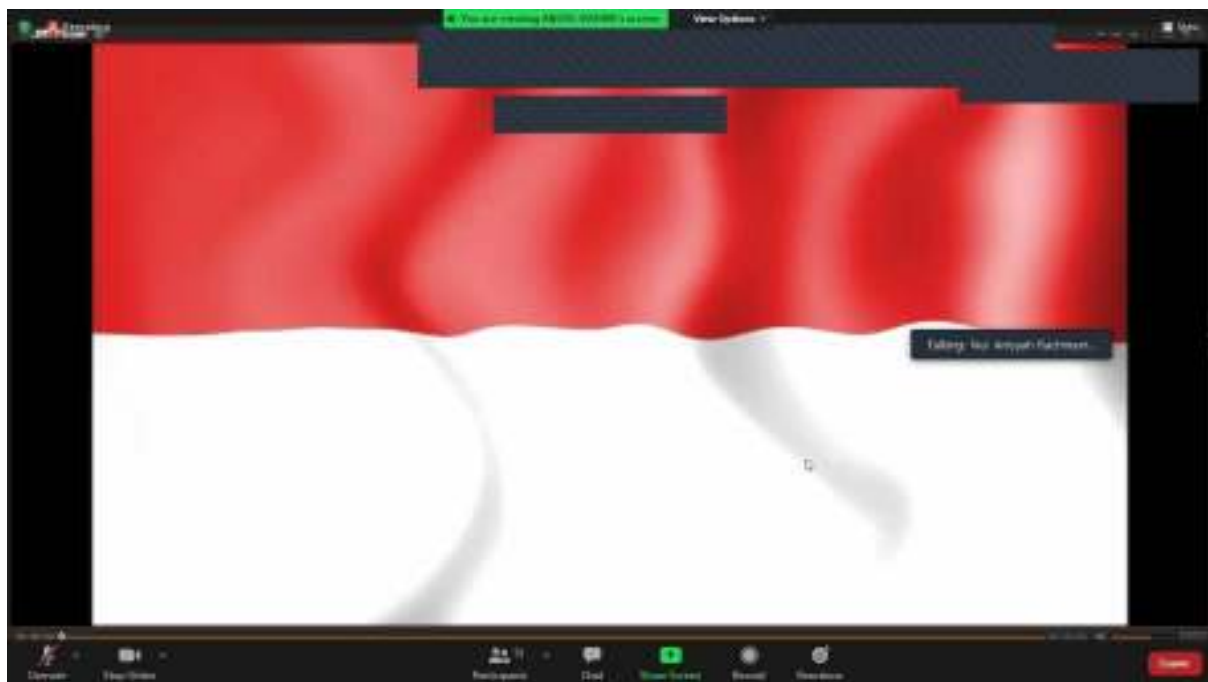


Dokumentasi Academic Discussion  
20 November 2021

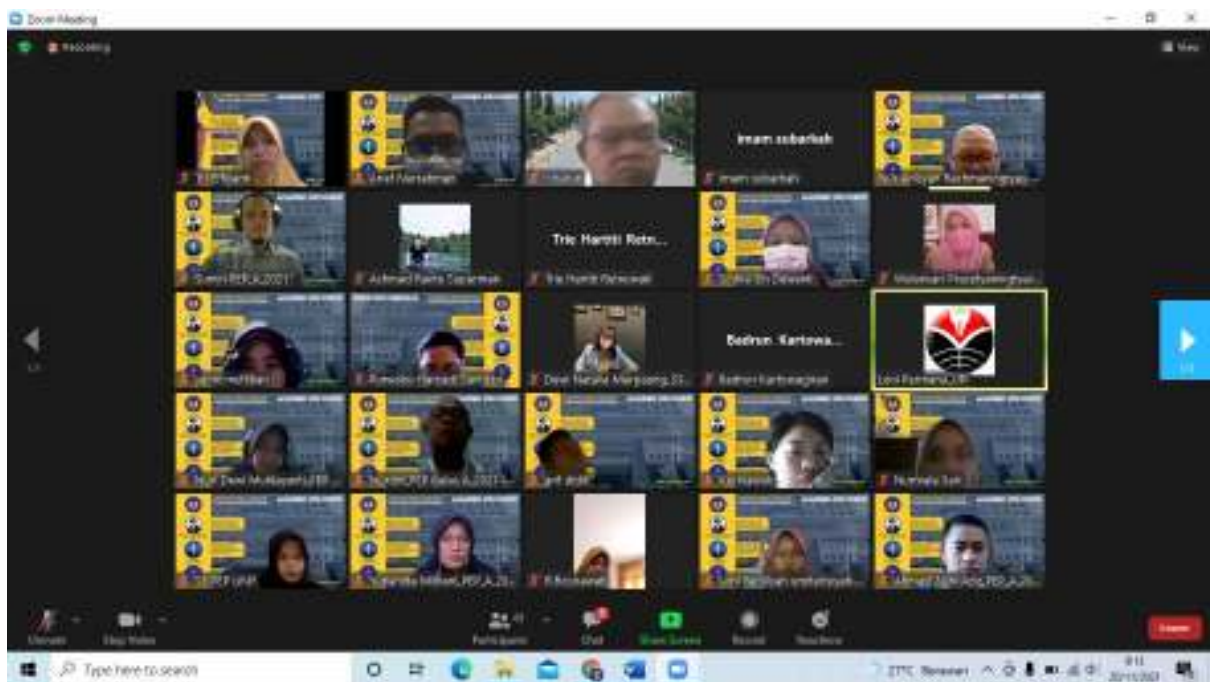
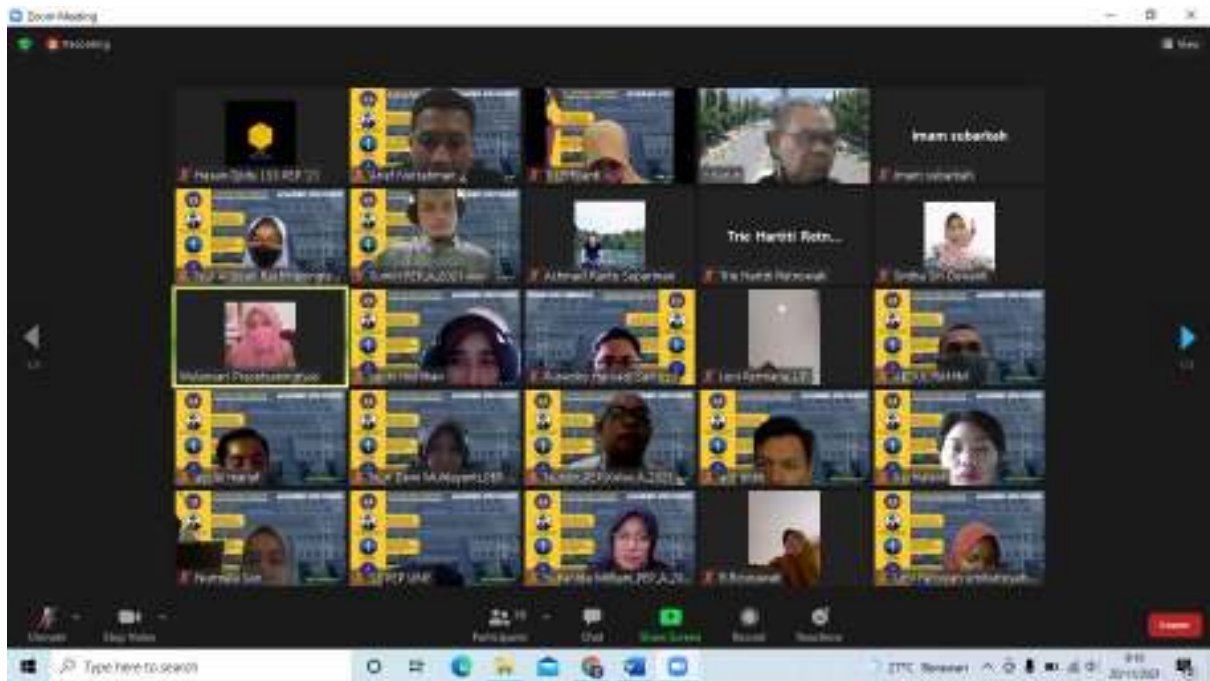


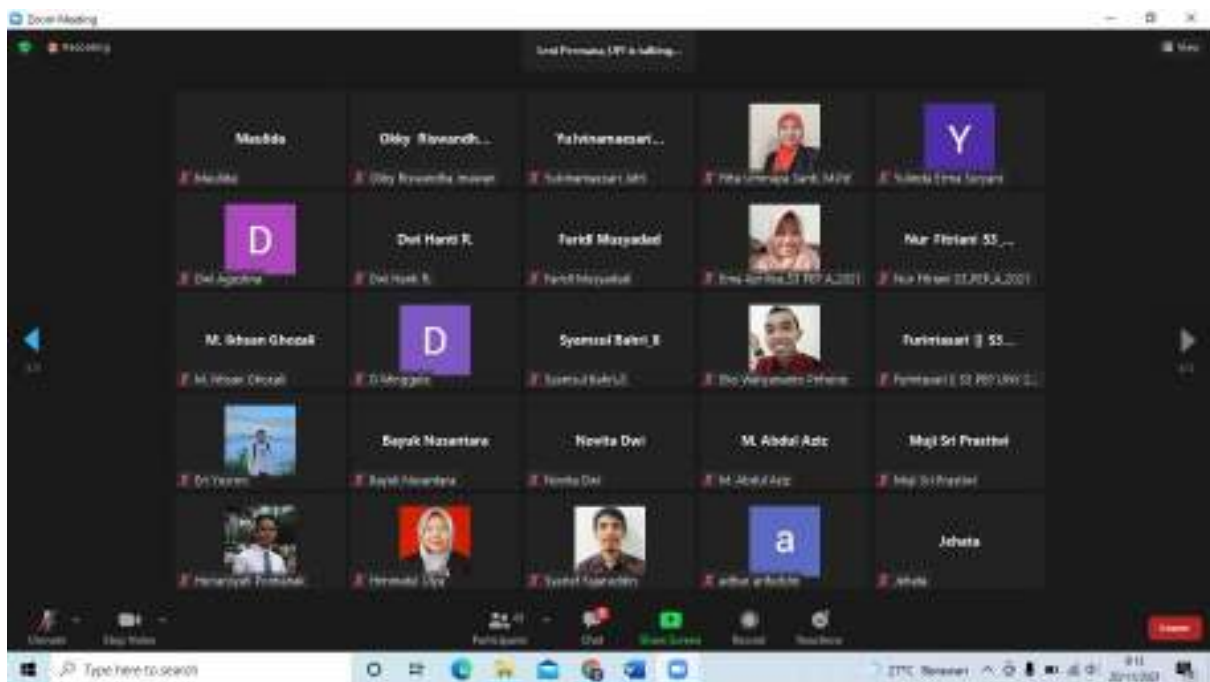




Yth bpk ibu pimpinan,, yth bpk ibu, perkenankan saya untuk menyapa, assalam, selamat pagi







Zoom Meeting

Universitas Negeri Yogyakarta  
Prodi Penelitian dan Evaluasi Pendidikan

# ACADEMIC DISCUSSION

Effectiveness of The 44 "40" Authentic Assessment Model: A Single - Case Research (SCR)

Prof. Dr. Sabar Kartawiguna, M.Pd  
Indonesian Negeri Yogyakarta

Community-Based Teacher Training: Transformation of Sustainable Teacher Professional Strategy in Indonesia

Dr. Sumaryanto  
Indonesian Negeri Yogyakarta

Character and Values of Junior High School Student in The Coastal Area, Indonesia

Dr. Abdul Wazid  
Indonesian Negeri Yogyakarta

27°C Semarang

20/11/2021

Zoom Meeting

Universitas Negeri Yogyakarta  
Prodi Penelitian dan Evaluasi Pendidikan

# ACADEMIC DISCUSSION

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Dr. Abdul Wazid  
Indonesian Negeri Yogyakarta

Sabtu, 20 November 2021

Chat

Andrianto: sudah masuknya udah, dan itu 🙏

Andrianto: welcome to Everyone 09:10 AM

👍👍

Andrianto: welcome to Everyone 09:10 AM

Dr. Yoni: mohon maaf untuk akan Ndr. Andrianto dipakai Prof. Sabar karena koneksi laptop Prof. Yoni sedang kurang stabil koneksi

Andrianto: welcome to Everyone 09:10 AM

Andrianto: oh gitu baik ya

Andrianto: nggak apa

Andrianto: maaf, Prof. Yoni A, Dr. S, dan Prof. Yoni A

Andrianto: "sudah udah banyak yang", dan pada "sakit" ya punya yang"

Who can see your messages? Everyone (0)

Dr. Yoni: welcome to Everyone 09:10 AM

Type message here...

27°C Semarang

20/11/2021



Zoom Meeting

Universitas Negeri Yogyakarta  
Prodi Penelitian dan Evaluasi Pendidikan

# ACADEMIC DISCUSSION

**Effectiveness of The AS "IC" Authentic Assessment Model: A Single - Case Research (SCR)**

**Prof. Dr. Sudron Kartawigraha, M.Pd.**  
Universitas Negeri Yogyakarta

**Community-Based Teacher Training: Transformation of Sustainable Teacher-Development Strategy in Indonesia**

**Dr. Sumaryada**  
Universitas Negeri Yogyakarta

**Character and Values of Junior High School Students in The Coastal Area, Indonesia**

20°C November 2023

TEACHING BASE UNIVERSITY (UNY)

Years	Course Teaching	Level	Study Program/Faculty
1978 – now	a. Statistics b. Vocational Evaluation c. Research Method	Associate' Degree (D4) and Bachelor Degree (S1)	Mechanical Engineering Education/ Faculty of Engineering
2005 – now	a. Evaluation Program b. Research Methodology c. Statistics	Master Degree	a. Educational Research and Evaluation/ Master Program b. Primary Education/ Master Program c. Non-Formal Education/Master Program d. Phycology/ Master Program
2008 – now	a. Evaluation Program b. Research Methodology c. Statistics	Doctoral Degree	a. Educational Research and Evaluation/ Master Program b. Vocational and Technology Education/Master Program c. Education Science/ Master Program

Zoom Meeting

Recording

## TEACHING IN NON-HOMEBASE UNIVERSITY (NON-UNY)

Years	Teaching Courses	Level	Study Programs/Faculty/University
2007 - 2017	Statistic	S2	Psychology, Graduate School of Anand Dahan University
2011	Psychometric Seminar	S3	Psychology, Graduate School of Gadjah Mada University
2013	Designs of Psychology Measurement	S2	Psychology, Graduate School of Gadjah Mada University
2014	Cognitive Scale Drafting	S2	Psychology, Graduate School of Gadjah Mada University
2014	Constructs of Achievement Test	S2	Psychology, Graduate School of Gadjah Mada University
2016	Multivariate Statistica	S2	Padang State University
2016	Multivariate Statistica	S3	Padang State University
2019	Instrument Construction	S2	Universiti Putra Malaysia
2007 - Now	Instrument Construction	S2	Psychology, Graduate School of Gadjah Mada University

2010 Browser 20:11:00

Zoom Meeting

Recording

## REFEREED JOURNAL ARTICLES

Years	Quantity/number
2016 - 2021	16 Accredited in national journal
2017 - 2021	32 Reputable international Journal (Scopus)

2010 Browser 20:11:00



Zoom Meeting

Universitas Negeri Yogyakarta  
Prodi Penelitian dan Evaluasi Pendidikan

ACADEMIC DISCUSSION

Prof. Dr. Suban Kartawiguna, M.Pd  
Indonesian Budget Yogyakarta

Dr. Sumaryanto  
NUSA 501501 001

Dr. Abdul Manaf

Phenomena of The 44 "40"  
Authentic Assessment Model  
A Single - Case Research (SCR)

Community-Based Teaching  
Training: Transformation  
Sustainable Teacher-Educator  
Strategy in Indonesia

Sabtu, 20 November 2021

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20°C Semarang

Zoom Meeting

Single-Case Research: Experimental Research

View Options

RECORDING

SINGLE-CASE RESEARCH (SCR)

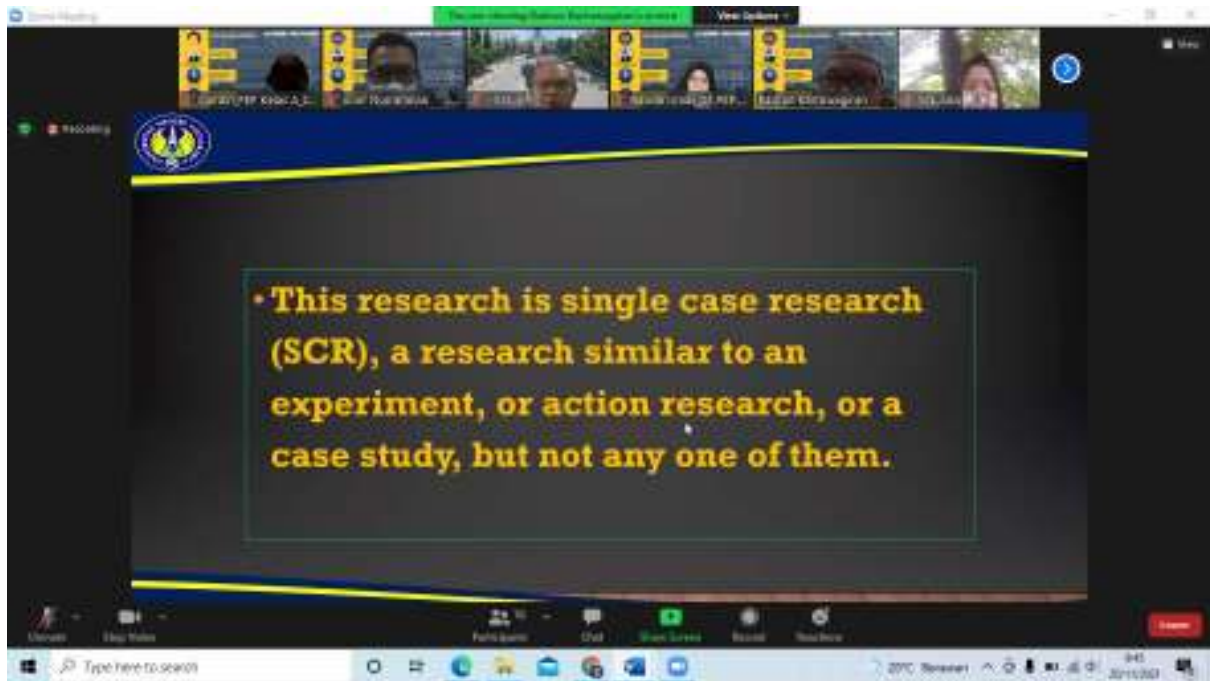
- SCR is a type of research that closely follows the logic laid out for experimental and quasi experimental research, with the exception that you using an N of 1 (i.e., you have only one person - or small number of person - in your study)

Unmute Your Voice

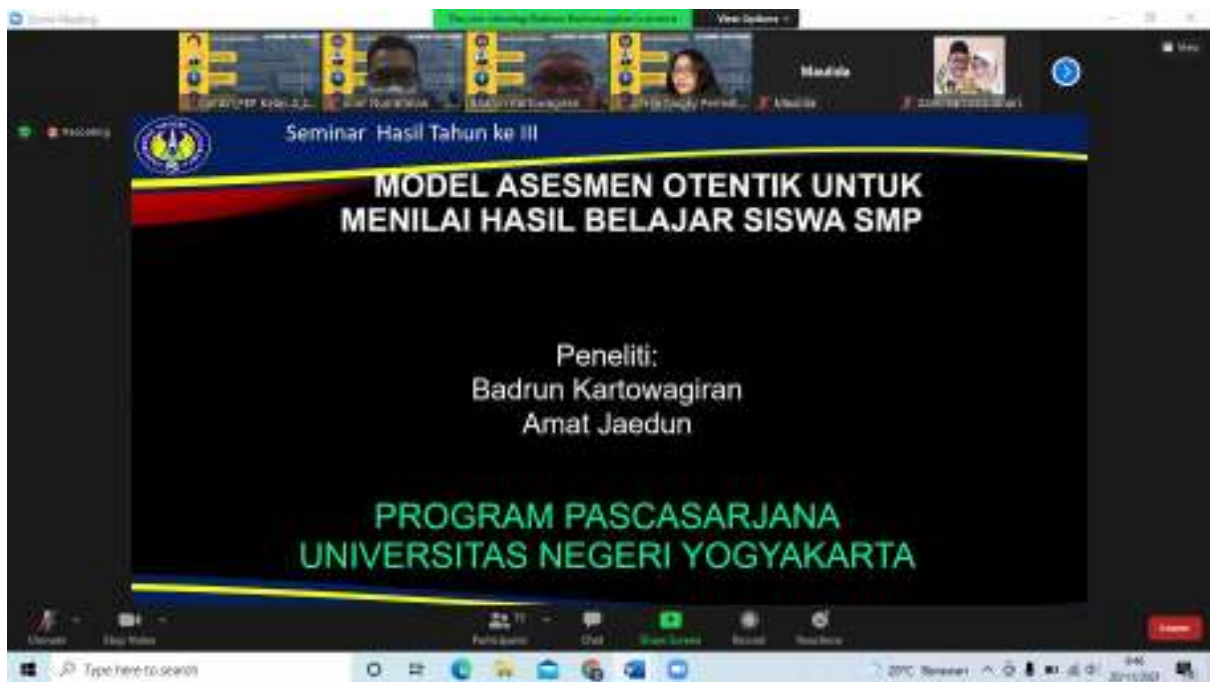
Full Screen Chat Share Screen Mute Your Microphone Stop Video

Type here to search

20°C Semarang



This screenshot shows a Zoom meeting window. At the top, there is a header bar with the text "The 2020 Learning System Development in a Crisis" and "View Gallery". Below the header, there is a row of video thumbnails for participants: "GURU PUTR KRUCIA...", "Amat Jaedun", "Badrun Kartowagiran", "Amat Jaedun", "Badrun Kartowagiran", and "Amat Jaedun". The main content area is a dark blue slide with a yellow border. The slide contains the following text in yellow: "• This research is single case research (SCR), a research similar to an experiment, or action research, or a case study, but not any one of them." At the bottom of the slide, there is a navigation bar with icons for "Unmute", "Mute", "Full Screen", "Chat", "Share Screen", "Record", and "More". The Zoom status bar at the very bottom shows "Type here to search", "20°C Semarang", and "9:45 20/11/2020".



This screenshot shows a Zoom meeting window. At the top, there is a header bar with the text "The 2020 Learning System Development in a Crisis" and "View Gallery". Below the header, there is a row of video thumbnails for participants: "GURU PUTR KRUCIA...", "Amat Jaedun", "Badrun Kartowagiran", "Amat Jaedun", "Badrun Kartowagiran", and "Amat Jaedun". The main content area is a dark blue slide with a yellow border. The slide contains the following text in white and green: "Seminar Hasil Tahun ke III", "MODEL ASESMEN OTENTIK UNTUK MENILAI HASIL BELAJAR SISWA SMP", "Peneliti: Badrun Kartowagiran Amat Jaedun", and "PROGRAM PASCASARJANA UNIVERSITAS NEGERI YOGYAKARTA". At the bottom of the slide, there is a navigation bar with icons for "Unmute", "Mute", "Full Screen", "Chat", "Share Screen", "Record", and "More". The Zoom status bar at the very bottom shows "Type here to search", "20°C Semarang", and "9:45 20/11/2020".

Zoom Meeting

View Gallery

Recording

PRODEL ASESMEN AUTENTIK (AA) UNTUK MENILAI HASIL BELAJAR SISWA SEKOLAH MENENGAH PERTAMA (SMP)

YUNIATI, Arief N. Nurrahmatuningsih, M.Pd. | ANGGORA PENYATI, N. Alvin Kusala, S.Pd. | Irena, Widiyanti, S.Pd.

Latih Belajarnya

Penelitian Praktis (PP) | Hasil Belajar Autentik (AA) | Hasil Belajar Autentik (AA) | Model AA untuk menilai hasil belajar siswa

Faktor Penilaian

Metode Penilaian

Luaran Penilaian

Hasil Penilaian

Zoom Meeting

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20°C Semarang

04/11/2023

Zoom Meeting

Recording

Effectiveness of the AA "4C" Authentic Assessment Model: A Single-Case-Research (SCR)

DOI: 10.15804/tmes.2019.57.3.16

**Abstract**

The purpose of this study is to show the effectiveness of the AA "4C" model in increasing teachers' abilities. The study is a Single Case Research using the ABABA design. The subject of the study was a natural-science teacher. Results of the observation conducted continuously by three observers show that each of the teacher's ability items improves from the first condition, to the second condition, and to the third condition. This finding is supported by the results of the Manova technique showing that the AA "4C" model is shown to be effective in improving teachers' abilities in conducting authentic assessment.

**Key words:** *authentic assessment; effectiveness of the AA "4C"*

Zoom Meeting

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20°C Semarang

04/11/2023



Zoom Meeting    The One Meeting. Many Experiences. [View Options](#)

Departel Paling...    Yulianawati...            

Methodology of Research

The study was a Single-Case-Research (SCR) used the ABABA design standing for the preliminary situation (A1), first intervention (B1), second condition (A2), second intervention (B2), and third condition (A3) (Kratochwillv & Levin, 2014). The SCR model was selected in order to describe in detail the improvement in each item of the teacher ability while conducting authentic assessment. This purpose is not attainable when an experiment, action research, or a case study are used.

Type here to search    20°C Semarang    010 20/11/2023

Zoom Meeting    The One Meeting. Many Experiences. [View Options](#)

UIN Ar-Raniry Yogyakarta    **ACADEMIC DISCUSSION**  
 Prodi Penelitian dan Evaluasi Pendidikan

   Effectiveness of The 44-107 Authentic Assessment Model & Single-Case Research (SCR)

   Community-Based Training, Transferability, Sustainable Teacher Development Strategy in Indonesia

   Character and Values of High School Student in Area Indonesia

Type here to search    20°C Pajajaran    010 20/11/2023

Zoom Meeting

Universitas Negeri Yogyakarta  
Prodi Penelitian dan Evaluasi Pendidikan

ACADEMIC DISCUSSION

Effectiveness of The 40' Authentic Assessment Model A Single - Case Research (SCR)

Prof. Dr. Suban Kartawiguna, M.Pd  
Universitas Negeri Yogyakarta

Community-Based Teacher Training: Transformation of Sustainable Teacher Empowerment Strategy in Indonesia

Dr. Sumaryanto  
Universitas Negeri Yogyakarta

Character and Values of Junior High School Student by The Double Area Indonesia



Zoom Meeting

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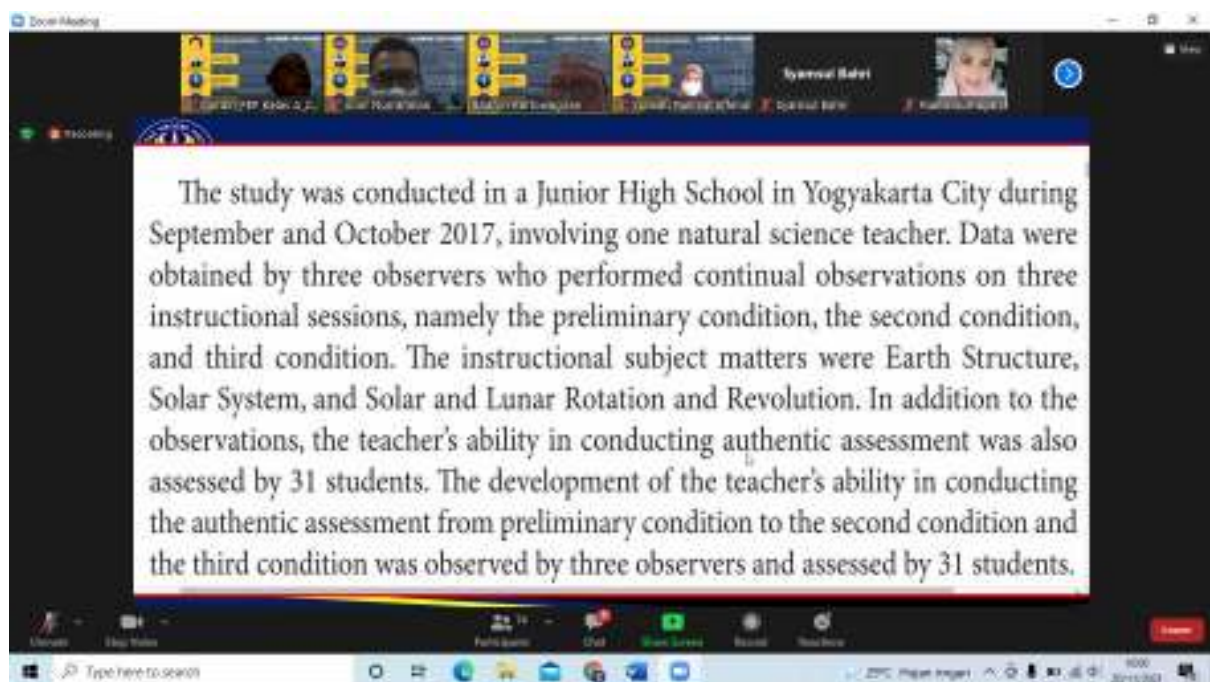
2020 Pijarat Ingeri

9:00 20/11/2020

Zoom Meeting

Recording

The study was conducted in a Junior High School in Yogyakarta City during September and October 2017, involving one natural science teacher. Data were obtained by three observers who performed continual observations on three instructional sessions, namely the preliminary condition, the second condition, and third condition. The instructional subject matters were Earth Structure, Solar System, and Solar and Lunar Rotation and Revolution. In addition to the observations, the teacher's ability in conducting authentic assessment was also assessed by 31 students. The development of the teacher's ability in conducting the authentic assessment from preliminary condition to the second condition and the third condition was observed by three observers and assessed by 31 students.



Zoom Meeting

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2020 Pijarat Ingeri

9:00 20/11/2020

Zoom Meeting

Results of Research

At the beginning of the study, the teacher conducted a preparation stage that was followed by a teaching stage. This was observed by three observers and assessed by 31 students. Results of this activity were called Condition 1, or the preliminary situation, and the results of the students' assessment became the pre-condition of the study. Results of the on-going observation of the teacher's abilities in doing authentic assessment can be seen in Figure 1.

Zoom Meeting

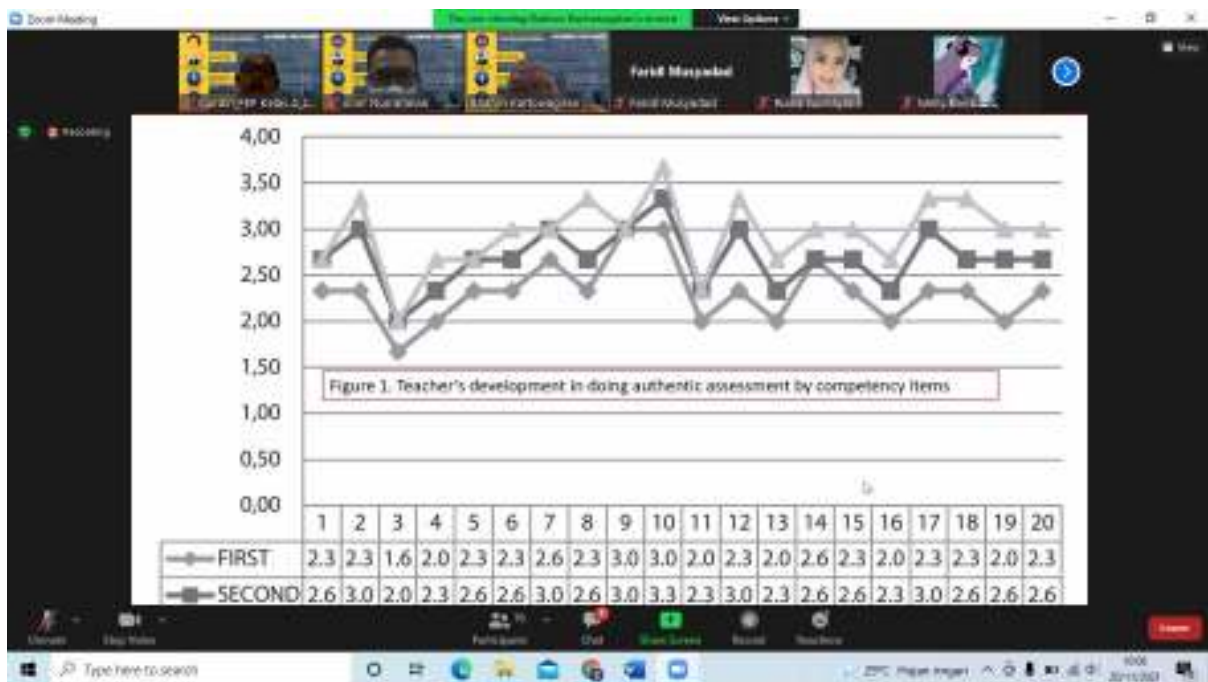




Figure 1 shows that each item of the teacher's abilities in doing authentic assessment improves from Condition 1, Condition 2, to Condition 3. None of the ability item stays in the same state. Using the foregoing criteria, 16 ability items still have a low score and four have a high score. Based on the results of Observation 1(Preliminary condition), the teacher was intervened by Intervention 1, specifically on ability items with low scores. Following Intervention 1, the teacher carried out Teaching 2, the observers Observation 2, and the students Assessment 2. Results of Observation 2 show that the teacher's ability items with a high score elevated drastically from 4 to 16, leaving four items of abilities with low scores, these are: Item 3 (Teacher's technique in answering students' questions), Item 4 (Teacher doing skill assessment during instructional interaction), Item 11 (Cognitive level teacher delivers to students), and Item 16 (Teacher

### Discussion

Observation results from the three observers in the study indicate that out of 20 items in the natural science teacher's abilities in doing authentic assessment, 16 items have a low score. Of the 16 items, six have a "very low" category: Items 3, 4, 11, 13, 16, and 19. Item 3 is related to techniques used by the teacher to respond to students' questions. It is observed that the teacher seldom answers students' questions well; his answers are inappropriate such as: "How on earth did you ask this question?", "That belongs to Year 1 material. Why did you ask this question?"

Zoom Meeting

Ability Item 11 deals with the level of the teacher's cognitive questions. In the early situation, the teacher's test items are of the multiple-choice type and represent mostly the knowledge level (C1), and the comprehension level (C2). Meanwhile, for the junior high school, teachers need to set up their assessment of application (C3), analysis (C4), evaluation (C5), and even creation (C6). Questions of the higher-order thinking will help students be able to think critically. The study by Abrami, *et al.* (2008) demonstrates that giving students the opportunity to have a dialogue helps students to face problems, gives students examples of critical thinking, and offers students some sort of guidance that will have a positive impact on their skills in critical thinking.

Zoom Meeting

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Zoom Meeting

### Buku

Tahun	Judul	Penerbit
2021	Model Tes Kompetensi Guru Matematika Berbasis Jenjang Jabatan	CV. Confident Cirebon
2021	Model Pengembangan Tes	CV. Confident Cirebon
2021	Teorit Tes Klasik dan Tes Respon Rapi: Konsep dan Contoh Pemasarannya	CV. Confident Cirebon
2018	Revisi penitikan pembelajaran matematika	Smart Media Utama Papekarta

From Only Researcher  
Innovation to Everyone

Prof. Baharudin, et al.  
vs. I. apakah hasil untuk  
single case research yang  
impact dalam pembelajaran...

Zoom Meeting

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Zoom Meeting

Zoom Meeting | Meeting ID: 954 119 291 | Passcode: 954 119 291

Farid Muryadi

## Artikel Nasional

1. Artikel berjudul "Kondisi lapangan penelitian etnografi les dan kerangkanya", dipublikasikan pada Majalah Widyaiswara WACANA WEDYA, Juli 2020
2. Artikel berjudul "Model implementasi STEM dalam pembelajaran matematika", dipublikasikan pada Bulletin UMAS-MUDA Koneksi, Edukasi, dan Inovasi PPPPTK Matematika, Edisi 42, Juli 2020
3. Artikel berjudul "Rekonstruksi pembelajaran matematika di era revolusi industri 4.0", dipublikasikan pada Jurnal EDUMATHEDU (Indonesian Digital Journal of Mathematics and Education), Vol. 7, No.1, 2020
4. Artikel berjudul "Kontribusi kemampuan guru terhadap prestasi matematika peserta didik", dipublikasikan pada Jurnal EDUMAT, Vol. 11, No. 1, 2020.
5. Artikel berjudul "Penerapan penalaran belajar matematika berbasis ajian rasional", dipublikasikan pada Jurnal IDEAL MATHEDU (Indonesian Digital Journal of Mathematics and Education), vol 8 no 1, 2019
6. Pengembangan instrumen penilaian tes-teori seleksi dasar, diterbitkan pada Jurnal EDUMAT, vol 10, no 2, 2019
7. Artikel berjudul "Penilaian HOTS dalam pembelajaran matematika", diterbitkan pada Jurnal IDEAL MATHEDU (Indonesian Digital Journal of Mathematics and Education), Vol VI No 5, 2019
8. Artikel berjudul "Penilaian etos, sikap, dan strategi pembelajaran pada pendidikan matematika", diterbitkan pada Prosiding Seminar Nasional Pendidikan Matematika ke-2 (SedukMat V) PPPPTK Matematika, 2019
9. Artikel berjudul "Problematika penelitian tindakan kelas", dipublikasikan pada Bulletin UMAS PPPPTK Matematika, Edisi Nomor 38, 2018
10. Muncak berjudul "Tiga penelitian terapan di sebuah dasar", dipresentasikan pada Seminar Hasil Penelitian RisetMATEKA PPPPTK Matematika, 2018

Zoom Meeting

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Zoom Meeting | Meeting ID: 954 119 291 | Passcode: 954 119 291

Farid Muryadi

PowerPoint Slides:

1. [Thumbnail 1]
2. [Thumbnail 2]
3. [Thumbnail 3]
4. [Thumbnail 4]
5. [Thumbnail 5]

Slide Content:

**Dr. Sumaryanta**  
Alumni S3 PEP UNY

Community-Based Teacher Training:  
Transformation of Sustainable Teacher  
Empowerment Strategy in Indonesia

**Widyaiswara**  
**PPPPTK Matematika**

Yogyakarta, 04 November 2021

Zoom Meeting



Zoom Meeting

**TEACHER: BRIDGING STUDENT AND THEIR FUTURE**

*Teacher - Student*

Teacher is one of the important nodes that bridges students with their future

*Future*

- Students' mathematics learning outcomes are low (PISA, TIMSS, UN)
- The future demands for quality human resources require better educational services for students.
- The quality of teachers is still low (pedagogic & professional competence).
- Quality education services demand the availability of quality teachers.

Teacher is one of the dominant factors that affect students' achievement (Harris, J., 2000)

Teachers' professional development is a key component of students' learning achievement (Bobb, 2000)

The teacher's strategic role implies that the development of teacher professionalization is necessary (Saad, 2010)

Zoom Meeting

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10:00 20/11/2021

Zoom Meeting

**TEACHER TRAINING PROBLEMS AND CHALLENGES**

**Problems**

- ✓ Centralized teacher training - invited to attend centrally in one city/region
- ✓ Teacher leaves the school
- ✓ Students' learning is not served
- ✓ Individual training brings no impact
- ✓ Inefficient in terms of organization and financing



**Challenges**

- ✓ Teachers' self-improvement without sacrificing teaching
- ✓ Collaborative - collegial teacher training
- ✓ Teacher training which has an impact on self, peers, and students
- ✓ Training which is effective, efficient and evenly distributed

Zoom Meeting

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10:00 20/11/2021

Zoom Meeting

Zoom Meeting | Meeting ID: 919 837 2486 | 10:23 AM PT

Zoom Meeting | Meeting ID: 919 837 2486 | 10:23 AM PT

## ORGANIZER

```
graph TD; ST[STEERING TEAM] --- NT[NATIONAL TEAM]; NT --- PD[PROVINCE/DISTRICT/CITY]; PD --- C[COMMUNITY]
```

The training is an activity coordinated by the Directorate General of Teachers and Education Personnel involving the Technical Implementation Unit (UPT), Provincial/District/City Education Offices, education unit organizing communities, teacher professional associations and the Teachers and Education Personnel (GTK) communities

In its implementation, the training organization which is coordinated by the UPT, Provincial Education Office, Education Office, Regency/City, Regional Education and Training Agency, PKG/KKG/MGMP/MGBK/MGTK and education units can cooperate with professional associations, with the business world/industrial world, as well as with the community as part of teachers' competence improvement ecosystem

Zoom Meeting | Meeting ID: 919 837 2486 | 10:23 AM PT

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Zoom Meeting

Zoom Meeting | Meeting ID: 919 837 2486 | 10:23 AM PT

Zoom Meeting | Meeting ID: 919 837 2486 | 10:23 AM PT

## Community-Based Teacher Training

- The training is held in one of the community members' schools, so teachers do not have to go far to attend the training
- The training instructors are taken from the teachers of the community members who have the best competencies
- The training materials are based on the general condition of teachers' weak mastery of materials in each community

Zoom Meeting | Meeting ID: 919 837 2486 | 10:23 AM PT

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Zoom Meeting    This meeting has ended    View Options

Participants: 8/8

## FINDING OF THE RESEARCH

School	Participants*			Average			Increase (%)
	2015	2016	2017	2015	2016	2017	
Kindergarten	89	72	89	43,74	65,82	68,23	24,49
Elementary school	185	219	185	40,14	63,80	62,22	22,08
Junior-high school	65	85	65	44,16	65,33	67,76	23,61
High school	25	28	25	45,38	66,66	69,55	24,17
Vocational high school	12	10	12	44,31	70,30	68,53	24,22
Special Education	7	3	7	46,45	66,79	71,70	25,26

\*participants in thousands

- ◆ The results are encouraging, there has been a significant increase in teachers' competence mastery
- ◆ These results are in line with qualitative findings from interviews with various stakeholders, which state that teacher competency improvement programs are able to improve teacher quality in terms of increasing their pedagogic and professional competencies
- ◆ Teachers have a better understanding of learning materials and how to teach them to students, and are more

Zoom Meeting    This meeting has ended    View Options

Participants: 8/8

30°C Pagiari Inger    10:00 20/11/2023

Zoom Meeting    This meeting has ended    View Options

Participants: 8/8



The diagram illustrates the 'Community-Based Teacher Training' process. It features three main stages connected by downward-pointing blue arrows: **Synergy**, **Peer Partners**, and **Mobilizing**. Each stage is accompanied by a photograph of a group of people in a meeting or training session. To the right of each stage is a list of key findings or characteristics.

- Synergy**
  - Breakthrough in teacher empowerment optimizes synergy of teachers in one area
  - Developing collaboration to grow together
- Peer Partners**
  - Trainings are held near the workplace with their own partner teachers.
  - Bringing teachers from various schools together to learn together.
- Mobilizing**
  - Area-based training encourages the "life" of teacher working groups.
  - The teachers' working group which had been in 'suspended animation' receives space and encouragement to come back to life, facilitating the improvement of teacher competence

Zoom Meeting    This meeting has ended    View Options

Participants: 8/8

30°C Pagiari Inger    10:00 20/11/2023



Zoom Meeting

There are many studies which indicate various benefits that can be obtained from teacher empowerment at school (Bakac, 2015)

## Community-Based Teacher Training



Network activities can positively contribute to teachers' sustainable professional development (Neil & Morgan, 2005)

Network is one of the strongest methods to ensure that an individual develops professionally and maintain strong relations with the professional community (Brine, 2005)

Teachers work group as a teacher forum has an essential role in teachers' sustainable professional development, to develop various beneficial activities towards teachers' competency improvement and professional development (Mulyasa, 2013)

An effective teacher must make the time to communicate with colleagues so that they will function better as mentors and models for others (Bernstein, Butler, & Fortino, 2005)

Community development through teachers' network can be expanded not only among teachers within one area, but also with various components which have teachers' professional relations (Neil & Morgan, 2005)

Several main directions of teachers' network (Neil & Morgan, 2005)

Zoom Meeting controls: Mute, Stop Video, Full Screen, Chat, Share Screen, Record, Reaction

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Zoom Meeting

# Community-Based Teacher Training

Encouraging community and peer learning

Improving the quality of ThemSelf

Colleagues Increase Self Competency

Students (Other) improve their learning

Students improve their learning

Zoom Meeting controls: Mute, Stop Video, Full Screen, Chat, Share Screen, Record, Reaction


Windows taskbar: Type here to search, 30°C, 10:41, 20/11/2023

Zoom Meeting

Zoom Meeting 1

Recording

## CONCLUSION



- ✓ Community-based training is a training with a regional approach which are effective, efficient, and encourages equal distribution of quality
- ✓ Teachers improve themselves without sacrificing teaching, so that students continue to be "served" of their learning when teachers participate in self-improvement programs.
- ✓ The teacher training is collaborative - collegial, teachers can share and synergize.
- ✓ The teacher training has an impact on self, peers, and students, it builds synergy between elements for student learning success

Zoom Meeting 1

30°C Pijep Ingeri 10:41 20/11/2021

Zoom Meeting

Zoom Meeting 1

Hardi Cahya Ad...

Universitas Negeri Yogyakarta  
Prodi Penelitian dan Evaluasi Pendidikan

## ACADEMIC DISCUSSION



Efficiency of The 42-100 Academic Assessment Student & Single - Case Research (SCR)

Prof. Dr. Sultan Fommangoro, W.Pd  
Indonesian Journal They Works

Community-Based Teacher Training: Transformation of Sustainable Teacher Empowerment Strategy in Indonesia

Dr. Sunaryanto  
Kusuma SCIPM 1997

Character and the High School Education Area Indonesia

From Afilia Hugly  
Pembelajaran for Everyone

...Hukum, yang pernah  
mendapat perhatian  
kehadiran mereka para di  
Indonesia, terdapat para...

Zoom Meeting 1

30°C Pijep Ingeri 10:41 20/11/2021

Zoom Meeting

Zoom Meeting: Meeting ID: 919 812 2021

Meeting Controls: Mute, Video, Chat, Screen Share, Record, Share Screen

Participants: Dr. Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha

## NARASUMBER KETIGA



**Dr. Abdul Manaf, M.Pd.**

Alumni S3 PEP UNY  
Predikat = Cumlaude  
Masa Studi = 48 Bulan

Instansi: IAIN Ambon

Tesis  
Characters and Values of Junior High School Student in The Coastal Area, Indonesia

System Tray: 30°C, 10:41, 20/11/2021

Zoom Meeting

Zoom Meeting: Meeting ID: 919 812 2021

Meeting Controls: Mute, Video, Chat, Screen Share, Record, Share Screen

Participants: Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha, Nur Hafidha

## Buku

Tahun	Judul	Penerbit
2020	Pengembangan Model Pendidikan Karakter Berbasis Multi Kultural dan Kearifan Lokal Bagi Siswa PAUD	UNY Press
2020	Pengajaran & Pendidikan Anak Usia Dini	UNY Press
2020	Model Pendidikan Karakter Berbasis Kearifan Budaya pada Anak Usia Dini	UNY Press
2020	Pengajaran Pendidikan Karakter (PKK) Berbasis Multikultural dan Kearifan Lokal Bagi Guru Calon Tutor Di Sekolah PAUD	UNY Press
2020	Penelitian Guru Pendidikan Karakter Berbasis Multi Kultural dan Kearifan Lokal (PKSMKKL) Bagi Siswa PAUD	UNY Press

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Artikel Internasional

Tahun	Judul Artikel	Penyeloenggara
2021	Student Attitude and Mathematics Learning Success: A Meta-Analysis	International Journal of Instruction (SCOPUS, Q1)
2021	A Meta-Analysis of Character Education Values and Student Mathematics Learning Achievement	Jurnal Cakrawala Pendidikan (SCOPUS, Q3)
2020	Dimensions of Early Childhood Character Education Based on Multicultural and Community Local Wisdom	International Journal of Instruction (SCOPUS, Q1)
2020	Self Concept & Mathematics Achievement: A Meta-analysis	Universal Journal of Educational Research (SCOPUS, Q3)
2020	Character Based on Multicultural and Local Wisdom in Early Childhood: The Construction of a Research Instrument	The New Educational Review (SCOPUS, Q3)
2020	Self Concept & Mathematics Achievement: A Meta-analysis	Universal Journal of Educational Research

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ACADEMIC DISCUSSION SERIES 6

CHARACTER AND VALUES OF JUNIOR HIGH SCHOOL STUDENT IN THE COASTAL AREA, INDONESIA

Dr. Abdul Mansaf  
Alumni S3 PEP UNY  
ID SCOPUS: 51214020238

DISAMPAIKAN PADA "ACADEMIC DISCUSSION" SECARA ONLINE DI UNIVERSITAS NEGERI YOGYAKARTA, FAKULTAS PENELITIAN DAN EVALUASI PENDIDIKAN

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## A. INTRODUCTION

# Coastal Areas in Indonesia

More than two thirds of its territory consists of islands and it has the second largest coastline in the world, and the fifth largest population in the world, around 20% of whom live in coastal areas (Bichonuskio et al., 2014).



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## Coastal Region of Southeast Sulawesi




Character is the culmination of habits, resulting from the ethical choices, behaviors, and attitudes an individual makes, and is the "moral excellence" an individual exhibits when no one is watching (Stedje, 2010: 3)

The problem in this research is that there has been no investigation of the character and values of junior high school students living in coastal areas. The implementation of character education in the school, home, and community environment has shaped the strength of students' character.

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## B. METHODOLOGY OF RESEARCH

### 01 General Background of Research

This type of research is qualitative with ethnographic methods, so that this research produces data in the form of words written or spoken by people and behaviors that can be observed.

### 02 Informant of Research

Sources of informants are 30 people consisting of 5 (five) principals, 5 (eight) classroom teachers, 3 (eight) fishermen, 2 (two) religious/cultural leaders, 2 (two) fishermen, 10 (ten) students from High School, and 3 (three) academics.

The techniques used in the selection of informants are purposive and snowball sampling.

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Top: [Participant Avatars]

## 05 Data Collection Techniques

#### Dissemination

Triangulate method (interviews, observations, and focus group)

Triangulate time (Observations to students in the coastal area of SDG TBA were carried out more than once at different times.)

Triangulation source (Interviews with students, focus group participants)

#### Extend participant time

For example, evening apple activities held by school, after-class activities, learning and learning activities, fishing in the sea, bathing in the sea, going to markets, and helping parents repair tools, repair fish traps, and so on.

#### Increase the consistency of observation

In this context, researchers conducted observations in the exploration of coastal waters in the school environment, in the community, and in the family environment.

#### Fixing and preparing sufficient references

Researchers read and prepare culture references such as research reports, national or international journals, national or international proceedings, and books related to the problem under study with the aim of increasing the validity of the information.

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Rayah Nusantara

## C. Research Results

Outstanding character trait	Characteristic	Confirmation results from
Religious	Students believe in a habitable place (jannah) at once	Interviews, Religious and Cultural Figures, Mosques, and Students
	Believe in ritual habit at once	
	Believe in God's power	
	Carry out congregational prayers	
	Steadily follow the recitation (Tilawat)	Principal, Teachers, Mosques, and Students
	Pray before or after an activity	
	Good in saying greetings	
	Do not like to hurt friends / other people	
Are polite and polite to others		

Religious values are the attitudes or behaviors of students in coastal areas, who are obedient in implementing the teachings of the religion they profess.

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Rayah Nusantara    Tol Effyanti

## D. CONCLUSIONS

### 01

Junior high school students who live in coastal areas have an identity that characterizes them as a maritime community. Geographical conditions that are always full of challenges and risks make students have special character values. In addition, character education that has been carried out for a long time in schools, homes, and community environments has made students in coastal areas religious, friendly, hard-working, caring towards their parents, independent, and disciplined.

### 02

Character education should be adjusted to the daily lives of students (local wisdom) in facing the challenges of life problems. Local wisdom in the coastal area refers to behavior that becomes a way of life. Planting character values is the responsibility of all residents on the coast. The values that have been attached to students will help teachers in implementing classroom assessment for successful learning. Students who have good quality values and character will contribute to the success of students in the academic field. In addition, this can be a strength in dealing with the challenges of life in the 21st Century.

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**A. INTRODUCTION**

## Coastal Areas in Indonesia

More than two thirds of its territory consists of the sea and it has the second longest coastline in the world, and the fifth largest population in the world, around 80% of whom live in coastal areas (Richter et al., 2016).



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