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Analysis of the Application of Muhammadiyah Values to Islamic Religious Education Students at Universitas Muhammadiyah Sumatera Utara

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ABSTRACT

The purpose of this study was to find out how far the application of Muhammadiyah values to Islamic Religious Education students at Universitas Muhammadiyah Sumatera Utara as a form of embodiment of the vision of the Islamic Religious Education study program in everyday life and the factors that influence it. Data collection techniques are in the form of observation, direct interviews and interviews in the form of questionnaires. The data analysis technique that was used is qualitative method. As for the values of Muhammadiyah are Aqidah, Akhlak, Ibadah and Muamalah Dunyawiyah. The implementation of Muhammadiyah values of UMSU Islamic Religious Education students is included in the category whether in the percentage of implementing the four Muhammadiyah values amounting to 68%. The factors that often become obstacles in the application of Muhammadiyah values in life are: 1. Internal factors, namely those related to determination, 2. External factors, which can be in the form of the community environment, association and family.

Keywords: values of muhammadiyah Islamic education

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1. INTRODUCTION

Muhammadiyah was founded by KH Ahmad Dahlan on 8 Dzulhijah 1330 H coinciding with 18 November 1912 AD in Yogyakarta. Muhammadiyah is known as an organization that has inspired the spirit of reforming Islamic thought in Indonesia and is active in various fields of people's lives. Muhammadiyah's main ideas are applied in business and charity life, both in the fields of religious, educational, and social work. Muhammadiyah's efforts that have stood out since the beginning of its presence in Nusantara are Da'wah activities that directly touch the real interests of the community, consisting of educational, social, economic and health activities.

Muhammadiyah University is a Muhammadiyah charity effort in the field of education as a place of da'wah, one of which is Universitas Muhammadiyah Sumatera Utara (UMSU). The targets of its da'wah include students, especially students of the Islamic Studies Education study program through Al-Islam and Muhammadiyah values learning which are one of the characteristics of Universitas Muhammadiyah Sumatera Utara. The achievement of Muhammadiyah da'wah at UMSU can be seen from the application of Muhammadiyah values in every aspect of the student's life.

The word “value” has the meaning of degree or price when viewed from an etymological point of view, whereas when viewed from a terminological perspective, value means an empirical quality that is difficult to define but can still be understood in substance (Setyaningsih, R. 2017: 66). Alport stated further (in Muhammad Faturrohman, 2015: 54) values are beliefs that make a person act on the basis of his choice. In line with that, Fraenkel (in Setyaningsih, R. 2017: 67) explains that value can be interpreted as a thought (idea) or concept about what is considered important for a person in his life. The truth of a value does not require empirical evidence but is more related to appreciation and what a person wants or does not want, likes or dislikes. Based on the opinion of experts on the meaning of value, it can be concluded that value is something that is abstract in nature which becomes a belief held by someone, which becomes a reference for someone in behaving.

As for the values of Muhammadiyah are Aqidah, Akhlak, Ibadah and Muamalah Dunyawiyah. Starting from the Aqidah value, Muhammadiyah works for the upholding of a pure Islamic faith, free

from signs of polytheism, bid'ah and superstition, without neglecting the principle of tolerance according to Islamic principle. Central Executive of Muhammadiyah (2000) states that every member of Muhammadiyah must have the principle of life and awareness of faith, in the form of monotheism to Allah SWT truly, sincerely, and full of submission so that they radiate as Ibad Ar-Rahman who lives life by truly being a Mukmin and Muslim. . Every member of Muhammadiyah is obliged to make faith and monotheism the source of all life activities, must not deny faith based on monotheism, and keep away from and reject shirk, superstition, heresy, and superstition which tarnish faith and monotheism in Allah SWT.

Moral Value is Muhammadiyah works to uphold noble moral values by referring to the teachings of the Al-Qur'an and the Sunnah of the Prophet, not based on human-created values. Central Executive of Muhammadiyah (2000) states that every member of Muhammadiyah is required to emulate the Prophet's behavior in practicing noble character, so that they become uswah hasanah who are imitated by others in the form of sidiq, amanah, tabliqh, and fathanah. Every member of Muhammadiyah in carrying out charity and life activities must always be based on sincere intentions in the form of good and human deeds, and keep away from riya, arrogant, ishraf, fasaad, fahsya, and munkar behavior.

Value of Worship is Muhammadiyah works for the upholding of worship as guided by Rasulullah SAW, without additions and changes from humans. Central Executive of Muhammadiyah (2000) states that every member of Muhammadiyah is required to always cleanse the soul/heart towards the formation of a mutaqqin personality by worshiping diligently and keeping away from bad souls/passions, so that a pious personality radiates that brings peace and benefit to oneself and others. each other. Every member of Muhammadiyah carries out Mahdhah Worship as well as possible and promotes nawafil (Sunnah Worship) in accordance with the guidance of the Prophet and adorns themself with solid faith, extensive knowledge, and sincere good deeds so that it is reflected in personality and commendable behavior.

The value of Muamalah Dunyawiyah is Muhammadiyah works for the implementation of worldly management of Mu'amalat Dunyawiyah and community development based on religious teachings and makes all activities in this field as worship to Allah SWT. Central Executive of Muhammadiyah (2000) states that every member of Muhammadiyah must always be aware of himself as a servant and caliph on earth, so that he views and responds to world life actively and positively and does not distance himself from life's struggles on the basis of faith, Islam and Ihsan in the sense of Akhlak Karimah. Every member of Muhammadiyah must have an Islamic work ethic, such as: hard work, discipline, not wasting time, trying maximally/optimally to achieve a goal.

The aim of this study was to find out how far the application of Muhammadiyah values to Islamic Religious Education students at Muhammadiyah University of Sumatera Utara as a form of embodiment of the vision of the Islamic Religious Education study program in everyday life and the factors that influence it.

2. RESEARCH METHOD

This type of research is descriptive-qualitative research. This research was conducted at Muhammadiyah University of Sumatera Utara, Jl. Captain Muchtar Basri No.3, Glugur Darat II, Medan Timur, Medan, North Sumatra, 20238. The research subjects were students of the Islamic Religious Education study program at the Faculty of Islamic Religion in the odd semester of the 2022/2023 academic year. The object of research is the application of Muhammadiyah values. Data collection techniques in the form of observation, direct interviews and interviews in the form of questionnaires. After obtaining data and information, the analysis technique used is qualitative data analysis technique.

3. RESULTS AND DISCUSSION

The application of Muhammadiyah values by Islamic Religious Education students at Muhammadiyah University of Sumatera Utara is viewed from 4 points of view, namely the application of aqidah values, the application of Ibadah values, the application of Muamalah Duniawiyah values and the application of Akhlak values. The results obtained from the questionnaire distributed to UMSU Islamic Religious Education students are as follows.

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Tabel 1.Table of Survey Results

No	Point of Views	Number of Questions	Number of Respondents	Application Percentage	Category
1	Aqidah	4	41	50.6 %	Good
2	Akhlak	4	41	74.4 %	Good
3	Ibadah	4	41	59.8 %	Good
4	World Affairs	4	41	87.8 %	Very Good
		Average		68 %	Good
76% - 100% = Very Good, 51% - 75% = Good, 26% - 50% = Deficient, 0% - 25% = Bad					

In the table above, it can be seen that the researcher used 4 statements in the questionnaire for each value applications. The statements attached to the questionnaire are statements relating to the application of the values in life. Researchers managed to collect 41 respondents in data collection which was carried out in five days.

Based on the table, it can be concluded that the implementation of Muhammadiyah values of UMSU Islamic Religious Education students is included in the good category with the percentage of implementing the four Muhammadiyah values amounting to 68%. The Muhammadiyah value that has the highest level of application, namely the Muamalah value with a total percentage of application of 87.7% and the category is very good. Meanwhile, the lowest applied Muhammadiyah value is the Aqidah value with a total percentage of 50.6% and in the good category.

Even though the results obtained show in a good category, the implementation of Muhammadiyah values is still relatively low considering that the research subjects came from the Department of Islamic Religious Education. There are two Muhammadiyah values whose percentage is still around 50 - 60%, namely the values of aqidah and worship.

After direct observation and interviews were conducted with 5 informants by the researchers, it was found that there were several factors that influenced whether good or bad the application of Muhammadiyah values in life. The factors that often become obstacles in the application of Muhammadiyah values in life are:

Internal Factors

This internal factor is related to determination. All interviewees acknowledged that determination in carrying out this truth is a factor that greatly influences the application of Muhammadiyah values in everyday life.

External Factors

External factors can be in the form of the community environment, association and family. Two of the five informants said that their biggest obstacle was families who did not know Muhammadiyah. Two of the five informants said that the biggest obstacle was the environment where adat and religion were still mixed up. And one in five sources said that the biggest obstacle was worldly association. However, all sources said that these three components had a great influence on the application of Muhammadiyah values in everyday life.

Of the several factors inhibiting the application of Muhammadiyah values above, it is very important to maintain steadfastness in doing good. Avoid laziness, negligence and increase self-discipline. Association has a very large role in implementing Muhammadiyah values, so it is very important to choose associations that always remind us of the hereafter. As for families who do not know Muhammadiyah or oppose Muhammadiyah teachings, in this case it is necessary to improve individual students so that they provide evidence or influence on the family so that families can get to know Muhammadiyah through the actions and attitudes of the students, so that the family will not become an inhibiting factor for students in implementing Muhammadiyah values. As well as in the

environment, students really need certain approaches so that the environment can be well educated and not become an obstacle for students in implementing Muhammadiyah values.

4. CONCLUSION

Based on research conducted by researchers, it can be concluded:

1. The application of Muhammadiyah values by Islamic Religious Education students at the Muhammadiyah University of Sumatera Utara in everyday life is good. Even though it is included in the good category, in terms of the percentage of implementation it is still relatively low.
2. The factors that hinder the implementation of Muhammadiyah values are internal factors in the form of determination and also external factors in the form of family, environment and association.

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Implementation of Kemuhammadiyahan Al-Islam Learning System at Nurul Hadina Junior High School

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ABSTRACT

This research aims to find out Implementation of Kemuhammadiyahan Al-Islam Learning System at Nurul Hadina Junior High School. This type of research is qualitative. This research was conducted in the city of Medan, precisely at SMP Nurul Hadina Medan Amplas. The learning system which is the object of research while the research subject itself is the Al-Islam Kemuhammadiyahan subject. This research was conducted within two months. For about two months the researcher carried out his task of analyzing the Al-Islam Muhammadiyah learning system at Nurul Hadina Middle School. The more data obtained, the better the final results of a study. In this study, data collection techniques were carried out by utilizing several techniques, including observation, interviews, documentation Based on the results of observations at Nurul Hadina Middle School, researchers found that students at Nurul Hadina Middle School are also people who need to be guided, directed and mentored at school to become quality human resources in the future regardless of status, ethnicity and race especially with differences in economics and school locations. Students in cities, especially SMP Nurul Hadina also need to get moral education which must be added in order to improve good social behavior with a little extra handling because students there lack motivation, interest in learning and reading still need to be improved and want to raise more awareness to really seek highest knowledge.

Keywords: Implementation, Kemuhammadiyahan Al-islam, Learning system

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1. INTRODUCTION

In the current era of globalization along with the development of science and technology in all corners of the world, it is getting tighter. Various kinds of advanced technology were created. The competitiveness of Human Resources (HR) must also be increased in order to maintain one's existence. One of the development of human resources is through education. The learning system that is attached to the Al-Islam Kemuhammadiyahan lesson at SMP Muhammadiyah 12 Medan itself is research attitudes, knowledge and skills in each learning process. In addition, this subject also has an important role to form students with Muslim character and personality. This is also a benchmark for the success of this subject and the most important thing is that it lies in changes in student behavior, attitudes, and mentality.

In this lesson, students are given stimuli so that they are able to emulate good behaviors in society. Students who study this subject should have good behavior because in Muhammadiyah it is instilled in Muhammadiyah cadres, by assessing attitudes by looking at benchmarks, such as changes in attitudes and behavior among families and surrounding communities and the mentality that is formed is mental steel that is ready to face the truth.

But in reality, the behavior of students among families, peers and in the community has experienced a decline in attitudes that are of good value among the community. The same thing happened to students at SMP Nurul Hadina. The behavior shown is sometimes impolite, such as shouting near the teacher itself, mostly from students who act as underclassmen who are impolite to their upperclassmen and vice versa. It is common for students there to drop out or skip classes during class time.

As for the things that make students pay less attention to important matters related to student social behavior, namely the lack of full attention given by the family and the lack of attention from the

school. Therefore students do things that are bad in the eyes of society, always seek attention by doing things that are not good.

Therefore, it can be concluded that Al-Islam Kemuhammadiyahan learning is an alternative to changing student behavior from bad to good. Therefore it is necessary to implement Muhammadiyah learning with the aim of becoming one of the references in student behavior that will be reflected.By providing stimuli to students through this learning, students have responded and with a conscious state students have participated in good behavior in accordance with the guidelines of life that have been regulated by the religion of each individual.

As one of the organizations that is also active in the world of education, Muhammadiyah has established several schools. One of the many Muhammadiyah foundation schools studying Al-Islam Kemuhammadiyahan is Nurul Hadina Middle School. The learning system that is applied in teaching and learning is that the teacher teaches the history of the founding of Muhammadiyah, Muhammadiyah preaching, and others. This learning through teaching methods one of which is the lecture method. In addition, the Al-Islam Kemuhammadiyahan subject teacher also gave directions to students to be diligent in reading the textbooks intended for students. In the last hour of this lesson students are given several assignments in the form of questions that aim to make students able to find their own answers from an explanation and can be understood by students.

So from this assumption view, as well as previous research, the researcher is interested in conducting research on learning the Al-Islam Kemuhammadiyahan study at Nurul Hadina by not only analyzing a learning process but analyzing all kinds of aspects such as students' social behavior, community stigma about Muhammadiyah, achievements achieved in this school. So the researcher raised a study with the title "ANALYSIS OF AL-ISLAM KEMUHAMMADIYAHAN LEARNING SYSTEMS AT NURUL HADINA". This study aims to determine:

1. To find out the Al-Islam Kemuhammadiyahan learning system on the social behavior of Nurul Hadina Middle School students
2. To find out the impact of the Kemuhammadiyahan Al-Islam learning system at Nurul Hadina Middle School"Research Method" to describe the step of research and used in the chapter "Results and Discussion" to support the analysis of the results. If the manuscript was written really have high originality, which proposed a new method or algorithm, the additional chapter after the "Introduction" chapter and before the "Research Method" chapter can be added to explain briefly the theory and/or the proposed method/algorithm.

2. RESEARCH METHOD

Qualitative research according to Creswell (2017) has developed methods for exploring and understanding the meanings that a number of individuals or groups of people ascribe to social or humanitarian issues.

This research uses a phenomenological approach where this research is an ongoing phenomenon. This phenomenological approach, in which the researcher determines the best problem or question for the participants or for the resource persons later. In this approach, researchers need.

which is the location of this research is located in the city of Medan, precisely at SMP Nurul Hadina Medan Amplas. The learning system is the object of research while the subject of the research itself is the Al-Islam Kemuhammadiyahan subject and the students who take the subject.

This research was conducted within two months. During those two months more or less the researcher carried out his task of analyzing the Al-Islam Muhammadiyah learning system at Nurul Hadina Middle School.

The research instrument is the tool used in collecting data. The main instrument (key instrument) or key instrument in question is the researcher himself. As the main instrument in this study, the researchers started from the initial stages of the research to the results of the researchers. entirely carried out by researchers. In addition, to support the achievement of research results, researchers used tools in the form of interview guides, personal computer (PC) documentation (cameras). Data is a very important support in a research. The more data obtained, the better the final results of a study. In this study, data collection techniques were carried out by utilizing several techniques, including Observation, Interview, Documentation

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Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, elaborating into units, synthesizing, compiling into patterns, choosing what is important and what has been learned. , and draw conclusions so that they are easily understood by themselves and others. several individuals who understand or are related to the problem of the Al-Islam Kemuhammadiyahan learning system at Nurul Hadina Middle School, then the researcher collects the context of the story and then finalizes it into one

3. RESULTS AND DISCUSSION

A. Muhammadiyah Al-Islamic Learning System for Students' Social Behavior at Nurul Hadina Middle School

The learning system is basically ways to achieve learning objectives, namely achieving maximum learning outcomes by students. Learning outcomes are an important factor in the teaching and learning process. Based on the observation results, the researcher observes related matters regarding the learning system. Nurul Hadina Middle School implements an Al-Islam Kemuhammadiyahan learning system, namely research on attitudes, knowledge, and skills in each learning process. In addition, this subject also has an important role to form students with Muslim character and personality. This is also a benchmark for the success of this subject and the most important thing is that it lies in changes in student behavior, attitudes, and mentality (Observation/29/7/2019).In implementing this learning system, the teacher and the school do not necessarily only teach students about Muhammadiyah, but also make this learning an aspect so that students have guidelines for behavior, life guidelines, knowing the history of Muhammadiyah, creating students -students who has a good mentality, and is able to face the outside world and face all kinds of forms of competition.From the explanation above, it can be seen that the implementation of the learning system is guided by the vision and mission that have been made by the school which has obtained approval from a mutual agreement. In addition, students also do not forget that they are bound by Muhammadiyah rules.From the results of interviews with the Al-Islam Kemuhammadiyahan subject teachers, we can see that the application of the Al-Islam Kemuhammadiyahan learning system must also be in accordance with what is in the lesson plans. In accordance with the results of the interviews, at this school, students are also obliged to recite the Koran in each subject. This is what the school does so that children can understand and practice the contents of the Qur'an in their daily lives and can form good student character.The application of the Kemuhammadiyahan Al-Islam learning system at this school was also highlighted by teachers of other subjects. One eye teacher It is stated that the application of appropriate learning models to students so that students are able to understand the material easily and the teacher also makes or applies learning models as the formation of better student character.

B. In the realm of education, a system should indeed be improved and made as good as possible.

This is intended so that the next generation of the nation is also able to become good and useful Human Resources (HR) for the nation, religion and state. In realizing a system capable of producing quality generations, students must also have strong life guidelines and have good morals and mentality. One of the things being able to support all of these things is the good implementation of the Muhammadiyah Al-Islam learning system in schools that are within Muhammadiyah educational institutions.SMP Nurul Hadina was one of the locations for my research, where from the results of observations that researchers conducted at this school, the teacher gave examples of good behavior to students through the learning process (observation/31/7/2019). In addition to observations from previous observations, subject teachers also maintain Muhammadiyah culture in their learning process (observation/31/7/2019).

In a learning system, it does not only produce positive impacts, but there are some negative impacts that arise from the applied learning system. One of the negative impacts that emerged in the Al-Islam Kemuhammadiyahan learning system at SMP Nurul Hadina. As for the results of observations when researchers conducted research at the school, in learning there were still some students who had difficulty understanding lessons and it was also seen that students felt a little sleepy. Even though it's

not like that every time, sometimes students feel bored, so students seem to need an educational game so that students can get rid of their sleepiness.

A. Muhammadiyah Al-Islamic Learning System for Students' Social Behavior at Nurul Hadina Middle School

The learning system is a method used to make learning successful. In a lesson, it can be said to be successful if the teacher has made students or participants students succeed in understanding the material and make the character of students better than before. There are many schools that are trying to implement a good learning system in order to be able to create and produce students who excel in all aspects so as to be able to produce Human Resources (HR) that have the potential to be proud of and useful for the nation and state. One school that is trying to implement a good learning system is SMP Nurul Hadina Medan. From the results of observations, the things that were observed by researchers were that the Al-Islam Kemuhammadiyahan learning system at the school already used a good system. Also strengthened by the results of interviews conducted in the field with Mrs. RN:

"Learning Al-Islam Kemuhammadiyahan is very good because there is Al-Islam Kemuhammadiyahan learning in schools, students' knowledge of religion is much better" (Interview/GR/20/08/2019)".

In connection with the perceptions of informants regarding the Al-Islam Kemuhammadiyahan learning system, it can be understood that the learning system has been made the best possible effort to obtain good results in the sense that the learning process can run smoothly and learning outcomes can also increase. Researchers can draw conclusions that a good system will be able to get maximum results in line with the ability of all of these elements to work in harmony with their own functions. If the element does not work according to its function then the results obtained cannot be as perfect as the desired expectations.

B. Implications of the Kemuhammadiyahan Al-Islamic Learning System with the Nurul Hadina Middle School

Rules SMP Nurul Hadina is one of the schools that implements a good learning system. The school which is located in the center of the capital city of Medan does its best to produce students who excel in all fields.

Being one of the schools that stands in the middle of this big city, namely Medan, makes this school have to compete with various excellent schools in the city. Apart from competing with top schools, Nurul Hadina Middle School is also good at sorting out increasingly modern technologies so as not to lead students astray. From the results of observations, researchers' observations are related to school discipline where teachers and other schools provide an assertion that students are not allowed to use mobile phones in class during the learning process. This is the teacher's biggest task in the school area, which is to control students' use of their sophisticated Android.

C. Student Conditions Related to the Muhammadiyah Al-Islam Learning System at Nurul Hadina Middle School

Based on the results of observations at Nurul Hadina Middle School, the researchers found that students at Nurul Hadina Middle School are also people who need to be guided, directed and guided at school to become quality human resources in the future regardless of status, race, ethnicity, differences. skin especially, with economic differences and the location of the school. Students in the city, especially at Nurul Hadina Middle School, also need to get moral education which must be added so that they can improve good social behavior by requiring a little extra handling because the students there lack motivation, interest in learning and reading still need to be improved and want to more awareness is raised to really seek the highest knowledge.

From the reviews above, the researcher stated that in this school it is necessary to improve learning in the classroom and learning outside the classroom or extracurriculars so that students are able to show their talents. Apart from that, the aim is to improve classroom and extracurricular learning so that students can instill enthusiasm for learning and be able to break the assumptions that Muhammadiyah schools are escape schools of naughty students, don't graduate at public schools, and various other assumptions.

Based on the results of the discussion above, researchers can relate to the theory used in this study which uses the structural functional theory of ideas from Parsons (2016). Based on the contents of this theory, we can proves that basically when in a system there is one component that is not functioning properly then the goals of the system will not be achieved. Apart from being related to structural-functional theory, this research is also related to Thorndike's (2016) behavioristic theory, namely that with a stimulus carried out in the learning process, students will also later apply the lessons they get at school in their social life.

One of the theories from Weber (2016) is the theory of value-rational action in which the behavior of a student that has been applied in Muhammadiyah rules can be consciously followed by students because they have taken into account the pros and cons of the action being carried out in the community. Finally, there is the relation to the theory of Dewey (2004), namely the theory of progressive education, which means that at Nurul Hadina Middle School, the teacher does not only carry out the learning process by transferring knowledge, but students are also given directions to the teacher to practice directly related to the learning material presented. by the Al-Islam Kemuhammadiyahan subject teacher.

4. CONCLUSION

Based on the description of the results of the research and discussion that has been carried out, it is concluded that:

1. Muhammadiyah Al-Islam Learning System at Nurul Hadina Middle School. SMP Nurul Hadina is one of the schools in the middle of the capital city. One of the schools sheltered by the Muhammadiyah organization. Compulsory lessons for students are Al-Islam Kemuhammadiyahan subjects. In learning, it is necessary to apply a good learning system to be able to create an interesting learning atmosphere for students. In addition, a good learning system will also be able to produce high-quality future generations.
2. The impact of the Muhammadiyah Al-Islamic learning system In the realm of education, a system should indeed be improved and made as good as possible. This is intended for the next generation The nation is also able to become good and useful Human Resources (HR) for the nation, religion and state.

In realizing a system capable of producing quality generations, students must also have strong life guidelines and have good morals and mentality. One of the things that is able to support all of these things is the good implementation of the Muhammadiyah Al-Islam learning system in schools that are within Muhammadiyah educational institutions. From the results of the study it was concluded that better changes in behavior that occur in students as a result of the learning system applied can have a positive impact on students and the school and family. However, if on the contrary students are not able to change their behavior for the better, it will have a negative impact on themselves and the surrounding community.

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The Effect of Implementation of Attention Relevance Confidence Satisfaction Learning Model on Interests and Learning Outcomes of Students on Quadrilateral Materials

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ABSTRACT

This research is motivated by several factors including the lack of interest in learning of students as evidenced by the lack of participation of students in learning activities, the delay of students in submitting assignments and the lack of attention of students during learning activities takes place. The purpose of this study was to determine the effect of applying the Attention Relevance Confidence Satisfaction (ARCS) learning model on students' learning interest. This study uses a quantitative approach with a quasi-experimental design. The population of this study were all class VII students of SMPN 2 Ngantru Tulungagung for the 2021/2022 academic year. Sampling was done by purposive sampling. The results of this study indicate that there is an effect of the application of ARCS learning model on the learning interest of class VII students at SMPN 2 Ngantru Tulungagung on the Quadrilateral Materials.

Keyword : Attention Relevance Confidence Satisfaction Learning Model, Learning Interest, Learning Outcomes.

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1. INTRODUCTION

Learning is a process of interaction between students and their environment, which results in changes in themselves. These changes are in the form of improving the quality of behavior, such as increasing knowledge, understanding, skills, thinking, attitudes and others. Learning activities are influenced by a condition, both internal and external. A very strong and very influential internal influence is interest in learning (Jamil, 2019). Interest in learning is the driving force that comes from within the individual to carry out learning activities in order to increase knowledge and skills and experience in order to achieve learning goals (Achru, 2019). Interest has a very big influence in the learning process. Students who have a high interest in learning will find it easier to accept and understand each learning material because there is an interest in learning material that encourages them to study diligently. Conversely students who have low learning interest will not study the learning material because it does not match the interests of these students. This will affect student learning outcomes. Learning outcomes are student self-assessments in the form of changes that can be observed, proven, measured, in the abilities or achievements experienced by students as a result of learning experiences (Nurhasanah & Sobandi, 2016).

There are several factors that can affect individual interest and learning outcomes, one of which is educators (Nurhasanah & Sobandi, 2016). Educators play an important role in creating an innovative learning atmosphere to attract students' interest so that the learning process goes according to purpose. In addition to having good teaching competence, an educator must also pay attention and love for students and know the condition of their students in capturing and paying attention to the ongoing learning process. It is very important for every educator to understand the learning process of students so that they can provide guidance and create a harmonious learning environment to increase students' learning interest. The ARCS learning model is a learning model with an instructional design that aims to increase learning motivation (Keller, 1987; Sundari & Siahaan, 2023).

There are four components in the ARCS learning model. One of them is Attention which relates to students' interest/attention to learning and Satisfaction which relates to learning outcomes (Jamil, 2019; Putri et al., 2023). Based on the preliminary study in the form of direct observation during 6 meetings in class VII B of SMPN 2 Ngantru Tulungagung, it was found that there were still obstacles in the learning process, namely the lack of interest in learning of students. This is evidenced by the lack

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of student participation in learning, including the habits of students who never record subject matter in class, most students still prefer to play alone rather than listen, are late in collecting assignments and don't even do assignments at all.

From the results of consultations with mathematics teachers. Researchers also received information that student learning outcomes were still relatively low with the Minimum Completeness Criteria of 65, there were still many students who scored far below the Minimum Completeness Criteria. This study aims to determine the effect of the application of the ARCS learning model on the interests and learning outcomes of Class VII students at SMPN 2 Ngantru Tulungagung on quadrilateral material.

2. RESEARCH METHOD

2.1. Quadrilateral

A quadrilateral is a flat shape formed and bounded by four straight lines as side (Shalihah et al., 2022). Flat shapes which include quadrilaterals include squares, rectangles, rhombuses, parallelograms, kites and trapezoids. The perimeter of a plane shape is the total distance around the shape. The area of a plane shape is the size of the area covered by a flat surface (Ayuningtyas et al., 2018; Fidyawati et al., 2022).

a. Square

A square is a quadrilateral that can occupy its frame in exactly eight ways and each corner can occupy any other corner exactly. A square has several properties as follows:

1. All sides are the same length
2. The diagonals are the same length and bisect each other
3. The diagonals intersect to form a right angle
4. All angles are equal and are right angles
5. The diagonal is the bisector that divides the two equally.

The perimeter of the square is $K = 4s$

The Area of a Square is $L = s \times s$ or $L = s2$

b. Rectangle

A rectangle is a quadrilateral that can occupy its frame in exactly four ways and each corner can occupy any other angle in exactly four ways. Rectangle also has some properties as follows:

1. Opposite sides are equal and parallel.
2. Every corner of a rectangle is a right angle
3. The diagonals are the same length
4. The diagonals intersect and bisect each other

The perimeter of the rectangle is defined as follows:

$K = 2p + 2l$ or $K = 2(p + \ )$

The area of the rectangle is $L = p \times l$

c. Rhombus

A rhombus is a quadrilateral that has two pairs of parallel lines and all four segments of the same length. The properties of rhombus include:

1. Has four equal sides (AB = BC = CD = DA)
2. Has two pairs of parallel sides (AB is parallel to CD and AD is parallel to BC)
3. It has two diagonal lines which are perpendicular to each other AC ⊥ BD, but of different lengths. The diagonals bisect each other AO = OC, and OB = OD
4. It has four corners with opposite angles equal. (∠A = ∠C and ∠B = ∠D)
5. The sum of two adjacent angles is 180°. That is ∠A + ∠B = ∠B +∠C = ∠C + ∠D = ∠A +∠D = 180°
6. Has two axes of symmetry

The perimeter of a rhombus is K = 4 × $\boldsymbol{s}$

The area of a rhombus is L = $\mathbf{1/2} \times \boldsymbol{d_1} \times \boldsymbol{d_2}$

d. Parallelogram

A parallelogram is a quadrilateral that has two pairs of parallel line segments. The properties of the parallelogram are:

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1. Has four sides with opposite sides of the same length AB = CD and AD = BC
2. Has two pairs of parallel sides (AB is parallel to CD and AD is parallel to BC)
3. It has two diagonal lines that intersect at point O which are not the same length. The diagonals bisect each other (OA = OC and OB = OD)
4. It has four corners with opposite angles equal. (∠A = ∠C and ∠B = ∠D)
5. The sum of two adjacent angles is 180°
6. Does not have an axis of symmetry
7. Has two rotational symmetries

The perimeter of the parallelogram is K = $\boldsymbol{2a + 2b}$
The area of the parallelogram is L = $\boldsymbol{a \times t}$

e. Kite

A kite is a quadrilateral that has at least two adjacent sides that are the same length. The properties of the kite is as follows:

1. Has two pairs of sides that are the same length (AB = AD and CB = CD)
2. Formed by two isosceles triangles, namely triangle ABD and triangle CDB
3. It has two diagonal lines that are perpendicular to each other AC ⊥ BD, but of different lengths. Diagonal AC divides BD equally (OB = OD)
4. It has four angles with a pair of equal angles, namely angle B = angle D and the other pair is not
5. Has one sunbu of symmetry
6. Has one rotational symmetry

The circumference of the kite is K = $\boldsymbol{2a + 2b}$
The area of the kite is L = $\boldsymbol{1/2 \times d_1 \times d_2}$

f. Trapezoid

A trapezoid is a quadrilateral that has at least one set of parallel line segments. Trapezoid properties include:

1. Has a pair of parallel sides
2. It has two diagonals that intersect
3. It has four angles which add up to 360°
4. The sum of two angles between two parallel sides is 180°

The perimeter of the Trapezoid is K = $\boldsymbol{a + b + c + d}$
The area of the trapezoid is L = $\boldsymbol{1/2 \times (a + b) \times t}$

2.2. Method and Data

In the research conducted, the type of research that used was experimental research. Experimental research is quantitative research conducted by giving treatment or special treatment to existing variables (Rukminingsih et al., 2020). In this study there were two groups, namely the experimental group and the control group. The experimental group is the group that will be given ARCS Learning Model, namely class VII B. Meanwhile, the control group is the group that is given the conventional learning model, namely class VII A.

The experiment used in this study was a quasi-experimental design with a non-evaluable control group design. where all research subjects who were given treatment came from one class or study group not from subjects taken randomly. The class that gets the treatment is expected to produce something different or better than the control class. In this experimental study the researcher wanted to test the hypothesis, the influence on student learning outcomes in the experimental class after being treated with the ARCS Learning Model compared to student learning outcomes in the control class.

A research variable is something that is used as a research object and becomes a point of concern in a study to be studied and information obtained (Rahma & Nurhalimah, 2022). Variables are divided into independent variables and dependent variables. In this study the variables used include independent variables and dependent variables. The aspect to be tested is the causal relationship between the independent variables found in the experimental object and the dependent variable found in the characteristics of the subject who has been given the treatment. The instrument has an important role in research, because the instrument is a tool that will be used to collect data taken from sample analysis

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by taking into account the variables to be tested in research. In this study, researchers used two types of research instruments, namely:

1. Questionnaire, is a data collection technique that is carried out by giving a set of written questions to the respondent to answer (Sugiyono, 2013, 2011). The questionnaire in this study consisted of 20 positive and negative questions. The theory of motivation used to create this questionnaire is the ARCS theory of motivation. The ARCS motivational model refers to Attention, Relevance, Confidence, and Satisfaction. This learning interest questionnaire was given to students in the experimental class and control class after each class carried out learning quadrilateral shapes with different treatments.
2. Test, which is a series of questions or exercises used to measure knowledge, intelligence, abilities, or talents possessed by individuals or group (Sofian, 2014). The test used in this study was a posttest in the form of 4 descriptive questions. These questions contain material for quadrilaterals that have been studied. This test is used to determine the effect of applying the ARCS learning model on student learning outcomes.

The data analysis technique used in this study is as follows:

1. Test instrument
The instrument test will go through two stages, namely validity test and reliability test.
2. Research Prerequisites Test
The research prerequisite test used is the normality test and homogeneity test.
3. Test the hypothesis
After carrying out the normality test and homogeneity test, then to find out whether the Attention Relevance Confidence Satisfaction learning model has an effect on students' interest and learning outcomes. In testing this hypothesis, the researcher used the t test and the MANOVA test. The t test was used to test hypotheses 1 and 2, while the MANOVA test was used to test hypothesis 3. In calculating the data analysis, the researcher used the SPSS 25.0 application.

3. RESULTS AND DISCUSSION

3.1. Description of Research Implementation Data

Research implementation data are data obtained from the results of research conducted. The research implementation data are as follows:

a. Research in the experimental class

The first research in class VII B as an experimental class was carried out on April 11 2022 by providing the ARCS learning model in learning mathematics. This research was conducted in the first hour with a time allocation of two hours of lessons. In this study the teacher opened the lesson by greeting and praying. Then provide ice breaking in the form of multiplication guesswork with a quick point system. This ice breaking aims to focus the attention and concentration of students as well as test their memory in guessing the multiplication that is thrown in a short time. Then the teacher gives an overview and introduction of what will be learned, namely getting to know the properties of quadrilaterals. Furthermore, the teacher distributes worksheets as learning media that will be used to facilitate the learning process. The LKPD contains cases that are in accordance with the ARCS model.

The first stage is Attention. At this stage students are asked to observe the entire contents of the classroom and pay attention to rectangular objects. After knowing the objects that are rectangular in shape, students are again asked to pay attention to the characteristics or properties of these objects. Then the students were asked to mention the results of their observations by raising their hands first then conveying the results of their observations. In this stage one of the ARCS components also occurs, namely Confidence or spurring student confidence.

The second stage is Relevance, students are directed to read a case on LKPD that is relevant to everyday life about quadrilaterals. Students are also directed to dig up information about the shape and properties of quadrilaterals from the accompanying book. Then do the LKPD at that stage according to the existing instructions.

The third stage is Confidence. At this stage students are trained to develop their own confidence and knowledge through group discussions. The teacher divides students into 5 groups, each group consists of 6-7 people. Students gather with their respective groups to discuss working on the tasks contained in the LKPD. In this discussion, each group must work together to complete all group tasks.

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After the discussion is over the teacher gives the opportunity for each group to present the results of their discussion in front of the class, while other groups are allowed to respond and express their opinions if there are differences in answers. As an appreciation, the teacher gives rewards to students active in discussion.

The last stage is satisfaction, in this stage the teacher gives appreciation in the form of applause and praise for the enthusiasm for learning of students in learning in class. The teacher also gives rewards to active participants and provides motivation for students to continue to maintain the enthusiasm for learning to get even better results. At the end of this stage the teacher invites students to jointly conclude what material has been learned and understood. The teacher and students clap together to appreciate the learning activities that have been carried out. After the lesson is finished the teacher closes the lesson by praying and closing greetings.

The second meeting was held on April 14 2022, the teacher directed students to pay attention to the topic of learning about the circumference and area of a quadrilateral. Learning begins with reflecting and discussing previously learned material as a prerequisite for studying today's material. Then the teacher asks students to open the LKPD that has been given.

The first stage is Attention, at this stage students are directed to pay attention to a case contained in the LKPD regarding rectangular shapes as an introduction to the concept of Area and Circumference of a quadrilateral. The second stage is Relevance, in this stage real-world cases regarding area and circumference are presented. From this case, students were asked to infer a concept or understanding of the area and perimeter of a quadrilateral in their own language. The teacher then gives further explanation about the area and perimeter of a quadrilateral according to its shape and properties. The third stage is Confidence. After knowing the concept of the area and perimeter of a quadrilateral, each student is asked to match the shape and the correct formula. Then the teacher directs students to return to the study groups that have been formed. Each group sends one representative to take the lottery number on the teacher's table. The number is the number of questions contained in the LKPD that must be done by each group. Before the discussion begins, the teacher provides an explanation of the provisions that they must carry out in the discussion. During the discussion process, the teacher monitors each group. After the discussion is over, each group must send one representative to present the results of the discussion. Students are also given the opportunity to give feedback and express their opinions.

The fourth stage is satisfaction, in this stage the teacher and students clap together as an appreciation for the enthusiasm for learning that has been shown. Teachers also provide rewards and added value to students who are active in learning. The teacher also provides motivations to continue to maintain and remember the enthusiasm for learning of students. As a bonus, the teacher gives one more opportunity for students to get a reward, namely by coming to the front of the class to conclude the learning material they have understood. After the lesson is finished the teacher returns to provide reinforcement about the relevance of quadrilateral material and its importance in everyday life. The lesson ends with a prayer and greeting.

The third meeting was held on April 21 2022 with an allotment of 3 hours of study. At this last meeting, students were directed to do a post test on the quadrilateral material that had been studied previously. This aims to measure student learning outcomes after carrying out learning activities using the ARCS model. After completing the post-test students are given a questionnaire to be filled out as honestly as possible in accordance with the daily lives of students in learning mathematics, especially learning activities on quadrilateral material that has been carried out. This questionnaire aims to measure the learning interest of class VII B students. The lesson ends with words of appreciation to class VII B students and a group photo.

b. Research in the control class

The first meeting in class VII A as the control class was held on April 11 2022 in the second hour after the experimental class. The time allocation at this first meeting is 3 hours of lessons. In class VII A, the learning model used is a conventional learning model using student companion books. The second meeting in the control class was held on April 12 2022 with an allotted time of 2 hours of study. At this meeting, the teacher delivered material about the area and perimeter of quadrilaterals. The third meeting in the control class was held on April 18 2022 with an allotted time of 3 hours of lessons. The

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learning activity in this third meeting was working on test questions with the quadrilateral material that had been studied previously.

3.2. Test Results

The number of students in the control class was 31 students. The number of students in the experimental class was 32 students.

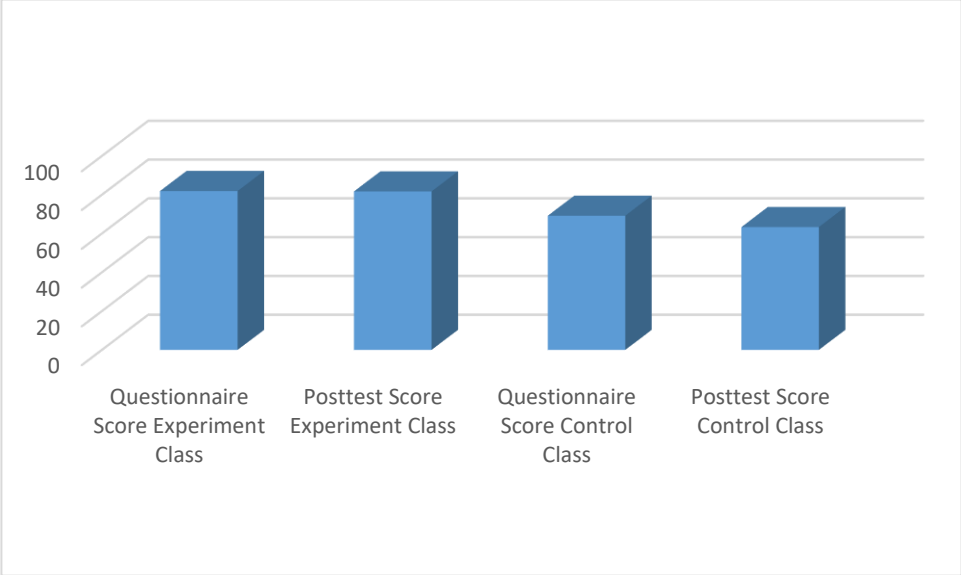

Fig 1. Mean of questionnaire and posttest score

3.3. Statistical Test

a. Validity test

Instrument validity test is a test to measure the validity of questions or statement items before being tested on research samples. The validity test carried out in this study is as follows:

Table 1. Validity test of the learning outcomes test instrument

Correlations						
		Q_1	Q_2	Q_3	Q_4	Total Score
Q_1	Pearson Correlation	1	.345	.233	.432	.777**
	Sig. (2-tailed)		.207	.403	.108	.001
	N	15	15	15	15	15
Q_2	Pearson Correlation	.345	1	.316	.134	.547*
	Sig. (2-tailed)	.207		.251	.634	.035
	N	15	15	15	15	15
Q_3	Pearson Correlation	.233	.316	1	.367	.613*
	Sig. (2-tailed)	.403	.251		.179	.015
	N	15	15	15	15	15
Q_4	Pearson Correlation	.432	.134	.367	1	.785**
	Sig. (2-tailed)	.108	.634	.179		.001
	N	15	15	15	15	15
Total Score	Pearson Correlation	.777**	.547*	.613*	.785**	1
	Sig. (2-tailed)	.001	.035	.015	.001	

	N	15	15	15	15	15
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Table 2. Reliability test of learning outcomes test instruments

Reliability Statistics	
Cronbach's Alpha	N of Items
.618	4

Table 3. Normality test of the post test scores of learning outcomes

One-Sample Kolmogorov-Smirnov Test			
		Control Class	Experiment Class
N		31	32
Normal Parameters[a,b]	Mean	69.19	81.94
	Std. Deviation	8.735	7.313
Most Extreme Differences	Absolute	.117	.152
	Positive	.117	.089
	Negative	-.105	-.152
Test Statistic		.117	.152
Asymp. Sig. (2-tailed)		.200[c,d]	.060[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significan			

Based on the results of research on the effect of applying the ARCS learning model on students' interests, it obtained significant results. This can be seen from the results of data analysis using SPSS Statistics 25 on the independent t test. From this analysis, a significance value of 0.000 was obtained. Based on the basic criteria for decision making 0.00 <0.05. Thus H0 is rejected and H1 is accepted. From the results of these calculations, it can be concluded that there is a significant influence from the application of the ARCS learning model on the Learning Interests of Class VII Students at SMPN 2 Ngantru Tulungagung on the Quadrilateral Flat Shape material.

The results of this study were reinforced by the results of research conducted by Bunga Wahyu Nirwana Mayzhurra and Eko Haryono entitled "Analysis of interest and learning motivation of class XI students in wave material during the Covid-19 pandemic". Based on the analysis of the data in this study, it was concluded that using the ARCS learning model, interest and learning motivation were categorized as good and had an effect on students' learning motivation. With ARCS learning, students are able to associate the concepts of one wave material with another so that they will get positive changes, and can develop self-confidence in their abilities (Mayzhurra & Hariyono, 2021).

Table 4. Multivariate significant test

Multivariate Tests[a]							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.993	4029.602[b]	2.000	60.000	.000	.993
	Wilks' Lambda	.007	4029.602[b]	2.000	60.000	.000	.993

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	Hotelling's Trace	134.320	4029.602[b]	2.000	60.000	.000	.993
	Roy's Largest Root	134.320	4029.602[b]	2.000	60.000	.000	.993
Class	Pillai's Trace	.619	48.790[b]	2.000	60.000	.000	.619
	Wilks' Lambda	.381	48.790[b]	2.000	60.000	.000	.619
	Hotelling's Trace	1.626	48.790[b]	2.000	60.000	.000	.619
	Roy's Largest Root	1.626	48.790[b]	2.000	60.000	.000	.619
a. Design: Intercept + Class							
b. Exact statistic							

Learning models that are fun and attract students' learning interest will also generate enthusiasm or motivation for learning students which will also have an impact on student learning outcomes. This can be seen from the student learning outcomes test after applying the ARCS learning model. In this research, the results of samples in class VII A and VII B at SMPN 2 Ngantru Tulungagung showed a significant influence between the application of the ARCS learning model on mathematics learning outcomes. This significant influence can be seen from the results of data analysis using an independent t test of 0.000. Based on the basic criteria for decision making 0.000 <0.05. Thus H0 is rejected and H1 is accepted. Based on the results of these calculations, it can be concluded that there is a significant influence between the group given the ARCS learning model and the group given the conventional learning model.

The results of this study are strengthened by the results of research conducted by Stefany Maya and Evy entitled Effects of the ARCS Strategy (Attention, Relevance, Confidence and Satisfaction) on the Motivation and Learning Outcomes of ICT Grade VIII Students at SMP Negeri 4 Negara. The results showed that there were differences in learning outcomes ICT between students who learn through the ARCS learning strategy ($\bar{x}$ = 51.03) and students who learn through the direct learning model ($\bar{x}$ = 45.18). Got

$Fhitung$ =111,040; $p < 0.05$. From this analysis it was concluded that the ARCS strategy can be used to increase students' motivation and ICT learning outcomes (Stefany, 2016; Stefany Maya, 2014).

Based on the data analysis that was carried out in this study, the researchers used the MANOVA test with the help of SPSS Statistics 25. The output results of the test showed that the fourth p value (sig.) for pillace trace, wilk's lambda, hotelling's trace, and Roy's lagest root was 0.000. Based on the basis of decision-making sig. 0.000 <0.05 which means H0 is rejected and H1 is accepted. It can be concluded that there is a significant influence between the group given the ARCS learning model and the group given the conventional learning model. The results of this study were also strengthened by research conducted by Lidia Susantri entitled "Implementation of Learning Motivation Model ARCS for class XI students at SMA Charis Malang, from her research it was found that the application of the ARCS learning model had an impact on attitudes (affective) students in following the learning in class. This can be seen from the increasing curiosity of students, the attitude of wanting to fight, and the feeling of comfort in learning. This learning also maintains the attitude of students while participating in learning activities so that there are no attitudes or things that the teacher does not want, for example feeling lazy, not respecting the teacher, not responding to learning and so on (Susanti, 2018).

4. CONCLUSION

Based on the formulation of the problem and research hypothesis proposed, the research results obtained are in accordance with data analysis and hypothesis testing, so it can be concluded that there is a significant influence from the application of the ARCS Learning Model on the interest and learning outcomes of class VII students in SMPN 2 Ngantru Tulungagung on Quadrilateral Flat Shapes material. This significant influence can be seen from the results of the data analysis that has been presented in the previous results. The significant results obtained were 0.000. Based on the basic criteria for decision making 0.000 <0.05 which means *H*0 is rejected. With the implementation of various learning models as variations in learning activities, one of which is the ARCS learning model is expected to stimulate students that learning is fun. Students are expected to be more active and confident in conveying their curiosity and maintaining their interest in learning and their attitude during the learning process so that there are no more problems that are not expected by the teacher or educator.

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The Effect of Principal Leadership on Teacher Performance through Work Motivation as an Intervening Variable at Private Vocational Schools in Medan Tuntungan District

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ABSTRACT

This study aims to analyze the role of leadership in schools on teacher performance, and the role of teacher motivation as mediating the role of leadership in schools on teacher performance. The population of all Vocational High School teachers in the Medan Tuntugan District was 112 teachers. The sample was determined using a proportional random sampling technique, so that the total sample for the study was 88 teachers. The data collection tool used was a questionnaire measured by a 5-point Likert scale, while the data analysis technique used *Path Analysis*. Based on the results of the study, it shows that the principal's leadership has fostered good cooperation and relationships, effectiveness, participation, delegating time, and delegating authority. The teachers studied had the motivation to excel, the need to expand association, the need to master a job. Teachers also have good performance as indicated by the fulfillment of work quality, work quantity, reliability and attitude. The findings of this study also show that the stronger the principal's leadership will improve teacher performance, the principal's leadership is also able to increase teacher work motivation, and work motivation will contribute to teacher performance.

Keywords: Principal Leadership, Work Motivation, Teacher Performance

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1. INTRODUCTION

Education plays a very important role in ensuring the survival of the nation and state, because education is a pillar for developing and improving the quality of existing human resources. Indonesian society with the pace of its development is still facing serious educational problems, especially with regard to the quality, relevance and efficiency of education. Education is the most important part in educating the life of the nation. No country or nation will be able to progress without first advancing the world of education. Efforts to increase human resources will have a positive impact on the development of education.

The implementation of learning activities in Vocational High Schools is a concrete manifestation of productive learning programs which always emphasize mastering the basics of a wide range of skills, as well as mastering the right techniques and tools for working with the allocation for productive education and training subjects is 30% theory and 70% practice in the field. This is a challenge for teachers, because teachers must understand theoretical and practical aspects in terms of what is needed in society, as well as required personal skills to cooperate with parties related to the business/industry world. The conditions experienced by the teacher are positioned as the front guard in the teaching and learning process and the teacher holds a very strategic position in the effort to produce professional and quality graduates so that they can create the need for professional human resources.

To create professional teacher performance, it is necessary to have supporting components. Teacher performance is the key to educational success, because the presence of teachers greatly influences all existing educational resources. Various resources in the world of education such as facilities and infrastructure, technology, costs and information can be used properly if the teacher has a good ability to use all available resources.

Based on data from the Education Office of Provensi Sumatera Utara in 2021 in Medan City the number of SMK schools is 111 (State and Private), with 2,035 teachers. While the number of SMK

Medan Tuntungan District is 7 (private), with 112 teachers. Through the development of SMK, it is hoped that the unemployment rate can be reduced. Because high school education is different from vocational education. Because vocational education is based on a curriculum that equips graduates with certain skills to fill jobs or open businesses according to the study program they are engaged in.

Teacher performance is influenced by many factors, one of which is the leadership of the school principal. The principal is a manager in a school whose job is to guide and direct teachers to achieve school goals. The principal is a teacher who is appointed and has the additional task of leading the school [1]. The duties of the principal in the process of teaching and learning activities are less, but the principal has responsibility for the teaching and learning process that occurs in the school.

The principal as the highest leader who is very influential and determines the progress of the school must have the ability to assist the smooth implementation of activities within the organization. Principals must be able to carry out their functions in creating and maintaining a healthy and enjoyable work atmosphere and carry out their functions in order to achieve organizational goals [2].

With leadership, school principals need to work together with educators so that learning programs in schools can be carried out properly. Where the school principal gives motivation, coaching [3]. In the context of teacher performance, transformational and democratic leadership styles correlate well with teacher performance. According to recent research, the application of transformational and democratic leadership styles can improve teacher performance [4].

In addition to leadership, motivation is one of the factors that can move people to achieve their goals. Teacher motivation has impacts/implications for school leaders and managers because teacher motivation also influences student motivation. Teachers with a high level of motivation will be able to create a better social and psychological environment for students [5].

Motivation is formed from the teacher's attitude in dealing with work situations at school. Motivation is a condition or energy that drives employees to achieve company organizational goals with high motivation, it will arise in the teacher, awareness to plan, implement and evaluate learning that can be carried out thoroughly [6].

Motivation also does not arise from oneself but from the forces of the surrounding environment. Teacher motivation is a factor increasing teacher work to achieve educational goals. Motivation will lead to positive and negative directions, if motivation leads to a positive direction it will produce a positive or good job, in achieving a certain goal. However, if motivation results in a negative direction, it will produce bad results or it can be said to fail in achieving the desired goal.

Being a teacher without motivation can make work quickly feel boring because there is no driving force. Motivation questions how to motivate teachers to work, so that teachers want to work hard by contributing all their abilities, thoughts, skills to realize educational goals. The teacher becomes an educator because of the motivation to educate. If you don't have motivation, you won't succeed in educating or if you teach because you have to, because there is no will that comes from within the teacher, you will not get job satisfaction for the work done.

Based on the results of initial observations at private vocational schools in the Medan Tuntungan sub-district with several school principals who have supervised teachers, in relation to teacher performance, teacher work motivation is still seen in the presence of several teachers whose performance levels are still below the eligibility standard with their own work, this is due to many reasons , including a lack of technical guidance or training related to their work, lack of motivation to work, low honorarium/salary, working environment, lack of competence of teachers in educating and teaching, low expertise of teachers and incompatibility with the principal's managerial system were also found, things This can be seen by the expression of feeling unhappy when the principal gives orders and policies issued. Colleagues who are not suitable for a school also affect the achievement of teacher performance.

The principal as the leader of an educational institution must be able to improve the performance of the teacher. The reason why teacher performance gains must be sought is that there is strong evidence that: 1) Teachers who are lazy to work often miss work time and are more joking. 2) Teachers who make optimal use of their working time have confidence and feel comfortable with their

work. 3) Achievement of good teacher performance in the main tasks of their work will bring positive results in their schools.

Although previous research has tested the effect of leadership on performance, it is still found that there is a conflict with the results of research [7] stating that servant leadership has no effect on performance, as well as [8] stating that transformational leadership and job satisfaction do not affect performance. Further research is needed on the role of leadership on performance, in this case this research will be developed by examining the linkage of school principal leadership with teacher performance, and testing the role of motivation as mediation. The aim of the study was to analyze the role of the principal's leadership on teacher performance, and the role of teacher motivation as mediating the role of the principal's leadership on teacher performance.

2. RESEARCH METHOD

The research location was carried out at the Medan Tuntungan Vocational High School. The population in this study were 112 teachers at SMK Medan Tuntungan District, the sampling technique was proportional random sampling, the sample size was determined using the Slovin formula and 88 teachers were selected as the research sample. Collecting data using a questionnaire with a 5-point Likert scale, the range of values starts from a positive response (score 5) to a negative response (score 1).

Variables and variable measurement

a. Principal Leadership
   Principal leadership variables are measured using indicators: ability to foster good cooperation and relationships, effective ability, participatory leadership, ability to delegate tasks or time and ability to delegate tasks or authority [9].
b. Teacher Work Motivation
   The teacher's work motivation variable is measured using indicators: the need for achievement, the need to expand association and the need to master a job [10].
c. Teacher Performance
   Teacher performance variables are measured using indicators: quality of work, quantity of work, reliability and attitude [11].

The data analysis technique uses description and path analysis, the use of this analysis technique to examine the causal relationship between research variables which consists of a direct effect between the principal's leadership and teacher performance and an indirect effect, namely the leadership of the principal and teacher performance through work motivation.

3. RESULTS AND DISCUSSION

A. Results

The description of each research variable is presented in table 1, for the leadership variable of the principal of the private vocational school in Medan Tuntungan District, an average of 2.95 was obtained, and this means that the principal has strong leadership, shown by the ability to foster cooperation and good relationships. , effective ability, participatory leadership, ability to delegate tasks or time and ability to delegate tasks or authority. The most superior leadership characteristic applied by the school principal is the ability to foster cooperation and good relations so that there is cohesiveness between the principal and teachers in running the school organization.

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Table 1. Description of Research Variables

Variables and Indicators	Means	std. Deviation
Principal Leadership	2.95	
1. The ability to foster cooperation and good relationships	3.05	0.630
2. Effectiveness ability	3.01	0.611
3. Participatory leadership	2.90	0.670
4. Ability to delegate tasks or time	2.92	0.677
5. The ability to delegate tasks or authority	2.85	0.662
Teacher Work Motivation	3.38	
1. Need for achievement	3,32	0.737
2. The need to broaden the circle	3,40	0.681
3. The need to master a job	3,42	0.680
Teacher Performance	3,10	
1. Work quality	3,21	0.656
2. Work quantity	3.09	0.682
3. Reliability	3.07	0.695
4. Attitude	3.02	0.707

Teacher motivation at Private Vocational Schools in Medan Tuntungan District, seen from the concept of motivational needs, shows that teachers have high motivation, shown by the average work motivation score of 3.38, reflected in the fulfillment of the need for achievement, the need to expand association and the need to master a job. Among the motivational indicators, the need for achievement is considered to have not been met as expected by the teacher. However, to fulfill the need to expand association and the need to master a job shows that the teacher has good work motivation, especially the fulfillment of the need to master a job.

Regarding the performance in this study, teachers at private vocational schools in the Medan Tuntungan District have performed well with an average of 3.10. The teacher's performance is shown by the fulfillment of work quality, work quantity, reliability, and attitude. Quality of work is the best performance achievement among other performance indicators.

Testing the causal relationship between leadership and teacher performance, mediated by teacher work motivation, is carried out using the Regression Analysis method according to the causal relationship being tested. Regression analysis was carried out to test 2 models, model 1 tested the causal relationship between principal leadership and work motivation on teacher performance, while model 2, the causal relationship between principal leadership and teacher work motivation.

Table 2. Regression Analysis Results

Model	Variable	Beta (Standardized Coefficient)	Sig.
Model 1	Leadership ← Performance Motivational ← Performance	0.402 0.727	0.000 0.000
Model 2	Leadership ← Motivation	0.49	0.000

The results of the analysis of each causal relationship between variables, the results of the principal's leadership have a positive path coefficient of 0.402 on teacher performance with a significant value of 0.000 <0.05, meaning that the principal's leadership has a significant positive influence on teacher performance. The results of the analysis, work motivation has a positive path coefficient of 0.727 on teacher performance with a significant value of 0.000 <0.05, meaning that teacher work motivation has a significant positive effect on teacher performance. The results of the analysis, the principal's leadership has a positive path coefficient of 0.49 on teacher work motivation with a significant value of 0.000 <0.05, meaning that the principal's leadership has a significant positive

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influence on teacher work motivation. Based on the results of the Linear Regression analysis for each path the causal relationship between variables, the path model can be described in Figure 1.

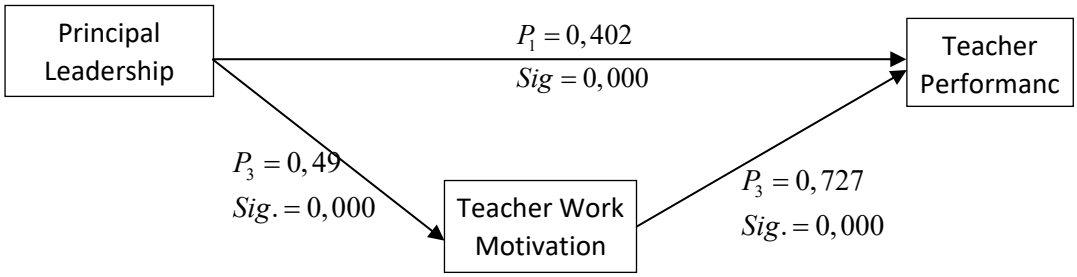

Figure 1. Path Analysis Model

All causal relationships between variables show significant positive results, the principal's leadership has a direct effect on teacher performance, besides that the principal's leadership has an indirect effect on teacher performance, through teacher work motivation. The direct causal relationship (indirect *effect)* of the principal's leadership on teacher performance is 0.402 while the indirect causal relationship (indirect *effect)* of the principal's leadership on teacher performance is mediated by motivation is 0.727 × 0.49 = 0.356, then the total effect is 0.758. All causal relationships in the model are shown to have a significant relationship, meaning that work motivation acts as a mediation of the principal's leadership relationship with teacher performance.

B. Discussion

The study aims to analyze the influence of the principal's leadership on teacher performance, and the role of work motivation in mediating the influence of the principal's leadership on teacher performance. The leadership of the Principal of the Private Vocational School in Medan Tuntungan District has demonstrated the ability to foster good cooperation and relationships, effective skills, participatory leadership, ability to delegate tasks or time and ability to delegate tasks or authority. The most superior leadership characteristic applied by the school principal is the ability to foster cooperation and good relations so that there is cohesiveness between the principal and teachers in running the school organization. The teachers at the Medan Tuntungan Private Vocational School have high motivation, as shown by the average work motivation score of 3.38, reflected in the fulfillment of the needs for achievement, the need for expanding association and the need to master a job. The need for achievement is an indicator of motivation which is considered to have not been met according to the teacher's expectations. This is because the teachers studied were private school teachers, where the compensation given to teachers by the school depends on the financial capacity of each school. The performance of private vocational school teachers in the Medan Tuntungan District showed good performance in terms of quality of work, quantity of work, reliability, and attitude. Quality of work is the best performance achievement among other performance indicators.

1. Teacher Leadership and Performance

The results showed that the principal's leadership was able to improve the performance of private vocational school teachers in Medan Tuntungan District. A school principal in carrying out his leadership must have the ability to foster good cooperation and relationships, effective abilities, participatory leadership, the ability to delegate tasks or time and the ability to delegate tasks or authority can actually improve teacher performance. These findings support research [12] that school principal leadership influences teacher performance. It was further explained that school principals who pay attention, provide facilities, provide guidance and motivate will lead to an increase in teacher performance. The results of this study also reinforce previous findings which state that teacher performance is influenced by leadership ([13], [14], [15], [16], and [17]). The results of the study indicate that a school principal must not only pay attention to, facilitate, foster and motivate but also must have a strategic plan as a target to be achieved in the future, the principal must also have concern for the difficulties faced by teachers, be able to encourage teachers to achieve performance. The

principal must also be able to create and maintain the group of teachers as teamwork, and realize and appreciate that each individual has differences. The school principal who has a clear strategy and vision and is able to operationalize the work plan and is well socialized makes it clearer what the school will achieve, what targets the teacher must achieve from his activities. The principal must also have concern for members to ensure members are able to achieve the specified performance. Leaders who have concern for members will know the difficulties or obstacles faced by members in completing their tasks, so that solutions can be found to overcome them immediately. Educational institutions or schools are organizations that contain a group of people who work together to achieve school goals. This goal can be achieved if the principal as a leader is able to maintain team cohesiveness or has a high team orientation. In addition, the Principal must appreciate the differences in each member of the organization, in this case the teachers, each teacher has different characteristics and personalities, but these differences must still be united in order to achieve school goals.

2. Teacher Leadership and Work Motivation

The results of the analysis of the relationship between leadership and motivation show that the principal's leadership will affect work motivation, meaning that the principal's leadership will encourage teachers to be willing to carry out their duties and responsibilities properly. This leadership is reflected in attention, providing facilities, coaching and motivating to achieve increased teacher performance [13]. One of the principal's leadership roles is to direct human resources to contribute to achieving school goals, the principal must continuously stimulate teachers to participate in realizing school goals and educational goals, and this is to ensure teachers are always enthusiastic about achieving the expected performance. Teachers are social beings who have social needs, needs for security, needs for appreciation, and needs for self-actualization. These needs will be fulfilled, if the Principal as the head of the school must have concern for members, maintain team cohesiveness, and respect the differences and beliefs of each teacher. If this is owned and carried out by the principal, it will cause the teacher's work motivation to increase. School leaders (principals) have a big role to play in increasing the work motivation of their teachers, the results of this study support research [8] which states that the head of a school leader is someone who can motivate his teachers to be able to work to achieve the desired results. Research [18] also found that leadership has a significant effect on the work motivation of SMA N 1 Tulungagung teachers. This leadership is reflected in attention, providing facilities, coaching and motivating to achieve increased teacher performance [13]. These findings indicate that the existence of a leader in a school, in addition to setting the direction and goals of the school, but also being able to empower all available resources including human resources, principals who have a clear and realistic strategy, care for members will motivate members to be involved in achieving goals school.

3. The Effect of Work Motivation on Teacher Performance

Motivation is proven to be able to improve teacher performance, because the fulfillment of the need for achievement, the need to expand association and the need to master something from a teacher will increase enthusiasm and motivation to work and the impact will be achieved teacher performance as expected. An increase in work motivation will lead to an increase in employee performance, by providing appropriate compensation [19], Teachers with high work motivation will do their best for the progress of an organization. The results of this study support previous research that work motivation plays a role in teacher performance, meaning that an increase in work motivation will be followed by better performance ([20], [21], [13]) that work motivation influences teacher performance, even research [22] states that work motivation influences teacher performance. The findings of this study indicate that individual performance will be determined by how much individual motivation is in carrying out their duties, motivation will be supported by the fulfillment of the need for achievement, the need to expand relationships and the need to master a job from the teacher. The level of motivation will be determined by the leader's ability to carry out the leadership function.

4. CONCLUSION

The results of the study explain that the stronger the principal's leadership on the one hand is able to improve teacher performance, on the other hand the principal's leadership is able to increase teacher work motivation, and the impact is an increase in teacher performance. Practical implications in the world of education, efforts to improve teacher performance can be achieved through strengthening the leadership management of school principals, because the key is in the leadership of school principals, namely principals who have the ability to foster good cooperation and relationships, effective abilities, participative leadership, the ability to delegate tasks or time and the ability to delegate tasks or authority. If the principal has strength in these five aspects, he will be able to direct the school to achieve school goals through more optimal teacher management.

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Ethnomathematics Exploration in Modulo Learning in Bekles Ball Games

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ABSTRACT

The purpose of this research is to explore the relationship between Modulo Learning and the traditional game of bekles ball. The Bekles Ball Game is a traditional game which is a cultural heritage that is increasingly being played by today's generation of children. In order to keep the Bekles Ball Game maintained and not forgotten, there is one way that can be done, namely by applying it to the learning in the classroom so that this is the aim of this research. The Bekles Ball game is in fact related to Modulo Learning. This study used qualitative research with 2 informants from Class X-TKJ at SMK Nusantara Lubuk Pakam. The data collected is from the results of observations, interviews and in the form of documentation. In this study, the concept of division was used in Modulo 10 and Modulo 8. Based on this research, it can be seen that there is an ethnomathematics value in the bekles ball game which refers to learning the concepts of Modulo 10 and Modulo 8. It can be concluded that there are many ethnomathematics changes that we can do that can be used to learning media as an exploration of ethnomathematics.

Keyword : Eksplorations, Ethnomathematics, Modulo, Bekles Ball Games

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1. INTRODUCTION

Mathematics is a subject that exists at every level of education, from elementary school, junior high school, high school/vocational school even to the university level. Mathematics, which is synonymous with calculations and formulas, is a frightening specter for today's students. Even though in reality learning mathematics is not that scary. In this case, the teacher's role is really needed to change the mindset of students about scary mathematics, namely in a creative and appropriate way in determining the media used in the process of teaching and learning activities.

In this study, researchers will try to explore ethnomathematics in the learning process. Ethnomatematics consists of combining the words "ethnic" and "mathematics" which means teaching that combines ethnicity or culture into learning mathematics[1]. In this case learning activities can be combined with traditional games that match the mathematics material being taught. For example, the congklak game as a medium for addition, subtraction, multiplication and division, then the crank game which can be used in learning geometry and many more traditional games which can be explored with learning mathematics.

Related research on the exploration of traditional games has started to do a lot of research. In the traditional maggurenceng game, ma'belle has been studied as a source of student learning [2]. Apart from that, the traditional games of congklak and snakes and ladders have also been studied [3] and brought major changes to the process of learning mathematics. There are also various kinds of traditional games that have been researched by traditional game group teams [4] which have opened the mindset that there are many traditional games that can be explored in learning.

In this case the researcher will conduct research related to the traditional ball bekles game which is related to mathematical material, namely Modulo Concept Learning. Prior to this research, there was research that also discussed traditional games that discussed the concept of modulo [3], but researchers felt the need for research development related to the concept of modulo to make it more specific.

The traditional game that researchers use is the traditional ball bekles game. The Bekles Ball Game is a game that originates from the Central Java region and has spread to various regions in Indonesia. It is usually played by 2 to 5 people. The procedures for playing bekles ball are as follows:

1. Prepare one bekel ball and at least 10 bekel seeds.
2. All players negotiate to determine who is the first to play the bekel and so on.

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3. Next, the first player does the initial session of the game. The bekel ball will be tossed into the air and continued by picking up all the bekel seeds before the bekel ball bounces on the floor 2 times. After that, immediately take back the bekel ball.
4. Then, the bekel seeds are again distributed and the ball is thrown into the air. While waiting for the ball to bounce, take one bekel seed and then catch the ball again. Do it until all the bekel seeds are used up.
5. The next session is still using the same technique, except that you have to take 2 bekel seeds, then 3, 4, 5, until 10.
6. If the player can still continue the game, then the player must turn the bekel ball to the bottom side. Do it one by one until all the bekel seeds face down and take the bekel seeds either one by one or several at a time.
7. The next session is carried out by turning the bekel seeds to the right and left. If all the bekel seeds are turned upside down, take them one at a time or several at a time, until all the bekel seeds are used up.
8. The player who is the first to complete the sequence of game sessions above, is the winner.

In the bekles ball game there are 2 levels of play, namely: Level one, when the player only takes the bekel seeds one by one, then followed by 2 seeds at a time, 3 seeds at a time and so on. It is at this level that we can associate the game of bekles ball with lessons in class, namely Modulo Concept Learning. Furthermore, players can enter the second level after successfully taking all the bekel seeds in one ball throw. For this second level, the player must turn the bekel seed upside down, right or left and take it back as in the first level. This Bekles Ball game looks very easy, but there are several rules that must not be broken in order to enter the next level, namely:

1. Bounce the ball should not be more than 1 time.
2. When you have entered the next session, for example taking 2 bekel nuts at once, then your fingers may not pick up the bekel nuts that will not be taken.
3. When you turn the bekel over and there is one of the bekel pieces that flips over to the other side, then the player can fall.

The three main rules for the bekel ball game above are the general standard for determining the winner of this traditional game. So if one of the rules above is violated, then the previous player is counted as a loser and must take turns with other players according to the order of the game

Based on the procedures and rules of the bekles ball game the researcher wants to conduct research in the form of exploring ethnomathematics in the bekles ball game which is explored by learning the Modulo concept. In this research, the researcher demonstrates the division operation on modulo ten and eight. This research aims so that learning mathematics does not become a frightening specter and can preserve cultural values in traditional games.

2. RESEARCH METHOD

The research design used in this study is an ethnographic research design with a qualitative research approach. The ethnographic method is a research procedure used to describe, analyze and interpret a pattern of language, behavior and culture [5]. The Qualitative Approach is a study that does not use statistical calculation processes or other calculations [6].

The research subjects were two students of Nusantara Lubuk Pakam Vocational School who knew how to play bekles ball. The purposive sampling technique was carried out on the selection of research subjects with the provisions 1) knowing the game of bekles ball; 2) The subject performs a bekles ball game according to the provisions of the game; 3) The subject is included in the youth group. Based on these provisions, one subject was 15 years old and one other person was 16 years old. The object of the research is the rules in the bekles ball game and the bekles ball game.

The research was held at SMK Nusantara Lubuk Pakam on Jalan Tengku Raja Muda No. 01 Lubuk Pakam. The data collected is from the results of observations, interviews and in the form of

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documentation. In this study the analysis used was qualitative analysis so that the results were in the form of data reduction, data presentation and conclusions drawn.

3. RESULTS AND DISCUSSION

Based on the results of observations, interviews and documentation carried out, there was enthusiasm from students in exploring the game of bekles ball and in preserving culture in the form of learning the Modulo concept so that the ethnomathematics to be achieved was formed.

In the procedure for playing bekles ball, there are rules for taking bekles seeds. If associated with learning mathematics can be classified into learning the concept of modulo. In the procedure for taking bekles seeds there are rules written in Javanese, namely: Mi Hiji which means taking 1 bekles ball for every bounce of the bekles ball, if Mi Opat means taking 4 bekles seeds for every bekles ball bounce. In this study, there were two experiments, namely the experiment with 10 bekles and 8 bekles, where the results were as follows:

A. Bekles Ball Game with the 10 Modulo Concept

In learning the Modulo Concept, the 10 bekles used are 10 bekles. Where the concept of taking is Mi Hiji, Mi Dua, Mi Tilu to Mi Ten which have been summarized in Table.1. Where at the time of taking bekles seeds there is a mathematical concept, namely the remaining divisions that can be collaborated into learning mathematics, namely modulo 10 because it uses 10 bekles seeds.

Table. 1 Remaining Distribution of bekels Seeds to Number 10

Pengambilan	Pembagi	Sisa Pembagian
Mi Hiji (1)	1	0
Mi Dua (2)	2	0
Mi Tilu (3)	3	1
Mi Opat (4)	4	2
Mi Lima (5)	5	0
Mi Genep (6)	6	4
Mi Tujuh (7)	7	3
Mi Dalapan (8)	8	2
Mi Salapan (9)	9	1
Mi Sapuluh (10)	10	0

So that it can be used in such a way that equation (1) modulo is as follows:

$$\boldsymbol{x\ Mod\ y = z, so\ \ x = yq + z, 0 \leq z < y}$$

(1)

Where x is the number of bekles seeds, y is the number of bekles taken and z is the remainder of the division, so that in the concept modulo 10 it can be written 10 Mod y=z. In this study the results are as follows:

- 10 mod 1 = 0 - 10 mod 6 = 4
- 10 mod 2 = 0 - 10 mod 7 = 3
- 10 mod 3 = 1 - 10 mod 8 = 2
- 10 mod 4 = 2 - 10 mod 9 = 1
- 10 mod 5 = 0 - 10 mod 10 = 0

The bekles ball game activities using modulo 10 are shown in Figure 1.

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Figure 1. Bekles Ball Game with the 10 Modulo Concept

B. Bekles Ball Game with the 8 Modulo Concept

In learning the Modulo Concept, the 8 bekles used are 8 bekles. Where the concept of taking is Mi Hiji, Mi Dua, Mi Tilu to Mi Dalapan which has been summarized in Table.2. Where at the time of taking bekles seeds there is a mathematical concept, namely the remaining divisions that can be collaborated into learning mathematics, namely modulo 8 because it uses 8 bekles seeds.

Table. 1 Remaining Distribution of bekels Seeds to Number 10

Pengambilan	Pembagi	Sisa Pembagian
Mi Hiji (1)	1	0
Mi Dua (2)	2	0
Mi Tilu (3)	3	2
Mi Opat (4)	4	0
Mi Lima (5)	5	3
Mi Genep (6)	6	2
Mi Tujuh (7)	7	1
Mi Dalapan (8)	8	0

So that it can be used in such a way that equation (1) modulo is as follows:

$$\boldsymbol{x\ Mod\ y = z, so\ \ x = yq + z, 0 \leq z < y}$$

(1)

Where x is the number of bekles seeds, y is the number of bekles taken and z is the remainder of the division, so that in the concept modulo 8 it can be written 8 Mod y = z. In this study the results are as follows:

- 8 mod 1 = 0
- 8 mod 2 = 0
- 8 mod 3 = 2
- 8 mod 4 = 0
- 8 mod 5 = 3
- 8 mod 6 = 2
- 8 mod 7 = 1
- 8 mod 8 = 0

The bekles ball game activities using modulo 8 are shown in Figure 2

Figure 2. Bekles Ball Game with the 8 Modulo Concept

4. CONCLUSION

Traditional games which are increasingly rarely played by the current generation have very good uses if used optimally, especially when used as learning media. In the research that the researchers did, there was an ethnomathematics value in the traditional bekles ball game, where researchers explored the bekles ball game by learning the concept of modulo. In the bekles ball game that the researcher did, there were seeds used where these seeds were meaningful as numbers and there was an addition operation.

Related to the modulo concept contained in the concept of division where the division occurs when the seeds in the bekles ball game are taken according to the provisions of the game. In this study the researchers used two experiments, namely on the sepulh bekles seeds and the eight bekles seeds. The results of the division that refer to the remainder of the seeds are obtained and students can determine them in the form of modulo ten and modulo eight.

In this case it turns out that there are ethnomathematics values seen in exploring learning on the modulo concept. Based on the results of this study, it can be used as an example and used as a learning media in class that can be used in addition to learning activities and can also increase love for our culture. It is hoped that further researchers can develop other ethnomathematics as teaching materials, teaching media can even become student worksheets.

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Implementation of Big Data in the Zoom and Google Classroom Applications as Online Learning Media

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ABSTRACT

Distance or online learning is increasingly becoming a trend in this digital era. Platforms like Zoom and Google Classroom (GCR) are very helpful in supporting online learning. However, how big data on the platform can be utilized as a learning support medium is still an interesting research topic. This article discusses how big data on the Zoom and GCR platforms can be used to improve the quality of online learning. By analyzing user data, personalizing learning, and increasing learning effectiveness, educators can obtain information that is very useful in developing effective learning strategies. However, ethics and user data privacy policies must still be considered in the use of big data on these platforms. In order to improve online learning, the use of big data on the Zoom and GCR platforms can be an effective solution.

Keyword : Big Data, Online Learning, User Data Analysis

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1. INTRODUCTION

Online learning is increasingly popular in this digital era, especially during the COVID-19 pandemic which forced schools and tertiary institutions to switch to a distance learning model. Platforms such as Zoom and Google Classroom (GCR) have helped many educators to provide effective and interactive online learning. However, the platform also generates enormous and valuable data that can be leveraged to improve the quality of online learning. This data is often referred to as big data.

In this article, we would discuss the relationship between big data on the Zoom and GCR platforms and online learning. In the digital era, data is one of the key factors that can help make the right decisions. Therefore, the collection, analysis, and use of big data on the Zoom and GCR platforms can help teachers increase the effectiveness of online learning.

Several ways that can be done through the use of big data on the platform are by analyzing user data, personalizing learning, and increasing learning effectiveness. However, it is important to remember that the use of big data must be done with good ethics and privacy policies to protect user data from misuse.

In the context of education, big data can be a very useful resource in improving the quality of online learning. Therefore, it is important to understand the potential use of big data on the Zoom and GCR platforms in the context of online learning and develop appropriate strategies to utilize them effectively.

2. RESEARCH METHOD

In this study, the authors used the library research method). Literature search is research conducted by analyzing relevant journals, articles, papers, notes or other references that are suitable for the problem highlighted by the researcher. The library research approach is used to create concepts related to Big Data Links on the Zoom Platform and Google Classroom as Learning Support Media). Stages of research is the selection of subjects based on the problem. Then, investigate knowledge to

decide on a subject of study. After determining the research subject, the researcher obtained data sources from journals, papers, and books related or related to the topic of the article.

3. RESULTS AND DISCUSSION

A. Big Data

Data is a collection of facts or statistics collected as a reference or analysis. Technically, data is defined as a collection of quantitative or qualitative values about people, objects or others. The development of computers and information technology has resulted in data storage being done digitally. With the widespread use of computers and information technology, the amount of digital data stored has become even greater. This huge amount of digital data, which is known as the Data Raya (Big Data), presents several new challenges for scientists. For example, what is the efficient way to process the highway data; whether we can extract new information from the highway data; can we use highway data to make forecasts; and so forth.

Big Data according to experts, namely Burk and Miner (2021), is a very large volume of data making it difficult to process data with traditional technology. In some companies, the volume of this data is very large or moves very fast or exceeds the current processing capacity. the meaning of Big Data in the Gartner IT Glossary, namely: large-scale, high-speed, and/or highly diverse information assets that require a cost-effective and innovative form of information processing that enables greater transparency, decision-making, and process automation. Strengthened by the opinion of Hurwitz, et al., (2013) who argued that big data is a collection of data that is very complex or very large, and this data cannot be handled or processed using conventional technology systems.

Based on some of the opinions above, the writer can synthesize that Big Data is a collection of data or information that is very complex or large so that data is difficult and cannot be processed or handled anymore with traditional technology systems, but demands innovative and cost -effective forms of information processing.

B. Learning Concept

The essence of learning is a process, namely the process of organizing and managing the environment around students so that they can grow and encourage students to carry out the learning process. The teacher's role as counselor varies for many struggling students. Of course there are many differences in teaching, so that there are students who understand the topic quickly and there are students who understand the topic slowly. These two differences mean that teachers can design learning strategies that suit the circumstances of each student, especially during the current COVID-19 pandemic. Experts define learning as follows:

1) Munif Chatib (2014), learning is a two-way process of transferring information between teachers (providers of information) and students (recipients of information).
2) Gagne and Briggs (1979), the concept of learning is a system designed to assist students in learning, which consists of a set of activities designed and organized to influence and support students' internal learning processes.
3) Warsita, learning is an effort to involve students in learning activities or activities that are taught to students.
4) Achjar Chalil, learning is a method of interaction activities between teachers, students, and learning materials in a learning environment.
5) Suganda, et al. (2004), learning is a translation of the word "teaching" which means internal education and external (outside) education. External learning, for example, comes from the teacher and is referred to as teaching. With external learning, the learning principle itself will become the learning principle
6) According to Law no. 20 of 2003, the definition of learning according to Law no. 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment.

Based on some of the opinions of these experts, the writer can conclude that learning is a process of giving directions to students regarding information and knowledge, as well as the formation of attitudes and beliefs.

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C. Instructional Media

Hamidjojo argues that the media is an intermediary or communication channel that is used to facilitate the delivery of messages from communicators to communicants. This opinion is in line with the views of Blacks and Horalsen which state that the media is a tool or means used to convey messages.

Media learning is a material or tool used as a link in the learning process. The concepts of communication, systems, and learning underlie the limitations of these learning media. Instructional media can be in the form of tools, materials, or circumstances that are used to clarify, enrich, or expand the message conveyed to students.

Various types of learning media can be grouped into several sections, such as print media, exhibition media, audio, visual, multimedia, and computers and networks.

1. Print media
   Print media is a medium that is simple and easy to obtain anywhere and anytime. The advantage of using print media is that it is easy to obtain, flexible, easy to carry everywhere, and economical. However, print media has difficulties, especially for students who are late or lazy to read, and do not have adequate initial knowledge.
2. Exhibition media
   Exhibition media have various types such as real objects and imitation objects, also have advantages and disadvantages of each in the learning process.
3. media audio
   Types of media that only involve students' senses of hearing, are relatively inexpensive, easy to obtain and use, flexible, and easy to carry everywhere.
4. Visual media
   Visual media is divided into 2 types, both non-projected and projected. Can translate abstract ideas into a realistic format and can be obtained easily. However, its use requires creativity in designing, developing and manipulating it according to the needs of students.
5. Multimedia
   Namely the incorporation of the use of text, images, animation, photos, video, and sound to present information. Multimedia is able to provide a rich learning experience with a variety of creativity and can be adapted to the abilities of students.
6. Computers and networks
   This media has formed a worldwide network. The use of computers and networks allows us to communicate with computer networks around the world and seek and obtain the various information and knowledge needed.

D. Zoom and Google Classroom as Learning Media

With current technological advancements it allows students to do online learning but students can still continue to discuss with their classmates while lectures are in progress. One of the distance learning that students can do is to use the zoom application. According to Fadhilah (2021), the zoom application is an application that can be used to communicate with many people without having to meet face to face and is not limited by time. Zoom learning can replace learning that is usually done in front of the class with learning that is done virtually through applications that can be accessed via the Internet. Zoom can be categorized as a long-distance communication medium in online learning which can be interpreted as a learning that allows lecture material to be conveyed to students via video conferencing, thereby helping students and lecturers to continue face-to-face interactions even though they are not in the same place (Feni, 2021). Additionally, according to Irawan (2021) the zoom application has several features that can help the learning process, namely the Video Conference, Audio Conference, Manage Participant, Share Screen, Record or recording and chat features. In using zoom, according to Jamilah (2021) there are several advantages and disadvantages. The advantages of using zoom are large room capacity, various features, being able to plan learning through features (schedules), can record and save videos during the learning process and more flexible learning time. Meanwhile, the drawback of using zoom is that when the first session only lasts 45 minutes (in the free method),

In addition to the zoom application, using Google Classroom is an option in helping the learning process in the current era of globalization (Harjanto & Sumarni, 2019). According to Mahardini (2020) Google Classroom is an online learning application that can be used in all fields of education and assists

lecturers and students in creating, sharing and collecting assignments in the teaching and learning process. Google Classroom is connected to Google Drive, Google Docs, Google Sheets, Google Slides, Google Calendar so that it can be used for scheduling in submitting assignments (Isnainah et al., 2021). Thus Google Classroom can make it easier for lecturers and students to deepen the learning process because both lecturers or students can give assignments, collect assignments, and distribute tasks without any time and distance limitations. This makes learning more efficient and interesting so that time can be used productively (Safitri, 2021). Google Classroom provides several features, namely assignments, assessments, two-way communication between lecturers and students supported by Google Drive, program filing features, and Google Classroom application features which can be accessed using Android and Ios gadgets (Firariona, 2021). According to Munasiah et al., (2021) the advantages of using Google Classroom are that it has a fast setup process, saves time and distributes material fast. Meanwhile, the drawback of Google Classroom is that you have to be connected to an internet network, two-way communication between lecturers and students supported by Google Drive, program filing features, and Google Classroom application features which can be accessed using Android and Ios gadgets (Firariona, 2021). According to Munasiah et al., (2021) the advantages of using Google Classroom are that it has a fast setup process, saves time and distributes material fast. Meanwhile, the drawback of Google Classroom is that you have to be connected to an internet network, two-way communication between lecturers and students supported by Google Drive, program filing features, and Google Classroom application features which can be accessed using Android and Ios gadgets (Firariona, 2021). According to Munasiah et al., (2021) the advantages of using Google Classroom are that it has a fast setup process, saves time and distributes material quickly. Meanwhile, the drawback of Google Classroom is that you have to be connected to an internet network.

E. Big Data Connection (Data Raya) with the Zoom Platform and Google Classroom

Zoom and Google Classroom are two digital platforms that are often used to enhance learning, especially during the COVID-19 pandemic which caused many institutions and higher education institutions to migrate to distance learning. Online learning is learning that tries to reach a wide and diverse community through the use of the internet (Yanti et al., 2020). Here are some reasons why the Zoom and Google Classroom platforms are so important in driving learning:

1) Improving Learning Accessibility
   The Zoom and Google Classroom platforms have made learning easier and more flexible for students and teachers. Students can access classes from anywhere, anytime, on any device as long as they have an internet connection. This helps students who live far away or who do not have physical access to schools or institutions to continue their education. This Zoom Conference application allows video communication with anyone. The program integrates video conferencing, web conferencing, discussion and mobile collaboration to deliver teleconferencing services. This application is commonly used for long distance communication (Haqien & Rahman, 2020; Ismawati & Prasetyo, 2020).
2) Cost Savings
   Study expenses can also be reduced by using Zoom and Google Classroom. Students who use online platforms save money on transportation and living expenses that are often associated with education. In addition, because most resources can be accessed via the internet, using this platform can save on the cost of buying books and learning materials. According to research entitled "Using the Google Classroom Application as an Alternative in Online Learning" Google Classroom is a free application, so it is suitable for use in schools or universities with limited resources to develop the use of information and communication technology in the learning process.
3) Enhanced Social Interaction
   While remote learning can feel a bit isolating, the Zoom and Google Classroom platforms allow students and teachers to stay socially engaged. Zoom allows students to interact face-to-face in a virtual space, while Google Classroom allows teachers and students to share material and communicate in discussion forums. Using Zoom conferences as a learning medium really helps the learning process in terms of online learning. Many studies have shown that magnifying the learning process can result in video conferencing, which is used as a communication tool in online learning (Brahma, 2020).

4) More Interactive Learning
   The Zoom and Google Classroom platforms allow for more interactive learning, mainly due to their flexible use. In Zoom, teachers can introduce different learning techniques such as breakout rooms for collaboration in small groups. While in Google Classroom, teachers can add videos, photos and links to their course materials to make learning more interesting and interactive. The Zoom Meeting application can make the teaching and learning process synchronized, because educators and students can communicate directly with each other, which facilitates the process of presenting subjects, besides that the Zoom Meeting application contains one menu, namely breakout rooms, which can be used in the learning process in groups (HA Alfadda and HS Mahdi, 2021).
5) Overcoming Time and Geographical Limitations
   The use of the Zoom and Google Classroom platforms can also overcome time and geographical limitations in learning. With an online platform, students and teachers need not be tied to a specific time or location. This allows students and teachers from all over the world to interact and learn together. Google Classroom and Zoom Meeting are learning spaces that can facilitate teacher participation and the categorization of each assignment only without paper, making it easier for teachers and students to organize teaching materials, assign assignments, and discuss learning materials that can be done anytime and anywhere (Mayasari et al., 2019).

In conclusion, the Zoom and Google Classroom platforms are very important in supporting learning because they increase learning accessibility, cost savings, enhanced social interaction, more interactive learning, and overcome time and geographical constraints. This platform is also very important in helping to overcome the problems faced during the COVID-19 pandemic and assisting schools and universities in maintaining high educational standards.

The use of the Zoom and Google Classroom platforms as learning supports has an important connection with the data highway. In the context of distance learning, data is very important because it forms the basis for decision making and learning evaluation. The use of the Zoom and Google Classroom platforms as learning supports has an important connection with highway data because they can assist in collecting learning data, analyzing learning data, evaluating learning, developing learning models, and developing learning systems. This data is very important in assisting decision making and learning evaluation, as well as in developing better and more effective learning models and systems.

F. Effectiveness of Zoom and Google Classroom Implementation as Online Learning Media

Sary Sukawati's research (2021) entitled Utilization of Zoom Meetings and Google Classroom in Lesson Study-Based Learning Innovation Courses concludes that the effectiveness of using the GCR application and zoom meeting does not reach 100%. There are still those who choose answers that are hesitant about the usefulness of the GCR and Zoom Meet applications. If averaged for the value of usefulness, the number that 'strongly agree' is 13.5%, the number that 'agree' is 57.5%, feels 'doubtful' is 25%, and 'disagree' is 4%. As for the constraints, 44% answered 'agree'. Students agree that signals, quotas, and several features are obstacles during lectures.

Based on the results of the questionnaire conducted, it is concluded that the use of the GCR and Zoom Meeting applications has not yet reached an optimal level of usefulness. Although the majority of respondents agreed that the application was useful, there were still some respondents who doubted its usefulness.

In terms of percentage, around 71% of respondents agreed that the application was useful, with details of 13.5% strongly agreeing and 57.5% agreeing. However, about 25% of respondents feel doubtful about the usefulness of the application. Therefore, it is necessary to carry out further evaluation to determine the factors that cause uncertainty in the use of the application.

In addition, it was found that around 44% of respondents agreed that problems in using the application were something that was often encountered. These obstacles include signals, quotas, and several features that don't function properly during the Innovation Course course. Therefore, it is necessary to do proper handling in overcoming these obstacles so that the learning process can run smoothly.

In this case, efforts are needed from the tertiary institution to improve and improve the quality of the internet network and technological infrastructure that supports the distance learning process. In

addition, it is also necessary to conduct socialization and training for students regarding the use of the GCR and Zoom Meeting applications so that students can maximize their use in learning.

In conclusion, the use of the GCR and Zoom Meeting applications in distance learning is currently still faced with several obstacles. However, with proper evaluation and handling, it is hoped that it can increase the effectiveness of using these applications in the distance learning process in the future.

4. CONCLUSION

Data is a collection of facts or statistics that can be analyzed for reference. Big Data is a complex and large amount of data that requires innovative and cost-effective processing. Learning is the process of giving directions to students about information and knowledge, and media is the tool used as a link in the learning process. Learning media can be categorized into print media, exhibition media, audio, visual, multimedia, computers, and networks. Zoom and Google Classroom are options for virtual learning in the era of globalization. Using multimedia, computers, and networks can enhance the learning experience by providing alternative methods of instruction. In summary, technology has become an integral part of the learning process, and educators must adapt to these changes to ensure the effectiveness of teaching and learning.

Here are some reasons why the Zoom and Google Classroom platforms are so important in supporting learning: Increasing Learning Accessibility, Cost Savings, Enhanced Social Interaction, More Interactive Learning, Overcoming Time and Geographical Barriers. The use of the Zoom and Google Classroom platforms as learning supports has an important connection with highway data because they can assist in collecting learning data, analyzing learning data, evaluating learning, developing learning models, and developing learning systems.

However, based on the analysis of the questionnaire data, it can be concluded that the use of GCR and Zoom Meeting applications for distance learning has not yet reached an optimal level of usefulness, although the majority of respondents agree with their benefits. Constraints such as signals, quotas, and some features that do not function properly still remain as problems. Efforts from higher education institutions are needed to improve the quality of technological infrastructure and provide socialization and training to students in using these applications. It is expected that with proper evaluation and handling, the effectiveness of using applications in the process of distance learning can be improved in the future.

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The Role of Character Education in Public Elementary Schools

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ABSTRACT

Character education is a human activity in which there is an educational action effort whose purpose is for the next generation of the nation. At the age of elementary school children's growth and development becomes the most important part of their life. Because a child at that age is likened to a white sheet of paper, the child will accommodate the various information he gets and then will save all the strokes that are written in his memory according to what he gets. This research article aims to get an overview of how teacher behavior and character education can improve the quality of education in Indonesia, especially at SDN 105416 Sei Rejo. The method used is a qualitative method and the technique used is a type of literature review research. The subjects in this study were teachers and students, the objects in this study were character education in elementary schools. Character education aims to improve the quality of implementation and results of education in schools that lead to the achievement of the formation of character and noble character of students as a whole.

Keywords: character education, elementary school students

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1. INTRODUCTION

Education is an important pillar in the development of children's cognition. Since the beginning of human civilization, education has emerged there. Education is a sequence in the way of acquiring knowledge and self-improvement by humans continuously or continuously. Humans are not immune from limitations and deficiencies so that to complete what they have, humans must process, one of which is through the acquisition of knowledge through education. Education that humans get is not only through formal education but the initial education that humans get is through the family environment and the community environment.

(Hasanah et al., 2022) Education as defined in article 1, paragraph 1 of Law No. 20 of 2003 concerning the National Education System states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state" (Depdiknas, 2003).

Education is an important pillar in the development of children's cognition. Since the beginning of human civilization, education has emerged there. Education is a sequence in the way of acquiring knowledge and self-improvement by humans continuously or continuously. Humans are not immune from limitations and deficiencies so that to complete what they have, humans must process, one of which is through the acquisition of knowledge through education. Education that humans get is not only through formal education but the initial education that humans get is through the family environment and the community environment.

Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation and state. Character can also be called a set of values that underlies thoughts, attitudes and behaviors carried out by individuals with character, who are individuals who can make decisions and are ready to take responsibility for the consequences of the decisions they make. (Subur, 2015).

Character education in elementary schools is one of instilling and forming the character of students, because they are still in a period of development. Therefore the role of the teacher is very important in terms of shaping the character of students, which can be carried out through the learning process in class. This is because it is the teachers who directly deal with students while at school.

Teachers must be able to provide examples and role models for students in good behavior, because if this is not the case, students will easily imitate what they see.

Character education is a system of instilling character values in school members which includes components of knowledge, intelligence or will, and actions to implement these values. According to Elkind and Sweet (2004), character education is defined as follows: *"character education is a deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even the face of pressure fro without and attachment from within"* .

Samani (2012) argues that the presence of character education is a serious effort in helping someone to understand, care about, and act with a core foundation of ethical and ethical values (p.65). the same as Samani (2012) states that character education is a process of giving demands and reinforcement to students to become whole human beings with character in the dimensions.

of thought, body, heart, and feeling and intention (p.66). According to the Ministry of National Education (2012: 4) character education is interpretedas education that develops national character in students so that they have values and character as their own character, apply values in his life, as a member of society, and as a citizen religious, nationalist, productive and creative.

(Pertiwi et al., 2019) Amri (8) argues that with character education the quality and results of education in every school always lead to the formation of character and have noble morals in a perfect and balanced manner. In line with this understanding (Pertiwi et al., 2019) Barnawi (9) states that the purpose of character education is to create people who have knowledge and also have positive characters. The expected character is not uprooted from the original Indonesian culture as a national embodiment and full of religious (religious) content.

Character building and character education is a must because education not only makes students smart, they also have good manners and manners, so that their existence as members of society becomes meaningful both for themselves and for others. The easiest character building to do is when children are still in elementary school. That is why the government prioritizes character education in elementary schools. This does not mean that other levels of education do not receive attention, but only the portions are different (Ministry of National Education, 2010).

Suryadi (2013: 96) explains that the main cause of the moral and character crisis among students, graduate educators, even educator managers is the occurrence of dichotomization, namely the strict separation between intellectual education on the one hand and value education on the other. Even if based on opinion.

Ajat Sudrajat and Ari Wibowo (2013) explain that to build the character of school students it is necessary to implement three programs, namely (1) quality school culture which includes input quality, academic quality, and non-academic quality, (2) Islamic school culture with a focus on instilling character religious, openness, caring, togetherness, and cooperation, (3) a culture of discipline with a focus on cultivating character, including being religious.

2. RESEARCH METHOD

The novelty in this study combines several factors that influence the process of forming a child's character which is complemented by an explanation of the importance of the role of character in a nation. The purpose of this study was to determine the factors that influence the formation of children's character and to know the importance of cultivating character in children and the impact of the failure of character education on children. This research is a library research (liberary research).

Data analysis begins with collection, grouping, verification, analysis, and related data in the processed data source. From various literature findings, the author finally chose 15 research articles which were combined and considered relevant to the topic of discussion which will be concluded in the Literature Review.

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3. RESULTS AND DISCUSSION

A. Character Building

In general, education is an interaction between the factors involved in it in order to achieve educational goals. The interaction of these factors can clearly be witnessed in the learning process, namely when educators teach values, knowledge, and skills to students, while students receive the teaching. The goal of the intellectual education process for students is to supply as much knowledge as possible, more than that, education is a process of giving understanding, understanding, and appreciation to the experiences they know. The highest goal of education is to develop the personality of students as a whole by changing the behavior and attitudes of students from negative to positive, from destructive to positive, from bad to noble character, including maintaining the good character they bear (Hasanah et al., 2022).

Ajat Sudrajat and Ari Wibowo (2013) explained that to build the character of school students it is necessary to implement three programs, namely (1) quality school culture which includes input quality, academic quality, and non-academic quality; (2) Islamic school culture with a focus on cultivating religious character, openness, caring, togetherness, and cooperation; (3) a culture of discipline with a focus on cultivating character, including being religious.

Character education is everything that the teacher does, which is able to influence the character of students. Teachers help shape the character of students based on the principles of character. The following are the principles used in the development of values or national character education, namely (Putri, 2018) : 1) Values can be taught or strengthen the noble values of the nation's culture through thought processing, feeling exercise, intentional exercise, heart exercise, and sports related to the object being studied which is integrated with the subject matter, 2) The process of developing national values/character is carried out through each subject and in each learning activity, 3) The process of developing the values of national character is an ongoing process since students enter the education unit, 4) Discussion on various parables of objects that are learned to do thinking, feeling, exercising the heart, and exercising to fulfill demands and the emergence of self-awareness as a servant of Allah, a member of society and the nation as well as a citizen, and as part of the environment in which one lives, 5)The program for self-development through routine school culture activities, exemplary, spontaneous activities when events occur, conditioning and integrating character value education with subject matter, and refers to the development of basic competencies in each subject.

Table 1. Values and Description of Character Education Values

No	Value	Description
1	Religious	Obedient attitude and behavior in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religions, and living in harmony with adherents of other religions
2	Honest	Behavior based on efforts to make oneself a person who can always be trusted in words, actions, and work
3	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people who are different from themselves
4	Discipline	Actions that show orderly behavior and comply with various provisions of the regulations
5	Hard Work	Behavior that shows genuine effort in overcoming various learning and assignment obstacles, and completing assignments as well as possible

6	Creative	Think and do something to produce new ways or results from something you already have
7	Independent	Attitudes and behaviors that are not easily dependent on others Attitudes and behaviors that are not easily dependent on others in completing tasks
8	Democratic	Ways of thinking, behaving, and acting that value the rights and obligations of himself and others
9	Curiosity	Attitudes and actions that always seek to know more deeply and broadly from something that is learned, seen, and heard
10	National Spirit	A way of thinking, acting and having insight that places the interests of the nation and state above self and group interests
11	Love Of The Achievement	Ways of thinking, behaving, and acting that show loyalty, concern, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment
12	Respect For Achievement	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others
13	Friendly/communicative	Actions that show pleasure in talking, socializing, and working with others
14	Love Of Peace	Attitudes, words and actions that cause others to feel happy and secure in their presence
15	Fond Of Reading	The habit of providing time to read various readings that provide virtue for him
16	Care For The Environment	Attitudes and actions that always seek to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred
17	Care For The Social	Attitudes and actions that always want to provide assistance to other people and communities in need
18	Responsibility	The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the state and God Almighty

Character education aims to improve the quality and results of education that lead to character education and noble character learning as a whole, integrated and balanced, in accordance with graduate competency standards in each educational unit. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize, and personalize the values of character and noble character so that they are manifested in daily behavior.

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B. Principles of Character Education

The success of the character education program can be known through the attainment of indicators by students as stated in the graduate standards in each school which include (Hasanah et al., 2022). 1) Practicing the teachings of the religion adhered to in accordance with the stages of human development, 2) Understand your own strengths and weaknesses, 3) Demonstrate self-confidence, 4) Comply with social rules that apply in the wider environment, 5) Appreciate the diversity of religions, cultures, ethnicities, races and socio-economic groups within the national scope.

The strategy for implementing character education can be pursued using various approaches, providing an explanation of the approach to implementing character education, namely: 1) The incubation approach is an approach that focuses on instilling social values so that they are able to be internalized in students, 2) The cognitive development approach views that students are individuals who have cognitive potential that is and will continue to grow and develop, 3) The value clarification approach is to emphasize helping students examine their own feelings and actions, 4) The learning approach to doing seeks to emphasize the efforts of educators to facilitate by providing opportunities for students to carry out moral actions carried out individually or in groups.

C. The Role of Education in Cultivating Character

The modern era has spurred educators to produce the nation's children who are able to place themselves in the midst of rapid changes, multiple choices and life that is quickly full of stress. More than that, educators have a moral obligation to encourage them to become people whose lives are able to explore meaning and have roots in noble values, a strong self-image and ambitions that are beneficial to other humans besides oneself. Educators must produce students who are independent, meaning that they are able to choose based on values, a strong self-image and the right ambitions. Cultivating character in its role in the field of education is as follows (Daryanto, Damiatun Suryatri, 2013: 68): 1) Character development, (honest, intelligent, caring, tough) is the main task of education, 2) Changing bad habits step by step that will eventually become tubs. Can change happy but bad habits which in the end become hate but become good, 3) Character is a trait that is embedded in the soul and with that trait a person can spontaneously easily emit attitudes, actions and deeds, 4) Character is a trait that is manifested in the ability to drive from within the class to display commendable behavior and contain wisdom.

D. The Role of Character Education in Schools

One of the difficulties in implementing character education in schools, partly because there are no examples that can be tried or implemented in real activities by schools. That is why, this article will explain the activities that can be applied in the implementation of character education.

Activities in implementing character can be carried out through learning activities, namely by applying innovative learning models, for example, contextual learning models. Some activities that can be implemented at school and in the classroom in order to develop character education are as follows: 1) Habituation activities in terms of discipline can be carried out with ceremonial activities on Mondays, national holidays and by carrying out class pickets and routine health checks by competent institutions, 2) Exemplary, instilling an attitude of "becoming an example" the attitude of being an example is an example of teacher behavior and attitudes through concrete actions and being a role model for students, 3) Conditioning, related to the school's efforts to organize the physical environment, for example, to condition the toilets to be clean, the yard neatly arranged and so on, 4) Co-curricular activities or extra-curricular activities are activities outside of learning activities, 5) Activities through learning, are activities of incorporating character values into the material of each subject.

E. Implementation of Character Education

Teachers play a very strategic role, especially in shaping the character and developing the potential of students. The existence of a teacher in the community can be used as an example and reference for the surrounding community so that the teacher is a spreader of the light of truth and the majesty of values. Teachers must move to empower students towards qualities, especially knowledge and morality.

The presence of the teacher is also not replaced by other elements. Teachers have a very important role in determining quality graduates. Professional teachers are expected to produce quality graduates. In the whole process of character education, the teacher is the main factor who serves as an

educator. Teachers must be responsible for the results of teaching and learning activities. Thus, the role of the teacher in the implementation of character education in schools is to provide exemplary inspiration, motivator, dynamist and evaluator.

Exemplary related to the teacher's task as a student role model is to provide a good example with regard to moral, ethical, and ethical issues wherever they are. Inspirator, a teacher will become an inspirational figure if he is able to generate enthusiasm to move all the potential he has to achieve achievements. Automatically the success of the teacher will inspire students. Motivator, after becoming an inspiration, the next role of the teacher is a motivator. The teacher must try so that in carrying out the task it really pushes students towards their goals with high speed, intelligence and wisdom. Evaluator, as a teacher evaluator, must always evaluate the learning methods that have been used so far in character education. In addition, teachers must also be able to evaluate the attitudes and behavior shown by students.

F. Character Education Strategy

The strategy for implementing character education can be pursued using various approaches, providing an explanation of the approach to implementing character education, namely: 1) Value instilling approach, the inculcation approach is an approach that focuses on instilling social values so that they are able to be internalized in students. 2) The cognitive development approach, the cognitive development approach supports that students are individuals who have moderate cognitive potential and will continue to grow and develop. 3) Value clarification approach, the orientation of the values clarification approach is to provide an approach to help students examine their own feelings and actions. 4) The learning approach does, the characteristics of the learning approach to do seek to emphasize the efforts of educators to facilitate by providing opportunities for moral actions to be carried out individually or in groups.

G. Implementation of Character Education at SDN 105416 Sei Rejo

Organizing character education involves various components of the school, both the Principal, Deputy Principal, and teachers with the following tasks: 1)Headmaster, the principal functions and serves as an educator, manager, administrator and supervisor in the implementation of character education. 2)Vice principal, assisting school activities in implementing, organizing, coordinating and directing, supervising peace, assessment, identification and collection, and compiling reports on the implementation of character education. 3) Teacher, the teacher is responsible to the principal and has the task of carrying out character education effectively and efficiently.

H. Character Education Development Efforts at SDN 105416 Sei Rejo

The efforts to develop character education that have been implemented late by educators at SDN 105416 Sei Rejo are: 1) Morning and afternoon briefings, this is done to provide advice or suggestions, to inform the latest reports, be it information from the department or learning problems. 2) Habit of greeting, the habit of greeting can be seen in students at SDN 105416 Sei Rejo before they enter the learning process, the class leader will lead his friends to give respectful greetings to the teacher who was teaching at that time. 3) Handshake habit, the habit of shaking hands tamoak also among students at SDN 105416 Sei Rejo. Teachers instill an open attitude to students through the habit of shaking hands with teachers, parents, and anyone in society. 4) Student picket assignments, Character education instilled in students at SDN 105416 Sei Rejo can be seen in the procurement of picket assignments for students. 5) Integration in creative Saturday, creative Saturday activity is an activity that raises the positive character of students. These activities include training in singing folk songs, performing arts, love of literacy. 6) Character integration in Subjects, planting character values to students, namely through all subjects. This application can be seen in their lesson plans and syllabus which are formed in character lesson plans. 7) Display of inspirational shop images, the display of pictures of heroes or inspirational figures was also carried out by SDN 105416 Sei Rejo. Displays of these pictures can be seen in all classrooms. 8) There are guidelines for attitudes or behavior in the classroom and in the school environment, the implementation of attitude and behavior guidelines boards in the classroom and in the school field appears to be carried out by SDN 105416 Sei Rejo. In every corner of the classroom and on the outer wall of the classroom there is a code of conduct aimed at students and teachers. 9) Grow if a leader by example to students, every teacher in the class always gives advice to

students to be wise and exemplary leaders in behavior in the family, school, and in the community. 10) Involve student parents in supervising and overcoming student misbehavior by sending letters or through home visits. the teacher tries to be consistent in treating students (treats fairly to all students). 11) Be fair to all students is highly recommended in teachers (teachers). This is always done by each teacher when giving lessons or when together with students in the school environment. 12) Instill an attitude of admitting mistakes and trying to fix them, teachers at SDN 105416 Sei Rejo instill the courage to admit mistakes to students. By cultivating the attitude in question, it indirectly has a positive effect on students not to be afraid to admit actions that have been done both intentionally and unintentionally. 13) Teaches students about good competition, students at SDN 105416 Sei Rejo often take part in prestigious competitions, both sub-district and district level competitions. This is inseparable from the motivation and support of various groups, especially teachers. 14) Planting a caring attitude towards others and love for the environment, the inculcation of care and love for the environment is also reflected in SDN 105416 Sei Rejo. Instilling this attitude is often done by teachers during morning briefings, during breaks, and during the teaching and learning process. 15) Planting an attitude of love for local culturethe planting of love for culture has been carried out by various parties at SDN 105416 Sei Rejo by wearing traditional clothes in their respective areas and participating in competitions held in the sub-district.

I. The Urgency of Character Education

Character education is currently very much needed because currently the Indonesian nation is experiencing a character crisis in the nation's children. Character in this case is a person's character, character, morals, or personality which is formed from the results of internalizing various virtues that are believed and used as a basis for perspective, thinking, behaving, and acting. These virtues are in the form of a number of moral values and norms, such as honesty, courage to act, trustworthiness, respect for others, discipline, independence, hard work, and creativity.

Character education is considered very important to start with elementary school children because character education is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character. In fact, character education is very important to start from an early age. Because the philosophy of planting now reaping tomorrow is a process that must be carried out in order to shape the character of the nation's children.

Children are the generation that will determine the fate of the nation in the future. The character of the children that will be formed from now on will greatly determine the character of the nation in the future. Children's character will be well formed, if in the process of growth and development they get enough space to express themselves freely. Character education aims to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of character and noble character of students as a whole, integrated and balanced, according to graduate competency standards.

Through character education it is hoped that students will be able to independently improve and use their knowledge, study and internalize and personalize noble character values so that they are manifested in everyday behavior.

4. CONCLUSION

The term character literally comes from the Latin "character", which among other things means character, character, psychological traits, manners, personality or morals. Meanwhile, in terms, character is defined as human nature in general where humans have many characteristics that depend on the factors of their own life. Character is a psychological trait, morals or character that characterizes a person or group of people. The definition of "The stamp of individually or group impressed by nature education or habit". Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are embodied in thoughts, attitudes, feelings, words, actions based on religious norms, laws, manners, culture, and customs.

Zubaedi (2012) also revealed that character education is understood as an effort to cultivate intelligence in thinking, behaving, and behaving in accordance with the noble values that become one's identity which is manifested in interactions with God, oneself, among peers and their environment (p.14).

Cultivating character in its role in the field of education is as follows (Daryanto, Damiatun Suryatri, 2013: 68):

1. Character development, (honest, intelligent, caring, tough) is the main task of education
2. Changing bad habits step by step that will eventually become tubs. Can change happy but bad habits which in the end become hate but become good
3. Character is a trait that is embedded in the soul and with that trait a person can spontaneously easily radiate attitudes, actions and deeds
4. Character is a trait that is manifested in the ability to drive from within the class to display commendable behavior and contain wisdom.

Character education is considered very important to start with elementary school children because character education is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character. In fact, character education is very important to start from an early age. Because the philosophy of planting now reaping tomorrow is a process that must be carried out in order to shape the character of the nation's children.

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The Role of Parents in Forming the Character of Elementary School-Age Children

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ABSTRACT

Parents are the first place for a child to get socialization regarding character education. Children spend more time at home with their parents, so that parents have the biggest contribution to character education in children. By providing character education to children from an early age, it will be useful for the child's life in the future. In making this article aims to get an overview of the role of parents in the formation of character in elementary school children. The method used in is a qualitative method. The subjects in this study were parents and students, the object of this study was the role of parents in character education for elementary school-age children. Character education aims to develop the potential to become human beings who have noble character, character education must continue over time character education is needed for each individual to become a better person and be able to uphold human values.

Keyword : the role of parents, character education

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1. INTRODUCTION

Character is a trait that exists within a person that can affect personal matters such as thinking, behavior, understanding, and character in a person. Character has an influence in one's life. Lately there have been many problems circulating that lead to the fading of character values in the field of children's attitudes and characters. In the last few years, data shows that there is a decline in the character of the younger generation in Indonesia. (Muhammadiyah Mataram Mataram et al., 2022) the family has a function as the spearhead of a group that socializes the character values that must be implemented by its members.

The family greatly influences the child's ability to develop the character values of discipline, obedience to rules, willingness to work with others and others. This relates to the functions and objectives of national education as stated in Law Number 20 of 2003 concerning the National Education system article 3 which reads " National education functions to develop and shape the character and dignity of a nation's civilization in order to educate the life of the nation, aiming to develop the potential of students so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state.

Parents are one of the first and most important educational institutions in a child, because a child is raised and born from parents, and will develop into adulthood. Parents are the role models for a child. because every child at first admires his parents, all the behavior of his parents is imitated by his children. Children's behavior will be good if the behavior of their parents is good. And the child's behavior will be bad if the parents behave badly. In other words, it is the parents who have the duty and responsibility in determining the good and bad character of the child.

Parents are role models for children, and children tend to imitate the behavior of their parents. Parents must pay attention to their children's education, because the role of parents in the process of

educating children is very important. Parents must be able to show their children good examples and manners from an early age, because this affects their development. The importance of parents in their children's education is not small, because education is the most important asset that must be owned by everyone who lives to go through the times. the best education for children at an early age Parental involvement in children's education has proven to have many positive impacts on children. The active role of parents must of course be supported by good communication between parents. Character building is an effort that must pay attention to all the benefits of education, both for families, schools, the school environment and the wider community. Character building and character building will not work if there is no balance and harmony between the educational environments.

2. RESEARCH METHOD

This research was conducted at SDN 012 Jadi Makmur in class IV in 2022 and the parents of students at SDN 012 Jadi Makmur. This study uses a descriptive research approach. Qualitative research is usually carried out in natural research, developing according to what happened to the researcher. The qualitative data used by the author is to determine the role of parents in forming the character of children at elementary school age. The source of the data in this study were the parents of students at SDN 012 Jadi Makmur, parents of female students. Data collection techniques used in this study were observation and interviews.

3. RESULTS AND DISCUSSION

A. The Role of the Family in Building the Character of Elementary School-aged Children

Before seeing how the role of parents in shaping the character of children, first know what the meaning of the role is. The role in KBBI is a level device that is expected to be owned by people who are in the community. Role is the ability or readiness possessed by someone to influence, encourage others to accept the influence themselves. Role is the ability or readiness possessed by someone to influence, encourage others to accept the influence themselves. Then do something that will help achieve a certain purpose and goal. Role is the ability or readiness possessed by someone to influence, encourage others to accept the influence themselves. Then do something that will help achieve a certain purpose and goal. So it can be seen that the role is a form of behavior that is expected in a certain social framework or a form of implementing parents in inviting, participating or serving as parents who have responsibility for their children to help achieve the desired goals. Meanwhile, parents themselves are fathers or mothers who are the main and first educators for their children, because it is from their parents that they first receive education.

Parents are also known as the closest people to their children. Parents consist of father and mother. A father must be able to advise and give to his child, just as a mother must be able to advise her daughter. Therefore, it is clear that both parents absolutely must act, speak, behave and have good morals and behavior together for the benefit of the child. Parenting is one of the processes that couples do with children. This pair consists of a father and mother who will give children an example, guidance, direction, advice and a good attitude. Based on the explanation above, it can be explained that parents are fathers and mothers who have great responsibility for their children and become role models because children will initially imitate

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everything, the good and bad that is in their parents. Parents or father and mother are figures who play an important role and are very influential on their children.

Character is a character, behavior, or personality that distinguishes an individual from other individuals. Or character can also be said as the actual condition of another individual. Character education is a system that imparts character values to an individual which includes knowledge, awareness of will and action to be able to carry out these values both in God. God Almighty, himself, others, the environment as well as the nation and state. The word character is already familiar to anyone who hears it. In everyday life it is very often mentioned, both when seeing someone behaving well or behaving badly. Sudaryani (2012: 13-14) in (Khaironi, 2017) the large Indonesian dictionary, "character" is defined as a psychological trait, morals, or character. Character can also be interpreted as character, namely behavior or actions that are always done or habits.

Character education is a combination of two words, which are education and character, according to Ki Hajar Dewantara character education is the power or effort to advance the mind, body and manners so that they are in harmony with the surrounding environment and also nature (Dalimunthe, 2015) in (Khamalah, 2017) . Character education is also a basic concept that is applied to one's thinking to make physical and spiritual morals and manners more meaningful than before. Character education must be applied to children from an early age, teenagers, and even adults, so that it can form a person's character to become more valuable and moral. Individuals of good character are people who always try Fordo the best things to Lord, herself, environment, person other, nation and country. which characterGood means individual Whichknow about potentialAlone.

Education is something conscious effort to develop optimal potential of students. Business aware That No canreleased from environment participant educate is at, especially from environment culture, Because participant educate life not inseparable in their environment and act in accordance with rulesculture, so that formedlove to culture nation Alone. Character education aims to strengthen a child's basic foundation as a preparation for life and being able to adapt to their environment. Kohlberg (1975) in (Majors et al., nd) states that children at a young age do not understand morals, so they do not understand the meaning of good and bad. This is where the role of parents is very large in providing a strong moral foundation for children.

Etymologically "character" comes from the Latin ver meaning instrument of narking, from the French "charessein" means to engrave (carve) then from the Javanese language "watek" means innate traits that influence behavior, character, character, temperament. Education is a process of changing human behavior, while character is an identity inherent in humans. Lickona (Setiardi, 2017) defines character education as an effort that is deliberately designed to change the character of students. While in simple terms character education can be interpreted as any positive thing that the teacher does and influences the character of the students he teaches (Samani & Hariyanto, 2013). in (Annisa et al., nd)

Character is a way of thinking and behaving that shapes every life and interaction in the family, society, nation and state. People with good character are individuals who can be held accountable for all the consequences and decisions they make. Education is the process of internalizing culture in humans and society to civilize humans and society. Education is not just a means of imparting knowledge, but in a broader sense, ie. H. as a tool to promote and

instill values, children must get an education that includes the three basic human dimensions. Even if based on Bloom's opinion (1979: 7) there are three domains in learning, namely cognitive, affective, and psychomotor. These three domains must be developed comprehensively in learning. Likewise in terms of character education, to be able to form good character in students, schools should develop three important aspects, namely moral knowing (moral knowledge), moral feeling (moral feelings), and moral action (moral behavior) (Lickona , 1991:53) (Wuryandani et al., 2014) . Character education in Puskur (2010) in (Kadek et al., 2018) is as value education, character education, character education which aims to develop students' abilities to make good and bad decisions, choose what is good and realize that goodness in everyday life. day. The purpose of character education is to cultivate individual attitudes that have moral values and productive attitudes in life and are willing to do the best and do the right things in life. (Battistic, 2011) in (Indrastoeti, 2016) .

The purpose of character education is to form nation Which tough, Empower competitive, have character glorious, moral, tolerant, gotong cooperate, Love land water, develop in a manner dynamic, insightful science and technology, have faith And fear to Lord Which Maha One. Based on Pancasila. According to law number 20 of 2003 concerning the national education system article 13 paragraph (1), that the educational path consists of formal, informal and non-formal education which can complement and enrich each other (Puspytasari, 2022) . Character education functions (1) to develop the basic potential to have a good heart and good mind, (2) to strengthen and build a multicultural nation's behavior (3) to develop a nation's civilization that is cooperative in world affairs. Character education is carried out starting from various media which includes the family, educational units, civil society, political society, and the mass media. Character education is not just teaching what is right and what is wrong, more than that, character education instills habits about good things so that children become aware (cognitive) of what is right and wrong, are able to feel (affective) good values and are used to doing (psychomotor).

Family is an important factor affecting children's education. The character of the child comes from the family. In Indonesia, some children under the age of 18 spend 60-80% of their time with their families. Until they are 18 years old, they still need their parents and family warmth. The success of a child can not be separated from the "warmth of the family". Brain development in childhood works efficiently. Currently, children's academic and non-academic talents and potential are revealed, and their potential is enormous. The age of one to three years is the most important period for the growth and development of a child. Indicators of child growth and development are not only measured from physical development, but also from brain development which can be seen from their response to the environment. To see the intelligence of a child's brain, parents need to understand which changes are important for the child. If parents are not responsive to child development, problems will come when the child is an adult. The character of a child is formed especially in children aged 3-10 years. It is the duty of parents to determine what kind of input goes into their minds, so that they can form a quality child's character. The inculcation of character education values will be meaningful if these values can be implemented in everyday life. Therefore, the values of character education emphasize more on children's habits to do positive things. Character is something that is formed over time and the development of a child. Latifah, A.(2020) Next factor Which make role family very important in process development child.

a. The family is a small institution in which its members interact in a manner faces to closed face.
b. Parents have great motivation foreducate child because child is the fruit of the couple's affection husband wife.
c. Because of social relations in the family Which closed.Purpose from role environment family in fixing development onchild age early, that is person old teach their children about: Self-mastery, base value character, role social.

Various guidelines on children's education emphasize that parents can be good listeners and communicators, be able to be role models, create a learning environment at home, not develop narrow and shallow thinking in children, and be able to instill honesty. Therefore, the main thing here is the quality of interaction between family members, not the quantity (Go Setiawan, 2000). in (Ainemer et al., 1990) However self-confidence must start from home. This means that the house must be endeavored to be a place to foster children's self-confidence and form other good personalities. The role of parents in educating children is very influential in the child's development process, although it needs to be supported by social institutions such as schools and also the environment. Likewise, the attitude of parents on the other hand, is very influential in education in the family, because this will affect the characteristics or behavior of children. The success of a child is largely determined by the family, because that's where the first child gets an education.

Based on the opinion above, it can be concluded that the role of parents in shaping character is:

a. Educate through examples of behavior

Behavioral examples are very effective in directing children to become useful people. Effective behavior given by parents must be supported by policies implemented by regulators that are implemented by all family members in all aspects of daily life. educating through examples of behavior basically includes honesty, mutual respect, courtesy, kindness, friendliness, and obeying rules. Educating through behavioral models is suitable for children aged 6-12 years. Because children aged 6-12 years are identical to imitating the behavior of those closest to them, especially their parents.

b. Implementing Early Education

Parents are the first and foremost educators for children. Education is an effort to develop human qualities in all its aspects. Education as a deliberate activity to achieve certain goals. The most basic things demanded in early childhood education are honesty, mutual respect, courtesy, kindness, friendliness, and obedience to rules. Honesty, mutual respect, courtesy, kindness, friendliness, and obedience to rules in early childhood education will greatly shape character for the better. This will result in the atmosphere of the child's character becoming more organized or formed.

c. Implement an obedience system

Forming and guiding a child towards the safety of inner training will be more effective if it is supported by habituation. Familiarizing children to obey religious regulations as a cultural and social phenomenon will form a conducive atmosphere in the child's soul like carving on a stone that is difficult to erase.

d. Attitude of speech between parents and children

Guidance in the teachings of Islam there are three types, among others, someone invokes virtue effectively, namely guiding with wisdom, gentle teaching, and in the form of mutually pleasant exchange of thoughts or reciprocal dialogue. With a culture of dialogue between parents and children or exchanging ideas, parents will have dialogue accompanied by advice that is in accordance with the teachings of Allah SWT. That way it is hoped that children will have a good heart in accordance with Islamic teachings.

Obstacles in the formation of children's character Understanding the character of elementary age children is sometimes so difficult that they are often unable to do it. Most are confused by children so they feel reluctant to share many things, for example stories at school, their problems. When children start to feel uncomfortable talking to parents, it means that parents have not been able to gain trust and understand the character of their own children. There are 3 needs that must be met in children aged 0-7 years and even more, namely, (1) The need for security (2) The need to control (3) The need to be accepted. These three basic emotional needs must be met so that children become reliable individuals and have strong character to face life. This is the character of a child with problems, it is enough for us to see from his behavior that it appears that parents can already do early detection of the "big disasters" of life that will come. In Islamic literature it is found that the genetic factor is recognized as one of the factors influencing character formation. However, it was found that the most important factors affecting children's character apart from genes are other factors such as food, friends, parents, and goals which are the strongest factors in coloring a person's character. Thus it is clear that the character can be formed. Parents are the main influencing factor. In shaping the character of a child, parents encounter many obstacles and support. This is in accordance with the explanation below. Inhibiting factors for parents in shaping children's character, namely: lack of parents to give attention, support and affection to their children, parents are not able to set an example for children, parents cannot give a sense of security to children, parents' demands are too high. high, parents who cannot give trust to children, parents who cannot foster initiative and creativity in children.

Based on the results of research conducted by researchers in the field about the role of parents in shaping the character of elementary school-aged children, the results of observations and interviews are as follows.

1. Educate by example

   The role of parents in building children's character conducted an interview with Mrs. Herlina Mariyanti, A.Md.Keb (parents) at SDN 012 Jadi Makmur who said that setting an example of good behavior for children such as speaking polite words to older people had been taught, but the older the child, the more they know about socializing with their friends "Then an interview with Mrs. Natik (parent) she said I had taught her politeness, I even scolded her if the child spoke in a high tone". Based on the results of the interviews above, educate through examples of behavior that has been applied. Responsible for religious rituals and scold them. But as the child gets older, he begins to dare to face adults, if his wish is not fulfilled, the child will get angry and cry. For children aged 6-12 years it is good to cultivate the character of being honest, respectful, courteous, kind, friendly, and obedient to religious rules through exemplary behavior, as well as being well-groomed in polite speech and maintaining an educational attitude. Because according to the parents in Bakti Makmur Induk village, children aged 6-12 years are still very innocent and easy to shape or direct. So, parents try to maintain their attitude and words in front of their children so that their children can imitate them. Parents must also

have firmness or policies that make children more averse to older people or respect older people. Always set an example of good behavior such as honesty, kindness and following the rules. Because children imitate and practice what they see, not what they hear. In order to improve children's character, it is very necessary to have several role models of behavior that can encourage growth and development in the formation of children's character. For this reason, parents always set an example in everyday life so that children can emulate the good example of their parents.

In addition to interviews with parents, researchers also made observations of parents. "Researchers obtained data that the implementation of the role of parents in shaping character by educating through examples of behavior has gone well, parents have greeted each other and spoken politely.

2. Implement education from an early age

The role of parents in forming character in children The researcher conducted an interview with Mrs. Siti as a parent saying that early childhood education greatly changes the character of children, if the child is just let go what will my child's character be, I teach attitudes about honesty, helping fellow friends, and get punished if caught lying.

Apart from that, I interviewed Ibuk Sijur as a parent, saying that I have applied how to educate children from an early age, how to have a sense of gratitude when they have been helped, have a sense of being honest, for example, such as not taking things that are not theirs and not doing problems that exist at school or at home. .

The role of parents is very important in education from an early age, for a child parents are the first educators in the formation of character. Parents should practice mutual respect, help, courtesy, honest, brave, humble and not arrogant. It aims to provide a character for further development.

Getting used to educating children from an early age can lead to habits to shape the character of the child itself. Parents as educators must be sensitive in educating small things. That way children will get used to speaking openly to their parents so that the application of the education system to form the character of respect, help, courtesy, honesty, courage, humility and not arrogant.

Then an interview with Revan as a student said his parents taught him to be honest from a young age, for example going from the house with permission to his parents to recite the Koran, but what Revan did was not recite the Koran but play with friends.

3. Implement an obedience system

The role of parents in forming children's character and guiding a child to get used to complying with religious regulations. The researcher conducted an interview with Mrs. Awok, who said that accustoming her child to obeying religious regulations, for example, such as performing prayers on time, fasting during the month of Ramadan. Familiarize children to comply with religious regulations to have good character, for example, to pray regularly so that they have a better character attitude. But sometimes other factors make children forget to pray, namely friends.

Then conducted an interview with Dinda as a student saying that I had prayed but sometimes there were still many holes.

4. The attitude of speech between parents and children

The role of parents in forming children's character researchers conducted interviews with Mrs. Suriyatik as a parent said that trying to be friends and mothers when talking to children, trying to understand what children need by chatting, for example when children are having problems with existing friends at school I as a parent give input to children to do good and apologize and forgive each other.

The researcher also conducted interviews with Novi as a child saying that her mother was always a friend to tell when she had problems inside and outside school.

The results of interviews with these parents included the role of parents in building children's character through examples, educating by example, implementing early education, implementing a system of obedience, attitudes towards talking between parents and children.

Efforts Made by Parents in Children's Character Education There are a few things that are necessary done by person old sochild No feel reluctant withperson his parents itself is as follows:

1. Listen well to children
   Don't just listen to the child as a condition, but listen carefully, give a response, and think about the solution if the child has a problem. Many parents think their children's stories are not important and only listen to them as symbols or conditions. Meanwhile, children know that they are not being heard and begin to distance themselves from their parents. When that happens, parents have taken the wrong step to understand a child.
2. Trying to understand the child's emotional type
   For example, the type of child who is impatient but actually he can be more patientif given understanding with Good. Therefore, understand the child's emotional type and don't give anger or violence when the child has touched the negative side of his emotions. Give him understanding or other ways so that the child's emotions don't get worse over time.
3. Introduce children well
   Some parents tend to rush and have no patience when they find something wrong and want to get facts about it from their child. If you carry out interrogations with the concept of saying loudly, forcing, and even hitting. Then the child will lie to the parents, and the concept of understanding the child's character can disappear. Interrogate the child gently, make him tell the truth, and find out how the child is able to tell things that are very confidential to people you know. If that happens, then the parents understand the child's character and are ready to educate them better.

4. CONCLUSION

Character education is a process that never stops, character education must continue over time, character education is needed for each individual become a better person and be able to uphold human values. The importance of character education for a child of primary age is based on the existence of criticality in child development, to improve the study of this article, suggestions are needed, namely the following: (1) character education that has occurred in the family environment needs to be further improved towards a better direction by adhere to the level of consistency, (2) parents need to understand the method of developing the character of an elementary school child in an interesting and fun way and also be able to keep children from getting bored, (3) need to overcome the obstacles faced by parents in their child's character education through parenting activities with fellow parents, discuss or consult with elementary school teacher education experts.

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