIONSHIP BETWEEN WORK MOTIVATION AND WORK ENVIRONMENT WITH WORK DISCIPLINE OF STATE FIRST MIDDLE SCHOOL TEACHER

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ABSTRACT

The aims of the study were to determine: 1) The relationship between work motivation and teacher work discipline, 2) the relationship between the work environment and teacher work discipline, 3) the relationship between work motivation and work environment together with the work discipline of junior high school teachers in the state junior high schools in Indonesia. Palmerah District, West Jakarta. This research was conducted using a survey method. The affordable population was 134 teachers and the research sample was taken by 100 public junior high school teachers in Palmerah District, West Jakarta. To obtain the validity of the questionnaire items, the product moment correlation was used with the results: from 33 items of Teacher Work Discipline, 30 items were declared valid; of 34 items of Work Motivation, 31 items are declared valid; and from 36 items of Work Environment, 34 items are declared valid.

Keywords: *Work motivation; Work environment; Teacher work discipline..*

INTRODUCTION

The result of Heynman and Loxley's study of 29 countries in 1983 shows that one-third of various inputs that determine education quality as indicated by students' achievement is determined by their teachers. Teacher's role is more important in the midst of limited facilities and infrastructures as been happening in developing countries such as Indonesia.

The study highlights the notion that education quality strongly depends on teacher's quality, that can be identified by professionalism, economical prosperity, and dignity in science and exemplary. Thus, the well-qualified teacher is an absolute condition for realizing qualified education system.

As a professional, teacher's work only can employ individual with academic qualification, competency, and educator certificate in accordance with the requirements for each type and level of education. Teacher's role as a professional carries a vision, that is the realization of learning system which corresponds with professionalism principle to fulfill mutual rights for every citizen in obtaining

qualified education.

Teacher's position as learning agent is related to their role in education such as a facilitator, motivator, promoter, learning engineer, and the one who gives learners or students inspiration of learning. This role requires a teacher to be able to improve their performance and quality along with the changes and demands from society in education today.

According to our observation on a number of Sekolah Menengah Pertama Negeri (SMPN) (Public Middle School) in Palmerah, West Jakarta, each teacher has different characteristics and behaviours in educating. Some of them are teachers with high enthusiasm, discipline, and responsibility. And others are teachers with less-responsibility such as not coming ontime, not obeying rules, ignoring tasks, and not carrying out the duties optimally. Moreover, when the principle does not work actively, careless, and does not control actively. Such condition has become a problem in every formal education institution. In the presence of teachers with bad performance, it will be difficult for schools to obtain the expected goal.

The factors causing those problems are: (a) the low competency; many people became a teacher because of unaccepted in other study program or because of forced, (b) the role ambiguity; many teachers do not understand their function and role as a teacher, what they should do and do not, (c) the variety of scoring system which is differently belived by teachers; between prioritizing the process or deciding with the result (scoring achievement), between teaching with intent to worship or teaching because of to merely releasing the obligation, (d) the difference of teachers' preference, between who likes teaching and who does not, (e) the lack of appreciation towards teacher, mainly towards honorary teachers whose salary is under Upah Minimum Regional (UMR) (regional minimum wage), (f) the lack of motivation and the decrease of enthusiasm to work.

Discipline in work is a crucial need for teachers for their duties and obligations. Discipline is an awareness and availability of individual in obeying regulations and norms of institution (Hasibuan, 2017). Meanwhile, discipline in work is an effort to conduct management and strengthen organizational principles (Keith Davis, 2007). If linguistically explored further, the word discipline means "code of conduct". Therefore, discipline is always dealing with regulation, consequence, and obedience in doing something (Surono, 2005). With discipline, teachers can carry out their duties professionally so that the expected goal will be obtained.

Work motivation, in general, can be defined as an energetic force that comes from both inside and outside the individu, to start dealing with work behavior and to determine direction. (A.B. Shani, 2009) Teacher's work motivation is very important because it can support the implementation of their duties as a teacher. With the presence of work motivation, there is a power which encourages a teacher to work and to have work enthusiasm. (Sutrisno, 2009)

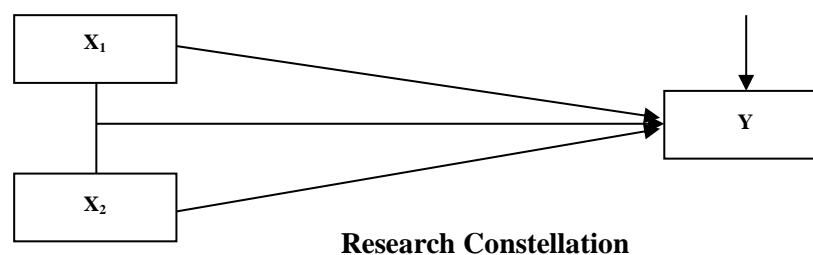
For teachers, to have high motivation, they must work in good and conducive work environment. What is meant by the work environment here is everything which is around the teacher and which can affect them in doing their tasks. Mullins stated that the work environment is a set of facilities and infrastructure, communication and technology support (Ivancevich, 2010). This limitation shows that environmental factors are not only physical environment, but also communication processes and technological support.

Based on the explanation above, it can be understood that the work environment has two types, namely the physical environment and the non-physical (psychosocial) environment, which includes the physical environment such as cleanliness, lighting, color, air, sound and others. Meanwhile, a psychosocial environment are social relations among teachers, social relations of teachers with the principal, employees, and the condition of students. Both physical and on-physical influence teacher's work discipline. This matter is based on the conclusion from the writer's research on the correlation between work motivation and work environment together with work discipline at SMPNs in Palmerah, West Jakarta.

METHOD

This study uses a survey method with a correlational approach, which is collecting data from members of the population without treatment to find out the true state of the population in relation to the variables studied.

The independent variables in this study are work motivation (X_1) and work environment (X_2). While the dependent variable is teacher's work discipline (Y). The constellation of the relationship between the independent variable and the dependent variable can be described as the research design below:



Note :

- X_1 = Work Motivation
- X_2 = Work Environment
- Y = Teacher's Work Discipline
- ε = Unexamined factors related to Y

This research is conducted in a Public Middle School (SMP) in Palmerah, West Jakarta. The unit of analysis is civil servant (ASN) teachers. In more detail, the population reached in this study are 134 public middle school teachers in Palmerah, West Jakarta, namely 36 teachers of SMP Negeri 11, 34 teachers of SMP Negeri 88, 24 teachers of SMP Negeri 101, 21 teachers of SMP Negeri 61 and 19 teachers of SMP Negeri 130. The details can be seen in the table below.

Population of The Research

No.	School	Number of Public Middle School Teachers In Palmerah District	Number of Public Middle School Teachers Studied
1.	SMPN 111 Palmerah	36	36
2.	SMPN 88 Palmerah	34	34
3.	SMPN 101 Palmerah	24	24
4.	SMPN 61 Palmerah	21	21
5.	SMPN 130 Palmerah	19	19
Total		134	134

In finishing this research, the writer takes about 6 months starting from June to November 2018.

Based on the design methodology described earlier, the approach used in this study is a quantitative approach in the form of correlational. This study intends to detect the extent of variations in a factor related to variable one or more of other factors based on the correlation coefficient.

The selection of the research sample in 5 schools in Palmerah district was done by random sampling where each element of the sample level had the same opportunity to be selected as sample. The technique used in sampling in this study is proportional random sampling, which means that each element of the sample level, some levels have the same opportunities to be selected as sample. Because the number of public middle school teachers in Palmerah, West Jakarta is 134 teachers, and by using the Slovin formula and error rate of 5%, 100 teachers were obtained. And for the trial, there are 30

teachers outside the sample.

Meanwhile, the data collection technique applied in this study are based on probabilities, so that the writer can specify each element of the probable population that can be included in the sample. The technique of data collection are done using a research instrument in the form of questionnaire. The scale used for the variable of the Teacher's Work Discipline, Work Motivation, and Teacher's Work Environment is a Likert's model scale that has five categories of answer choices, namely (a) always, (b) often, (c) sometimes, (d) ever and (e) never. Alternative answers are given a value 5 to 1 for positive statement and value 1 to 5 for negative statement.

This research needs instruments used to collect the data. The instruments are arranged based on the conceptual and operational definitions of each variable. The instruments in this research are: 1) Instruments of work motivation, 2) Instruments of work environment, and 3) Instruments of teacher work discipline.

The instrument used to measure work motivation, work environment and teacher's work discipline takes a form of questionnaire that has passed the validity and reliability tests. Scores are obtained using a Likert scale model with five answer options: always (SL) with score 5, often (SR) with score 4, sometimes (KK) with score 3, ever (P) with core 2, and never (TP) with score 1. The distribution of instruments arranged according to the 3 indicators above can be seen in the table below.

The Instrument of Work Motivation

No	Dimension	Indicator	Bullet	Total
1	Intrinsic Motivation	Encouragement from the heart	1, 2, 3	3
		Interest or curiosity	4, 5	2
		The feeling of pleasure in teaching	6, 7, 8	3
		Atitude in dealing with challanges	9, 10, 11	3
		Level of activity in school	12, 13, 14, 15	4
2	Extrensic Motivation	Motivation because of students	16, 17, 18	3
		Motivation of teaching methods	19, 20, 21, 22	4
		Motivation because of knowledge	23, 24, 25, 26,	5
		Motivasi because of love and devotion	27 28,29, 30, 31	4
Total				31

The Instrument of Teacher's Work Discipline

No.	Dimension	Indicator	Bullet	Total
1	The Implementation of rules and regulation	a) The punctuality	1,2,3,4, 5	5
		b) The compialiance wih regulations	6, 7,8, 9,,10,	5
2	The awareness of task accomplishment	a) The responsibility for task accomplishment	11, 12, 13, 14, 15, 16	6
3	Responsibility	a) The awareness in working	17, 18,19, 20, 21, 22, 23	7
4	Exemplary	a) Determining a model attitude to follow	24, 25, 26, 27, 28, 29, 30	7
Total				30

The Instrument of Work Environment

Dimension	Indicator	Bullet	Total
Colour	1. The setting of colour which creates convenience	1, 2, 3	3
	2. Colouring can increase convenience	4, 5	2
Cleanliness	1. Cleanliness maintenance	6, 7	2
	2. Cleanliness creates convenience	8, 9,10	3
Lighting	1. Well-setting lighting	11, 12	2
	2. The good lighting creates smoothness	13, 14	2
Air	1. The convenience of air temperature setting	15, 16, 17	3
	2. Good ventilation setting	18, 19	2
Safety	1. Guarantee of teacher safety	20, 21	2
	2. Guarantee of goods safety	22, 23	2
	3. Security tools	24, 25	2
Noise	1. Quiet workspace	26, 27	2
	2. The workplace is far from noise	28, 29	2
Work relationship	1. Relationship with superiors	30, 31	2
	2. Relationship with other teachers	32, 33, 34	3
TOTAL			34

To analyze the data, the writer conducted four test type models; 1. Test of statistical analysis requirement which includes: normality and homogeneity test; 2. Test of hypotheses 1 and 2 (simple linear regression and correlation) 3. Multiple hypothesis testing (multiple linear regression and correlation) 4. Test of significance of the partial correlation coefficient.

Normality test is intended to determine whether the estimated error regression data obtained in the study is normally distributed or not. Calculation of normality test is done through Lilliefors Error Estimation test (Murwani, 2008). The results of research data are normally distributed if the price of

$L_{hitung} < L_{tabel}$, with significance level 0.05.

The varian similarity (homogeneity) test was performed by the Bartlett test using the chi-squared distribution. Data can be concluded as homogen if it meets the criteria $\chi^2_{hitung} < \chi^2_{tabel}$ at significance level (Murwani, 2008).

FINDINGS AND DISCUSSION

The result of the study is presented in the form of descriptive statistics for each research variable which includes: frequency distribution, highest score, lowest score, average price score (mean), values that often appear in the respondent's answer (mode), middle value (median), sample variance, standard deviation followed with a histogram. The description of each research variable is as follows:

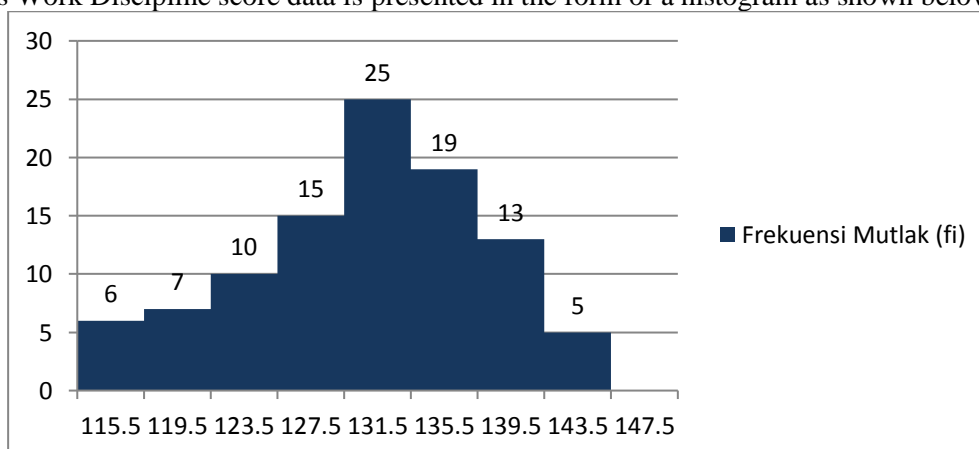
1. Teacher Work Discipline (Y)

Based on the result of research on the variable of Teacher's Work Discipline obtained through questionnaires with questions as many as 30 instrument items with a choice of 5 options scale, theoretical score is found between 30 to 150. While the empirical score is 30. This score is the difference of minimum score of 116 and maximum score of 146, with a total score of 13276. By using the Sturgess rule, the number of interval classes, which is 8, and the length of class, which is 4 (rounding), is obtained. After calculating, absolute frequency distribution of absolute minimum is 6 and maximum absolute frequency is 30 or minimum relative frequency is 6% and maximum relative frequency 25% as shown in the following table:

Teacher's Work Discipline Frequency Distribution

No.	Interval	Absolute Frequency (f _i)	Relative Frequency (%)
1.	116 – 119	6	6.00
2.	120 – 123	7	7.00
3.	124 – 127	10	10.00
4.	128 – 131	15	15.00
5.	132 – 135	25	25.00
6.	136 – 139	19	19.00
7.	140 – 143	13	13.00
8.	144 – 147	5	5.00
Total		100	100

After calculating the data centering values, it is obtained that the average value (\bar{Y}) = 132.760, median (Me) = 133.420 and mode (Mo) = 134,000¹. By looking at these values which have a relatively small difference between mean, median and mode, the data tends to be normal. The distribution of Teacher's Work Discipline score data is presented in the form of a histogram as shown below.



Techer Work Discipline Histogram

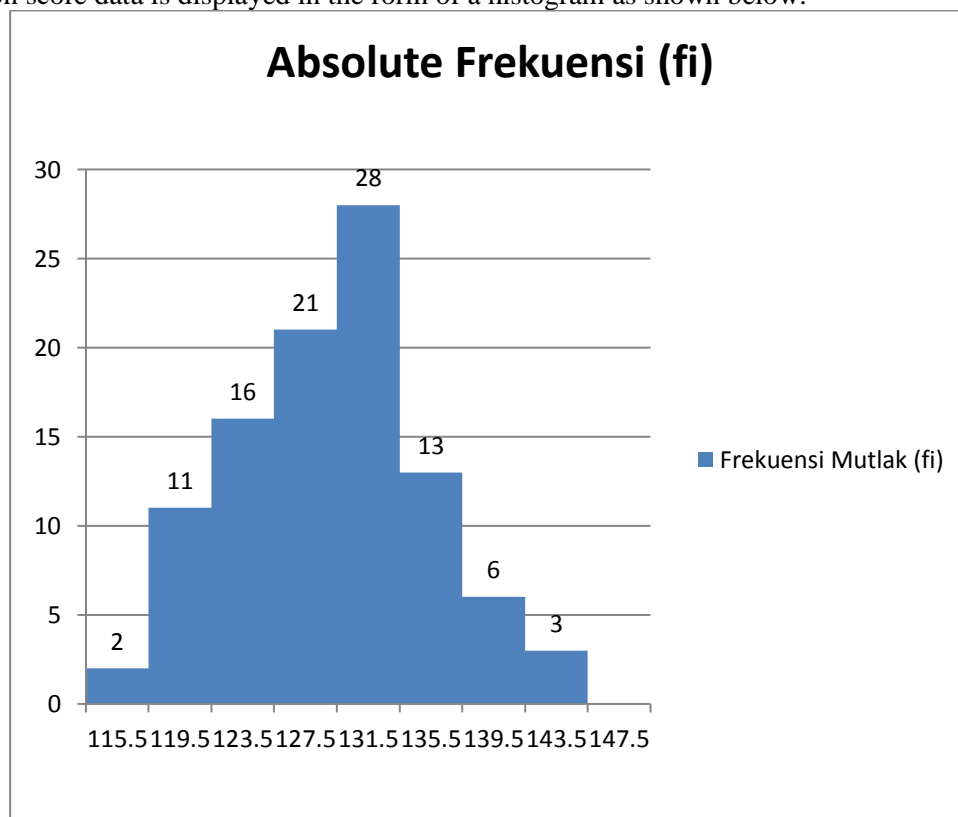
2. Work Motivation (X_1)

The Work Motivation Instrument used in this study consists of 31 valid statement items. Theoretical score range is between 31 and 155. In accordance with the result of research data, it is obtained that the lowest data is 116 and the highest data is 147. Thus, the range of scores is 31. By using the Sturges rule, the number of interval is 8 and the length of class is 4. After being calculated, it is obtained that minimum absolute frequency distribution is 1 and a maximum absolute frequency is 28 or minimum relative frequency is 2% and maximum relative frequency is 28% as shown in the table below

Motivation Work Distribution (X_1)

No.	Interval Class	Absolute Frequency (f_i)	Relative Frequency (%)
1.	116 – 119	2	2.00
2.	120 – 123	11	11.00
3.	124 – 127	16	16.00
4.	128 – 131	21	21.00
5.	132 – 135	28	28.00
6.	136 – 139	13	13.00
7.	140 – 143	6	6.00
8.	144 – 147	3	3.00
Total		100	100

After calculating the data centering values, it is found that the average value (\bar{X}) = 131,100, median (Me) = 131,500 and mode (Mo) = 132,773². By looking at these values which have a relatively small difference between mean, median and mode, the data tends to be normal. The distribution of Work Motivation score data is displayed in the form of a histogram as shown below.



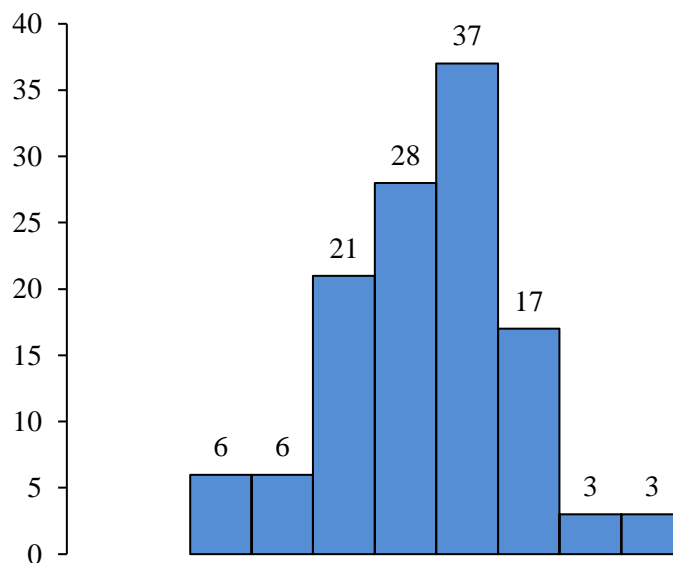
Work Motivation Histogram

3. Work Environment (X_2)

The instrument used in for variable Work Environment (X_2) consists of 34 valid statement items. Theoretical score range is between 34 to 170. In accordance with the result of research data, the lowest data is 121 and the highest data is 152. Thus, the range of scores is 31. By using Sturgess rule, the number of interval is 8 and the length of class is 4. After being calculated, it is obtained that minimum absolute frequency distribution is 6 and maximum absolute frequency is 37 or minimum relative frequency is 4.96% and maximum relative frequency is 30.58% as shown in the following table:

No.	Interval	Absolute Frequency (f_i)	Relative Frequency (%)
1.	142 – 145	6	4,96
2.	146 – 149	6	4,96
3.	150 – 153	21	17,36
4.	154 – 157	28	23,14
5.	158 – 161	37	30,58
6.	162 – 165	17	14,05
7.	166 – 169	3	2,48
8.	170 – 173	3	2,48
Total		121	100

After calculating the data centering values obtained that the average value (\bar{X}) = 137.450, median (Me) = 137.167 and mode (Mo) = 137.674³. By looking at these values which have relatively small difference between mean, median and mode, the data tends to be normal. The distribution of Work Environment score data is presented in the form of a histogram in the figure below.



Work Environment Histogram

From the data collected, the normality of estimated error data Y of sample X_1 is examined using Lilliefors test through equation $L_o = |F(z_i) - S(z_i)|$, and the highest L_{hitung} is taken. The calculation results the highest L_{hitung} value = 0.0418⁴. This value turns out to be lower than L_{tabel} ($n = 100$ dan $\alpha = 0,05$) = 0,0937. Therefore, $L_{hitung} < L_{tabel}$ so that H_o is accepted, which means the estimated error data of Teacher's Work Discipline (Y) for Work Motivation (X_1) is normally distributed.

Meanwhile, to test the normality of estimated error data Y of X_2 is by examining the normality of the sample with Lilliefors test through equation $L_o = |F(z_i) - S(z_i)|$, and the highest L_{hitung} is taken. According to the calculation, it is obtained that the value of the highest $L_{hitung} = 0,0371$. It is evidently lower than L_{tabel} ($n = 100$ dan $\alpha = 0,05$) = 0,0937. Thus, $L_{hitung} < L_{tabel}$ so H_o is accepted, which means the

estimated error data of Teacher Work Discipline (Y) for Work Environment (X₂) is normally distributed.

The calculation of varians homogeneity Y for X₁ test results the value $\chi^2_{hitung} = 21,304$ while $\chi^2_{tabel} = 31,4$ (dk = 20 dan $\alpha = 0,05$).⁵ Evidently, $\chi^2_{hitung} < \chi^2_{tabel}$, so that H₀ is accepted dan H₁ is rejected. Therefore, the data of Teacher's Work Discipline (Y) and the data of Work Motivation (X₁) derive from population with the same varians (homogen). According to the calculation of varians homogeneity Y for X₂, it is obtained that the value $\chi^2_{hitung} = 18,492$ while $\chi^2_{tabel} = 38,9$ (dk = 26 dan $\alpha = 0,05$).⁶ Evidently, $\chi^2_{hitung} < \chi^2_{tabel}$, so that H₀ is accepted and H₁ is rejected. Therefore, the data of Teacher's Work Discipline (Y) for Work Environment (X₂) derives from population with the same varians (Homogen).

The forecast determination used to see whether the influence of variable Y of X₁ or no forms a simple regression equation $\hat{Y} = -1,824 + 0,991X_1$. The simple regression equation form is continued in the regression significance and linearity test as shown in the table below.⁷

Table AVANA Test of Significance and Regression Linearity

$$\hat{Y} = -1,824 + 0,991X_1$$

Varians Source	Dk	JK	RJK	F _{hitung}	F _{tabel}	
					0,05	0,01
Total	121	2692319				
Regression a	1	2688705,53	2688705,529			
Regression b	1	3444,72	3444,72	2429,28**	3,92	6,84
Balance	119	168,75	1,418			
Tuna Cocok	19	7,61	0,401	0,25 ^{ns}	1,68	2,06
Galat	100	161,14	1,611			

N :**) regression is very significant with $F_{hitung} = 2429,28 > F_{tabel} = 3,92$ and $F_{tabel} = 6,84$ at significance level $\alpha = 0,05$ or $\alpha = 0,01$

^{ns}) linear regression $F_{hitung} = 0,25 < F_{tabel} = 1,68$ at $\alpha = 0,05$ or $\alpha = 0,01$

The Connection Between Work Motivation (X₁) and Work Discipline (Y)

The formulation of the first hypothesis in this study is that there is positive connection between Work Motivation (X₁) and Teacher Work Discipline (Y). After examining the requirement analysis through test of normality, homogeneity and linearity, a functional relationship is obtained between the variable Work Motivation (X₁) and the Teacher's Work Discipline (Y) with the following results:

- The calculation of the correlation coefficient produces $r_{y1} = 0.978$
- The significance of the correlation coefficient test yields $t_{hitung} = 48.91 > t_{tabel} = 2.36$ at $\alpha = 0.01$. Thus H₀ is rejected and H₁ is accepted. It means that there is very significant positive connection between Work Motivation (X₁) and Teacher's Work Discipline (Y).
- The contribution of Work Motivation (X₁) to Teacher's Work Discipline (Y) is calculated based on determination coefficient that is $KD = r^2 \times 100\% = (0.978)^2 \times 100\% = 95.8\%$. It means that the variable Work Motivation (X₁) forms a contribution of 95.8% to the Teacher's Work Discipline (Y).

The Connection between Work Environment (X₂) and Work Discipline (Y)

The formulation of the second hypothesis in this study is that there is a positive connection between the Work Environment (X₂) and the Teacher's Work Discipline (Y). After the requirement analysis through tests of normality, homogeneity and linearity, a functional relationship is obtained between the variable Work Environment (X₂) and the Teacher's Work Discipline (Y) with the following

results:

- a. The calculation of the correlation coefficient produces $r_{y2} = 0,966$
- b. The significance of the correlation coefficient test yields $t_{hitung} = 69,76 > t_{tabel} = 2,36$ at $\alpha = 0,01$.⁸ Thus H_0 is rejected and H_1 is accepted. It means that there is very significant positive connection between Work Environment (X_2) and Teacher's Work Discipline (Y)
- c. The contribution of Work Environment (X_2) to Teacher's Work Discipline (Y) is calculated based on determination coefficient that is $KD = r^2 \times 100\% = (0,966)^2 \times 100\% = 93,3\%$. It means that the variable Work Environment (X_2) forms contribution 93.3% to the Teacher's Work Discipline (Y)

The Connection between Work Motivation (X_1) and Work Environment (X_2) Together with Teacher's Work Discipline (Y)

The formulation of the third hypothesis in this study is that there is positive connection between Work Motivation (X_1) and Work Environment (X_2) together with Teacher's Work Discipline (Y):

- a. By using the technique of product moment correlation, the double correlation coefficient value $R_{y.12} = 0,966$ is then examined, so that $F_{hitung} = 2440,00 > F_{tabel} (0,05; 2/118) = 3,07$ and $F_{tabel} (0,01; 2/118) = 4,78$. Because $F_{hitung} > F_{tabel}$, H_0 is rejected and H_1 is accepted. It means that there is very significant positive connection between Work Motivation (X_1) and Work Environment (X_2) together with the Teacher's Work Discipline (Y)
- b. The contribution of Work Motivation (X_1) and Work Environment (X_2) together with Teacher's Work Discipline (Y) is calculated based on determination coefficient, that is $R^2 = (R_{y.12})^2 \times 100\% = (0,966)^2 \times 100\% = 93,3\%$. It means that the variable of Work Motivation (X_1) forms contribution of 93.3% to the Teacher's Work Discipline (Y)
- c. Functional connection between Work Motivation (X_1) and Work Environment (X_2) together with Teacher's Work Discipline (Y) is calculated using the technique of regression analysis $\hat{Y} = 6,549 + 0,022X_1 + 0,890X_2$. Based on the result of significance test from the regression equation, the conclusion shows that $F_{hitung} = 2364,219 > F_{(0,05; 2/118)} = 3,07$ and $F_{(0,01; 2/118)} = 4,78$. It means that the regression equation is very significant. Therefore, the variable of Work Motivation (X_1) and Work Environment (X_2) can affect Teacher's Work Discipline (Y).

CONCLUSIONS

According to the test of hypotheses and the discussion of research result as presented earlier, the conclusion shows as follows:

1. There is positive and very significant connection between work motivation and teacher's work discipline with the correlation coefficient $r_{y1} = 0,976$ at the level of significance $\alpha = 0,05$ which means that the connection is strong with the regression equation $\hat{Y} = -1,824 + 0,991X_1$. Determination regression is $(r_{y1})^2 = (0,976)^2 = 0,952$, and the contribution of work motivation towards teacher's work discipline is 95,2%. It means that the contribution is high.
2. There is positive and very significant connection between work environment and the satisfaction of teacher's work with correlation coefficient $r_{y2} = 0,988$ at the level of significance $\alpha = 0,05$ which means the connection is strong with the regression equation $\hat{Y} = 6,193 + 0,909X_2$. Determination coefficient is $(r_{y2})^2 = (0,988)^2 = 0,976$ and the contribution of work environment towards teacher's work discipline is 97,6%. It means that the contribution is high.
3. There is positive and very significant connection between work motivation and work environment together with teacher's work discipline with correlation coefficient $r_{y2} = 0,976$ at the level of significance $\alpha = 0,05$ which means the connection is strong with the regression equation $\hat{Y} = 6,549 + 0,022X_1$. Determination coefficient is $(r_{y2})^2 = (0,976)^2 = 0,952$ and the contribution of work motivation towards work environment together with teacher's work discipline is 95,2%.

This research concludes that teacher's work discipline in SMP Negeri (public middle school) in Palmerah, West Jakarta is affected by both work motivation and environment. Therefore, it shows that the implication of the result in this research is as follows:

1. There will be positive and significant effect towards teacher's work discipline if the work motivation is improved
2. There will be positive and significant effect towards teacher's work discipline if the quality of work environment is improved
3. There will be positive and significant effect towards teacher's work discipline if both work motivation and environment are simultaneously improved

Based on the result, the conclusion, and the implication above, several suggestions are proposed as follows:

1. Teachers should be aware of their main tasks and functions as a teacher, be responsible, love the job, be independent, have strong work motivation and discipline, and also should create conducive environment
2. Principles should give the education of work discipline for teachers regularly through the effort of good leadership effectivity as a model especially for teachers who breaks regulations of work discipline, give teachers the encouragement of work enthusiasm regularly and wisely, concern with complaints and problems faced by teachers, create work environment and give proper appreciation fairly for teacher who excels.
3. School managers together with the school should concern with both work motivation and environment. Principles, head of administration, teachers, administration staff, students, and student guardians need to work hardly.
4. For the researcher, this research still need to develop and broaden by either deepening variables examined or adding other variables. This can be done to give good information, generally for education, and specifically for middle schools.

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