HUMAN CAPITAL

IN FACING NEW PARADIGM OF INDUSTRIAL REVOLUTION 4.0: VOLUME 3

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Kata Pengantar

Alhamdulillah penulis ucapkan kepada hadirat Allah SWT. yang mana atas karunia dan rahmat-Nya, penulis mampu menyelesaikan penulisan buku yang berjudul "***Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 3***". Buku ini disusun guna melengkapi pengetahuan para pembaca dan terkhusus pada para peniliti untuk dijadikan sumber referensi yang baik untuk memahami segala sesuatu yang berkaitan dengan *Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 3*. Buku ini telah ditulis dan disusun dengan kurun waktu yang telah ditentukan sebelumnya.

Buku ini menjelaskan tentang keseluruhan dari *Human Capital in Facing New Paradigm of Industrial Revolution 4.0*. pada chapter ini akan membahas volume ketiga dari empat volume yang telah tersusun. Hal yang akan dimunculkan itu sendiri adalah bagaimana menghadapi revolusi industri 4.0.

Dalam penulisan buku ini, penulis mengucapkan terima kasih kepada pihak yang telah banyak membantu. Serta penulis mengucapkan terima kasih kepada rekan-rekan yang telah membantu baik secara materil dan inmateril.

Penulis menyadari jika didalam penyusunan buku ini masih mempunyai kekurangan, sehingga kritik dan saran dari pembaca sangatlah berguna untuk penulis kedepannya. Semoga buku ini dapat bermanfaat bagi seluruh pembaca.

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Penulis

DAFTAR ISI

Using Youtube Video in Teaching Writing of SMK Students in Makassar

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ABSTRACT

This research aimed to present the theoretical perspective underlying using youtube videos as IT media in online learning during covid 19 to overcome the tenth-grade student's writing skill problem of SMK Negeri 7 Makassar. The theories applied and helped in finding out whether the implementation of youtube videos whether there was or not effective as a method for teaching writing to improve students' writing skills. This study used a quasi-experimental design. This study divided the participants into two groups: control and experimental. Each group had 25 pupils. The pupils were selected using the cluster random sampling approach. The researcher employed a descriptive paragraph writing exam in both the control and experimental groups, administering pretest and posttest, and administering treatment (X1) between pretest (O1) and posttest (X1) (O2). The data was gained from pretest and posttest analyzed by using inferential statistics through SPPS Version 15.0 Program.

The study's findings show that utilizing YouTube videos to teach writing descriptive paragraphs is more successful in improving students' writing skills between pretest and posttest in the experimental group after five sessions. It was demonstrated by the outcome of an inferential statistic in testing the students' scores in both the pretest and posttest. There was a significant difference between the experimental and control groups' posttest results, with the experimental group's mean score of 76,16 being higher than the control group's mean score of 66,64. The final t-test probability value in writing skill score was lower than alpha () (0.001 0.05). In other words, Hi was approved whereas Ho was refused, implying that the YouTube video was beneficial in improving pupils' descriptive writing.
Key Words: Youtube video, Teaching writing skills, descriptive paragraph

Introduction

The impact of the covid 19 pandemic has brought some challenges to many countries including Indonesia. This condition decided to close schools and turn to distance learning without face to face making the school activities are done from home so teachers and students do virtual learning by using online applications. Since that, every teacher must use technology. Purwanto et.al (2020) stated that the Pandemic has an impact on replacing learning activities with the online system. Meanwhile, Balbay & Kilis, (2017) said that this situation has caused learning to be limited and no longer to achieve materials that be learned and also makes students may have difficulties understanding and not easy to control students activity while learning process.

Based on the case above become a challenge for students in teaching English as a Foreign Language they get obstacles and poorer outcomes to cover materials fully because limited opportunities for interactions between students and teachers may affect motivation and learning loss, especially for teaching writing skill. Ahmadi (2020) Writing is one of the subjects that need an extensive connection between teacher and student.

Writing is one of the English language learning that should be taught, besides the other skills. It is necessary to be taught as one of the main objectives in Curriculum 2013 because by having a good writing skills it is expected students can easily find jobs. Some jobs need such language skills, where English is one of the requirements as competence to share their work after graduating from SMK.

Writing is recognized as a productive talent since it tries to aid students in conveying their ideas, thoughts, and opinions to readers through a text generated by a writer in carefully chosen words in a simple text until there is a good comprehension and engagement. According to M. Pulvernes et al. in Febriani (2014), the act of writing as a productive talent deals with expressing messages by employing symbols, graphic, visual, motor, and mental abilities to communicate one's notion by using letters, words, phrases, and clauses from a succession of connected sentences. Writing entails more than just putting words together into phrases, arranging sentences into paragraphs, and connecting paragraphs into a text; it also entails grammatical, lexical, and comprehensive knowledge to help readers

comprehend how to communicate and express messages effectively and meaningfully.

According to Harmer (1998), writing cannot merely be mastered but also requires practice. Imitating or duplicating words and sentences from the given ideas or expressing free thoughts based on the writers' knowledge, experience, and point of view are examples of practice. They cannot only read what they have written, but other speakers of that language can also read and comprehend it.

Based on the author's experience teaching English, In developing writing talent, the descriptive paragraph was worried. Some students may have difficulty writing it even though they are familiar with the topic assigned by the teacher. They are still unsure how to write their opinions on the issue, and their talents have limited writing abilities and a lack of understanding to produce compositions that represent their thoughts and ideas, and the students were lazy and did not pay attention while the teacher described the lesson. Furthermore, the kids' daily English writing exam results remain poor. Hester claims that (2013). Said that the results of most Indonesian pupils' writing projects were still far from the intended aims.

Furthermore the teacher Winda (2014). It has been said that some teachers continue to employ conventional methods of teaching writing. Teachers continued to require pupils to memorize tenses, syntax, and the general structure of a work. After the pupils had memorized the passage, the professors instructed them to write a brief paragraph about it. Of course, the students get bored with this teaching-learning process. Eventually, in online learning, the students lacked learning resources, their teacher had not given them insufficient material using media to help them in learning writing, and then students have low attention to the teacher's explanation. On other hand, they were passive during the teaching and learning process.

Based on events that occurred among tenth-grade students at SMK Negeri 7 Makassar. Several trouble indications may occur, such as students not understanding how to explain their views, students having difficulties writing their sentences in written form in descriptive paragraphs, and when they are required to deliver their text. Some of the students only could write three words, they have difficulty arranging and using appropriate words and they had incomplete meanings and were ungrammatical in writing. According to Graves (1983), most schools overlook the child's need to demonstrate

what they know; we underestimate the desire due to a misunderstanding of the writing process. Sometimes students find it tough, frustrating, and frightening to write about anything or to alter their thoughts before doing so or at least seeing what they will write.

Related to the teaching English writing skill process, teachers are supposed to be able to teach their students and provide them opportunities to practice and develop their writing skills. However, Students' inability to communicate through written language has become problematic in vocational high School with an appropriate technique and media for students and motivate them. Jacob and lawson (2017)) stated that creative teaching is how the teacher should make and prepare interesting material and teaching aids to make students feel fun activity during the lesson. Al Wasilah (1999) described the technique and media are still unvariety to improve in their writing. It is a needed strategy to explore the students' imagination to make a good composition of writing and know how the elements of writing.

Furthermore, the outcome of the pupils' writing scores was unsatisfactory. Most teachers in the past, still employing the traditional teaching technique, focused mostly on reading and grammatical exercises, and wrote exclusively for assignment purposes rather than for communicative goals in the classroom. Similarly, Nurzaitun (1996) believes that teachers should have a variety of approaches to use while teaching writing. Another major issue that teachers of writing classes face is motivating pupils to write. Many teachers fail to make their classes entertaining by using a variety of approaches, techniques, materials, and instruments to successfully enhance language acquisition.

To overcome the difficulties in teaching writing, Teacher can apply some techniques to improve students' writing skill by using media or technique that is suitable and appealing to the students in the classroom related to online learning by utilizing technology in a virtual class. Choosing Youtube video as an alternative media to deliver material of descriptive writing in the distance learning to find the best way in dealing with changes in the teaching and learning process in this 21-century era has integrated with Information and Communication Technology as a knowledge to face digital learning era. Lestari & Prasetyo (2020) explained that youtube video as a medium of teaching was easier to understand and help memorize the

information helping to learn a language quicker and students feel motivated in the learning process. June et al.,(2014,) found that students can watch and listen to interesting videos related to the English language in designing writing materials for more fun and realistic. Meanwhile Brown (2015) mentioned one of the authentic materials is the video that has meaningful context. Youtube has unlimited resources for language learning with many kinds of themes and made them enjoy audio and visual components.

Regarding the problem above, using youtube videos it is necessary to find a solution in the learning process of descriptive writing to improve their writing skill conducting the tenth grade of SMK Negeri 7 Makassar in the 2020-2021 academic year.

Method

The pre-test – post-test non-equivalent control group design was utilized in this study's quasi-experimental design. This study included two variables: the independent variable and the dependent variable. The independent variable was the use of YouTube videos in writing instruction, while the dependent variable was the students' writing ability. This study's population consisted of tenth-grade students from SMK Negeri 7 Makassar for the academic year 2020/2021. The population was taken from nine classes which consisted of 250 students. Those classes were Accounting Program, Administration Secretary Program, Social worker Program, and Technology and Information Program, each class consisted of 25 – 33 students. The researcher picked the sample that was being taken by using cluster random sampling techniques.

In this scenario, the researcher selected two classes at random as samples, one as an experimental group and the other as a control group. The researcher used a descriptive writing exam to collect data, which was used for both the pre-test and post-test. The pretest assessed students' past writing abilities, whereas the post-test assessed students' writing abilities after treatments were administered (teaching using youtube videos and using the conventional method). This assignment was also designed to determine whether or not the students preserved the materials following the treatment. The research process included the following three steps: 1) Pre-test, 2) Treatment, and 3) Post-test.

Meanwhile, the researcher uses Jacob's scoring rubrics data, which were grouped into five categories by referring to the scoring

method of vocational schools curriculum 2013 with adjustment, to assess the quality of the students' writing scores on the five components.

Table 1.

Scoring classification of writing

No.	Classification	Score
1	Very good	8.80 – 10.00
2	Good	7.50 - 8.70
3	Average	6.10 - 7.40
4	Poor	4.70 - 6.00
5	Very Poor	3.40 - 4.60

According to Hughes (2008), there are five aspects to writing descriptive paragraphs: content, structure, language usage, vocabulary, and mechanics. The researcher utilized the SPSS 15, 0 programs to determine the mean score between the results of the pre-test and post-test for both the experimental and control groups. The researcher used the SPSS 15.0 program to compute the standard deviation of the students' pretest and posttest scores. The researcher utilized the 15.0 software to construct the frequency table of the students' pretest and posttest and then used inferential analysis in SPSS 15.0 to determine the value of the t-test to find the difference between pretest and posttest.

Results And Discussions
a. The improvement of the students' writing skills before and after treatment.
- The data analysis of writing test in the experimental group.

The statistical overview of the students' pretest and posttest on each aspect observed is included in the table below, along with the score classification of the students' pretest and post-test on each writing assessed in the experimental group. According to the statistics summary, the total number of subjects was 25 (twenty-five) pupils. The pupils' scores tend to grow from pretest to posttest. As a result, the mean scores of each element in the pretest range around the average score, but the mean scores in the posttest range around the good score.

Table 2.
*The statistical summary of the students' pretest and posttest on each
writing aspect in the experimental group*

Variables	Mean	Standard deviation	Mode Min. Score	Score	Median	Max. Score N	n
Pretest (XI)	63.40	9.85	69	64	42	83	25
- Content	18.48	2.79	18	18	14	24	25
- Organization	14.24	3.05	17	14	7	19	25
- Vocabulary	14.04	2.50	13	13	9	18	25
- Language use	13.84	3.53	17	12	9	20	25
- Mechanics	2.80	0.40	3	2.8	2	3	25
Posttest (X2)	76.16	10.89	82	77	48	97	25
- Content	21.36	3.90	21	21	11	27	25
- Organization	17.04	2.89	17	17	9	22	25
- Vocabulary	16.68	1.99	17	17	12	22	25
- Language use	17.36	2.83	17	17	10	22	25
- Mechanics	3.72	0.74	4	3.7	2	5	25

According to the statistics summary in table 2 above, the total number of subjects was 25 pupils. The pupils' scores tend to grow from pretest to posttest. As a result, the mean scores of each element in the pretest range around the average score, but the mean scores in the posttest range around the good score.

Table 3.
*The score of the students' writing skills on the content aspect of the
experimental group*

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	27 to 30	0	0	1	4
Good	22 to 26	4	16	12	48
Average	17 to 21	11	44	9	36
Poor	13 to 16	10	40	3	12
Total		25	100	25	100

Table 3 illustrates the students' writing accomplishment scores on the content part of writing for both the pretest and posttest. The pretest scores of the pupils are as follows: In the pretest, none of them received

very excellent categories, four (16 percent) received good classifications, eleven (44 percent) received mediocre classifications, and ten (40 percent) received bad classifications. In the posttest, however, just 1 (4 percent) of the 25 students slipped into very excellent classification, 12 (48 percent) fell into good classification, 9 (36 percent) fell into ordinary classification, and 3 (12 percent) fell into low classification. As a consequence, the pretest means the score was 18.48, which was classified as average, and the posttest means the score was 21.36, also classified as average. The mean score of students' writing achievement on the content component of writing was greater in the posttest than in the pretest. It rose by 2.88 points.

Table 4.
The score of the students' writing skills on the content aspect of the experimental group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	18 to	2	8	8	32
Good	20	14	56	16	64
Average	14 to	6	24	0	0
Poor	17	3	12	1	4
	10 to				
	13				
	9 to 7				
Total		25		25	100
			100		

The data in Table 4 above are the students' writing skill scores on the organizing component of writing in the pretest and posttest. This table shows that, and 2 (8 percent) of them were categorized as very good classification, most of the students in pretest, 14 (56 percent) of them were categorized as a good score, 6 (24 percent) of them were categorized as average classification, and 3 (12 percent) of them were categorized as poor classification. Based on the results from the pretest and post-test, the majority of the students, namely 8 out of 25 students or 32%, were classed as very excellent, The kids were then classified as good 16 (64 percent) of the time, on average 4 percent of the time, and poor 4 percent of the time.

Thus, the mean score in the pretest was 14.24, which was classified as excellent classification, and the mean score in the post-test was 17, 04, which was also classified as good classification. It is shown that the mean score of students' writing abilities on the organizing elements of writing was greater in the posttest than in the pretest. It rose by 2.80 points. The results of the students' writing accomplishment scores on the vocabulary part of the writing of both pretest and posttest are shown in table 5 below.

Table 5.

The score of the students' writing achievement on the vocabulary aspect of the experimental group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	18 to 20	1	4	6	24
Good	14 to 17	12	48	16	64
Average	10 to 13	10	40	3	12
Poor	7 to 9	2	8	0	0
Total		25	100	25	100

The results in table 5 above reveal the students' writing accomplishment scores on the vocabulary part of writing in the pretest and posttest. According to this table, 1 (4 percent) is classified as very excellent. In the pretest, the majority of students (12 (48 percent) had an excellent score, 10 (40 percent) received an average score, and 2 (8 percent) received a low score.

On the other hand, in the posttest, the student received a score of 6 (24 percent), which was classified as very good. The majority of the students, 16 out of 25 (64 percent), were categorized as having a good score, 3 (12 percent) as having an average score, and none were classified as having a low score. Thus, the mean score in the pretest was (14.04), which was classified as average, and the mean score in the post-test was (16.68), which was classified as average. It showed that the mean score of students' writing achievement on the vocabulary component of writing was greater in the posttest than in the pretest. It gained (2.64) points.

As in table 6 below the result of the students' scores of writing achievement on the language use aspect in both pretest and post-test the data shows. that, 4 (16 %) out of 25 students were categorized as

good. Most of them got 10 (40 %) and they were categorized as average classification in the pretest, there were 11 (44 %) out of 25 students who were categorized as poor classification, none of them were categorized as very good.

On the other hand, in the posttest, 3 (12%) were assessed as very excellent, 7 (28%) as good, 14 (56%) as average, and just 1 (4%) as good, while none were classed as poor. The statistics in the table7 below show that the mean score in the pretest was 13.84, and the mean score in the post-test was 17,36, both of which were classified as bad. It showed that the mean score of students' writing achievement on the language usage component of writing was greater in the posttest than in the pretest. It improved by 3.52 points.

Table 6.

The Score of the students' writing achievement on the language use aspect of the experimental group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	22 to	0	0	3	12
Good	25	4	16	7	28
Average	18 to	10	40	14	56
Poor	21	11	44	1	4
	13 to				
	17				
	5 to 10				
Total		25	100	25	100

Then, using the data in table 7, calculate the students' writing achievement on the mechanical component of writing in the pretest and posttest. According to this table, the majority of the students in the pretest were classified as 20 (80 percent) as average classification; mean, while 5 (20 percent) remained at low classification, and none of them fell into very excellent and good classification.

By contrast, in the post-test, most of the students namely 25 students got a score of 13 (52 %) were classified into good classification, then student's core got 8 (32. %) were classified into average classification, 3 (12 %) out of them into very good classification and only 1 (4%) were categorized as poor classification.

Table 7.

The Score of the students' writing achievement on the mechanical aspect of the experimental group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	5	0	0	3	12
Good	4	0	0	13	52
Average	3	20	80	8	32
Poor	2	5	20	1	4
Total		25	100	25	100

Thus, the mean score in the pretest was 2.50, which was classified as bad, and the mean score in the posttest was 3.70, which was classified as average. It signifies that the posttest means a score of students' writing achievement on the mechanics component of writing was greater than the pretest mean score. It grew by 1.20 points.

b. The data analysis of the writing test in the control group

The statistical overview of the students' pretest and posttest on each feature observed is described in table 8, which shows the score classification of the students' pretest and posttest assessed in the control group.

Table 8.

The statistical summary of the students' pretest and posttest on each aspect of the control group

Variables	Mean	Standard Deviation	Mode	Min.	Median Score	Max. Score	NN
Pretest (XI)	59.40	6.88	**62.**	**61**	**43**	71	25
- Content	17.60	1.35	**17**	**17**	**15**	20	25
- Organization	13.04	1.74	**13**	**13**	**9**	16	25
- Vocabulary	13.04	1.92	**13**	**13**	9	17	25
Language use	12.80	2.38	**13**	**13**	**8**	17	25
Mechanics	2.92	0.57	**3**	**2**	**2**	4	25
Posttest (X2)	66.64	78.37	**73**	**66**	**47**	83	25
- Content	19.32	1.86	**20**	**19**	**15**	23	25

- Organization	14.20	2.59	**13**	**14**	**10**	20	25
- Vocabulary	14.72	2.60	**17**	**14**	8	17	25
- Language use	14.80	2.67	**17**	**15**	8	18	25
- Mechanics	3.60	0.81	4	3	2	5	25

Students' scores tend to rise from pretest to posttest; as a consequence, the mean scores of each component in the pretest range around bad, while the mean scores in the posttest range around average. The standard deviations of each component of both tests vary as well; in general, the pretest has lower standard deviations than the posttest.

The following are the results of the students' writing skills in each area of both tests: pretest and posttest:

Table 9.

The Score of the students' writing achievement on the content aspect of the control group

Classification	Score	Pre-test		Pos-test	
		F	%	F	%
Very Good	27 to 30	0	0	0	0
Good	22 to 26	0	0	3	12
Average	17 to 21	21	84	20	80
Poor	13 to 16	4	16	2	8
Total		25	100	25	100

Based on the data in table 9 above for the pretest, 4 (16 percent) of them were classified as poor, while the majority of them were classified as average (84 percent), and none of the students were classified as very good or good. On the other hand, the posttest results reveal that only 4 (8 percent) of them were classified as poor, and none were classified as very excellent or good. Aside from that, the pretest means the score was 17.60, which was classified as average, and the post-test mean score was 19.32, which was also classified as ordinary. It showed that the mean score of students' writing achievement on the content component of writing was greater in the posttest than in the pretest. It increased by 1.72 points.

Then, in Table 10 of the students' scores on the organization aspect in pretest and posttest in the control group, there were 8 (32

percent) of students at an as good level, and it can be seen that most of the students in pretest, 14 (56 percent) of them were categorized as average score, the rest, 3 students (12 percent) were categorized poor, and none were categorized very well. While the post-test results reveal that the majority of the students, 13 (52 percent), were labeled as good, the rest, 11 (44 percent), were categorized as average, and just 1 kid, or 1 (4 percent), was categorized as very good, and none were categorized as poor.

Table 10.

The Score of the students' writing skills on the organization aspect of the control group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	18 to 20	0	0	1	4
Good	14 to 17	**8**	32	13	52
Average	10 to 13	14	56	11	44
Poor	9 to 7	3	12	0	0
Total		25	100	25	100

Thus, the pretest means the score was 13.04, which was classified as ordinary classification, and the posttest means the score was 14.72, which was classified as good classification. When the pretest and posttest results are compared, the mean score of students' writing achievement on the organization element of writing in the posttest is greater. It improved by 1.68 points.

Table 11 shows the students' scores of writing skills on the vocabulary aspect of writing in pretest and post-test, and it can be seen that most of the students in pretest, 12 (48 percent) out of 25 students or as good score; the rest remain 10 (40 percent) at average classification, and 2 (8 percent) out of them were poor classifications. In the post-test, however, 6 (24 percent) of them were categorized as very good, and the majority of the students, namely 16 (64 percent) out of 25 kids, were classed as good, the remainder, namely 3 (12 percent), were classified as average, and none of the students were labeled as bad.

Table 11

The Score of the students' writing skills on the vocabulary aspect of a control group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	18 to 28	1	4	6	24
Good	14 to 17	12	48	16	64
Average	10 to 13	10	40	3	12
Poor	7 to 9	2	8	0	0
Total		25	100	25	100

The comparison of pretest and post-test results indicates that the pretest means the score was 13.04, which was classified as average, and the post-test means score was 14.80, which was classified as good. It is demonstrated by the posttest mean score of students' writing abilities on the vocabulary part of writing being greater than the pretest. It improved by 1.76 points.

Table 12.

The score of the students' writing skills on the language use aspect of the control group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	22 to 25	0	0	0	0
Good	18 to 21	0	0	1	4
Average	11 to 17	18	72	1	84
Poor	5 to10	7	28	3	12
Total		25	100	25	100

Thus, Table 12 displays the results of the students' writing skill scores on language use in both the pretest and posttest. The remaining scores remained at each level of categorization, namely: in the pretest, none of the students were classified as very excellent or good, the majority of them (18 (72 percent) were classified as average, and the remaining 7 (28 percent) were classified as poor. On the contrary, in the post-test, none of them was categorized as very good, only 1 (4 %) of students got a good classification, there were 21 (854 %) out of them

were categorized as average classification, 3 (12 %) out of them were categorized as poor classification.

When the pretest and post-test results are compared, the pretest means the score was 12.80, which was classified as bad, and the post-test mean score was 14.80, which was classified as average. It showed that the mean score of students' writing achievement on the language usage part of writing was greater in the posttest than in the pretest. It improved by two points.

Table 13 illustrates the students' writing skill scores on the mechanical part of writing in the pretest and posttest. According to this table, none of the students in the control group received a very good classification, 3 students (12 percent) received a good classification, and it can be seen that the majority of the students in the pretest, 17 out of 25 students, or 68 percent, were categorized as average classification; the remaining 2 (5 percent) received poor classification.

Table 13. The Score of the students' writing skills on the mechanic's aspect of the control group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	5	0	0	3	12
Good	4	3	12	11	44
Average	3	17	68	9	36
Poor	2	5	20	2	8
Total		25	100	25	100

In contrast, the statistics from the posttest show that 3 (12%) students had very good scores, while the majority of the students, namely 11 out of 25 students, or 44 percent, received high scores. The remaining 9 (36%) were rated as having an average score, while 2 (8%) were classified as having a poor score. The comparison of pretest and post-test results reveals an increase in post-test results; the mean score in pretest was 2.92, which was classified as bad classification, while the mean score in post-test was 3.60, which was classified as average classification. It improved by 0.68 points.

c. Scoring classification of the students' pretest of experimental/ control group and posttest of experimental /control group of the total score of all writing aspects

Based on the data generated from the raw scores of the students' pretest and posttest utilizing the five analytical aspects, the data of the students' pretest and posttest scores in the observed are as follows:

1) The students' pretest of the experimental /control group of the total scores of all writing aspects

Table 14 describes the students' pretest results for both the experimental and control groups on writing competence in all aspects observed. According to this table, none of the pupils were classified as very good, while two (8 percent) were classified as very bad. Furthermore, based on the results of the control group's pretest, none of the students received very excellent and good categorization. The majority of the kids, 13 (52 percent), were classified as average. The remaining 9 (36 percent) pupils' scores were classed as low, while 3 (12 percent) children were rated as extremely poor.

Table 14.

The score of the students' pretest of the experimental/control group of the total score of all aspect

Classification	Score		Experimental group		Control group	
			F	%	F	%
Very Good	.80	to	0	0	0	0
Good	10.00		2	8	0	0
Average	7.50	to	15	60	13	52
Poor	8.70		6	24	9	36
Very poor	6.10	to	2	8	3	12
	7.40					
	4.70	to				
	6.00					
	3.40	to				
	4.60					
Total			25	100	25	100

When the pretest and posttest results were compared, the experimental group's mean score in the pretest was 63.40, which

was classified as average, whereas the control group's mean score was 59.40, which was classified as bad. It showed that the mean score of the students' writing achievement in all elements of writing in the experimental group's pretest was not significantly different from the control group's pretest. It is a little higher in the 4.00 point range.

2) **The students' post-test of the experimental /control group of the total score of all writing aspects**

Table 15 below shows the students' scores of both post-test experimental and control groups on writing skills in all analytical aspects observed. From this table in the posttest of the experimental group, it can be seen that 3 (12 %) students were categorized as very good. Most of the students in the post-test of experimental group 11 (44 %) out of 25 students were categorized as good classification, 9 (36 %) 25 students were categorized as average classification, 2 (8%) were categorized as poor classification, and none of them was categorized as very poor classification. In the posttest of the control group, the data shows that none of them was categorized as very poor classification, 4 (16 %) out of them into good classification. The rest 17 (68%) them as average classification, the rest 4 (16 %) were classified as poor, and none of them were categorized as poor or very poor classifications.

Table 15. *The score of the students' post-test of the experimental/control group of the total score of all aspects*

Classification	Score	Experimental group		Control group	
		F	%	F	%
Very Good	8.80 to10.00	3	12	0	0
Good	7.50 to 8.70	11	44	4	16
Average	6.10 to 7.40	9	36	17	68
Poor	4.70 to 6.00	2	8	4	16
Very poor	3.40 to 4.60	0	0	0	0
Total		25	100	25	100

According to the statistics, the mean score in the posttest of the experimental group was 76.16, which was classified as

good, whereas the mean score in the control group was 66.64, which was classified as average. It showed that the mean score of the students' writing achievement in all components of writing in the experimental group's posttest was strictly greater than that of the control group's posttest on a scale of 9.52 points.

d. Test of significance (t-test)

The researcher used inferential analysis with the SPSS application to evaluate hypotheses to see if they were significant. In this situation, the researcher utilized a t-test (test of significance) for an independent sample test, which is a test to determine if there is a significant difference between the mean scores of students in the control and experimental groups on the pretest and post-test.

Assuming that the threshold of significance () = 0.05 and the degree of freedom (df) = 48, where N1 + N2 - 2; the result of the t-test is provided in table 16.

Table 16.
The P-value of the t-test of writing achievement in the control group and experimental group

Variables	t-test	P-Value (α)	Remarks
Pretest of the experimental and control group	0.103	0.05 Not 0.05	Significantly different
	0.001		
Posttest of the experimental and control group			Significantly different

The researcher discovered that the P-value (0.103) was larger than 0.05 at the level of significance of 0.05 and the degree of freedom48 based on the results of data analysis presented in table 16 above on the pretest of the experimental/control group. This meant that the alternative hypothesis (H1) had been accepted, whereas the null hypothesis (H0) had been rejected. It shows that the students' accomplishments after five sessions of therapy with photographs may considerably improve the students' writing abilities.

This suggests that the posttest data, as the final result, showed a considerable improvement. It may be stated that the usage of YouTube videos can improve and contribute to the teaching of writing to SMK pupils.

Discussion

The interpretation of data generated from statistical analysis of both pre-test and post-test outcomes, as well as some ideas. The statistics gathered from the students' writing tests reveal that the pupils' writing skills have improved significantly. It is substantiated by the mean writing score rate recorded in the students' pre-test and post-test of the experimental group in the five aspects. The mean pre-test score in the experimental group was 63.40, placing it in the average category, whereas the post-test score was 76.16, placing it in the good category. The mean pre-test score in the control group was 59.40, placing it in the bad category, whereas the post-test score was 66.64, placing it in the average category.

The statistics in the preceding section demonstrated that using YouTube videos to learn writing was more effective than using traditional techniques. It is also evident from the mean score, which shows that the mean post-test score of the experimental and control groups differs after treatment. The experimental group's mean score was 76.16, which was higher than the control group's score of 66.64, with a mean difference of 9.52.

Both YouTube and traditional methods of teaching writing may be utilized to improve students' writing skills; however, YouTube can improve students' writing skills more significantly than traditional methods. This strategy was able to improve the pupils' capacity to create descriptive paragraphs. Thus, based on the t-test value, it can be statistically deduced that YouTube material is more helpful in enhancing students' writing competence.

Based on the results of the students' work in either the experimental or control groups before and after therapy, the researcher concluded that the majority of the students had problems with language use in the five aspects of writing. The students' pretest means the score was (13.84), whereas their post-test mean score was (13.84). (17.36). The pupils struggled with the usage of personal pronouns and the use of verb patterns in the components. This indicates that the kids are still unable to express themselves properly and effectively via the use of language. According to Byrne (1995), writing is not the only way to convey our ideas and communicate; a writer must employ proper grammar so that his or her work is intelligible. Pupils had a limited capacity to arrange and develop their thoughts due to unstructured and unsystematic concepts. The students became trapped and were

unable to continue their writing. The pupils' pretest means the score was 14, whereas their posttest means the score was 24. (17.04) Kuo (1995) proves that the organizing structure of an information unit should be taught to pupils. He also claims that writing is a cognitive process in which the writer is always making decisions about lexical choices, structural alternatives, probable information, and an ideal arrangement.

Similar issues arise when it comes to vocabulary; pupils still have a limited capacity to employ intermediate and advanced language in their writing. They still make occasional grammatical or diction errors. Indeed, vocabulary is concerned with the selection and variety of words, and utilizing YouTube to expand their thoughts in descriptive paragraphs is beneficial. Nik and colleagues (2010) The acquisition of vocabulary affects students' writing skills in terms of creating ideas, but a lack of vocabulary causes someone to occasionally fail to compose what he or she is about to say because he is unsure how to find the most relevant words corresponding to Indonesian phrases. In light of this discovery, it is vital to implement various exercises to expand kids' vocabulary so that they can write their ideas using acceptable and advanced terminology.

In light of mechanics, the pupils continued to struggle in both control and experimental classes. According to the statistical measurements, the pupils still had the lowest score, which grew by just 1.20 in the experimental group and 0.68 in the control group. A mechanic is responsible for grammar, spelling, and capitalization. However, the pupils occasionally used incorrect capitalization for the names of people and locations.

However, following treatment, the children had already shown significant development in language use in writing. Progress may be observed from all angles. The corresponding scores are as follows: Content gets 2.88 points, an organization gets 2.80 points, vocabulary gets 2.64 points, and language use gets 3.52 points. The highest score was for language usage. It was followed by mechanics, who received 1.20 points. Furthermore, according to the research findings, pupils' general accomplishment taught via YouTube is superior to traditional techniques. These findings showed that students' writing skills improved and were more successful in both the control and experimental groups than in the usual approach.

To sum up, there are three main reasons why using youtube increases the students' ability to write descriptive paragraphs. Firstly, the teacher can easily apply writing material in the classroom. This means that students may have guidance and there was a good applicable strategy in teaching English writing. Secondly using youtube are very helpful for the students in generating and organizing their ideas in writing. Thirdly, students are not bored and more effective and fun in learning English.

Conclusion

Based on the results of the pretest and posttest, the researcher finds that using YouTube to teach writing is more successful in enhancing the writing skills of tenth-grade students at SMK Negeri 7 Makassar in the academic year 2020/2021. The following are the significance of five components aspects in writing:

1. In terms of substance, there was a significant difference where the mean posttest score of the experimental group (21.36) was greater than the mean posttest score of the control group (19.32). Both were in the same category (good to average), with students presenting information that was mainly related to the topic.
2. In terms of organization, the mean posttest score of the experimental group (17.04) was greater than the mean posttest score of the control group (14.72). Both groups belonged to the same category (good to average). In terms of organization, the concepts in the paragraph are loosely ordered, but the essential themes stand out.
3. In terms of vocabulary, there was a substantial improvement as the mean score of the experimental group (16.68) was greater than the mean score of the control group's posttest (14.80). This suggests that the experimental and control groups were in the same category (good to average) in terms of vocabulary, with occasional mistakes in word/idiom form, choice, and usage but meaning confusion.
4. In terms of language use, the mean posttest score in the experimental group (17.36) was higher than the mean posttest score in the control group (14.80). Both groups remained in the same category (fair to bad) in terms of language use, with erroneous use of the auxiliary word "be " plural nouns, prepositions, and subject-verb agreement.

5. From the mechanic's aspect. This aspect also had improvement where the mean score in the post-test was greater than the pretest in the experimental group (3.70) and the mean score in the control group (3.60). categorized into fair to poor classified as good. The lack of the students was in punctuation, capitalization, and poor handwriting.

Suggestion

Considering the conclusion above, the researcher gives some suggestions as follows:
1. The English teachers should be more creative in preparing their teaching writing material. They can use Youtube as visual material to improve students' skills in a descriptive paragraph
2. The English teacher should be more creative in preparing their teaching writing material. as visual material to improve students' ability in descriptive writing paragraphs and more chance to practice in facing online learning during Covid 19.
3. The other researchers can conduct further research ideally needed creative something new and integrate various contextual teaching material, strategies, and media to carry out online learning.
4. The English teacher should emphasize that teaching writing skills in terms of content, organization, vocabulary, language use, and mechanics should be learned continually with more exercises.

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Innovation and Information Technology of Public Services Hospitality in Makassar City

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ABSTRACT

Makassar City is a metropolitan city in economic development and growth, one of the economic factors is the tourism sector engaged in the retail industry; accommodation of facilities in the field of lodging and hospitality services. Digital-based renewal through public services and carrying out public services is more attractive, attractive, and creative to facilitate and accelerate community services so that they are efficient and effective. The research, therefore, aims to investigate the way humans interact with digital interfaces, behave in the context of technology, and how technologies are used by humans to interact with each other for these technologies to be used.

Keywords: Public service innovation, and information technology

Introduction

Some new findings are not based on conditions (discontinuous innovation) but are forward based on existing services or products (sustaining innovation) and both require a touch on new changes in the implementation of public services. Uncovering the development of information technology requires several approaches, one of which is utilizing the technology needed by the company preferably. The company recruits technology managers with individual abilities to combine business capabilities and technological competencies authorized to brand teams consisting of high-competent technology and working with the planning team, namely business managers to determine the direction or authorization. Technical teams are recruited

and assembled by maestros responsible for analyzing the systems, managerial, and technology needed to realize their leader's vision.

Understand public service innovation via digital anthropology, which focuses on the interaction between humanity and digital technology, understanding how humans use technology, perceiving brands in their digital communities, and what draws individuals to a certain brand.

Relatively new expertise in anthropology, its application is carried out in the context of human-oriented marketing, digital ethnography provides several known methods as social listening; the process of proactively monitoring the conversations of a brand on the internet especially in social media and online communities, netnography; methods that adapt technology practices to understand human behavior by involving themselves into their natural communities in a non-intrusive way. Empathic research; participatory observation and self-outpouring in the context of the customer community to figure out the pent-up needs of customers. Participatory observation and self-outpouring in the context of the customer community to figure out the pent-up needs of customers. Individual observation, discussion, brainstorming, and cooperation among researchers and community people are required to get the most relevant insights, and this technique is the most similar to conventional ethnography.

Method

This research was conducted in the city of Makassar using qualitative research methods conducted with stages of research in the field.

Data collection is carried out by reviewing documents, reports, and regulations related to research problems. The data processing stage and research results are processed by presenting data, validated, and then analyzed using qualitative analysis.

Makassar city is a metropolitan city in economic development and growth, one of the economic factors is the tourism sector engaged

in the retail industry; accommodation of facilities in the field of lodging and hospitality services. Digital-based renewal through public services and carrying out public services is more attractive, attractive, and creative to facilitate and accelerate community services so that they are efficient and effective. The research, therefore, aims to investigate the way humans interact with digital interfaces, behave in the context of technology, and how technologies are used by humans to interact with each other for these technologies to be used. Keywords: Public service innovation, and information technology.

Articles that are study able can contain steps in data collection, analysis techniques, criteria or reference standards used to conduct studies, and thought flow in conducting studies.

Results and Discussion

The citation was delivered at the awarding of the best innovation at the wawan E. Kuswandoro public service innovation (GIPP) degree in 2016, public service innovation is a way of organizing public services. Innovation has incremental, transformative, and radical changes in people's behavior interacting with governments that will influence each other and will transform social and organizational changes. Broadly speaking, public service innovation programs have indicators that can be measured through: (1) more value (relative advantage); (2) conformity to the problem (compatibility/contextuality); (3) complexity; (4) ease of observability; (5) Can be tried (liability). The study attempted to analyze the findings of research in the field of information technology conducted in collaboration between MIT Sloan school of management with several large companies in the United States and reported scoot Morton (1991), Nolan Crosson (1995), Mc Kenney (1995) has six elements of integrity and evolved; (1) hardware ranges from large-scale mainframes to small-scale microcomputers; (2) software ranges from traditional languages; (3) telecommunication networks range from public to private, broadband to narrowband; (4) the work station is designed with great computing capabilities and the ability to present three-

dimensional color graphics; (5) Robotics from robots with views and hands used are generally automatic teller machines (ATMs); (6) Smart chips, smart chips used to improve functionality or reliability. In simple terms, information technology is a technology related to computer technology, telecommunications, and automatic offices with two elements, namely computers and networking.

Innovation is research, development, and engineering activities carried out intending to develop practical applications of the values and contexts of existing science and technology into products or production processes, the spread of important and not easy innovations, new ideas and ideas, excavation and discovery efforts, renewal towards better and enjoyable use. Stephen Robbins (2015) suggests that; Innovation is a new idea applied to a monster or updates a product or process and service.

The characteristics of innovation have a competitive advantage lies in its ability to produce products with high quality (Quality), low price (price), and the delivery of products precisely and quickly to product users (delivery), the three aspects that cause product loyalty (customer satisfaction), satisfaction in natural by consumers causes loyalty to products and companies (customer retention) will slowly expand the market (market place).

According to Rogers (1983), there are five characteristics of innovation: (1) relative advantage; the degree to which an innovation is considered better / superior to ever; this can be measured in several aspects such as economy, social prestige, comfort, and satisfaction; (2) compatibility (compatibility); the degree to which an innovation is considered consistent with applicable values, experience, and adopter needs; (3) compatibility (compatibility); the degree to which an innovation is considered consistent with applicable values, experience, and adopter needs; (4) compatible (3) intricacy; the extent to which invention is seen as elusive and employed, (4) trialability; the extent to which innovation may be tried to specific limitations, (5) the ability to observe (observability); The ease with which the effects of innovation

can be observed by others. The ease with which a person can see the results of an innovation.

According to Stephen Sampson in his book Leader without Titles, horizontal leaders have six human characteristics that attract others to them even though they have no authority over others; if brands want to influence customers as friends rather than conquer them, they must cultivate these six characteristics. physical; Even if it isn't flawless, it must have a physical appeal that helps it stand out. This attractiveness might come from an appealing product design or a great customer experience design. Apple product examples, intelligence, the ability of man to gain knowledge, think and produce ideas, intellect is closely related to the ability to think beyond real things and the ability to innovate, sociability; a person with strong sociability who is confident when getting along with others, demonstrates good oral and non-verbal skills, emotional; people who can relate emotionally to people to encourage their influential and beneficial actions, personalities; people with attractive personalities have a self-awareness of their skills and acknowledge what they still have to learn, show confidence and self-motivation to improve themselves for their skills and practice what they still have to learn, show confidence and self-motivation to improve themselves examples support social and environmental sustainability, and morality; A person with a positive moral character can distinguish between right and evil, has the guts to do the right thing, and keeps promises even when the client is not watching. Unilever is one example.

Conclusion

Technological development is associated with increased power and at the same time decreasing costs resulting in a combination of better prices or performance. Netizens or citizens of the internet are influential. As a digital actor, you understand how to connect with others online while sharing information. Although the information they share is not all valuable and not all productive. They make rankings, throw (post) comments, and even create content that citizens

pay attention to. The role of young people in influencing the market is enormous, first; Are early adopters, anti-seismicity, and not afraid of experimentation, trying new products, and feeling new services are considered too risky by older segments. Second; Trendsetters are today's customers who demand everything must be instant. The upside allows marketers to point out trends affecting the market shortly.

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Validity of Academic Supervision Module on Madrasah Supervisor Training

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ABSTRACT

This study aims to produce an Academic Supervision Module for Madrasah Supervisors in the Ministry of Religion. Where in this study the researchers took samples at the Religious Education and Training Center. While the problems in this research are; How is the validity of the academic supervision module in distance learning-based madrasa supervisor training using google classroom. In addition, this research uses Development Research Methods with a 4-D Approach (Define, Design, Develop, and Disseminate). The results of this study indicate that the validity of the development of the academic supervision module in madrasah supervisor training, based on validation tests from experts and trials of the Academic Supervision module (MSA) using Google classroom is declared valid as a whole so that it is feasible to use both the developed module and the module devices which include: RBPMD tools, learning plan (RP) tools, BPPM Then the validation of the test instrument, by experts, is declared valid, so it is suitable for use with minor revisions.

Keywords: Module Validity, Academic Supervision, Madrasah Supervisor

Introduction

The effectiveness of delivering quality education is inextricably linked to the success of strengthening instructors' competency and professionalism, without ignoring other elements like facilities, infrastructure, and money. Madrasah supervisors are educational personnel whose roles are critical in promoting the professionalism of instructors in the Ministry of Religion.

As a result, supervisors play a critical and strategic role in improving educational quality through the tasks they perform, which include the development of supervision programs, the implementation of coaching, the monitoring of 8 (eight) national education standards, the assessment, guidance, and professional development of teachers,

and the evaluation of the results of the implementation of supervisory duties in schools (MenPan, 2010).

According to Permendiknas number 12 of 2007, (Diknas, 2007) that there are 6 dimensions of competence of Education supervisors that must be possessed by supervisors in Education units, namely: Personality Competencies, Managerial Supervision Competencies, Academic Supervision Competencies, Education Evaluation Competencies, Research Development Competencies, and Social Competencies are all important. Education and Training (Diklat) programs for madrasa supervisors can help to strengthen these abilities. The implementation of training to strengthen the competence of madrasa supervisors at the Ministry of Religion is organized by the Religious Education and Training Center (BDK).

The Makassar Religious Education and Training Center is one of the Technical Implementation Units of the Ministry of Religion of the Republic of Indonesia's Research and Development and Training Agency, which is in charge of developing Apparatus Resources that carry out the Ministry of Religion's duties and functions. Makassar Religious Education and Training Center is one of 14 Religious Education and Training Centers of the Ministry of Religion, with a working area that includes 47 Regencies/Cities in four provinces: South Sulawesi, Central Sulawesi, Southeast Sulawesi, and West Sulawesi.

The number of prospective training participants is required to attend training to increase competence, but it is not proportional to the ability of the education and training budget at the Makassar Religious Education and Training Center. This condition can occur because the training model used in the implementation of supervisory training at the Religious Education and Training Center is the classical system model implemented on the Makassar Religious Education and Training Center campus so the budget used is quite large. Each year it can only train about 90 supervisors or three Forces with the assumption of 30 people/generation. So that the education and training cycle of each supervisor is estimated to be able to attend training once in 4 years.

Based on the summary of participant complaints at the coordination meeting and evaluation of the education and training implementation, the classical system model has weaknesses, including 1) some supervisors feel that their abilities have not increased because

the material presented is very large but does not focus on increasing competence; 2) the competencies conveyed in the training are sometimes not under the needs of Madrasah supervisors.

Under such conditions, the needs of all madrasa supervisors cannot be fulfilled to participate in the training. Both functional training and substantive technical training can be served conventionally as is currently being done. There needs to be a breakthrough in the implementation of training for supervisors who are more progressive with wider access and quality maintained.

Therefore, more progressive learning strategies and media are needed to adapt to the development of science and technology. The internet as a learning medium is a fact that shows that with this media a more effective learning process is possible (Hamka, 2015).

In general, the internet is used as a means of communication, but as time goes on, it has become clear that the internet has enormous potential for usage in educational and learning settings. According to (Efendi, 2017), a Learning Management System (LMS) or Course Management System (CMS), often known as a Virtual Learning Environment (VLE), is a software program used by educators as internet-based online learning material (e-Learning).

It is impossible to design an online learning or training system without first considering learning tools, including modules that comprise the substance of the training material. Modules must be established and constructed in such a way that they suit the demands of growing supervisors' competence, knowledge, and abilities in carrying out their tasks and functions correctly, continually, and quantitatively.

To promote the professional development of madrasah supervisors through the implementation of functional and substantive education and training for supervisors, research and development of madrasah supervisor training modules via an online web to increase supervisor competency are critical.

From the identification of these problems, the problem in this study is how the validity of the academic supervision module in remote training of madrasa supervisors is.

Method

The research and development approach for this MSA module is based on the Four D Model (1974) created by S. Thiagarajan, Dorothy

S. Semmel, and Melvyn I. Semmel, which consists of defining, designing, developing, and disseminating. The MSA module development process employs the Four D paradigm, which stands for define, design, develop, and distribute. Figure 1 depicts the flow of research and development schematically.
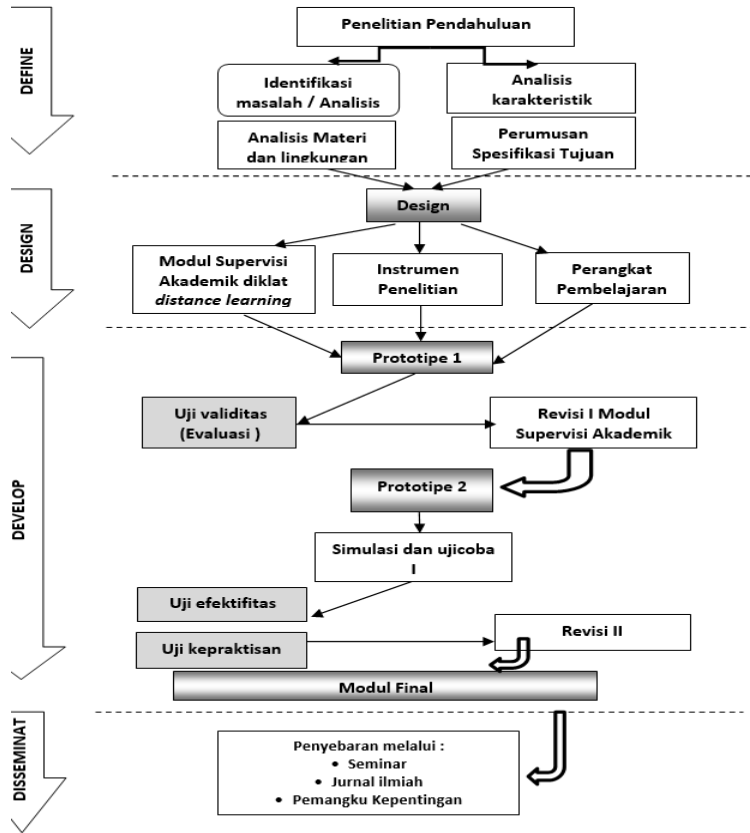
Gambar 3.1 Skema Modifikasi Model 4-D Thiagarajan

Results and Discussion

Under the stages of this research, namely; design and development. Designing the module devices used in distance learning-based madrasa supervisor training, and the accompanying instruments. The instruments that will be used as an assessment format by the validator include; expert validator instruments and field data collection instruments used by researchers to collect field data. The validator instrument has two formats: one for examining all field instruments and one for assessing module devices. The field

instruments are divided into two types: test instruments and non-test instruments.

After the first module design has been completed, professionals do validation testing. A validator instrument that has been previously created is used for the validation test. By submitting all of these instruments, validator instruments and field instruments are evaluated. Each validator was asked to rate the statement items' relevance to the aspects and indicators, as well as the theoretical foundation utilized to design the instrument. The validator was also requested to submit a value on the available validator format as well as recommendations and comments on the instrument text.

The validation procedure can be repeated based on the validator's value and suggestions. This study's instruments are all minor changes. Thus, in this study, the expert validation test was performed just once for both test and non-test field devices. Similarly, the module device evaluation.

The academic supervision learning activity module used in distant learning-based madrasa supervisor training was confirmed legitimate in all aspects during the first testing procedure. However, certain validator suggestions must still be explored in efforts to enhance the module. Revision suggestions are more focused on the instruments utilized and the learning activity devices. Improvements to the research instrument are connected to parts of the validation format as well as aspects of the instrument's instructions. Following correction, the instrument sheet is returned to the expert validator for re-validation.

From the description above, it can be stated that the validity of the developed modules studied in this study includes the validity of the module format in the form of conformity of the size, design, and content of the module, between the concepts presented and concepts and theories as well as construct validity, namely the suitability of the transformation or translation of concepts and theories. into an operational form (Drost, 2011). The validity of a product developed can be determined based on the results of validation activities (Azwar, 2014).

Types of validation include validation of content and constructs of material-by-material experts and validation of the format or appearance of modules and learning media by teaching materials experts. Material is one of the main components of teaching material,

especially a module. Materials in the form of concepts and principles in a teaching material are important assets for participants to build knowledge or skills based on concepts or principles in collaboration with learning activities (Hausfather, 2001). Module validation by material experts includes several aspects of the material in the module according to Dikmenjur (2008), namely the organization, scope, and accuracy of the material. The material organization is a sequence of material or concepts presented in the module under scientific rules and systematic thinking patterns (Galvin & O'Neill, 2013). The material in the developed module is declared valid because it meets the organizational criteria for teaching materials. Materials or concepts in teaching materials can be conveyed through text, pictures, tables, or sequences according to the type of information presented (Pashler, et al., 2007).

Table 1 summarizes the findings of the average test validation of the module devices, test instruments, and non-test instruments, as well as the first draft of the training module for academic supervision supervisors.

Table 1

Summary of Average Test Validation Results for Module Devices, Test Instruments, and Non-Test Instruments

No	Type Rated Instruments _	Average	Coefficient Reliability	Decision	
				Valid	Worthy
I	**Module Device**				
1	design Get up Education and Training Courses (RBPMD)	3.26	0.943	valid	worthy used
2	Plan Learning (RP)	3.02	0.879	valid	worthy used
3	Book instruction use Classroom (*BPPC*)	3.56	0.958	very valid	worthy used
4	Training Module Supervision Academic (MD SA)	3.14	0.879	valid	worthy used

II	Instrument Test				
6	Test results study Training (THBD)	3.55	0.931	Very valid	worthy used
7	Test results study Supervision Academic (THBSA)	3.47	0.956	valid	worthy used
III	Instrument Non-Test				
8	Observation sheet implementation training Madrasa Supervisors (LOKDPM)	3.40	0.926	valid	worthy used
9	Observation sheet ability Widyaiswara manage training Madrasah Supervisor (LOKWMDPM)	3.37	0.943	valid	worthy used
10	Observation sheet activity Participant in training Madrasah Supervisor (LOAPTDPM)	3.35	0.9	valid	worthy used
1 1	Questionnaire sheet response widyaiswara to training Supervisor Madrasah (LARWTDPM)	3.40	0.960	valid	worthy used

Based on Table 1, it can be seen that the module, test, and non-test instruments are valid, with an average of 94% of the values in all categories being declared valid. so that these devices and instruments have obtained recommendations from validators as instruments that are suitable to be used to collect data (trials) in the field, as a form of testing the validity, practicality, and learning modules for madrasah supervisors based on distance learning.

The material in the developed module is presented through the clarified text with attractive pictures or illustrations for easy understanding. Several types of information or concepts, such as the concept of academic supervision, are presented in tabular form to make it easier for users or participants to absorb the information or concepts. The scope of the material is the whole concept or material presented in teaching materials that can be studied based on the breadth and depth of the material (Retnowati, 2006). The breadth of the scope of the material describes the amount of material or concepts presented in the teaching materials. The depth of the material concerns how detailed the concepts contained in the teaching materials must be mastered or studied by the participants (Depdiknas, 2006).

The aspect of the scope of the material in the module was declared valid by the validator because the overall material presented had referred to Permendikbud No. 64 of 2013 concerning the standard content of the 2013 curriculum which includes four basic competencies, namely spiritual attitudes, scientific attitudes, cognitive, and skills. Material accuracy includes the accuracy and suitability of the material presented with scientific development. After multiple modifications with material specialists, the correctness of the generated module material is confirmed legitimate. Validators were used to alter the content supplied with the correct notion. This is under Williamson, et al (2004) which states that the validity of the instrument and product development results can be obtained through consultation with experts or Subject Matter Experts (SME).

Teaching materials professionals do module display validation to verify the module display's practicality. The presentation of instructional materials aids in enhancing student enthusiasm to study the topic and preventing boredom in the modules offered (Kurniawati, 2012). The module display validation includes four aspects, namely format and layout, systematics, attractiveness, and language. The developed module is declared valid and feasible. This is because the

developed module has fulfilled several components of an interactive module display. Some of these components include the availability of specific learning objectives and adapted to curriculum competency standards, presentations using a simple design and using a background that contrasts with the text so that it is easy to read, there is a table of contents to make it easier for users to find the page they are looking for, there is a special sign or icon on the page. each part of the module, and has been consulted with experts and learning practitioners.

The following criteria are used to determine if a learning activity module has a sufficient level of validity: (1) the total average score () for all minimal aspects in the valid category, and (2) the minimum score for each aspect in the valid category (Nurdin and Adriantoni, 2007. 2016).

Based on the validity test results that have been stated previously, it can be concluded that the prototype of the academic supervision learning activity module that will be used in distance learning-based madrasa supervisor training includes learning activity devices and the corresponding instruments have all been declared valid.

Conclusion

From the discussion of the results of this study, it can be concluded that the Academic Supervision Module (MSA) is declared valid as a whole both on the module and on the module device which includes: the RBPMD device, lesson plan (RP) device, BPPM after validation of the module developed in the study This is declared valid and feasible to use. Then the validation of the test instrument, by the experts, was declared valid. Overall, the THBD instrument is considered valid and feasible to use. Furthermore, the results of the validation of non-test instruments are also considered valid and suitable for use.

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The Supervision of the Regional Government in the Management of the Je'netallasa Sileo Bath in Desa Paraikatte Kecamatan Bajeng Kabupaten Gowa

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ABSTRACT

This study aims to find out how the supervision of the local government in the management of the Je'netallasa Sileo Bathing Place in desa Paraikatte kecamatan Bajeng Kabupaten Gowa. This type of research is a qualitative approach. With the acquisition of data by observation, interviews, and documentation using case study techniques. This shows that the supervision of the Je'netallasa Baths tourist attraction by the government (Dispora) is like providing supporting facilities and infrastructure for tourists. Constructing toilets, changing rooms, prayer rooms, culinary kiosks, souvenir kiosks, parking spaces, and fences, but the promotion system that runs on tourism in Gowa Regency is only a promotional system through telecommunication media and print media. In addition, the road to the tourist attraction is still not good.

Supporting factors in the management of the Je'netallasa Baths tourism object, Gowa Regency, the main thing is support from the community such as participating in taking part such as maintaining cleanliness in the tourist attraction around their residence. Meanwhile, the inhibiting factor in the management of the Je'netallasa Baths tourist attraction in Gowa Regency is a generally limited budget, which hinders the construction of roads to the location of this Baths tourist attraction. Likewise, the promotions carried out are still lacking and limited.

Keywords: Supervision, Management, Tourist Attractions

Introduction

Indonesia is a country where one of the largest sources of foreign exchange earnings in the tourism sector. Besides being classified as the largest and most populous archipelagic country, Indonesia is also rich

in nature and culture the most important components of the tourism sector.

The tourist industry is a national priority in the Medium-Term Development Plan 2015-2019 (RPJM). Tourism development is prioritized and given a target for attainment year by year over the 5-year term of the 2015-2019 RPJM.

In 2017, the tourism sector has consistently been a priority program, namely the development of Indonesian tourism "Wonderful Indonesia". Being one of the 5 priority sectors of development in 2017 shows a genuine effort to develop national tourism. Tourism is a strategic sector and becomes a medium for integrating programs and activities between development sectors so that tourism is very reasonable to be designated as a leading development which requires all Ministries to support tourism development.

Tourism has now become a necessity for people at all levels, not just in certain circles, so the handling must be done seriously and with the involvement of all parties involved, in addition to achieving all tourism management goals, promotions must be held to maximize the potential and attractiveness of tourism. Tourism may become more well-known and capable of attracting potential tourists to visit and enjoy tourism sites. In this situation, the tourist business is more diversified in terms of object preservation under tourism management aims, namely to introduce the beauty of nature, culture, and various traditions.

Utilization and utilization of the tourism sector must synergize with regional implementation and must be oriented to community empowerment. The main target of tourism development should be to improve the welfare of the local community. This can be realized through integrated networking/cooperation between local governments, communities, the private sector, and civil servants. Community-based tourism is one of the tools and strategies for development in the tourism sector.

Tourism development planners frequently employ socioeconomic empowerment of these communities to engage

communities to actively participate in the development as partners by putting greater value on tourism. This concept does not only focus on the tourism sector but also on the development of the country by opening up opportunities and community access to participate in the development process. Not only is the focus on initiatives carried out or created by the government, but also on the community's support and involvement as hosts to establish a suitable environment and atmosphere capable of encouraging the growth and development of the tourist sector.

Aside from the things mentioned above, the development of the tourism sector must also pay attention to things like the need to stipulate various regulations in favor of improving the quality of tourism services and preserving the tourism environment, the promotional activities carried out must be diverse, and attention must be paid to the uniqueness of each destination area. tourism development system, cooperation between stakeholders related to honesty, openness, and fairness for the smooth development and management, it is necessary to do an even distribution of tourist flows for all tourist destinations, inspire the community to make people aware of the purpose, function, and advantages of tourism, and to encourage them to make use of the available opportunities created, and adequate facilities and infrastructure must also be prepared to assist the smooth growth of this industry.

In Gowa Regency, South Sulawesi, there is a bathing vehicle called Je'netallasa which is located in Sileo II Hamlet, Paraikatte Village, Bajeng District. Discussing the development of the tourism sector is not only talking and focusing on developing, strengthening, improving, and fixing existing tourist destinations, it is also possible to create or open new tourist destinations, both artificial and provided by the surrounding nature.

Efforts to increase tourism itself are still faced with various obstacles which of course can affect the development of tourism itself, such as there are still many people who do not want to give their land to be managed by the government, road access and accommodation

are still inadequate, road directions do not exist, lack of connectivity and basic services, complexity and uncertainty of investment and business climate, cleanliness and health, poor amenities in tourist destinations, lack of tour guides who can speak foreign languages, unequal Professional Certification Institutions (LSP), inadequate public facilities, and inadequate security. not good. These things of course greatly affect the process of developing the tourism sector and also affect the interest and attractiveness of tourists. This obstacle may also occur in the development process of other tourist destinations. Based on the foregoing explanation of the background, the difficulties that will be examined in this study can be defined as follows:

1. How is the Local Government Supervision in the Management of the Je'netallasa 'Sileo' Baths in desa Paraikatte kecamatan Bajeng kabupaten Gowa?
2. What are the Supporting and Inhibiting Factors for Supervision of the Local Government in the Management of the Je'netallasa 'Sileo' Bathing Place in desa Paraikatte kecamatan Bajeng Kabupaten Gowa?

Based on the formulation of the research problem that has been stated, the research objectives to be achieved are determined; To find out the Supervision of the Regional Government in the Management of the Je'netallasa 'Sileo' Bath in Desa Paraikatte kecamatan Bajeng Kabupaten Gowa and to find out what are the Supporting and Inhibiting Factors for Supervision of the Regional Government in the Management of the Je'netallasa 'Sileo' Bath in Desa Paraikatte kecamatan Bajeng Kabupaten Gowa.

Literature Review

Supervision comes from the word "awas" which means to invite someone or how many people to carry out activities with full caution so that there are no mistakes or mistakes. Then given the prefix "pe" or insertion "ng" with the suffix "an" then the word supervision is created in its development in human thought by formulating different thoughts or understandings between one human and another human understanding (Makmur, 2011: 175).).

Furthermore, Fayol (in Harahap, 2011: 10) argues that supervision is an effort to check that everything happens according to the plans set, orders issued, and the principles adopted are also intended to identify weaknesses and mistakes to be avoided.

Terry (2009) also stated that the purpose of supervision is so that the management board gets a picture of the work balance between units in an integrated manner. Terry also said that supervision can only be carried out effectively if it is supported by planning and supervision policy is a management function that is closely related to the achievement of organizational goals, so supervision in any organization is necessary.

This is as expressed by Terry who said: "To achieve the goals of an organization, including the state as the largest power organization, it should carry out management functions which consist of planning (*planning*), organizing (*organizing*), giving encouragement (*actuating*) and Supervision (*controlling*)." (Terry, 1991: 15). According to him, Supervision as an effort to control the bureaucracy or organization must be carried out properly, because: "If it is not implemented, sooner or later it will result in the death/destruction of an organization or bureaucracy itself." (Terry, 1991: 137).

A. Objectives and Benefits of Supervision

According to Hasibuan (2011: 242), the objectives of supervision are as follows:

1. So that the implementation process is carried out per the provisions of the plan.
2. Take corrective action, if there are deviations. is to make sure that the goals produced are under the plan.
3. According to Siagan (2008: 261), the most important benefits of supervision are:
4. Availability of information material for management about the real situation in which the organization is located.
5. Recognize the factors that support the operationalization of the plan efficiently and effectively.
6. Understanding of various factors that cause difficulties in the

implementation of various operational activities.

7. What immediate steps can be taken to reward satisfactory performance?
8. What preventive actions can be taken immediately so that the deviation from the standard does not continue?

B. Principles and Functions of

Supervision This supervision is usually carried out by a leader who can assist in implementing the effectiveness of the plan. For this reason, according to (Ernie and Saefulah, 2005), the supervisory functions are:

1. Evaluating the success and achievement of goals and targets by established indicators.
2. Take steps to clarify and correct any deviations that may be found.
3. Carry out various alternative solutions to various problems related to the achievement of company goals.

According to (Silalahi, 2002) the principles of supervision are:

a. Supervision must take place continuously in conjunction with the implementation of activities or work.
b. Supervision must find, assess and analyze data on worker performance objectively
c. Supervision is not only to find faults but also to find or find weaknesses in carrying out the work
d. Supervision must provide guidance and direction to facilitate the implementation of work in achieving goals
e. Supervision does not hinder the implementation of work but must create efficiency (use results)
f. Supervision must be flexible
g. Supervision must be oriented to the plans and objectives that have been set (*plan and objective oriented*)
h. Supervision is carried out, especially at strategic places or very decisive activities or *control by exception*
i. Supervision must bring and facilitate corrective action (*Corrective action*)

C. Definition of Management

Management comes from the word management or administration. This is as stated by Usman (2004: 3): Management is translated in Indonesian into management or management. In some contexts, both have the same meaning, with the meaning to control which means to regulate and manage.

Manullang (2006: 5) defines management as the art and science of planning, organizing, assembling, directing, and regulating resources to achieve predetermined goals. According to Nanang Fattah (2004: 1), "in the management process, the primary functions shown by a manager/leader are apparent, namely: Planning (Planning), Organizing (Organizing), Leadership (Leading), and Supervision" (Controlling). Thus, management is described as the act of planning, coordinating, directing, and managing organizational efforts in all of its components to achieve organizational goals effectively and efficiently. From several opinions about the definitions that have been put forward, it can be concluded that basically management is a process of planning, organizing, compiling, directing, controlling, and supervising the use of organizational resources, both human resources, infrastructure, and funding and resources. other resources to achieve the organizational goals that have been set effectively and efficiently.

D. Tourism and Tourism

Based on the various definitions proposed, it can be concluded that management is essentially a process of planning, organizing, compiling, directing, controlling, and supervising the use of organizational resources, including human resources, infrastructure, funding, and resources, to achieve the organizational goals that have been set effectively and efficiently. *The Association Internationale des Experts Scientifique du Tourism*e (AIEST) in Suwarjoko (2007), defines tourism as the entire relationship and phenomenon arising from the travel and stay of migrants,27 but what is meant by leaving does not mean permanent residence.

Tourism, according to Kodyat (2001), is a transitory journey from

one location to another undertaken by people or groups in an endeavor to achieve balance or harmony and satisfaction with the environment in the social, cultural, ecological, and scientific aspects. In Bram (2006), Burkart and Medlik define tourism as a temporary and short-term shift of people to destinations other than where they normally live and work, as well as their activities while there.

Meanwhile, Wahab (2003) notes that tourism is a new sort of enterprise that may provide rapid economic growth by boosting incomes, and living standards, and encouraging other productive sectors. Tourism, being a complex industry, also comprises traditional sectors such as handicrafts and souvenirs, housing, and transportation.

1. Tourism is a travel activity in which a person or group of people visit certain locations for leisure purposes, personal development, or to study the uniqueness of tourist attractions visited for a limited time.
2. Tourists are people who do tourism.
3. Tourism is a variety of tourism activities and is supported by various facilities and services provided by the community, entrepreneurs, the Government, and the Regional Government.
4. Tourism encompasses all tourism-related activities that are multi-dimensional and multi-disciplinary in nature, arising as a manifestation of each person's and country's needs, as well as interactions between tourists and local communities, fellow tourists, the government, and regional governments, and entrepreneurs.

E. The Definition of Concept

the focus of this research is related to the supervision of local governments in supervising the management of natural tourist attractions in Je'netallasa baths so that they can be controlled. The Definition of the Research Concept is as follows :

1. Supervision (controlling) is a process of determining what to finish
2. Tourism Management is a process that consists of some actions
3. The role of local governments as facilitators is to create conditions conducive to the implementation of development to bridge

various community interests in optimizing regional development.

4. The role of local governments as regulators is to prepare directions for balancing development implementation through the issuance of regulations.

F. Framework

Table 1: Chart of Mindset
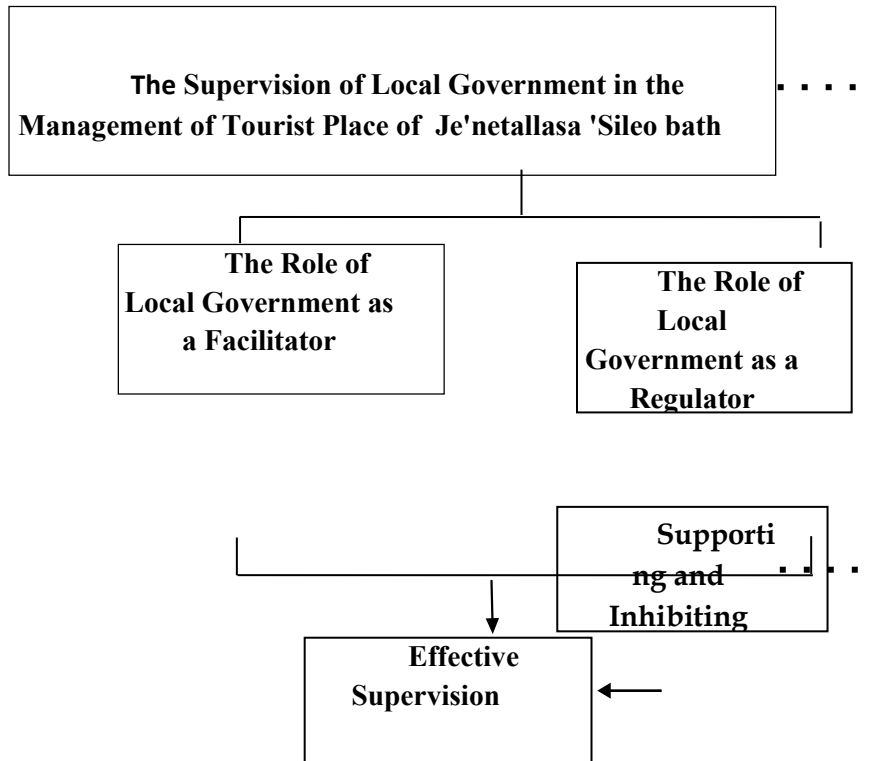
Methods

A. Time and Location of

this Research carried out for approximately 2 months at Desa Paraikatte kecamatan Bajeng Kabupaten Gowa.

B. Types and Types of Research

1. Types of Research The

type of research used is qualitative research, namely data that is expressed in the form of words, sentences, and following the circumstances regarding Regional Government Supervision in the Management of Je'netallasa 'Sileo' Baths in Desa Paraikatte kecamatan

Bajeng Kabupaten Gowa.

2. Type of

Research This study uses a qualitative descriptive research type, namely research that describes the phenomena that occur in the object of research during the research.

C. Data Sources

There are 2 sources of data in this study, namely:

1. Premier data is data obtained directly from research informants. 2. Secondary data, namely data obtained not from the original or first source, but sourced from readings or documentation related to the object of research.

D. Research Informants The

selection of informants is based on the research objectives and considerations that can provide information about the Supervision of Local Government in the Management of Je'netallasa 'Sileo' Baths in Parakatte Village, Bajeng District, Gowa Regency are as follows:

Table 2:

Research Informants

No	Name and Position	Total
1	Head of Tourism Office (Andi Tenriwati Tahri, S.STP)	1 Person
2	Paraikatte Village Head (Muh. Jufri)	1 Person
3	Owner of Je'netallasa Sileo Bath (H. Baharuddin Lebe Dg. Ngampang)	1 Person
4	Manager (Azizah Aulya, SH)	1 Person

5	Surrounding community 1. Nurul Mutmainnah, Amd. Keb 2. Zubair Dg. Tojeng	2 People
6	Visitors 1. Rizal Faruqhi 2. Andi Panengori	2 People
Total		8 People

E. Data Collection Techniques, the collection techniques used include:
1. Observation: research by observing directly
2. Interview or interview: collecting data directly with informants
3. Documentation: written, visual or factual information that can be stated in the form of documents

F. Data Analysis Techniques

The data analysis technique used in this study is qualitative data analysis presented in qualitative descriptive form, which describes or provides an overview of the facts which relate to the problem under study concerning the Supervision of the Local Government in the Management of the Je'netallasa 'Sileo' Bathing Tourist Place in Paraikatte Village, Bajeng District, Gowa Regency.

Research Results and Discussion
A. Description of Research Objects

1. History of the Establishment of Je'netallasa Baths Tourism Object Gowa Regency Government, South Sulawesi added to the list of tourist destinations, namely Je'netallasa Baths located in Paraikatte Village, Sileo II, Bajeng District, Gowa Regency which is one of the areas in South Sulawesi that has a lot of natural potentials, ranging from mountains, rivers, baths, and agriculture.

The bath which stands on an area of 20 hectares belonging to Paraikatte Village entrepreneur H Baharuddin Lebe Dg Ngampang

was inaugurated by the Regent of Gowa in December 2016. The air is cool, and the water is clean and natural, with shady trees. Become a special attraction for tourists, both local and foreign, who want to relax and enjoy the beautiful scenery.

The existence of the Je'netallasa Baths tourist attraction in Paraikatte Village is very useful and helps the development of development in the village. Because, with the Baths, this village feels alive with hectic visitors who come in droves to visit this tourist vehicle, especially on holidays.

Je'netallasa Baths can be reached in 23 minutes from the city of Sungguminasa. The distance is only 15 kilometers from the Makassar-Gowa axis road, or via the Gowa twin bridges. The owner of the Je'netallasa Baths, H. Ampang said the place was named Jene Tallasa, because the water never receded, even in the dry season. "The name Tallasa also comes from my mother's name, Dg Tallasa. This bath has been my dream since long ago, which is to build my hometown," said H. Ampang. H. Ampang recounted that in the past he was just a "Pagandeng" or itinerant rice seller. "Thank God for this bath, we can employ young people village," he said.

In this object, H Ampang employs about 52 residents of Paraikatte Village. The entrance ticket to Je'netallasa Baths is IDR 20,000 for adults and IDR 15,000 for children. Je'netallasa Baths have 6 pools for adults and children. The large pool has a size of 20×15 meters. This bath also provides a music band that can be used by visitors and also a means of fishing for freshwater fish.

The Regent of Gowa said that Gowa Regency, which is one of the buffer zones for Makassar City, is the main alternative in tourism, both nature tourism and bathing Meanwhile, the owner's representative, Azizah Aulia, explained that the presence of this bath was her father's dream since childhood, starting with a capital of Rp. 150 thousand given by his grandfather. It was such a great motivation that our father Haji Baharuddin started farming and trading, eventually establishing a grain milling factory and opening up unused land into productive land such as fishing grounds and fish farming as well as the Je'netallasa

Baths tourist attraction.

Azizah also added that this family business aims to create job opportunities for the people of Paraikatte Village, which was once known as an underdeveloped village, now all of this can be realized with the support of the Gowa Regency Government through the Agriculture Service, Tourism Office, Food Security Office and Bank Rakyat Indonesia.

According to the Regent of Gowa, the existence of these baths and playgrounds can not only pleasure visitors but more than that, namely how to bring prosperity to the surrounding community as a form of a new tourism paradigm, namely how tourism brings prosperity to the surrounding community. Je'netallasa baths are expected to be able to absorb labor to reduce unemployment and poverty in Gowa Regency.
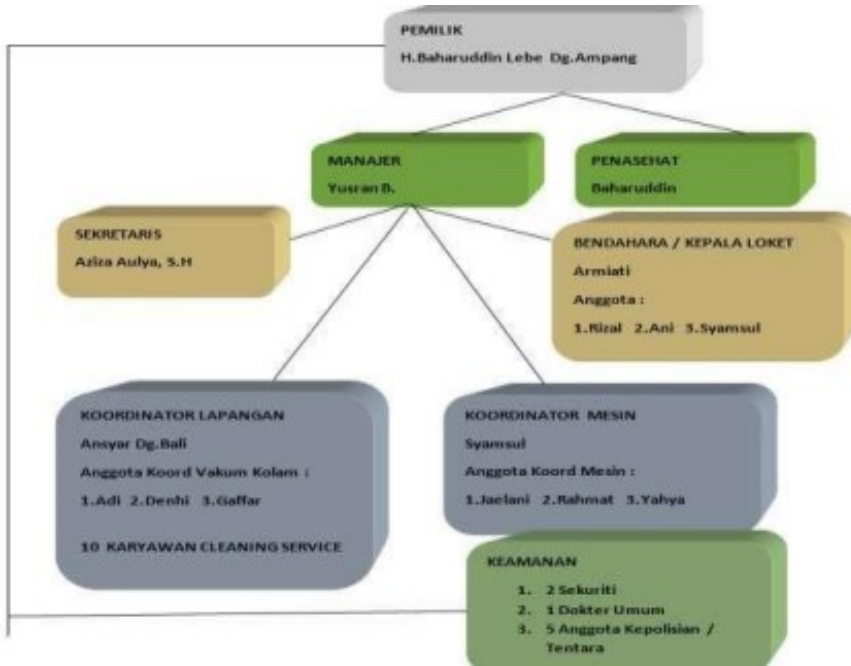
1. Vision and Mission

Vision: "To become the largest artificial tourist spot in South Sulawesi in 2025"

Mission:

1) Open the widest possible employment opportunities for the surrounding community.
2) Improving Community Welfare.
3) Prioritizing the Best Service By Prioritizing Family Principles for Customer Satisfaction.

2. Organizational Structure

B. The Supervision of Goverment in the Manegement of Jenetallasa Bath Tourism Objejct

Jenetallasa Bath Tourism Object in Kabupaten Gowa needs to develop as one of the Favorite destinations. Therefore in development, there are ideals to be realized. This ideal is a philosophical reason for the existence of an organization or institution, both government and non-government, where the philosophical reason is related to a picture of what will happen and becomes a direction or guide in realizing harmonious and sustainable ideals. The ideals that become the formulation of the vision.

The vision of the Youth Sports and Tourism Office is as follows:

1. The realization of Superior Youth and Sports Resources.
2. As a tourist area that is Advanced, Safe, and Prosperous.
3. Environmentally minded in 2018.

Tourism has become a necessity for people at all levels, not just certain circles, so handling must be taken seriously and involve all

relevant parties. In addition to achieving all tourism management goals, promotion should be held so that the potential and tourist attractions can be better known and capable of moving potential tourists to visit and enjoy tourist attractions. In this situation, the tourist business is more diversified in terms of object preservation under tourism management aims, namely to introduce the beauty of nature, culture, and various traditions. Tourism is currently viewed as an economic driving engine or a creator of divisions for economic growth in a nation, with no exception in Indonesia and particularly the Gowa Regency administration. However, tourism has a larger range of development elements for a country or area.

The topic of sustainable tourism management is a dynamic thing on an industrial scale at a macro level through a strategic approach to planning and developing a tourism destination. Although many people believe that tourism is less harmful to the environment than other businesses, this is not the case.

Tourism, with excellent management, may help to empower precious resources and make the tourism business life-cycle sustainable. The viewpoints of a variety of stakeholders, including industry, residents, and special groups, should be considered by responsible authorities when formulating tourism plans and policies. representing the interests of both the environment and society, as well as the interests of visitors

Stakeholder participation in the creation of sustainable tourism development plans and policies may be critical. In terms of problem identification, engagement, and conflict resolution, A must accommodate all inputs or perspectives from all stakeholder groups. To study attitudes toward tourism stakeholders and sustainable development, a stakeholder framework was utilized in connection to the cycle life of tourist sites.

1. The Role of Local Governments as Facilitators

Local governments' duty as facilitators is to establish favorable conditions for development implementation to connect the many

community interests in optimizing regional development. Capital help is used to provide financing or capital.

From the results of observations related to the supervision and management of the Baths for the community (visitors), tourism managers have their initiatives to provide facilities and infrastructure. The results of the interview with the Paraikatte Village Head said: ''*Here the government has a very big initiative to*
provide supporting facilities and infrastructure that can provide comfort for visitors such as swimming pools and surfboards etc. (MJ Interview, 19 October 2020).

Based on the results of the interviews above, the writer concludes that government services in the management of the Je'netallasa Baths tourism object are such as providing supporting facilities and infrastructure for tourists. Tourism can be defined as an interest in something that is the result of culture and the way of life of a society, the peculiarities of an area, or natural panoramas that are rarely found in other regions (countries). Thus, these conditions can encourage the motivation of certain people to come to visit. The existence of these visitors will create a condition that results in the exchange of goods or information that provides economic benefits for the local community.

The government has an important role in supervising, managing, and developing the Je'netallasa Baths tourist attraction in Gowa Regency. In this case, the government must cooperate with the community in terms of infrastructure development, such as providing infrastructure such as toilets and changing rooms at the Je'netallasa Baths in Gowa Regency. . From the results of an interview with the Head of the Youth, Sports and Tourism Office as follows:
"In terms of development, the manager improves physical development such as building infrastructure facilities such as toilets and changing rooms, as well as increasing tourist attraction by providing water park facilities, arranging parks and several gazebos" (ATT interview, 20 October 2020).

Based on the results of interviews with the Head of Tourism, the authors conclude that the development of this tourist attraction has been carried out with toilets and changing rooms but it is also

necessary to hold promotions so that the Je'netallasa Baths tourist attraction in Gowa Regency can be known by the public and internet users. The advantage of using the internet is its availability for 24 hours, tireless, and guaranteed privacy. Searching information very quickly and easily can be done with search engine facilities, as well as online internet directories. With so many facilities, of course, information especially about tourism will be accessible and disseminated very quickly compared to looking for information in print media or word of mouth. Of course, this will work if there is data on tourism products that have been neatly arranged and structured in it because the internet is only a means of communication.

Based on the results of observations of facilities and infrastructure at the Je'netallasa Baths tourist attraction in Gowa Regency, the construction of which is every year included in the tourism destination development program. As said by one of these Bath Managers in the interview:

"In 2017 the facilities and infrastructure built included prayer rooms, culinary kiosks, souvenir kiosks, parking spaces, and fences" (AA interview, 21 October 2020). Based on the results of the interview above, the authors conclude that with the existence of this building, the Je'netallasa Baths have become one of the favorite tourism destinations for the Gowa people, especially on school holidays.

Gowa Regency is one of the regencies that has a variety of tourism objects that have the potential for tourism development, but with various limitations, tourism development is not good. In addition to having natural attractions, there are other tourist objects and for now, the Gowa Regency Youth Sports and Tourism Office is gradually trying to develop tourism objects by providing various supporting facilities to attract the number of tourist visits both from within and from outside. The results of the interview with the Bath Owner said:

"That is the supervision of tourism there are still problems and weaknesses in the management aspect of the Je'netallasa Bath tourist attraction" (BL Interview, October 21, 2020).

The results of the interview above can be concluded by the author that the management of the Je'netallasa Baths tourist attraction in Gowa Regency still has many shortcomings in terms of management. However, people still try to always maintain the beauty and cleanliness of this bathing tour. Supervision and management of this bathing attraction cannot be separated from community intervention. In this case, the Government of the Youth, Sports and Tourism Office hopes that the people around the Je'netallasa Baths will maintain their beauty and cleanliness. Therefore, there must be cooperation between the government and the community because it is the community that will maintain and cleans up the tourist attraction.

Natural tourism object management programs are very important to improve the quality of tourist objects and increase the number of visitors to these attractions. However, the management of this tourist attraction is still simple. But with this tourist attraction, the local community has many opportunities to create jobs. As the Paraikatte Village Head said as follows:

"That every public holiday around the Je'netallasa Baths tourist attraction sells drinks and snacks for visitors" (MJ Interview, October 22, 2020).

Based on the results of the interviews above, the author can conclude that with the Baths tourist attraction, the community around the tourist attraction can open a business by selling drinks and snacks for visitors. This is very beneficial for the surrounding community because they have the opportunity to open a business even though it is simple. In addition, the government is also very proud of the good cooperation of the community to maintain cleanliness at the location of the tourist attraction.

The community hopes that the government will pay more attention to the Je'netallasa Baths tourist attraction, in this case, the road to tourist attractions so that the road is immediately repaired. Therefore, the government has taken the initiative to repair the road to the location.

In line with the work program of the Gowa Regency Youth and

Tourism Office, the program compiled by the local government (Olaraga Youth and Tourism Office) is a tourism destination development program that focuses on promoting superior tourist objects.

The Je'netallasa Bath tourist attraction is one of the leading tourist attractions in Gowa Regency which is currently under a development program. Inside the Je'netallasa Baths tourist attraction, there are some swimming pool supporting facilities including a changing room, a fairly large main tribune, a gazebo, live music, and a place to provide food.

The efforts made in the management of tourism objects, both from the government and from the community around the location, are as follows:

1. Develop further the potential of tourism objects owned in supporting tourism in the Gowa Regency.
2. Promote these tourist objects through electronic media, print media, or from individual to individual.
3. Build all the facilities needed by tourists in holiday activities, so that tourists feel safe, comfortable, and finally willing to visit again.
4. Improve the ability and expertise of Human Resources (HR) in terms of providing services to tourists.

2. The Role of Local Governments as Regulators

The role of local governments as regulators is to prepare directions for balancing development implementation through the issuance of regulations.

a. Rules for Retribution Tickets/Visitor Tickets

Retribution is a fee that is collected according to the rules that have been determined by the Region or a levy is an income or regional levy as payment or usage for obtaining the services provided.

From the results of observations, every visitor who comes to the Je'netallasa Baths tourist attraction in Gowa Regency is required to pay a ticket, adults must pay Rp. 20,000/adult, and Rp. 15,000 for children from Monday-Friday and an average of Rp. 25,000 for the weekend.

The results of an interview with one of the managers said that:

''*Visitors who come to Permandian Je'netallasa are required to pay ticket fees according to the rules that have been determined, for example, adults are charged Rp. 20,000/person and Rp. 15,000/person for children. It is different on when weekends the price of admission for adults and children is leveled to Rp. 25,000/person''(AA Interview, 23 October 2020).*

Based on the results of the interview above, the author concludes that every public/visitor who comes to the Je'netallasa Baths tourist attraction is obliged to pay for a ticket under existing regulations.

b. Parking Retribution Rules

Entering the Je'netallasa Baths tourist attraction there is a large enough parking space for visitors who come using a car or motorbike, a parking fee will be charged. The results of an interview with one of the managers said that:

''*Visitors who use vehicles, both motorbikes, and cars, will be charged a parking fee of Rp. 3,000 for motorbikes and Rp. 5,000 for cars. Parking levies are carried out by local youth who have been trusted by the management whose proceeds will be used for the construction and*
development of this tourist attraction'' (AA Interview, October 23, 2020).

Based on the results of the interview, the author concludes that at the Je'netallasa Permandian the levy is not only for the entrance ticket, but the parking levy is also applied and those who are responsible for the parking lot in the Baths are the local youth who have been given the trust by the manager and the results are used for further development.

As the interview with the owner of this bath said:

''*I am very grateful to those who have carried out my trust to manage this bath properly and properly, both from the internal management of the bathhouse and those who manage the entrance fee and parking fees'*
(BL interview, 24 October 2020).

Based on the results of the interview, the author concludes that the Owner is very grateful to all those who have carried out the trust

in managing and supervising Je'netallasa Baths as well as possible.

c. Rules for the Prohibition of Carrying Sharp Weapons and Illegal Drugs

The Je'netallasa Baths tourist attraction is one of the leading tourist attractions in Gowa Regency, to enter this tourist attraction area visitors are prohibited from bringing sharp objects and illegal drugs. The results of an interview with one of the managers said that:

> *"Visitors who come to the Je'netallasa Bath are not allowed to carry sharp weapons or illegal drugs" (AA Interview, October 24, 2020)*

Based on the results of an interview with one of the managers of this Bath, then the author concludes that to enter the tourist attraction of Je'netallasa Baths, visitors are prohibited from carrying sharp weapons because these objects can endanger themselves and even others, as well as illegal drugs, visitors are prohibited from bringing illegal drugs because as we know that using drugs is prohibited. Illegal drugs will be punished according to the rules set by the government.

C. Factors Affecting the Management of the Je'netallasa Baths Tourism Object

Some elements impact the monitoring and administration of this Bathing tourist object, including supportive and hindering aspects. As the body responsible for the monitoring and development of tourism in the Gowa Regency, the Department of Youth, Sports, and Tourism must address these issues.

1. Supporting Factors

a. Community Support The

the community strongly supports the management of the Je'netallasa Baths tourist attraction so that they participate in taking part such as maintaining cleanliness, maintaining and making judgments regarding alternate solutions to challenges, and including the community in the process of evacuating changes that occur in tourist objects around their place of residence, such as in an interview with the community around Permandian Je'netallasa as follows:

"We are proud that the tourist attraction of Permandian Je'netallasa is already known to many people so we as people who live around this tourist attraction try to maintain sustainability and cleanliness on the road to the tourist attraction so that tourists are not disturbed by the scenery. dirty" (NM Interview, 25 October 2020).

Based on the results of the interview above, the authors conclude that the Je'netallasa Baths tourist attraction is already known to many people so the people there feel proud and try to maintain sustainability and cleanliness on the road to the tourist attraction. In addition to the community around the tourist attraction, the manager of the tourist attraction also tries to maintain the preservation of the tourist attraction, as said by the manager of the Je'netallasa Baths in the following interview:

"In this Je'netallaasa Bath, we have tried to complete the cleaning facilities. Once a week we hold community service in tourist attractions so that tourists are not disturbed by the condition of dirty tourist attractions so that tourists will feel comfortable and like to come to these tourist attractions" (AA Interview, October 26, 2020).

The results of the interviews above can be concluded that the people there are trying to complete cleaning facilities such as broomsticks and trash cans, this is very supportive that the community cares about the Je'netallasa Baths tourist attraction and the surrounding community also holds community service to clean and tidy up tourist attractions. with the aim that tourists or mountains will feel comfortable enjoying this bath.

It is the same as what the Paraikatte Village Head said that the supervision and management of tourism cannot be separated from the participation of the community and the manager of the tourism object itself because to achieve this increase in the quality of tourism, cooperation and active participation are needed between the government, the community, and tourism object managers in the following interview:

"We as the local government are very proud of the community and tourism object managers because they consciously want to help maintain

cleanliness around tourist objects without direct orders from certain parties. trying to complete the facilities and infrastructure for cleanliness at the tourist attraction" (MJ Interview, October 26, 2020).

Based on the results of the interview above, the author can conclude that the local government, in this case, the Head of Paraikatte Village, is very proud of the people around the Je'netallasa Baths tourist attraction because without any direct orders from the government the community still maintains cleanliness. Active participation from the community, tourism object managers, and the government as the party that is indeed responsible for managing tourism in Gowa Regency. The smallest thing that can help the Government is by maintaining cleanliness and increasing the construction of facilities to increase tourist attraction.

2. Inhibiting Factors

a. Promotion of Tourism Objects that are Still Lacking

Promotion of the Baths is still relatively ineffective, which can be seen in the absence of a significant increase in the flow of tourist visits. the Paraikatte Village Head said that:

''The promotion system that is run only uses pamphlets and booklets when there are events or festivals at the provincial or national regional level'' (MJ Interview, October 26, 2020) interview tourists attraction Baths is only limited to a promotion system using pamphlets and booklets at festival events at the regional, provincial and national levels.

The information provided through the internet site currently has many limitations, the information provided is to promote and introduce Gowa Regency tourism, especially the Bath Je'netallasa. There are many tourism potentials in Gowa Regency that have not been loaded. The tourism object promotion program is very important to increase the quality of tourism objects and increase the number of visitors visiting these attractions. tourist attraction Baths is still simple.

b. Limited Budget for Facilities and Infrastructure Costs Promotion of tourism objects, one of the important factors that determine whether or not development is progressing is the issue of funds. From the results of an interview with the Owner of the Bath, he said that:

''*The funds for the management of the Bath are still dominantly relying on private funds, there is no sponsor from the private sector to help*'' *(BL Interview, 27 October 2020).*

Based on the results of the interview, the author concludes that if funds are available then development can run smoothly but on the contrary, if not development will be hampered and the Baths Je'netallasathere is still a lack of private sponsors willing to help.

c. Poor road conditions

Not all tourist attractions in Gowa Regency are located on the side of the axis road. tourist Baths attraction is quite far from the city center, therefore the road to this tourist attraction is still not good. This is certainly very disturbing and uncomfortable for tourists who want to visit a bath.

From the results of an interview with one of the visitors, they were very disturbed by the state of the road to the tourist attraction. They hope that the government will immediately repair the road because it greatly reduces comfort.

"*I have come to the Je'netallasa Baths several times, but the way is still the same as before, there has not been enough improvement. This is very dangerous, especially for those of us who come by motorbike because the road is full of potholes. Hopefully, the government can fix it soon*" *(RA Interview, 27 October 2020).*

Based on the results of the interview, the author concludes that the Je'netallasa Bath is right, the road is still the same as before, and there has not been enough improvement. This is very dangerous, especially for those of us who come by motorbike because the road is full of potholes. Hopefully, the government can fix it soon

Conclusions

Based on the results of research on Supervision in this case Management and development of the Je'netallasa Baths tourist attraction in Gowa Regency, it can be concluded as follows:

1. Supervision of Je'netallasa Baths tourist attraction by the government (Dispora) such as providing supporting facilities and infrastructure for tourists. Constructing toilets, changing rooms, prayer rooms, culinary kiosks, souvenir kiosks, parking spaces, and fences, but the promotion system that runs on tourism in Gowa Regency is only a promotional system through telecommunication media and print media. In addition, the road to the tourist attraction is still not good.

2. Supporting factors in the management of the tourist attraction of PermandianJe'netallaaa, Gowa Regency, the main thing is support from the community such as participating in taking part such as maintaining cleanliness in tourist objects around their residence. Meanwhile, the inhibiting factor in the management of the Je'netallasa Baths tourist attraction in Gowa Regency is generally limited budget which hinders the construction of roads to the location of this Baths tourist attraction. Likewise, the promotions carried out are still lacking and limited.

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Environment-Engaging ICT-Based Through Teams Assisted Individualization (TAI) Cooperative Learning Model in Political Education Courses

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ABSTRACT

The low student learning outcomes are influenced by student interest and motivation in political education courses. To solve this problem, the researcher uses the ICT-based Cooperative Learning model of Teams Assisted Individualization (TAI) which aims to determine the level of learning outcomes in political education courses for college students. The subjects of this study were fifth-semester students in the Pancasila and citizenship education study program which included 32 students. The research was carried out in two cycles. Each cycle consists of 4 stages namely Planning (Planning). Action (Action), Observation and Evaluation (Observation and Evaluation) and Reflection (Reflection). To collect the necessary data, tests and observations were used as research instruments. Furthermore, the data obtained were analyzed using quantitative analysis and qualitative analysis. The results of the study revealed that student learning outcomes in political education courses through the ICT-based Teams Assisted Individualization (TAI) Cooperative Learning model experienced an increase from cycle I to Cycle II. This is evidenced by the achievement of learning mastery scores in the first cycle of 53.13% and an increase in the second cycle of 93.75% based on the results of observations in the first cycle in the first cycle, namely students who pray at the time of learning 90.63% and increase in the second cycle is 93.75%, in the second aspect, namely students who ask questions during the learning process by 31.25% and an increase in the second cycle by 78.13%, in the third aspect, students who work together in groups are 76 .13% and increased in the second cycle by 81.25%, in the fourth aspect, namely students who made a percentage of their work by 25% and increased in the second cycle by 31.25%. These results indicate that there is an increase in political education learning outcomes through the ICT-based Teams Assisted Individualization (TAI) Cooperative Learning model that can be implemented.

Keywords: ICT, TAI, Cooperative Learning, and Political Education

Introduction

Scholars from all around the world have shown a keen interest in and preference for online learning. Exponential development has been seen in this location throughout the period of COVID-19 in several investigations. To lay the groundwork for this investigation, several significant and representative pieces of research have been examined in this portion of the paper. According to Zhong (2020), many individuals have been adversely impacted by the unexpected shifts in their livelihoods. That's why the immediate creation and implementation of regulations that can reduce the educational impact of this condition is critical. The administration is thought to be able to assist educational leaders in formulating the ideal response to e-learning. The simplest and most effective way to collaborate is to share information on the current status of educational institutions, towns, and nations throughout the calamity. According to Ali (2020), a rising number of educational institutions have shut down, removing practical lessons, as a result of growing worries about the spread of the coronavirus and constant measures to ameliorate its consequences.

The epidemic has wiped off the day-habit scholars of keeping a routine of study. Students whose first half of the day was spent at school have been affected by the stay-at-home philosophy. Their physical health has been negatively impacted by the inconvenient lessons and lack of responsibility to participate in certain activities. As a result, they have come to regard education as less important (Stewart et al., 2018). Because of this, students will be able to get the most out of their education and professional development by using an efficient online engagement method for teaching and grading tasks. For the above-mentioned tasks to succeed, instructors must take an active role in identifying appropriate digital learning platforms, creating lesson plans, and executing these plans precisely.

Using technology in the classroom may have a beneficial influence on student learning if students are excited about using the technology as well as studying the topic. Motivation has been found to play a significant influence in influencing student performance and learning in the classroom (Ames, 1990).

There are anomalies in the universal education system that have been uncovered by the epidemic (Jena, 2020). The current state of affairs demonstrates the necessity of a self-sufficient educational system capable of preparing students for the worst-case scenario they

may face in the future. There is no limit to how long institutions throughout the world will adopt online education as their primary source of learning. Student motivation is also a big factor in determining whether or not a school can implement new technology, according to the report. Educators should make use of technology to help students learn, especially in these challenging times. This pandemic has necessitated the adoption of ICT or Information Communication and Technology (ICT). For this reason, instructors and facilitators are being urged to include technology in their educational techniques (Aczel et al., 2008).

Because technology has moved from "want" status to "need," several experts believe that schools should adopt ICT initiatives. ICT-enhanced teaching also benefits students since they prefer to find and develop their answers to learning obstacles. As a result, students don't think that facilitators or professors have all the answers; instead, they think of them as resource persons, models, and a support structure that encourages discovery.

Maintaining student records, planning lectures, interacting with parents and colleagues, etc. are all examples of daily work where ICT may be used to increase efficiency (Chen, 2010). Additionally, instructors may practice self-renewal of their knowledge rather than passively receiving material in a preset manner thanks to the use of ICT. Studies have shown that teachers' training can assist to change teachers' perceptions about the utility of certain technologies by allowing them to work on them Discussions on how ICT may improve instruction, particularly in the context of a more student-centered approach, have been more widespread in recent months (Drent and Meelissen 2008).

Low interest in learning in subjects caused by unvaried learning, monotonous learning, and students stuttering that political education courses are very boring subjects. Realizing this, to overcome this problem, action is given by applying the ICT-based Teams Assisted Individualization (TAI) cooperative learning model with a Scientific Approach.

In the TAI learning paradigm, students have the opportunity to solve issues on their own before and after discussing them with their peers. They also have the responsibility of correcting their peers' responses and assisting those who are having difficulty. It is a cooperative learning method where students collaborate in groups to

solve problem projects based on curricular subjects using their teaching methods Stacey & Garbic, (2006). According to the explanation, students' critical thinking abilities may be improved using the TAI learning approach. Students' capacity to grasp and solve political education problems, as well as their ability to participate, be active, and learn. Students' attitudes toward political education may be improved by TAI, as well as the TAI learning model's effect on math learning success Sondergaard & Ryberg, (2018). Using the TAI learning model, we research students' critical thinking, problem-solving, and collaboration skills to determine which learning models are most successful while also testing their numerical abilities in a variety of instructional settings.

This concept is seen to be a viable alternate learning strategy for guiding students through political education courses. Students may work together constructively and aid each other among group members using the Teams Assisted Individualization (TAI) Cooperative Learning Model with a Scientific Approach. It is intended that with the Teams Assisted Individualization (TAI) cooperative learning approach, students would be joyful and excited during the learning process, allowing them to overcome difficulties in political education courses. The scientific method is meant to educate students with understanding in identifying and interpreting numerous materials using a scientific approach, that information may come from anywhere, at any time, and does not rely on direct information from the lecturer. As a result, the learning environments that are supposed to be produced are aimed at enabling pupils to learn from numerous sources through observation rather than simply being instructed.

The Scientific Approach to Learning entails process skills such as observing, categorizing, measuring, forecasting, explaining, and inferring. Lecturer support is required in carrying out these tasks. However, the lecturer's help must diminish as the students' maturity level increases or as the class size increases. The ICT-based Teams Assisted Individualization (TAI) Cooperative Learning Model with a Scientific Approach is thought to be capable of instilling understanding and guiding students to be able to collaborate positively and collaborate online through activities such as observing, classifying, and measuring, predicting, explaining, and concluding.

Method

A classroom action research project's outcomes may be evaluated using both quantitative and qualitative methodologies, according to Mettetal (2001). Action research projects in the classroom might be based on pretest-posttest designs, comparisons of similar classes, and case studies, to name just a few options. A case study was utilized to assess the effectiveness of online instruction over traditional classroom instruction, as well as the learning outcomes that resulted from each. In the case of studies, generalizability is left up to the reader, as is customary in this type of work. Whether or whether these findings may be used in a new situation is entirely up to the reader.

Cycle 1   Cycle 2
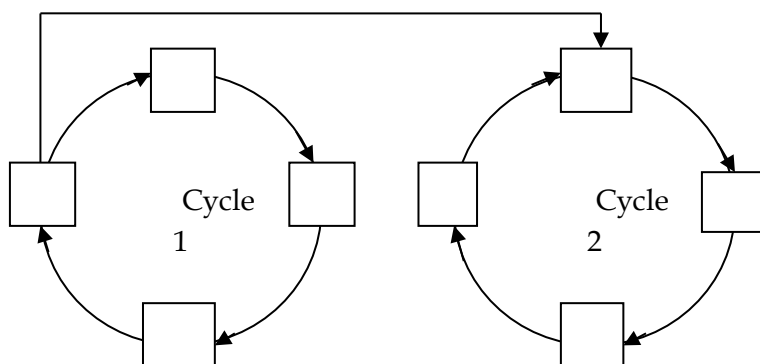
Figure1. CAR Procedure

Subject.

The classroom action research study was open to all students who took education politics courses semester of 2021 (N a 32) of Pancasila and civic education department at Universitas Al Asyariah Mandar. The participants in the study were a very homogenous group.

Research Procedure

Test scores, teacher evaluations, final course grades, and other forms of progressive classroom assessment are all popular data collection procedures in classroom action research. Three devices were used to collect data for this investigation. The classroom setting was assessed using the cycle 1 process. For each three-week block, a multiple-choice exam was devised and administered to measure learning results on cycle 1. In cycle 2 for every three weeks, learning

outcomes were assessed in addition to the assessments by having students complete two activities.

1. Planning Stage

The activities carried out at this planning stage are as follows:

1) Lecturers design a one-semester lesson plan using the ICT-based Teams Assisted Individualization (TAI) type of cooperative learning model with a Scientific Approach.
2) Lecturers convey learning objectives and motivate students (observe).
3) The lecturer conveys information to students about the learning model that will be applied to students (Asking).
4) Prepare an observation sheet to observe the conditions of learning in the classroom when the implementation of the action is in progress.

2. Action Stage

1) The lecturer divides heterogeneous groups consisting of 4 to 5 students (reasoning) using WhatsApp groups.
2) Lecturers give initial tests using the Quizziz application to students or present problems following the learning objectives to be achieved and students are required to observe problems related to real-life/natural surroundings (reasoning).
3) The lecturer explains the new material briefly. As well as asking students to listen to the material (according to the initial problem in the pretest delivered) using LMS and Youtube, here the lecturer guides students to present questions about the material being taught (reasoning).
4) The lecturer directs students to the duties and responsibilities of the material to be taught and guides students to be active in groups (try). The results of the discussion are uploaded to the LMS account
5) The lecturer asks each group to convey or report if the group encounters obstacles and the lecturer guides students to process information as well as analyze the problem (try).
6) Lecturers evaluate learning outcomes about the material studied in each group and are led to present their work results (communicate). and the Lecturer gives a score from the group

that can be successful and the group that is less successful (communicating).

7) The lecturer explains/re-evaluates the students' work in group assignments (communicating).

8) Lecturers seek to reward groups that excel or groups that succeed (communicate).

3. Observation

Observations in the first cycle are observations based on the ability of lecturers in teaching such as motivating students, creating an active learning atmosphere, mastering the material, guiding and responding to students in questions and answers, guiding students in discussions, emphasizing important material suitability of questions with basic competencies, observing students, guide students in concluding.

4. Reflection

Discuss the results of observations of lecturers for improvement in the implementation of cycle I, namely the activeness of students in the learning process, asking questions and expressing opinions, and students' ability to conclude.

The procedure for classroom action research in cycle II is the same as the stages in cycle I, where cycle II is carried out if cycle I have not increased and reduces errors in cycle I. Discuss the results of observations of lecturers for improvement in the implementation of the cycle I, namely student activity in the process. learning, asking questions, expressing opinions, and students' ability to conclude.

Data Collection Techniques

The data collection techniques used in this study are as follows:

1) Learning Outcomes Test is data on student learning outcomes collected by using tests at the end of each cycle.

2) Observation sheets are data about student activity based on the results of observations collected through observations during learning activities.

Data Analysis Techniques

The collected data was then analyzed using qualitative and quantitative analysis techniques. Observational data were analyzed qualitatively to see the average and percentage of attendance and

activity during learning while quantitative data were taken from learning outcomes scores using descriptive statistics consisting of the mean, mode, median, and standard deviation obtained by students on the cycle test. , to describe the characteristics of the research subject. Tiro (2012: 120).

1) Average (x)

$$x = \sum_{i=0}^{n} [\![fi.xi]\!]$$

Information :

x = Average value of learning outcomes achieved by students

fi = Frequency of each class interval

x_i = Middle value of each class interval

2) Modus (Mo)

$$Mo = Bb + p \left(\frac{b1}{b1+b2} \right) s$$

Information :

Bb=The lower limit of the model class is the interval class with the greatest frequency

p = Interval class length

b_1 = Mode class frequency – Interval class frequency with a smaller class sign before the mode class sign.

b_2= Mode class frequency – Interval class frequency with a larger class sign after the mode class sign.

3) Median (Me)

$$Me = Bb + p \left(\frac{\frac{1}{2}n-F}{f} \right)$$

Information :

Bb = The lower limit of the median class is the class where the median is located.

p = Length of the median class

n = sample size or several data.

F = The sum of all frequencies with a class sign less than before the median class frequency

f = Median class frequency

4) Standard Deviasi (s)

$$s^2 = \frac{\sum_{i=1}^{n}(x_1 - \overline{x})}{n-1}$$

Information :

s = Standard deviation of learning scores achieved by students

$f_{(i)}$= Frequency of each class interval

X_i = The mean of each

n = Number of data.

Result and Discussion

The description of the results of this study consists of the results of the following cycle 1 and cycle 2 data:

1st cycle

Tabel 1.

Students Observation

No	Observed Components	Meeting Frequency			
		1	2	3	4
1	Students don't find obstacles when starting learning with use https://lms2.lppm-unasman.ac.id/	30	30	31	T E S S I K L U S I
		93.75%	93.75%	96.88%	
2	Students who ask questions during the learning process	25	25	27	
		78.13%	78.13%	84.38	
3	Students working together in groups use the application WhatsApp	26	25	27	
		81.25%	78.13%	84.38%	
4	Enthusiastic students answer the question through LMS accounts and apps Quizziz	4	3	6	
		12.5%	9.4%	18.75%	
5	Students who pay attention to the direction of the lecturer after group discussion and upload project results the discussion through account Youtube	28	28	29	
		87.5%	87.5%	90.63%	

Based on the results of observations in table 1, it can be explained as follows:

1) Students who pray when starting learning are then observed when logging in to the LMS and students do not find any

problems when starting learning by using https://lms2.lppm-unasman.ac.id/ as many as 30 or 93.75% remain the same at the second meeting, namely 30 or 93.75% of students, and at the third meeting the attendance of students increased by 31 or 96.88%

2) Students who paid attention to the material taught at the first meeting were 25 or 78.13%, remained the same at the second meeting, namely 25 or 78.13% of students, then at the third meeting, there was an increase of 27 or 84.38%.

3) Students who worked together in their groups at the first meeting as many as 26 or 81.25% remained the same at the second meeting, namely 25 or 78.13% of students, and experienced an increase in the third meeting as many as 27 or 84.38% students.

4) Students who ask about the material taught by other groups, at the first meeting as many as 4 or 12.5% students, and at the second meeting as many as 3 or 9.4% students, and an increase in the third meeting by 6 or 18.75% students, this shows that the increase in student activity is still lacking.

5) Students who pay attention to the lecturer's directions after group discussions, at the first meeting as many as 28 or 87.5% students, remained the same at the second meeting, namely 28 or 87.5% students and at the third meeting, there was an increase of 29 or 90.63% students.

From the results of the discussion of the observation sheet in cycle 1 at the first, second, and third meetings, there was an increase in the results as well as the interest and enthusiasm of students in taking part in learning with the ICT-based Teams Assisted Individualization (TAI) Cooperative Model with a Scientific approach and the same with self-confidence. students improved during the two teaching sessions through the ICT-based Cooperative Model of Teams Assisted Individualization (TAI) with a Scientific Approach. In general, students have the opinion that they are not sure that they can complete assignments and obtain maximum results in studying political education courses.

During the implementation of the first cycle, the results of descriptive analysis related to the learning outcomes of students' political education courses were presented through the ICT-based

Cooperative Model of Teams Assisted Individualization (TAI) with a Scientific Approach, this is presented in table 2 below:

Table 2.
Statistics of Student Learning Outcomes After the Implementation of Cycle I Actions Through Learning Cooperative Model Types of Team Assisted Individualization (TAI) based on ICT with a Scientific Approach

STATISTICS	STATISTICAL VALUE
Subject	32
Highest score	4.00
Lowest score	1.00
Score Range	3.00
Average Score	2.64
median	2.75
mode	2.00
Standard deviation	87

Based on table 2, it can be concluded that learning outcomes using the ICT-based Cooperative Model of Teams Assisted Individualization (TAI) learning with a scientific approach obtained an average score of 2.64; the median (middle value) of 2.75; mode of 2.00; the standard deviation of 87; The score range is 3.00; the lowest score is 1.00; and the highest score of 4.00. From the achievement of this score, it shows that the ability of students has not shown an increase in learning outcomes, this is because students are still in the stage of adapting to the Cooperative learning model type Team Assisted Individualization (TAI) based on ICT with the applied Scientific Approach.

Table 3
Conversion Values and Learning Outcome Categories in the Final Test of Cycle I.

NO.	SCORE	CONVERSION VALUE	QUALITY VALUE	CATEGORY	F	%
1	85	4.00	A	Very good	6	18.75
2	81-84	3, 75	A-	Very good	-	-
3	76-80	3.50	B+	Well	1	3.13
4	71-75	3.00	B	Well	4	12.5
5	66-70	2.75	B-	Well	6	18.75
6	61-65	2.50	C+	Enough	1	3.13
7	51-60	2.00	C	Enough	12	37.5
8	4 6 -50	1.00	D	Not enough	2	6.25
9	31-40	0.00	E	Error	-	-

The Conversion Value of Learning Outcomes in the courses in Cycle I can be explained that from a total of 32 students there are 6 students or 18.75% with a conversion value of 4.00 and a quality value of A.

Table 4.
Description of Student Learning Outcomes in Cycle I

Score	Category	Frequency	Percentage (%)
2.66-4.00	Complete	17	53.13
0-2.65	Not Complete	15	46.88
Amount		32	100

Based on table 4, it can be concluded that the results after using the ICT-based Teams Assisted Individualization (TAI) Cooperative

learning model with a Scientific Approach are 53.13% or with a total frequency of 17 students belonging to the Completed category and 15 students belonging to the complete category with percentage 46.88%.

At the beginning of the implementation of this first cycle, students were still less enthusiastic and confused regarding the learning procedure using LMS so researchers tried how to attract students' attention in following the teaching and learning process, namely by directing students to ask questions about things they did not understand by mentioning the names of students one by one. . Students in general still act passively and only listen to what is explained and explained by the lecturer. If the lecturer gives or throws several questions, students seem more daring when giving oral answers together without wanting to know where the source of the answers comes from.

Students who actively provide questions and responses during the teaching and learning process are the only students who are easily familiar with the lecturers and students who have obtained good grades on previous assignments while students who are less familiar with the lecturers are still less confident.

2nd Cycle

Table 5.

Cooperative Model Observation Sheet for Teams Assisted Individualization (TAI) based on ICT with a Scientific Approach

No	Observed Components	Meeting Frequency			
		1	2	3	4
1	Students do not find obstacles when starting learning using LMS with use link https://lms2.lppm-unasman.ac.id/	29	30	31	T
					E
					S
		90.63%	93.75%	96.88%	
					S
2		25	25	29	I

	Students who ask questions during the learning process	78.13%	78.13%	90.63%	**K**
3	Students who work together in groups using the WhatsApp application	26	27	27	**L**
		81.25%	84.38%	84.38%	**U**
4	Enthusiastic students answer a question through LMS accounts and apps Quizziz	4	6	6	**S**
		12.5%	18.75%	18.75%	**II**
5	Students who pay attention to the lecturer's directions after group discussions and upload the project results from the discussion through their Youtube account	25	29	29	
		78.13%	90.63%	90.63%	

Based on the results of observations in table 5, it can be explained as follows:

1) Students who pray when starting learning are then observed when logging in to the LMS and students do not find any problems when starting learning by using https://lms2.lppm-unasman.ac.id/ as many as 29 or 90.63% of students, increased at the second meeting to 30 or 93.75%

of students, and at the third meeting, the attendance of students increased by 31 or 96.88%.

2) Students who paid attention to the material taught at the first meeting were 25 or 78.13%, remained the same at the second meeting, namely 25 or 78.13% of students, then at the third meeting, there was an increase of 29 or 90.63%.

3) Students who worked together in their groups at the first meeting were 26 or 81.25% students, at the second meeting as many as 27 or 84.38% students, and experienced an increase in the third meeting as many as 27 or 84.38% students.

4) Students who ask about the material taught by other groups, at the first meeting as many as 4 or 12.5% students, and at the second meeting as many as 6 or 18.75% students, and an increase in the third meeting by 6 or 18.75 % of students, this shows that the increase in student activity is still lacking.

5) Students who pay attention to the lecturer's direction after group discussions, at the first meeting as many as 25 or 78.13% students, at the second meeting increased by 29 or 90.63% students remained the same at the third meeting, namely 29 or 96.63% students.

From the results of the discussion of the observation sheets in cycle 2 at the first, second, and third meetings, there was an increase in the results as well as the interest and enthusiasm of students in participating in learning with the ICT-based Teams Assisted Individualization (TAI) type of Cooperative Model with a Scientific Approach and the same with self-confidence. students improved during the two teaching processes through the ICT-based Cooperative Model of Teams Assisted Individualization (TAI) with a Scientific Approach. In general, students have the opinion that they are not sure that they can complete assignments and get maximum results in studying political education courses.

1. Cycle II evaluation results

During the implementation of the first cycle, the results of the descriptive analysis (appendix C) related to the learning outcomes of students' political education courses were presented through the Teams Assisted Individualization (TAI) Cooperative Model with a Scientific approach, this is presented in table 4.8 below:

Table 6.

Statistics of Student Learning Outcomes After Implementation of Cycle II Actions Through Learning Cooperative Model Types of Teams Assisted Individualization (TAI) based on ICT with a Scientific Approach

STATISTICS	STATISTICAL VALUE
Subject	32
Highest score	4.00
Lowest score	2.00
Score Range	2.00
Average Score	3.08
median	3.00
mode	3.00
Standard deviation	56

Based on table 6, it can be concluded that learning outcomes using the Cooperative Model learning type Teams Assisted Individualization (TAI) with a Scientific Approach The average score is 3.08; the median (middle value) of 3.00; mode of 3.00; the standard deviation of 56; the lowest score of 2.00; and the highest score of 4.00. The achievement of this score shows an increase in student learning outcomes after using the Teams Assisted Individualization (TAI) cooperative learning model with a Scientific Approach that has been applied.

Table 7.

Conversion Value of Student Learning Outcomes at the End of Cycle II.

NO.	SCORE	CONVERSION VALUE	QUALITY VALUE	CATEGORY	F	%
1	85	4.00	A	Very good	6	18.75
2	81-84	3.75	A-	Very good	-	-

3	76-80	3.50	B+	Well	5	15.63
4	71-75	3.00	B	Well	16	50
5	66-70	2.75	B-	Well	3	6.25
6	61-65	2.50	C+	Enough	-	-
7	51-60	2.00	C	Enough	2	6.25
8	45-50	1.00	D	Not enough	-	-
9	>45	0.00	E	Error	-	-

The Conversion Value of Student Learning Outcomes Cycle I can be explained that from a total of 32 students there are 6 students or 18.75% with a conversion value of 4.00 and a quality value of A. In the teaching and learning process, students in cycle II have increased where there are no more students. with less category, and there are 5 students with enough category, 21 students with good category, and there are 6 students with very good category.

Table 8.
Description of Student Learning Outcomes Completeness in Cycle II

Score	Category	Frequency	Percentage (%)
2.66	Complete	30	93.75
2.65	Not Complete	2	6.25
Amount		**32**	**100**

Based on table 8, it can be concluded that student learning outcomes after using the ICT-based Teams Assisted Individualization (TAI) cooperative learning model with a scientific approach is 6.25% or with a total frequency of 2 students who are included in the incomplete category and 30 students are in the complete category with a percentage of 93.75%. So that student learning outcomes reach the standard KKM scores.

Table 9.
Psychomotor scores on students in the final test of cycle II.

NO.	Optimum Achievement	QUALITY VALUE	CATEGORY	F	%
1	4.00	A	Very good	13	40.63
2	3.75	A-	Very good	-	-
3	3.50	B+	Well	17	53.13
4	3.00	B	Well	-	-
5	2.75	B-	Well	-	-
6	2.50	C+	Enough	2	6.25
7	2.00	C	Enough	-	-
8	1.00	D	Not enough	-	-
9	0.00	E	Error	-	-

Psychomotor conversion scores of students in cycle II have increased where there are no more unskilled students and there are 13 or 40.63% of students and grade A is in the very skilled category, 17 or 53.13% for students and the grade B+ is in the skilled category. , and there are 2 or 6.25% of students and the grades of C+ are categorized as moderately skilled.

Affective Assessment is a Spiritual attitude of Appreciating and living the religious teachings adopted by students. In cycle II, it can be explained that of 32 students there are 59.38% of students have a very good attitude of gratitude, 18.75% of students have a good attitude of gratitude, and 21.88% of students have a sufficient attitude of gratitude. Judging from the attitude toward belief, there are 21.9% of students have a very good attitude toward belief, 62.5% of students have a good attitude toward belief, and 12.5% of students have a sufficient belief attitude. Judging from the attitude of trust, there are 25% of students have a very good attitude of trust, 31.25% of students have a good attitude of trust, 40.62% of students have a sufficient attitude of trust, and 3.13% of students have a high attitude of trust. not enough.

Affective assessment, namely the social attitude of students, it can be explained that from 32 students there are 21.88% of students have a very good attitude toward responsibility, 62.5% of students have a good attitude toward responsibility, 12.5% of students have a responsible attitude enough answer. Judging from the attitude toward cooperation there are 25% of students have a very good attitude

toward cooperation, 31.25% of students have a good attitude toward cooperation, and 43.1% of students have an attitude of sufficient cooperation. Judging from the attitude toward discipline, there are 78.1% of students have a very good attitude toward discipline.

Table 10.
Conversion of scores and predicates in cycle II

COGNITIVE			PSYCHOMOTOR			AFFECTIVE		
Score	Category	%	Optimum Achievement	Category	%	mode	Category	%
>85	Very good	12.5	4.00	Very good	40.63	4.00	SB (Very good)	59.38
81-84	Very good	6.25	3.75	Very good	-			
76-80	Well	3.13	3.50	Well	53.13	3.00	B (Well)	18.75
71-75	Well	50	3.00	Well	-			
66-70	Well	12.5	2.75	Well	-			
61-65	Enough	-	2.50	Enough	6.25	2.00	C (Enough)	21.88
51-60	Enough	6.25	2.00	Enough	-			
45-50	Not enough	-	1.00	Not enough	-	1.00	K (Not enough)	-
>45	Very less	-	0.00	Very less	-			

From the results of the conversion value in cycle II, there was an increase in Cognitive assessment where there were no more students who were included in the less category, it can be explained that 4 or 12.5% of students and a quality score of A in the Cognitive assessment were included in the Very Good category, 2 or 6.25 % of students and grades A- are in the Very Good category, 1 or 3.13% of students and grades for B+ are in a Good category, 16 or 50% of students and grades B, 4 or 12.5% students and grades B - included in the Good category,

and there were 2 or 6.25% of students and the grade C was included in the Poor category.

The psychomotor conversion value of students in cycle II has increased where there are no more unskilled students and there are 13 or 40.63% of students and the quality value of A is in the very good category, 18.75% of students and the quality value of B+ students is in a Good category, and there are 2 or 6.25% students and the quality value of C+ is in the category of moderately skilled.

The affective conversion value of students in cycle II has increased, it can be explained that there is 59.38% and the quality value of A is in the very good category, 17 or 53.13% of students and the B+ quality value of students is in the skilled category, and there are 21.88% of students and C+ quality scores are included in the Enough category.

Based on the observations of researchers during the learning process in cycle II, students have experienced an increase when compared to learning at the previous meeting (cycle I). Students began to be enthusiastic about the learning model and approach used by researchers. The results of observations on the implementation of learning indicate that the learning activities are going well.

Discussion

First, the lecturer divides the students into 5 groups, each group consisting of 5 students. Then the lecturer provides information about what students will do before delivering the subject matter. Where the lecturer asks students who have understood the subject matter to be delivered to explain the material to their group friends who do not understand. Then the lecturer motivates other students to ask other groups who are explaining the subject matter and orders them to pay attention to other groups who are explaining.

During the first cycle of 3 meetings, it appears that students are less active in their groups, students pay less attention to other groups explaining, and lack cooperation in groups. Students are very less in asking. It can be seen from the condition of students with this learning model that it is classified as increasing based on the final test of cycle II.

Some of the Advantages of the ICT-based Teams Assisted Individualization (TAI) type cooperative learning model for lecturers, and students in the upper and lower groups who work together, among others:

    a. Smart students are also accountable for assisting the weakest members of their groups. Smart pupils can therefore improve their abilities and skills.

    b. Weak pupils will be assisted in understanding the material.

    c. There is no rivalry among pupils since they collaborate to solve challenges and overcome diverse ways of thinking.

    d. Students not only expect professors to assist them but they are also encouraged to study swiftly and properly on all materials.

    e. Lecturers only utilize half of their lecture time so that personalized help may be provided.

Based on the learning model's theory Student achievement and motivation can be improved via the use of a teaching method known as "steam-assisted individualization," which uses a variety of teaching methods to cater to the unique needs of each student. Students are separated into teams of four or five with varying degrees of intellect in this learning paradigm, where they review each other's replies, test each other, and assist each other to work on issues and solve them. Students are given a quiz after the course using the Quizziz application to assess how well they comprehend the subject being taught, as well as to underline the need for teamwork and mutual aid in the learning process. To help students improve their critical thinking and motivation, this activity is a nice one to try.

Conclusion

After applying the ICT-based Team Assisted Individualization (TAI) cooperative learning model with a Scientific Approach in the Pancasila education study program and the civics teaching and education faculty (FKIP) it showed that student learning outcomes in the learning process had increased. The test results in the first cycle and the end of the second cycle showed that student learning achievement had increased. This can be shown from the average student test scores. In the first cycle, the average value of the learning outcomes test was with students who completed as many as 17 people or 53.13% while in the second cycle the average score of the learning outcomes test was 3.66 with 30 students who completed or 93.75%. In addition, most of the students have spiritual attitudes, social attitudes, and skill values in the good category in Cycle I and Cycle II.

Political education courses using the ICT-based Team Assisted Individualization (TAI) cooperative learning model with a scientific approach received a positive response from students. Seeing this, the researcher provides suggestions that need to be considered in political education courses, namely as follows:

1. Efforts to improve the results of political education must be carried out by involving students in the learning process so that independence in solving a problem appears.
2. It is hoped that lecturers in political education courses will provide more training, whether in the form of problem-solving exercises, case studies, arguments, expressing opinions even though studying online, and making assignments gradually from solving political problems that are considered easy to political problems. which is considered challenging so that students are more trained and have confidence in solving problems and are more critical in political education courses
3. It is hoped that researchers in political education courses can do further research on motivation and overcome student difficulties in studying political education courses.

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EFL Teacher's Teaching Strategies in Single-Sex Class

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ABSTRACT

In different situations and contexts, a teacher's teaching tactics may differ. The purpose of this study was to investigate EFL teachers' tactics for teaching English in single-sex classes and to determine single-sex class students' attitudes toward EFL teachers' teaching strategies. The descriptive qualitative design was adopted in this investigation. The English instructor and second-grade students of Junior High School Modern Tarbiyah Boarding School Takalar were the subjects of this study. Purposive sampling was used to select 32 pupils to serve as research subjects. The study employed three types of devices to collect data: observation, questionnaire, and interview. The findings revealed that (1) bilingual language instruction, offering feedback and appreciation, and movement are among the EFL teacher's tactics for teaching English, such as giving feedback and praise, moving around the classroom, reviewing the lesson, giving clear instructions to students, providing vocabulary exercises, and repetition during the teaching.
Keywords: EFL Teacher Strategies, Students' Perception, Single Sex Class

Introduction

The most significant component in teaching and learning activities is the teachers' strategy. A teaching strategy is a means of delivering a teaching method in the context of learning (Elashab, 2020). The strategies are useful for a variety of reasons: To begin with, when a teacher employs appropriate and effective tactics, teaching and learning activities will be qualified. It will have an impact on how to

learn effectively if you use an effective technique. This method can help students assess their ability to comprehend the lecture. Second, strategy has a significant impact on the growth of student learning. Students will be able to develop high-quality learning activities, as well as active, full involvement and learning motivation. Third, by using the right strategy, a teacher can deliver the learning materials appropriately so that the quality of teaching and learning meets the target that a teacher wants to achieve.

Middle school is the beginning of the adolescent years for students. Adolescence is a developmental stage that occurs between childhood and adulthood and is marked by biological, cognitive, and social-emotional changes. Shifts that occur during adolescence are marked by rapid emotional improvements, and value changes and the most noticeable change is a shift in what interests them and their relationships with others, (Alley, 2019).

Single-sex classes in high school may be an alternate option to give psychiatric treatment for kids who are in the adolescent phase, allowing them to be more focused on their studies. Single-sex class, also known as a single-gender class, is a method of delivering educational services in which male and female students are separated into different classes Single-gender classes and schools were established to improve the talents of pupils, both male and female, particularly in subject areas such as English (Boers, 2021).

Bryan (2020) uncovered several glimpses of how boys and girls work, with major consequences for how we teach and reach out to them in educational settings. He discovered that boys acquire gross motor abilities earlier in life than girls, who develop small motor skills first. Research findings written by Dunn as quoted in National Association for Single-Sex Public Education (2004) provide girls that girls tend to be more verbal than boys and also they can best in remember, males tend to remember least by listening, and then females can remember well by reading and talking. Males are better at remembering things when they are actively involved and take a hands-on approach.

These researches show deep differences concerning sequence development of the various area of the brain between girls and boys. These provide influence education because an educator's lack of understanding of the gender differences has the unintended consequence of corroborating gender stereotypes.

Based on the background above, the researchers are interested in conducting this research under the title "**EFL Teachers' Strategies in Teaching English in Single-Sex Class".** Based on this, the purpose of the is to know the EFL teacher strategies in teaching English for students' single-sex classes and also to know how the students' single-sex perception towards the English teacher strategies in teaching English.

Method

This research utilized a descriptive qualitative research design, utilizing observation, questionnaires, and interviews as data collection tools. The English instructor and 32 pupils from Modern Tarbiyah Boarding School Takalar were the subjects of this study. The non-participant observation was utilized as the method of observation. Observing participants without actively participating is known as non-participant observation. Students in the single-sex class were given a questionnaire by the researcher (Male and female class). The information gathered will be examined using the Likert Scale. The interview was conducted informally.

The veracity of the data was checked via triangulation for this study. The data in this study was analyzed using Miles, Huberman, and Saldana's theory concept (2014).

Results and Discussion

To explain the sorts of EFL teachers' tactics in teaching English in single-sex classes, the researcher evaluated data through observation and interviews. The research findings are a description of the data discovered in the research field, which includes the following seven items: (1) Bilingual language teaching by teachers; (2) Praise and feedback by teachers; (3) Movement in the classroom; (4) Lesson review; (5) Clear instruction to children; (6) Vocabulary practice; and (7) Repetition during teaching.

Students' Perceptions of English Teachers' Strategies in Single-Sex Classes

To describe students' perceptions of English instructor tactics in teaching English, the researcher used data from a questionnaire and an interview. According to the researcher's questionnaire and interview, pupils had a variety of attitudes toward their English.

Table 3.23 Overall Frequency and Percentage of the Students' Perception towards the EFL Teacher Strategies in Teaching English in Single Sex Class

Statement of the Questionnaire	Alternative answer (%)				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
English easy and fun	4%	5.6%	1.8%	-	-
Use English language while teaching	-	0.8%	3.6%	2.8%	-
Use Indonesian language while teaching	8%	4.8%	-	-	-
Use English-Indonesia while teaching	12%	1.6%	-	-	-
Giving feedback or praise	2%	5.6%	3%	-	-
Teacher movement in the classroom	1%	4%	3.6%	0.4%	0.2%
Review the lesson	7%	5.6%	-	-	-
Clear instruction to students	8%	4%	0.6%	-	-
Providing vocabulary task	4%	1.6%	4.8%	-	-
Repetition during teaching	10%	3.2%	-	-	-
Teacher strategies in teaching English	8%	4%	0.6%	-	-

(Female Class)

Table 3.23 Overall Frequency and Percentage of the Students' Perception towards the EFL Teacher Strategies in Teaching English in Single Sex Class

Statement of the Questionnaire	Alternative answer (%)				
	Strongly agree	Agree	Doubt/ Neutral	Disagree	Strongly disagree
English easy and fun	4%	8.8%	1.8%		-
Use English language while teaching	-	3.2%	3%	3.6%	-
Use Indonesian language while teaching	11%	4%	1.2%	-	-
Use English-Indonesia while teaching	10%	6.4%	-	-	-
Giving feedback or praise	5%	8%	1.8%	-	-
Teacher movement in the classroom	1%	1.6%	5.4%	1.6%	0.4%
Review the lesson	6%	6.4%	1.8%	0.4%	-
Clear instruction to students	7%	4.8%	2.4%	0.4%	-
Providing vocabulary task	5%	1.6%	5.4%	0.4%	0.2%
Repetition during teaching	10%	4%	-	0.8%	0.2%
Teacher strategies in teaching English	4%	7.2%	2.4%	0.4%	-

(Male Class)

Discussion

a. Teachers' bilingual language use in the classroom

The teacher did bilingual language for both female and male classes when starting the class, running the class, and ending the class. In the pre-teaching stage, before the teacher started the material, she always gave a review of the previous lesson, when the teacher gave a

review of the lesson she used English and interpreted it into Indonesian (bilingual language). In the running of the class, when the teacher explained the material or give a clear instruction strategy also by using bilingual language but if the students face difficult things, the teacher explained the material dominant with Indonesian. Then at the end of class, before the teacher close the class she also used bilingual language by giving a review of what students understood about the material that day. As stated by Boers (2021) that teachers using the first language can help students to use their limited time efficiently with productive or communicative activities. It is also supported by the theoretical perspective of Aeni et al (2019) who state that L1 can assist in the comprehension and memorization of L2 vocabulary. Furthermore using bilingual language in teaching can avoid misleading. And also the responses of students to this strategy, most of them gave a good perception. It can be seen from the results data of the questionnaire and interview. The percentages of them got (12%) female class strongly agree and (10%) male class strongly agree.

b. Giving praise and feedback

The teacher did feedback after providing a review of the lesson and after repeating during teaching activities, where the teacher asked about the extent of students' understanding of the lesson that has been learned. For the praise, the teacher applied after she was given a question to test the students' ability. The teacher gave it in the form of words like "good, good job, *Pintar* (smart)". The frequency of the teacher providing feedback and praise in the female and male classes was the same and also with the same activities. Based on the previous study that has been used by Richards, (Tian, 2019) stated that feedback can be given by praise, by any relevant comment, or by silence. Feedback is an important factor in today's classroom and should be implemented in every classroom. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them got (5.6 %) female class agree and (8%) male class agrees.

c. Movement in the Classroom

In the researcher's observation, there were different kinds of movements that the teacher did. When the teacher taught a female class she stand in a corner and then move to another corner, but when the

teacher taught in a male class the teacher stood and move only in the middle of the class.

According to McCaughey (2018), introducing more movement into classroom activities might benefit children's cognitive development, conduct, and health from a theoretical standpoint. According to the interview results, this was done to draw pupils' attention and keep them engaged. In addition, the majority of students offered positive and uncertain replies to this method. The percentages of them are as follows: (4%) female class agrees, and (5.4%) male class prefers to remain uncertain.

d. Review the Lesson

Before entering into the discussion of the core material, in the pre-teaching stage, the teacher always provided a review of the material about what students learned previously or about their last material. The teacher gave questions to provoke students' understanding. Then at the end of the class or in the post-teaching stage, the teacher gave a review to students about what they understood from today's lesson. The frequency the teacher applied this strategy was the same between the female and male classes.

Six educational roles were critical to the structure of direct teaching. (Wathoni, 2022) classified prior studies into daily reviews, structure, and presentation, guided practice, feedback and correctives, independent student practice, and weekly and monthly reviews. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them get (7%) female class strongly agree and (6.4%) male class agree.

e. Clear Instruction to Students

The teacher did clear instruction in the running of the class with the explanation of the lesson delivered. The frequency of the teacher applying this strategy between male and female classes same but related to the bilingual language strategy the teacher did this strategy by using English and then interpreting it into Indonesian. When the teacher applied this strategy the teacher prefer to use Indonesian when she was in the male class. As (Bal-tastan et al, 2018) in their research wrote that all factors under the control of the school, and the teacher are the most powerful influence on student success. It's also supported the importance of clear instruction based on According to Hattie (2009),

higher learning occurs in a dynamic context where teachers provide explicit active teaching rather than in scenarios where teachers do not actively direct instruction and instead shift control over topic and pace to students. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them got (8%) female class strongly agree and (7%) male class strongly agree.

f.   Providing Vocabulary Exercise

According to Cameron (2001, p. 75), mastering vocabulary is crucial since knowing language allows us to talk, write, and listen effectively. And also the responses of students to this strategy, most of them gave an undecided perception. The percentages of them get (4.8%) female class undecided and (5.4%) male class undecided.

g.   Repetition during Teaching

The teacher did this strategy in the running of the class with the frequency the teacher applied this strategy preferred with the male class. After the teacher finished presenting the material, she asked the students whether they had understood the material or not? When there were students who still did not understand the material, the teacher assisted / guidance to students who had difficulty understanding the learning material. If there were students who have difficulty learning, provide repetition of the delivery of the material using simple language so that students can understand. Teachers also told students who already understand to teach their friends. Because time is provided for practice, remediation, and teacher and peer engagement, low-ability kids or students with learning issues are likely to gain from the mastery technique (Wathoni et al, 2022). According to the hypothesis offered by Falchikov (2003), this discovery employs peer tutoring and team interaction to improve student learning. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them get (10%) female class strongly agree and (10%) male class agree.

Conclusion

In a single-sex class, the EFL teacher employed a variety of tactics to teach English. Because it was a junior high school level, the teacher attempted to explain the subject in English, which was then interpreted into Indonesian. Furthermore, employing dual-language might assist kids in expanding their vocabulary. Giving praise or feedback to

students to motivate them to learn English, moving around the classroom to get students' attention and focus, reviewing the lesson to increase students' understanding of the lesson, giving clear instructions to make students comprehend the information, and providing students with vocabulary exercises to broaden students' vocabulary knowledge, and repetition during the lesson are some of the other ways in which teachers used while teaching English. The researchers suggested certain tactics that may be implemented in general classes, such as delivering praise and feedback, reviewing lesson strategies, providing clear instruction to students, providing vocabulary practice, and repetition during teaching, based on the findings. According to the findings, the teacher uses bilingual language while teaching, gives feedback and praises, moves around the classroom, reviews the lesson, gives clear instructions to students, and provides vocabulary practice and repetition during teaching. This study has contributed to teacher references on how to teach in two distinct classes, such as the single-sex class.

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Description Of Natural Values In The Bilingual Anime Film Naruto the Movie "Road to Ninja" by Masashi Kishimoto Through the Application of Anime TV in Indonesia

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ABSTRACT

This research is motivated by the low ability of students in analyzing films, especially in describing akhlak values. The purpose of this study was to describe the ability of second-semester students to describe akhlak values in the Naruto The Movie "Road To Ninja" film through the Anime TV application. This type of research is descriptive quantitative research. Data was collected using a test technique, namely the results of student analysis. The instrument used in this research is a test instrument. The data analysis technique used is qualitative, namely test sheets, and photo documentation; and quantitative techniques, namely the mean, percentage, and ability classification techniques. The results showed that the ability of students to describe akhlak values in the Nobita No Takarajima film through the Anime TV application amounted to 8 students with a percentage of 27%. As for the poor category, there are 22 students with a percentage of 73%.

Introduction

Education is an endeavor to create high-quality human resources. The goal of Indonesian national education is to help students develop the capacity to become human beings who believe and fear God Almighty, have a noble character, are healthy, informed,

capable, creative, and self-sufficient, and become democratic and responsible citizens (Novandi and Djazariz, 2003). 2012:2.

Writing is seen as craftmanship, a consequence of human imaginative exercise filled with language media, both spoken and composed (Sugiantomas, 2011:8).

Soyomukti (2015:22) asserts that education is life in general. Education encompasses all learning activities that occur in all situations and throughout life. Education encompasses all aspects of life that influence individual development. Lifelong education implies that education is an integral aspect of living. Learning may occur in any context and at any time in one's life.

Language is the basic mechanism of correspondence with the aim that the need for language understanding is very vital in public activities (Marliana, 2016: 29).

Writing is a written work that uses excellent language and has a seriousness that is not the same as the language as a whole and even abuses ordinary language (Yunus, 2019).

The more skilled a person speaks, the brighter and clearer his way of thinking is. Muthmainnah (2017:63).

Literary works are made by writers or scholars to be appreciated, felt, and used by local people throughout their daily life. Scientific works have benefits for their readers. . Useful as in scientific work can be utilized by information and cannot be separated from ethical lessons.

Bertens clarifies (in Abrar, 2016) that virtue is the basic guideline of good and evil that oversees individual behavior and decisions. Then, Abrar (2016) also explains that virtue is seen as an example that can motivate readers to be positive or continue a better life.

Morals in stories are generally ideas that are identified with certain common-sense lessons.

Kenny (in Nurgiyantoro, 2013: 430) argues that ethics in scientific work is usually a method related to certain functional lessons, which are taken and appreciated by readers in the story in question.

As we are aware that Indonesia is a country of high idealism, good personality, and honesty. Maybe this nickname is not appropriate to add to this country considering that there is no such sweet nickname for the Indonesian people.

Previously, Indonesia was known as a broad-minded country with a population full of morals and customs. These community

groups maintain good manners in friendly communication as children act towards their parents, and guardians for the younger ones, such as seeing someone in between. friends.

But along with the speed of increasing opportunities, the development of data innovation is increasing rapidly. Like it or not, it affects individual behavior, especially young people who use it more often.

According to Hamid (2016: 198), values are norms of behavior, beauty, fairness, truth, and efficiency that bind humanity and should be adopted and upheld.

Salim and Ahmadi (Khoiroh, 28:2019) Values are a collection of ideas or attitudes that are held to represent an identity that provides a distinct pattern to patterns of thought, feeling, interest, and conduct.

Nowadays children's behavior is increasingly disturbing, in today's society, teenagers are increasingly allowed to express their thoughts. Not only that, but children today also have bad habits towards people who are more experienced. Students who like to fight, although it's not phenomenal for them to do so for no particular reason. It should be that these students, who were thought to be taught by individuals, could more easily understand the effects of the fight.

Human existence is becoming increasingly dynamic and complicated in the modern-day, as evidenced by the advent of new scientific and technological breakthroughs. These discoveries have both good and bad consequences. The positive influence is the rapid and efficient development of instruments that can assist ease and comfort people's lives. The negative impact is that changes in society tend to lead to a moral crisis.

Moral education cannot be enforced only by conveying teachings, or only by commands and prohibitions. The most important thing is that there needs to be an example and observation to achieve maximum results, and some real events can be summarized in other forms.

Electronic media, one of which is television, radio, and the internet, is generally referred to as mass media. The influence of mass media on behavior, according to a study, was greater than the cognitive aspect (knowledge).

Therefore, the effect of mass communication, especially in the layers of society who are not mentally ready, is more on changes in outward behavior such as lifestyle, fashion, entertainment, and so on,

slightly changing work ethic and slightly adding to knowledge. One of the products produced by electronic media is film.

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Therefore, the effect of mass communication, especially in the layers of society who are not mentally ready, is more on changes in outward behavior such as lifestyle, fashion, entertainment, and so on, slightly changing work ethic and slightly adding to knowledge. One of the products produced by electronic media is film.

The film can be regarded as a learning medium because the film is a form of technical embodiment of the story method that contains interesting, light, entertaining, and educational stories. One of them is anime/animated movies that are loved by both children and adults today.

Anime films are animated films produced by Japan. It's just that today's children rarely take the positive side of the film because they just watch it without perceiving it. When infused, the messages in the film contain the value of moral education that is useful for the future. Anime is a typical Japanese animation, which is usually characterized by colorful images featuring characters in various locations and stories told to different types of audiences. Anime is influenced by the style of manga drawings, and typical Japanese comics. The anime film used as research material in this study is the Naruto The Movie "Road To Ninja" Anime Series by Masashi Kishimoto.

Many scenes in this anime teach about the importance of morals in social life such as an example of parents who always treat their children well. Anime is getting more and more popular and more and more film producers are trying to fulfill people's wishes. One of them is Masashi Kishimoto, who started from comics to comics. Naruto anime movies.

The selection in this anime which teaches about the importance of morals in social life is like an example of a parent who always treats their child well. anime is getting more and more popular and more and more film producers are trying to fulfill people's desires. One of them is Masashi Kishimoto who started from comics to Naruto anime films using the Anime TV Application.

Anime TV is a free application for watching Indonesian online anime subtitles with a large anime movie store, full HD picture quality, and various interesting features that provide a perfect experience, satisfying the desire to watch anime movies online. limited to mobile phones and even Android TV anywhere completely free.

"The Ability to Describe Moral Values in the Naruto The Movie Anime Film "Road To Ninja" by Masashi Kishimoto through the Anime Tv Application for Indonesian Language Education students in the second semester.".

Research Methods

Because the data analyzed are student learning outcomes, the research method employed in this study is descriptive quantitative research. The subjects of the study were Semester II Indonesian Language Education students. The researcher only looked at 27 students in this study. This study's instrument is a test. The data is collected using a test procedure. This study included both qualitative and quantitative data analysis techniques.

Results and Discussion

This research was conducted in the second semester of the 2021-2022 Academic Year of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Al Asyariah Mandar University. The subjects studied in this study were Indonesian Prose Fiction and Drama courses with 27 students (5 males). and 22 women). In this case, the researcher explains to students about the novel that will be studied to find moral values. Then the data was obtained in the form of descriptive study analysis as follows:

Table 4.3: Results of Descriptive Statistical Analysis of Student Abilities

Statistic	
Jumlah Subjek	27
Mean	1,662551
Median	130,5
Mode	126
Standard Deviation	22,26197171
Minimum	108
Maximum	216

	Sum			3519

Source of Results: Data Processing, 2021

After the researchers collected data from the students' ability to describe moral values, then the next step was to describe the frequency distribution of each aspect of moral values, the following results were obtained:

1. The value of morality is easy

		Distribusi Frekuensi Cinta kasih		
No	Nilai	Kategori	Frekuensi	Persentase
A	4	Sangat Baik	-	-
B	3	Baik	1	4%
C	2	Cukup	22	81%
D	1	Kurang	4	15%
	Jumlah		27	100%

Source of Results: Data Processing, 2021

Based on the frequency distribution table of Cinta Kasih, students are said to be very good when students answer according to the answer sheet provided by the researcher. The value of the love of parents for their children. However, there were no students who got the very good category. Followed by the good category, there was 1 student with a percentage of 4% when the students described according to the answer sheet provided by the researcher. Followed by a sufficient category of 22 students with a percentage of 81% when students describe according to the answer sheet provided by the researcher. While the less category is 4 students with a percentage of 15% this value is obtained from student results.

	Independent and Disciplined Frequency Distribution Table			
	Distribusi Frekuensi Mandiri dan disiplin			
No	Nilai	Kategori	Frekuensi	Persentase
A	4	Sangat Baik	-	-
B	3	Baik	1	4%
C	2	Cukup	22	81%
D	1	Kurang	4	15%

	Jumlah	27	100%

Source of Results: Data Processing, 2021

Based on the independent and disciplined frequency distribution table, students are said to be very good when students can describe the film according to the answer sheet provided by the researcher to the maximum. However, none of the students got the very good category. Followed by the good category with 1 student with a percentage of 4% when students describe the value of independence and discipline according to the answer sheet provided by the researcher. Followed by the sufficient category, which consisted of 22 students with a percentage of 81% when students described the quotation according to the answer sheet provided by the researcher. While the less category is 4 students with a percentage of 15% this value is obtained from student results.

Aspect Frequency Distribution Table Please help

Distribusi Frekuensi Tolong menolong				
No	Nilai	Kategori	Frekuensi	Persentase
A	4	Sangat Baik	-	-
B	3	Baik	-	-
C	2	Cukup	6	22%
D	1	Kurang	21	78%
	Jumlah		27	100%

Source of Results: Data Processing, 2021

Based on the frequency distribution table for helping each other, there were no students who got the very good category, followed by the good category there were also no students who achieved the results of helping each other. enough category amounted to 6 students with a percentage of 22% this figure was obtained from student results, while the less category amounted to 21 students with a percentage of 78% this figure was obtained from student results.

Aspect Frequency Distribution Table of Mandate and Respect for others

Distribusi Frekuensi Amanat dan Menghargai orang lain				
No	Nilai	Kategori	Frekuensi	Persentase

No	Nilai	Kategori	Frekuensi	Persentase
A	4	Sangat Baik	-	-
B	3	Baik	2	7%
C	2	Cukup	11	41%
D	1	Kurang	14	52%
		Jumlah	27	100%

Source of Results: Data Processing, 2021

Based on the frequency distribution table of Mandate and Respect for others, students are said to be very good when students can describe the film according to the answer sheet provided by the researcher. However, none of the students got the very good category. Followed by the good category of 2 students with a percentage of 7% when students describe according to the answer sheet provided by the researcher. Followed by a sufficient category of 11 students with a percentage of 41% when students describe the quotation according to the answer sheet provided by the researcher. While the less category is 14 students with a percentage of 52% this value is obtained from student results.

Aspect Frequency Distribution TableDare to Admit Error

		Distribusi FrekuensiBerani Mengakui Kesalahan		
No	Nilai	Kategori	Frekuensi	Persentase
A	4	Sangat Baik	-	-
B	3	Baik	1	4%
C	2	Cukup	13	48%
D	1	Kurang	13	48%
		Jumlah	27	100%

Source of Results: Data Processing, 2021

Based on the curiosity frequency distribution table, students are said to be very good when students can describe the film according to the answer sheet provided by the researcher with a maximum of 19 to 24 quotes. However, none of the students got the very good category. Followed by the good category with 1 student with a percentage of 4% when students describe according to the answer sheet provided by the researcher. Followed by a sufficient category of 13 students with a percentage of 48% when students describe according to the answer

sheet provided by the researcher. While the less category is 13 students with a percentage of 48% this value is obtained from student results.

Table of Frequency Distribution Aspects of Being Mature

No	Nilai	Kategori	Frekuensi	Persentase
Distribusi Frekuensi Berani Mengakui Kesalahan				
A	4	Sangat Baik	-	-
B	3	Baik	-	-
C	2	Cukup	14	52%
D	1	Kurang	13	48%
	Jumlah		27	100%

Source of Results: Data Processing, 2021

Based on the frequency distribution table for being mature, there were no students who got the very good category and the good category. Followed by a sufficient category of 14 students with a percentage of 54% this figure was obtained from the results of students according to the researcher's answer sheet, while the less category amounted to 13 students with a percentage of 48%.

2. Madzmumah Moral Values

Frequency Distribution Table of scolding his parents

No	Nilai	Kategori	Frekuensi	Persentase
Distribusi Frekuensi Cinta Tanah Air				
A	4	Sangat Baik	-	-
B	3	Baik	1	4%
C	2	Cukup	14	52%
D	1	Kurang	12	44%
	Jumlah		27	100%

Source of Results: Data Processing, 2021

Based on the frequency distribution table of scolding their parents, students are said to be very good when students can describe the film according to the answer sheet provided by the researcher to the maximum. However, none of the students got the very good category. Followed by the good category, totaling 1 student with a percentage of 4 %. Furthermore, for the sufficient category, there are 14 students with a percentage of 52% when students describe according

to the answer sheet provided by the researcher. While the less category is 12 students with a percentage of 44% this value is obtained from student results.

Aspect Frequency Distribution Table of Betrayal

No	Nilai	Kategori	Frekuensi	Persentase
		Distribusi Frekuensi Penghianatan		
A	4	Sangat Baik	-	-
B	3	Baik	5	19%
C	2	Cukup	13	48%
D	1	Kurang	9	33%
	Jumlah		27	100%

Source of Results: Data Processing, 2021

Based on the frequency distribution table of Betrayal, students who got the very good category when students got an A. However, there were no students who got the very good category. Followed by the good category there were 5 students with a percentage of 19%. Furthermore, for the sufficient category, there are 13 students with a percentage of 48% when students describe according to the answer sheet provided by the researcher. While the less category amounted to 9 students with a percentage of 33% this value was obtained from student results.

Aspect Frequency Distribution TableMesum

No	Nilai	Kategori	Frekuensi	Persentase
		Distribusi Frekuensi Penghianatan		
A	4	Sangat Baik	1	-4%
B	3	Baik	4	15%
C	2	Cukup	12	44%
D	1	Kurang	10	37%
	Jumlah		27	100%

Source of Results: Data Processing, 2021

Based on the Mesum frequency distribution table, students who get the very good category are 1 with a percentage of 4% this figure is obtained from the results of students who get moral values from 16 to

20, followed by good categories totaling 4 students with a percentage of 15% this figure is obtained from the results of students who got 11 to 15 citations, the sufficient category was 12 students with a percentage of 44%. This figure was obtained from the results of students who got 6 to 10 according to the answer sheet provided by the researcher, while the less category consisted of 10 students with a percentage of 37% from the results of students who get a moral value of 1 to 5 quotes according to the researcher's answer sheet.

The average value of second-semester Indonesian language education students from all aspects of moral values is 1.66. In the next analysis, the researcher classified the student's ability to analyze the moral values in the film to get the results of the percentage of students who were able and unable.

Based on the Completeness Value of Students, the classification of students' abilities to analyze moral values in novels is as follows:

Interval Nilai Berdasarkan KBM	Frekuensi	Persentase	Kategori
3>	-	-	Mampu
<3	27	100%	Tidak Mampu

Based on the percentage of students' learning completeness in analyzing the novel, it can be concluded that the second-semester Indonesian language education students were unable to describe the film. The findings in this study support the use of technology and educational media or the use of ICT in learning Muthmainnah, et. (2021) and Ahmad Al Yakin (2019) which provide convenience in accessing digital teaching materials or materials. The Anime TV application in describing moral values is certainly very useful for students and lecturers as one of the recommendations for the use of ICT in education in the digital era.

The author adds that watching anime films using Anime TV media is an audio-visual-based learning media. Muttalib, A. (2016). help students in analyzing the moral values in a film.

Anime is a genre of Japanese animation that is distinguished by vivid images of characters in diverse settings and tales that are broadcast to various sorts of viewers.

Although the students' abilities from the results of this study were in the category of not being able to analyze the moral values of

the Anime Tv application, it was caused by students not being accustomed to using digital media in conducting learning or accessing digital-based teaching materials, even though we all know that technology is developing rapidly nowadays. This makes it very easy for humans to do various things.

Conclusion

This study aims to describe the ability of second-semester students to describe moral values in the Naruto The Movie Anime Series "Road To Ninja" through the anime tv application. After the researchers analyzed the data, a result was obtained that the second-semester students in describing the moral values in the Naruto film through the TV anime application were declared incapable.

The students who were able to describe the moral values in the results of this study showed that out of 28 students, none of the students were able to describe the film. So it can be concluded that the second-semester Indonesian language education students at Al Asyariah Mandar University have not been able to describe moral values in the Naruto film Road To Ninja episode through the anime tv application, totaling 8 students with a percentage of 27%. while for the poor category, there are 22 students with a percentage of 73%.

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SYNOPSIS

In the context of the fourth industrial revolution, high-quality human capital that generates innovations is emerging as a critical factor in enhancing the competitiveness of individual businesses and the national economy as a whole. The digital transformation of public life has significantly impacted human capital development. Technologies such as remote communication, robotics, and artificial intelligence have created new education, health care, and employment opportunities. Education and health care have become more personalized and technologically advanced. Opportunities for remote work and combining work in multiple companies have emerged.

On the other hand, digitization poses challenges and threats to human capital development. These include the need for continuous competency enhancement, increased stress levels due to the increasing information and emotional load on an individual operating in a digital environment, etc. The digital economy is also characterized by general job cuts and a decline in the rights of employees who have switched to telecommuting. Furthermore, the introduction of digital tools raises the risks of discrimination against various population groups and growing social and economic inequality. Holders of human capital face the need to acquire new knowledge, improve their professional qualifications, and engage in comprehensive personal development throughout their lives under these conditions. To ensure the least painful inclusion of all members of society in the digital environment, the state and business must create conditions for increasing the population's level of digital, financial, and legal competence.