



**EDUCATIONAL INNOVATION IN  
SOCIETY 5.0 ERA: CHALLENGES  
AND OPPORTUNITIES**

Edited by  
Yoppy Wahyu Purnomo & Herwin



# EDUCATIONAL INNOVATION IN SOCIETY 5.0 ERA: CHALLENGES AND OPPORTUNITIES



**Taylor & Francis**

Taylor & Francis Group

<http://taylorandfrancis.com>

PROCEEDINGS OF THE 4TH INTERNATIONAL CONFERENCE ON CURRENT ISSUES IN  
EDUCATION (ICCIE 2020), YOGYAKARTA, INDONESIA, 3–4 OCTOBER 2020

# Educational Innovation in Society 5.0 Era: Challenges and Opportunities

*Edited by*

Yoppy Wahyu Purnomo & Herwin

*Faculty of Education, Universitas Negeri Yogyakarta, Indonesia*

*CRC Press/Balkema is an imprint of the Taylor & Francis Group, an informa business*

© 2021 selection and editorial matter, the Editors; individual chapters, the contributors.

Typeset by MPS Limited, Chennai, India

All rights reserved. No part of this publication or the information contained herein may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, by photocopying, recording or otherwise, without written prior permission from the publisher.

Although all care is taken to ensure integrity and the quality of this publication and the information herein, no responsibility is assumed by the publishers nor the author for any damage to the property or persons as a result of operation or use of this publication and/or the information contained herein.

*Library of Congress Cataloging-in-Publication Data*

A catalog record has been requested for this book

Published by: CRC Press/Balkema  
Schipholweg 107C, 2316 XC Leiden, The Netherlands  
e-mail: [enquiries@taylorandfrancis.com](mailto:enquiries@taylorandfrancis.com)  
[www.routledge.com](http://www.routledge.com) – [www.taylorandfrancis.com](http://www.taylorandfrancis.com)

ISBN: 978-1-032-05392-9 (hbk)

ISBN: 978-1-032-07231-9 (pbk)

ISBN: 978-1-003-20601-9 (ebk)

DOI: 10.1201/9781003206019

## Table of contents

<i>Preface</i>	ix
<i>Committees</i>	xi
Society 5.0 and education in Japan <i>H. Masami</i>	1
Innovation in early childhood and primary education <i>G. Fragkiadaki, M. Fleer &amp; P. Rai</i>	7
Strengthening resilience for learning transformation and anticipatory education in the era of society 5.0 <i>S.I.A. Dwiningrum</i>	11
The roles of social capital to promote soft skills among university students in facing the challenge of society 5.0 transformation <i>A.R. Ahmad, M.M. Awang &amp; N.A. Mohamad</i>	18
Perception and attitude student to character education towards society 5.0 era <i>K. Fajriatin &amp; A. Gafur</i>	27
Implementation of civic virtue in character education in the era of Society 5.0 <i>Y. Mahendra, Nasiwan &amp; S.H. Rahmia</i>	31
The importance of using e-learning in teaching social science during and after Covid-19 pandemic <i>E. Suprayitno, Aman &amp; J. Budiman</i>	36
The development of instrument analysis for elementary school children’s social interaction patterns in the era of revolution 4.0 <i>Firmansyah, A. Senen, Mujinem, Hidayati &amp; S.P. Kawuryan</i>	40
The effectiveness of batik learning activities on the improvement of character values in grade VII students of SMP PGRI 8 Denpasar <i>I.K. Mahendra &amp; N.M.M. Minarsih</i>	45
The need fulfillment of assistive technology for students with intellectual disabilities in Indonesia <i>Ishartiwi, E. Purwandari, R.R. Handoyo &amp; A. Damayanto</i>	50
Learning mathematics online during the Covid-19 pandemic: Is it without problems? <i>Desmayanti &amp; Sugiman</i>	54
Assessing the discriminant validity of the curiosity scale using confirmatory factor analysis <i>H. Sujati</i>	60
Collaboration practices between educators in inclusive education before and during Covid-19 <i>W. Hardiani &amp; Hermanto</i>	64
Investigating students’ self-regulated learning and academic procrastination on primary school during distance learning <i>T. Nugraha &amp; S. Prabawanto</i>	69
Exploring e-learning platforms used by students in Indonesia during the Covid-19 pandemic <i>S. Rahayu &amp; Supardi</i>	74
Pre-service teacher education reform in Indonesia: Traditional and contemporary paradigms <i>A. Mustadi, P. Surya &amp; M-Y Chen</i>	80

Envisaging Montessori visions on a K-2 learning environment in a digital form <i>M.H. Ismail</i>	91
Online learning feedback for elementary school during the Covid-19 pandemic <i>F.N. Ismiyasari, E. Rahmawati, W. Kurniawan, Sutama, C. Widyasari, Z. Abidin &amp; Z. Arifin</i>	96
Multiliteracy education challenges: will narrative texts used in textbooks open students' window to critical literacy? <i>H.N. Fadhlia &amp; W. Purbani</i>	101
Adaptive learning 4C skills during and after Covid-19 in elementary school <i>A. Yatini &amp; B.E. Mulyatiningsih</i>	107
Multiliteracy pedagogy challenges: EFL teachers' multicultural attitudes in the literacy classroom practices <i>U. Sholihah &amp; W. Purbani</i>	113
Implementation of wooden craft vocational learning to improve life skills in students with disabilities <i>A. Sulisty &amp; Kasiyan</i>	119
Support of parents and schools for online learning during the Covid-19 pandemic <i>I.W. Liasari &amp; A. Syamsudin</i>	125
The influence of a gamification platform and learning styles toward student scores in online learning during the Covid-19 pandemic using split-plot design <i>W.P. Hapsari, Haryanto &amp; U.A. Labib</i>	132
Strengthening beginners character education in facing the 2020 general election <i>D. Purba, B. Juantara &amp; I. Bulan</i>	138
Revitalization of local wisdom values in strengthening cooperation character towards community civilization 5.0 <i>S.F. Shodiq, D. Budimansyah, E. Suresman &amp; M. Hidayat</i>	142
The implementation of project based learning through mind mapping to increased student creativity <i>U.M. Sadjim &amp; R. Jusuf</i>	147
The dilemma of Timorese education in COVID-19 pandemic <i>Syahrul, Arifin &amp; A. Datuk</i>	151
Model of project based learning in online learning during and after the Covid-19 pandemic <i>E. Wijaya, Nopriansah &amp; M. Susanti</i>	157
Communal learning model as blended learning strategy in primary school during the Covid-19 pandemic <i>K.I. Sujati, A. Syamsudin, Haryanto &amp; W.P. Hapsari</i>	163
Online learning in the medicinal education during the pandemic era: How effective are the platforms? <i>Y. Febriani, H. Haritani, P. Hariadi, T.P. Yuliana, A. Rafsanjani, M. Azim &amp; E.E. Oktresia</i>	169
The effectiveness of the storybooks on the love of homeland character for elementary schools <i>W. Wuryandani, Fathurrohman, E.K.E. Sartono, Suparlan &amp; H. Praselia</i>	175
Strengthening a student's character in the era of society 5.0 in primary school <i>Jamilah, T. Sukitman &amp; M. Ridwan</i>	178
Healthy school behaviour in public elementary school in sanden bantul <i>S.N. Isvandari &amp; C.S.A. Jabar</i>	182
Cooperative learning model talking stick type: To improve speaking skills? <i>A.J. Verrawati, A. Mustadi &amp; W. Wuryandani</i>	186
Building the critical thinking skills of elementary students through science thematic learning using a guided inquiry model <i>P. Pujiastuti &amp; D. Rahmawati</i>	192
Analysis of improving student's statistics thinking mathematic education <i>T.H. Nio, B. Manullang, H. Suyitno, Kartono &amp; Sc. Maryani</i>	196

The effect of porpe strategy to improve the understanding of the concept of social sciences in online learning <i>L.R. Hidayah, M.N. Wangid &amp; S.P. Kawuryan</i>	199
A case study on the implementation of marketing competencies for deaf children in entrepreneurship education <i>E. Bunyanuddin &amp; N. Azizah</i>	204
The strategy of the principal of the elementary school of Jogja Green School in facing the Covid-19 pandemic <i>B.D. Jaswanti &amp; E. Purwanta</i>	209
Development of Star Book Media to influence writing skills and carrying attitude in grade IV elementary school students <i>E. Zubaidah, S. Sugiarsih &amp; A. Mustadi</i>	214
Study motivation and students' participation in distance learning during Covid-19 pandemic <i>H. Nuryani &amp; Haryanto</i>	220
Increasing ecological intelligence through strengthening social studies education <i>R.A. Basit, A. Yuliyanto, B. Maftuh &amp; H.E. Putri</i>	226
Teacher's quality of pedagogical influence on a student's character in society 5.0 era <i>N.K. Suarni, G.N. Sudarsana &amp; M.N.M.I.Y. Rosita</i>	232
The effect of a simplified integrated learning environment on plagiarism behavior <i>G.N. Sudarsana, N.K. Suarni &amp; I.K. Dharsana</i>	238
The profile of pre-service elementary school teachers in developing lesson plan of science instruction <i>W.S. Hastuti, P. Pujiastuti, Pujiyanto &amp; Purwono</i>	244
Documenting factors influencing children like learning English as a foreign language <i>R. Rintaningrum &amp; S. Iffat Rahmatullah</i>	249
The content validity analysis of the elementary school students' tolerance character measurement instrument <i>H. Sujati, Haryani, B.S. Adi, Kurniawati &amp; T. Aprilia</i>	255
Impoliteness language on social media: A descriptive review of PGSD UNY students <i>O.M. Sayekti, A. Mustadi, E. Zubaidah, S. Sugiarsih, E.N. Rochmah</i>	260
Analysis of students' historical empathy in history education <i>S. Dahalan &amp; A.R. Ahmad</i>	266
Analysis of the implementation of primary school teachers' professional duties during the Covid-19 pandemic in Sleman Yogyakarta <i>A. Hastomo, B. Saptono, S.D. Kusrahmadi, F.M. Firdaus &amp; A.R. Ardiansyah</i>	270
Fun and interesting learning to improve students' creativity and self-confidence in the 5.0 social era <i>M. Susanti, Y.P. Sari, K. Karim &amp; Sabri</i>	275
Goal-orientation measurement model: A study of psychometric properties using ranking scale <i>F.A. Setiawati &amp; T. Widyastuti</i>	281
Multiliteracy education in 5.0 era on learning entrepreneurship with the project based learning model <i>B. Afriansyah &amp; N.V. Yustanti</i>	286
Author index	291





# Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

## Preface

Educational innovation in the era of Society 5.0 is directed to resolve various social challenges, issues, and problems relating to educators, students, the dynamics of the education system, and social dynamics. Era Society 5.0 is an answer to the challenges that arose due to problems resulting from the Industrial Revolution 4.0 era by utilizing innovations in technology that integrate cyberspace and the physical world. This is expected to balance economic development and solve social problems. Based on the background of the situation, there was a need for a forum that was able to explore and publish various results of studies and research related to educational innovations in the era of Society 5.0. The 4th International Conference on Current Issues in Education (ICCIE) 2020 took place in Yogyakarta on October 3-4, 2020. The conference was organized by Yogyakarta State University (UNY) in collaboration with Universiti Kebangsaan Malaysia (UKM).

There were 226 participants from countries all over the world attending the conference. The scientific program consisted of in total 92 talks, a big part of them presented in 10 mini-symposia. Five talks were invited plenary lectures given by Assoc. Prof. Dr. Hayashi Masami (Japan), Prof. Dr. Glykeria Fragkiadaki (Australia), Prof. Dr. Juliane Stude (Germany), Prof. Dato' Dr. Abdul Razak Ahmad (Malaysia), and Prof. Dr. Siti Irene Astuti Dwiningrum (Indonesia).

We would like to express our appreciation to the many people who contributed to the success of the conference: the plenary and keynote speakers, the authors, the participants, the session chairs, and the members of the Committees who nominated plenary and keynote speakers. The editors are especially grateful to those who reviewed the manuscripts included in this book.

The Editors

Yoppy Wahyu Purnomo  
Herwin



# Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

## Committees

### **Steering Committee**

Dr. Sujarwo, M. Pd.  
Dr. Cepi Safruddin Abd Jabar, M.Pd.  
Drs. Bambang Saptono, M.Si.  
Joko Pamungkas, S.Pd., M.Pd.  
Dr. Anwar Senen, S.Pd., M. Pd.

### **Chair**

Dr. Ali Mustadi S.Pd., M. Pd.

### **Vice Chair**

Dr. Fery Muhamad Firdaus, S.Pd., M.Pd.

### **Secretary**

Vinta Angela Tiarani, M.Si, M.Ed., Ph.D.  
Amalia Rizki Ardiansyah, S.Pd., M. Pd.

### **Scientific Committee**

Prof. Juliane Stude, Ph.D. (*Münster University, Germany*)  
Prof. Dr. Maryani (*Universiti Pendidikan Sultan Idris, Malaysia*)  
Prof. Poornsook Tantrarungroj, Ph.D. (*Chulalongkorn University, Thailand*)  
Chanita Rukspollmuang (*Chulalongkorn University, Thailand*)  
Asc. Prof. David Evans, Ph.D. (*University of Sydney, Australia*)  
Prof. Dato' Dr. Abdul Razak Ahmad (*Universiti Kebangsaan Malaysia, Malaysia*)  
Dr. Mahzan Awang (*Universiti Kebangsaan Malaysia, Malaysia*)  
Salleh Amat (*Universiti Kebangsaan Malaysia, Malaysia*)  
Ming-Huan Lin (*National Chiayi University, Taiwan*)  
Ruyu Hung (*National Chiayi University, Taiwan*)  
Mei-ying Chen (*National Chiayi University, Taiwan*)  
Laura Apol (*Michigan State University, United States*)  
Vijay Kumar Mallan (*University of Otago, New Zealand*)  
Maria I. E. Manzon (*Nanyang Technological University, Singapore*)  
Sharon Russo (*The University of South Australia, Australia*)  
Harri Lappalainen (*Turku University of Applied Sciences, Finland*)  
Mark Bray (*The University of Hongkong, Hongkong*)  
Prof. Tan Oon Seng (*National Institute of Education, Singapore*)  
Prof. Aurora Adina, Ph.D. (*Stefan cel Mare University of Suceava, Romania*)  
Dr. Wuri Wuryandani, S.Pd, M.Pd. (*Universitas Negeri Yogyakarta, Indonesia*)  
Dr. Sigit Sanyata, M.Pd. (*Universitas Negeri Yogyakarta, Indonesia*)  
Dr. Ali Mustadi, S.Pd., M.Pd. (*Universitas Negeri Yogyakarta, Indonesia*)  
Dr. Yoppy Wahyu Purnomo, S.Pd., M.Pd. (*Universitas Negeri Yogyakarta, Indonesia*)  
Vinta Angela Tiarani, M.Si, M.Ed., Ph.D. (*Universitas Negeri Yogyakarta, Indonesia*)  
Nu Azizah, S.Pd., M.Ed. Ph.D. (*Universitas Negeri Yogyakarta, Indonesia*)  
Ika Budi Maryatun, M.Pd. (*Universitas Negeri Yogyakarta, Indonesia*)  
Pujaningsih, S.Pd., M.Pd. Ed.D. (*Universitas Negeri Yogyakarta, Indonesia*)  
Siti Rohmah Nurhayati, S.Psi., M.Si. (*Universitas Negeri Yogyakarta, Indonesia*)

**Organizing Committee:**

Dr. Wuri Wuryandani, S.Pd., M. Pd.  
Octavian Muning Sayekti, S.Pd., M. Pd.  
Widayanti  
Sekar Purbarini Kawuryan, S.I.P., M.Pd.  
Yunita Fitriatun, S.Pd.  
Tika Aprilia, S.Pd., M. Pd.  
Dr. Amir Syamsudin, M.Ag.  
Rahmat Fadhli, S.IIP, M.A.  
Irfan Wahyu Prananto, S.Pd., M. Pd.  
Rendy Roos Handoyo, S.Pd., M. Pd.  
Tria Widyastuti, S.Psi., M.A.  
Agung Hastomo, S.Pd., M. Pd.  
Budiono  
Supartinah, S.Pd., M.Hum  
Dr. Yoppy Wahyu Purnomo, S.Pd., M. Pd.  
Dr. Herwin, S.Pd., M. Pd.  
Ernisa Purwandari, M.Pd.  
Septinda Rima Dewanti, M.Pd.

# Society 5.0 and education in Japan

H. Masami

*Tokyo Gakugei University, Koganei, Japan*

**ABSTRACT:** Japan calls the future, which is impossible to predict with precision, Society 5.0. Current occupations will be replaced by machines and human jobs will decrease. However, humans will have to do new jobs to make a living. Japan examined what kind of policies are needed for peace and sustainability for humanity. As a result, we decided that we need to master artificial intelligence (AI) and train people who cannot be replaced by AI. However, specific education is still being explored in all countries. In this paper, I have first identified the characteristics of Japan's educational reform. Then, the future of education in Japan was discussed based on the OECD's Learning Compass 2030.

## 1 INTRODUCTION

### 1.1 *The purpose of the investigation*

The purpose of this presentation is to introduce Japan's Society 5.0 and relativize its advantages and challenges. In times of slow change, the future can be predicted by analyzing past data. However, at times, there is a significant disconnect between the past and the future. For example, the present and the future are not continuously connected, as exemplified by the pandemic of the new coronavirus disease. We live in these unpredictable times. First of all, we need to be able to analyze big data and choose the best option. On the other hand, we also need to be able to deal with unpredictable situations that differ from past trends and how best to deal with them. Society 5.0, as proposed by Japan, is the inevitable future. The decision on what kind of education is needed in Society 5.0 era will differ from country to country. This decision will probably change the future of each country.

### 1.2 *The problem being investigated*

I will clarify what kind of Society 5.0 is proposed by Japan, its advantages, and the direction in which it should be incorporated into education. It should be noted that Society 5.0 is not an ideal future, but a reality brought about by technological innovation. Technological innovation allows machines to fill in many parts of human activities. It could be said that machines will take away human jobs. This includes the question of how humans will live in a future where machines will replace many parts of human work. Education, as proposed by the OECD, may provide a hint of a solution. I believe that one of the answers is an education that allows students to exercise competency and agency towards well-being.

### 1.3 *The background*

In today's world of the Internet, new future strategies are becoming an important issue for the industry as well. In conjunction with this, education strategies need to be reoriented for optimization. Governments need to examine their education policies for the sake of peace and a sustainable future for humanity. Here, I would like to show how Society 5.0, which is being considered and implemented by the Japanese government, is changing the educational sector in Japan. Society 5.0 will serve as a reference point for education policy in other countries and for teacher training in universities in other countries, and this will contribute to educational reform.

### 1.4 *General approach*

This report describes how the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) and the educational community in Japan have responded to the Japanese government's policy of Society 5.0 and how they are putting it into practice. One common approach is to develop indicators and case studies to test their effectiveness. Since we have yet to measure effectiveness, I will adopt the case study method of the MEXT. I believe that many countries can take a number of cues from Japan's education reforms, which may or may not be positive.

### 1.5 *The criteria for my study's success*

The goal of the study is to be able to interpret and explain the development of Japan's Society 5.0 strategy in the education world based on OECD's Education 2030 competencies and agencies. Japanese education up to now has tried to work on the individual to make him or her into the desired condition. As

a result, students have become more knowledgeable, skilled, and nurtured in their humanity. The Japanese educational community emphasizes the merits of individual education. However, less attention has been paid to how students live in a world of technological innovation and globalization. This is a point of reflection. Therefore, I decided to use the OECD project, which is examining educational models that respond to technological innovation and globalization, to clarify the characteristics of Japan. Tokyo Gakugei University, to which I belong, is conducting a project to provide evidence for educational reform in collaboration with the OECD and MEXT.

## 2 RESULTS

For predicting the future of employment, a study by Michael A. Osborne of the University of Oxford was the catalyst. There, it was published that many of the jobs that currently exist will be replaced by machines (AI) in the near future (Freya & Osborn 2017).

Influenced by research in this direction, Japan's Nomura Research Institute released a report that said 49% of current jobs in Japan will disappear in the next 15 years. In 2015, Japan's Nomura Research Institute estimated the establishment of computer technology replacements in the next 10-20 years for each of Japan's 601 occupations. It found that about 49% of Japan's working population could be technologically replaced by artificial intelligence (AI). On the other hand, occupations that require knowledge to organize and create abstract concepts, such as art, history, archaeology, philosophy, and theology, were found to be difficult to replace with AI. It was also found that professions that require cooperation with others, understanding of others, persuasion, negotiation, and service orientation are also difficult to replace with AI. Comparing Japan, the United Kingdom, and the United States, it was also found that Japan's workforce is more replaceable by robots and other technologies (Nomura Research Institute 2015). The Nomura Research Institute's comparison of the UK and the US is based on the work of Dr. Osborne and Dr. Frey, among others (Figure 1).

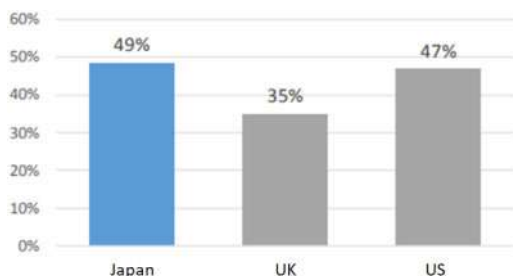


Figure 1. Percentage of the workforce likely to be replaced by AI and robots, compared to Japan, the UK, and the US (Nomura Research Institute 2015).

In the case of Japan, education policy has been developed around the concept of Society 5.0. Society 5.0 is defined by the Japanese government as follows. "A human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space" It follows the hunting society (Society 1.0), agricultural society (Society 2.0), industrial society (Society 3.0), and information society (Society 4.0). Today's complex society is Society 5.0 (see Figure 2).

The difference between Society 4.0 and Society 5.0 is as follows: in Society 4.0, the Cloud is used, but not yet as big data. This is a society where AI does the analysis (Figure 3).

However, we are not yet at the stage where AI can analyze big data and use it consciously and creatively. Therefore, the MEXT, with an eye on society 5.0 vision of a society, is trying to increase the number of people who can engage in research and development related to AI, and to train people with human strengths that cannot be replaced by AI.

The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) is currently working on three leading projects: Leading Project 1, which aims to optimize learning through the accumulation of student study logs. At present, the results are still to be determined, but support strategies have been initiated for the GIGA (Global and Innovation Gateway for All) school initiative.

For the GIGA school concept, a package of measures for the realization of "one computer per student" was created by MEXT. (December 2020) MEXT's roadmap for the realization of the GIGA school concept calls for organizing digital devices for all classes, from elementary school to high school, by the end of 2022 as a start. And it is planned to implement online education through the use of digital textbooks. The plan is to install wireless LANs in all public high schools by the end of the 2020 school year. The plan is to install wireless LANs in 80% of public schools in elementary and junior high schools by the end of the 2020 school year. The government's budget for this is 231.8 billion for the fiscal year 2019. The purpose of this project is to achieve individualized learning without leaving any of the diverse students behind by using a learning log. In the past, Japanese education has offered a choice of subjects, but the degree of individual optimization was not sufficient. From now on, we will be able to provide more customized learning in the future.

Leading project 2 is a reform of the high school entrance examination. In Japan, high school entrance examinations and university entrance examinations are regarded as important, and the subjects on the Common Entrance Examination will be especially focused on. It has been decided to add "information" to the list of subjects to be included in the university entrance examination from 2024. Related to this, data science and statistics education are also being emphasized in the elementary, middle, and high school curricula.

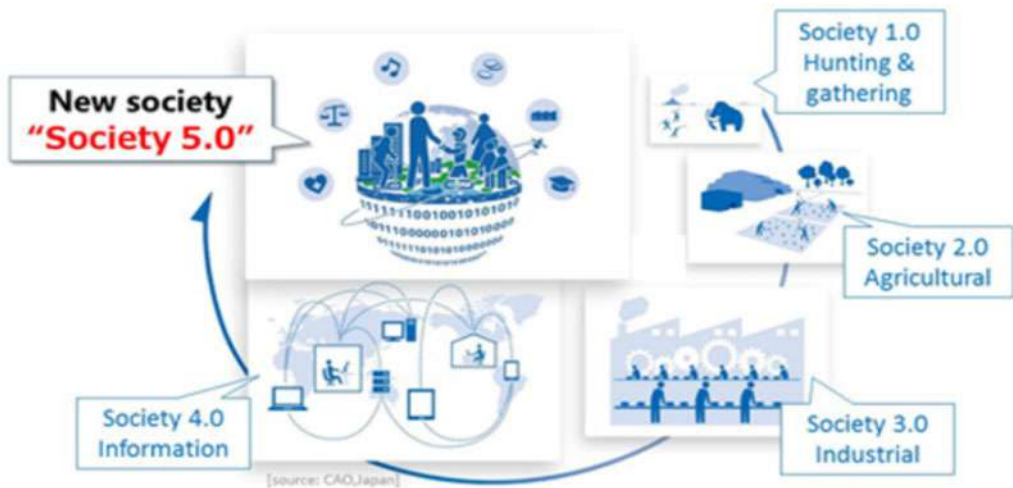


Figure 2. What is Society 5.0? [https://www8.cao.go.jp/cstp/english/society5\\_0/index.html](https://www8.cao.go.jp/cstp/english/society5_0/index.html) (July 24, 2020)

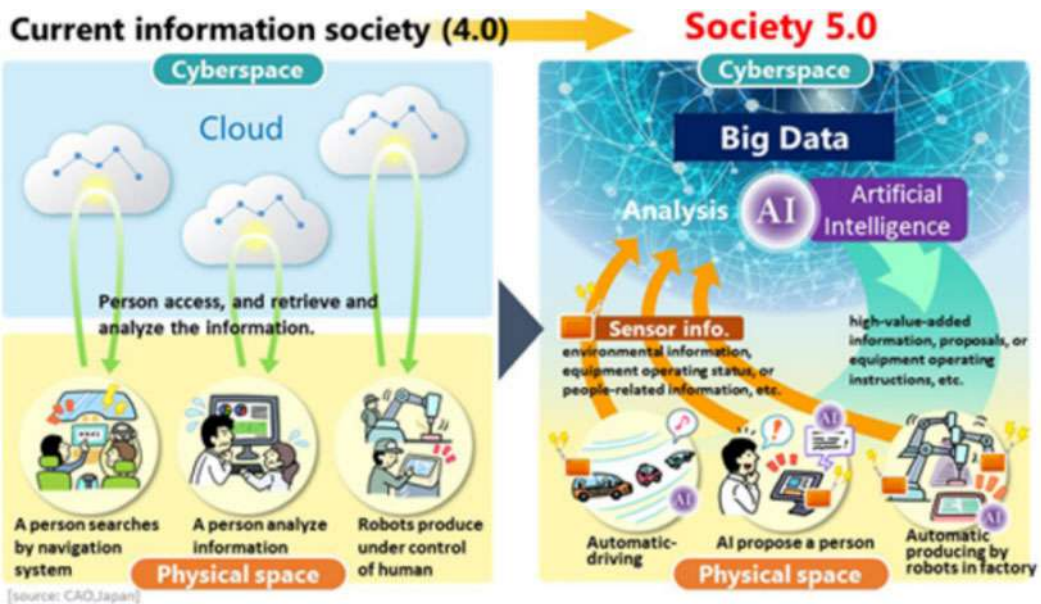


Figure 3. How Society 5.0 works, [https://www8.cao.go.jp/cstp/english/society5\\_0/index.html](https://www8.cao.go.jp/cstp/english/society5_0/index.html) (July 24, 2020)

MEXT emphasizes the promotion of information utilization skills and the enhancement of information morality education as a way to promote the informatization of education. A 2016 survey on information utilization skills is the basis of the policy. It had the following results (Table 1).

The results of the survey show that there are challenges in the ability to use information. In particular, collecting the necessary data (10) and doing numerical processing (11) has a very low percentage of correct answers. Besides, MEXT also gives students

a message about moral education: do not give out passwords, do not open email links or files immediately, always keep your computer updated, and talk to adults if you need help. There have also been changes in university education, with the creation of the faculty of data science in Japan's national universities (Figure 4).

Along with the emphasis on data science in Japan's high schools and universities, a different kind of teaching is being sought at the compulsory education level as well. At Tokyo Gakugei University, we have been



Table 1. Implementing entity MEXT.

	<b>Practical skills in the use of information</b>	<b>Correct answer rate</b>
1	Reading the current situation from the text including figures and tables	77.7%
2	Question about organizing based on web pages	73.6%
3	Question about solutions based on evidence	37.2%.
4	Suggesting reasons from multiple charts of variance	Perfectly correct answer 9.8%. Proper Answer 32.1% *There is a problem in organizing and expressing multiple statistical information. Scientific understanding of information and attitude to participate in society
5	The question to be able to complete a flowchart	46.2%
6	Question about being against information morality	80.0%
7	This is a question about processing with attention to portrait rights	40.6%.
8	Questions about sources and citations	Perfectly correct answer 3.8%. Proper Answer 54.4%
9	Problems related to fraudulent billing on web pages	54.7%. *There is a problem in dealing with sources, citation, and portrait rights. Newly identified issues
10	What kind of data should I obtain?	14.9%
11	A question about calculating with a spreadsheet software	16.3%. *There is a problem in determining what information is needed and processing the data numerically.

*Note:*

*Subjects 10th grade, 135 schools, 4,552 students surveyed. Time period 2015-2016*

*Number of characters entered per minute (24.7)*

*Source MEXT, 2018, Information Use Capacity Survey (High School) Summary, [https://www.mext.go.jp/a\\_menu/shotou/zyouhou/detail/\\_icsFiles/afieldfile/2017/01/17/1381046\\_01\\_1\\_1.pdf](https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/_icsFiles/afieldfile/2017/01/17/1381046_01_1_1.pdf) (September 25, 2020)*



Figure 4. An example from the Faculty of Data Science at Shiga University. <https://www.ds.shiga-u.ac.jp/en/> (July 24, 2020)

conducting research on competency and agency in the classroom, as proposed by the OECD.

In this study, we analyzed the classes at Oizumi Elementary School affiliated with Tokyo Gakugei University. A professor at Tokyo Gakugei University visited the elementary school as a guest teacher and gave a lesson using a robot. The content of the class was to think about the future of Japan and humanity as students interacted with the robot. The students thought about the alternative possibilities for robots and the unique missions of humans (Figure 5).



Figure 5. The robot class at Oizumi Elementary School, Tokyo Gakugei University.

Leading project 3 is the reform of upper secondary schools. The World Wide Learning Consortium was established in the high school to promote research on global social issues, and so forth. Specifically, they plan to set up one administrative school per 60,000



Figure 6. WWL's high school exchange with Indonesia. [http://www.sakado-s.tsukuba.ac.jp/test201907/wp-content/themes/sakado/pdf/Indonesia\\_EN.pdf](http://www.sakado-s.tsukuba.ac.jp/test201907/wp-content/themes/sakado/pdf/Indonesia_EN.pdf) (August 6, 2020).

high school students. At present, they plan to establish one administrative school and about 10 additional schools in total.

The WWL has a new budget of 167 million yen planned for FY 2019. And it is trying to train global innovators. The WWL will break away from the traditional and poorly functioning high school system, which is divided between the humanities and the sciences and will be characterized by a high school-university connection. There are about 10 designated schools, and the maximum amount of annual financial support per school is 15 million yen. WWL has been actively promoting cooperation with other countries, including fieldwork in a rural village and a national park in Indonesia (Figure 6).

### 3 DISCUSSION

What AI can do and how it can be used is currently being explored. However, in Japan, we are trying to get students to think about the professions that AI will replace and equip them with the ability to use AI. It is not clear what and how these skills can be measured for non-AI alternative creative occupations. It is a challenge that we face. For the part about what forces cannot be replaced by AI, I believe that the OECD's Learning Compass 2030 (Figure 6) can be used. This is the same direction as the OECD competencies and agencies.

The OECD's Education 2030 project Learning Compass 2030 aims to be a state of well-being in 2030. Well-being here includes both personal well-being and social well-being. It is very good to set a period time, for example, 2030 as a goal in education reform. It makes the timeline easier to create.

The OECD's Learning Compass 2030 has a three-layered structure. The core competencies are knowledge, skills, attitudes and values, which have been

consistently emphasized in the past. And the second layer is the core foundations, which include data literacy, and so on. The transformative competencies are located in the outer layer. It is Creating New Value, Taking Responsibility and Reconciling Tensions & Dilemmas.

In Japan, curricula are often considered in parallel with other subjects, so the OECD model of a three-layered approach is refreshing. The need to Reconciling Tensions & Dilemmas has not been deliberately incorporated into education in Japan, and this is a new need that has been focused on. In Japan, reconciling tensions and dilemmas have been taught unintentionally as part of special activities such as classroom activities, club activities, student council activities, and school events. From now on, this is the part that needs to be taught more intentionally. And this part is also a human-specific activity that is difficult for AI to replace.

The OECD's Learning Compass also modeled the learning cycle. It is an AAR cycle model of anticipation, action and reflection. It is similar to the three-step model of introduction, expansion and summation that often appears in the Japanese lesson plan for school education. In Japan, the teacher has the students go through the whole lesson at the introduction and the students are made to reflect on the whole lesson at the summary.

Traditionally, the OECD has taken the stance of making the OECD key competencies clear. However, the OECD's Learning Compass 2030 focuses on not just having a compass of competencies, but using the OECD's Learning Compass. It is called student agency and co-agency; the OECD learning model expects students to gain competency and move proactively toward 2030 well-being. It is not just an individual activity. Students are also intended to work collaboratively with peers, teachers, parents, and community members to increase their agency (Figure 7).



Figure 7. The same direction as the OECD competencies and agencies. <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/> (July 24, 2020).

#### 4 CONCLUSION

In Japan, as in the United States and the United Kingdom, about half the jobs will be replaceable by AI and robots by 2030. For this reason, Japan is emphasizing both education to develop the ability to use AI and robots and education to develop competencies and agencies that cannot be replaced by AI and robots.

The Cabinet Office of Japan aims to train leaders who are capable of technological innovation by using AI. The Japanese Ministry of Education is looking for ways to educate all students, including those from the local community to support society 5.0. I hope that each student will be able to achieve well-being both personally and socially.

#### ACKNOWLEDGMENTS

I would like to thank the Research Organization for the Next Generation Education, Tokyo Gakugei University, for their cooperation in this study.

#### REFERENCES

- Cabinet Office in Japan, What is Society 5.0? [https://www8.cao.go.jp/cstp/english/society5\\_0/index.html](https://www8.cao.go.jp/cstp/english/society5_0/index.html) (July 24, 2020)
- Faculty of Data Science at Shiga University, <https://www.ds.shiga-u.ac.jp/en/> (July 24, 2020)
- Freya, C., & Osborn, M. 2017. The future of employment: How susceptible are jobs to computerisation? *Technological Forecasting and Social Change*, 114: 254–280, <https://doi.org/10.1016/j.techfore.2016.08.019>.
- Ministry of Education, Culture, Sports, Science and Technology in Japan, “Society, Human resource development for Society 5.0 (Society 5.0に向けた人材育成について)”, [https://www.mext.go.jp/component/a\\_menu/education/detail/\\_icsFiles/afieldfile/2018/11/19/1411060\\_02\\_1.pdf](https://www.mext.go.jp/component/a_menu/education/detail/_icsFiles/afieldfile/2018/11/19/1411060_02_1.pdf) (July 24, 2020)
- Ministry of Education, Culture, Sports, Science and Technology in Japan. 2018. Information Use Capacity Survey (High School) Summary (情報活用能力調査(高等学校)概), [https://www.mext.go.jp/a\\_menu/shotou/zyouhou/detail/\\_icsFiles/afieldfile/2017/01/17/1381046\\_01\\_1\\_1.pdf](https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/_icsFiles/afieldfile/2017/01/17/1381046_01_1_1.pdf) (September 25, 2020)
- Nomura Research Institute. 2015. 49% of Japan’s workforce to be replaced by artificial intelligence, robots, etc. - Estimated replacement probability by computer technology for each of 601 occupations (要日本の労働人口の49%が人工ロボット等で代替可能に種の職~ 60業ごとに、コンピューター技術による代替確率を試算 ~)”, [https://www.nri.com/-/media/Corporate/jp/Files/PDF/news/newsrelease/cc/2015/151202\\_1.pdf](https://www.nri.com/-/media/Corporate/jp/Files/PDF/news/newsrelease/cc/2015/151202_1.pdf) (September 26, 2020)
- OECD. 2019. Learning Compass 2030, <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/> (July 24, 2020)
- Sakado High School, University of Tsukuba, Let’s travel to Sarongge village, [http://www.sakado-s.tsukuba.ac.jp/test201907/wp-content/themes/sakado/pdf/Indonesia\\_EN.pdf](http://www.sakado-s.tsukuba.ac.jp/test201907/wp-content/themes/sakado/pdf/Indonesia_EN.pdf) (August 6, 2020)

## Society 5.0 and education in Japan

- Cabinet Office in Japan , What is Society 5.0? [https://www8.cao.go.jp/cstp/english/society5\\_0/index.html](https://www8.cao.go.jp/cstp/english/society5_0/index.html) (July 24, 2020).
- Faculty of Data Science at Shiga University, <https://www.ds.shiga-u.ac.jp/en/> (July 24, 2020).
- Freya, C. , & Osborn, M. 2017. The future of employment: How susceptible are jobs to computerisation? *Technological Forecasting and Social Change*, 114: 254–280, <https://doi.org/10.1016/j.techfore.2016.08.019>.
- Ministry of Education , Culture, Sports, Science and Technology in Japan, “Society, Human resource development for Society 5.0 (Society 5.0)”, [https://www.mext.go.jp/component/a\\_menu/education/detail/\\_icsFiles/afieldfile/2018/11/19/1411060\\_02\\_1.pdf](https://www.mext.go.jp/component/a_menu/education/detail/_icsFiles/afieldfile/2018/11/19/1411060_02_1.pdf) (July 24, 2020).
- Ministry of Education , Culture, Sports, Science and Technology in Japan. 2018. Information Use Capacity Survey (High School) Summary, [https://www.mext.go.jp/a\\_menu/shotou/zyouhou/detail/\\_icsFiles/afieldfile/2017/01/17/1381046\\_01\\_1\\_1.pdf](https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/_icsFiles/afieldfile/2017/01/17/1381046_01_1_1.pdf) (September 25, 2020)
- Nomura Research Institute . 2015. 49% of Japan's workforce to be replaced by artificial intelligence, robots, etc. - Estimated replacement probability by computer technology for each of 601 occupations ( 49 601 )”, [https://www.nri.com/-/media/Corporate/jp/Files/PDF/news/newsrelease/cc/2015/151202\\_1.pdf](https://www.nri.com/-/media/Corporate/jp/Files/PDF/news/newsrelease/cc/2015/151202_1.pdf) (September 26, 2020).
- OECD . 2019. Learning Compass 2030, <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/> (July 24, 2020).
- Sakado High School , University of Tsukuba, Let's travel to Sarongge village, [http://www.sakado-s.tsukuba.ac.jp/test201907/wp-content/themes/sakado/pdf/Indonesia\\_EN.pdf](http://www.sakado-s.tsukuba.ac.jp/test201907/wp-content/themes/sakado/pdf/Indonesia_EN.pdf) (August 6, 2020).

## Innovation in early childhood and primary education

- Fleer, M. , Fragkiadaki, G. , & Rai, P. 2020a. STEM begins in infancy: Conceptual PlayWorlds to support new practices for professionals and families. *International Journal of Birth and Parent Education*, 7(4): 29–33.
- Fleer, M. , Fragkiadaki, G. , & Rai, P. 2020b. Exploring *STEM Concepts in Early Years*. Conceptual PlayLab, Faculty of Education, Monash University. <https://www.monash.edu/education/research/projects/conceptual-playlab/publications>.
- Fleer, M. 2017. Scientific playworlds: A model of teaching science in play-based settings. *Research in Science Education*, 49 : 1257–1278. <https://doi.org/10.1007/s11165-017-9653-z>
- Fleer, M. 2018. Conceptual Playworlds: the role of imagination in play and learning. *Early Years*, 1–12. <https://doi.org/10.1080/09575146.2018.1549024>
- Fleer, M. 2019. Conceptual PlayWorlds as a pedagogical intervention: Supporting the learning and development of the preschool child in play-based setting. *Obutchénie*, 3(3): 1–22. <https://doi.org/10.14393/OBv3n3.a2019-51704>
- Hedegaard, M. 2008. The educational experiment, In M. Hedegaard , and M. Fleer (eds.). *Studying children. A cultural-historical approach*, (pp. 101–201). England, Open University Press.
- Vygotsky, L.S. 1966. Play and its role in the mental development of the child. *Voprosy psikhologii*, 12(6): 62–76. <https://doi.org/10.2753/RPO1061-040505036>
- Vygotsky, L.S. 2004. Imagination and Creativity in Childhood. *Journal of Russian and East European Psychology*, 42(1): 7–97. <https://doi.org/10.2753/RPO1061-0405280184>
- Zittoun, T. , & Cerchia, F. 2013. Imagination as expansion of experience. *Integrative Psychological and Behavioral Science*, 47(3): 305–324.

## Strengthening resilience for learning transformation and anticipatory education in the era of society 5.0

- Bass, B. M. , Avoilio, B. J. , Jung, D. I. , & Berson, Y. 2003. Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2): 207–218.
- Burns, J. M. 2003. *Transforming leadership: A new pursuit of happiness*. New York: Atlantic Monthly Press.
- Buchori, M. 2001. *Pendidikan antisipatoris*. Yogyakarta; Penerbit Kanisius.
- Castro, A. J. , Kelly, J. , & Shih, M. 2010. Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3): 622–629. doi:10.1016/j.tate.2009.09.010

- Caetano, N. , Lopez, D. , & Cabre, J. 2015. Learning Sustainability and Social Compromise Skills: a New Track Is Born. New York: ACM Press.
- Cutter, S. L. 2016. Resilience to what? Resilience for whom?. *The Geographical Journal*, 182(2): 110–113.
- Clauss-Ehlers, C. S. 2010. Cultural Resilience. *Encyclopedia of Cross-Cultural School Psychology*, 324–326.
- Day, C. , & Gu, Q. 2014. Resilient teachers, resilient schools. London & New York: Routledge Taylor & Francis Group.
- Gu, Q. , & Day, C. 2013. Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 39(1): 22–44.
- Dhakidae, D. 2017. Era disrupsi: Peluang dan tantangan pendidikan tinggi Indonesia. Jakarta: Akademi Ilmu Pengetahuan Indonesia.
- Disterheft, A. , Caeiro, S. , Azeiteiro, U. M. , & Leal, W. F. 2015. Sustainable universities – A study of critical success factors for participatory approaches. *Journal Cleaner Production*, 106(1): 11–21.
- Dwiningrum, S. I. A. 2018. *The role of social capital in developing effective and creative schools in primary schools*. Makalah dipresentasikan pada ISCEI 2018. Nayang Universitas Singapura, Singapura.
- Dwiningrum, S. I. A. 2017. Developing school resilience for disaster mitigation: A confirmatory factor analysis. *Disaster Prevention and Management: An International Journal*, 26(4): 437–451.
- Dwiningrum, S. I. A. 2017b. *Role of high school on building academic resilience: Comparative study in high school student in Indonesia and Japan*. Makalah dipresentasikan pada 3rd International Conference on Education. Mudzaffar Hotel, Ayer Keroh, Malaka, Malaysia.
- Dwiningrum, S. I. A. 2016. Teori persekolahan. Pascasarjana Universitas Negeri Yogyakarta.
- Dwiningrum, S. I. A. 2016. *Building social harmony: Reinforce the foundation of reseaching multicultural education practices in Indonesia and New Zealand*. Makalah dipresentasikan pada 41th Pasific Circle Consortium Jepang. JMS Aster Plaza, Hiroshima Japan.
- Dwiningrum, S. I. A. 2014. Modal sosial: Dalam pengembangan pendidikan perspektif teori dan praktik. Yogyakarta: UNY Press.
- Dwiningrum, S. I. A. 2014. Schools in education and media hegemony in the perspective of multicultural education. Dalam *Proceeding International Conference on Fundamentals and Implementation of Education (ICFIE)*. Universitas Negeri Yogyakarta, Yogyakarta.
- Field, J. 2010. Modal Sosial. Medan: Bina Medai Perintis
- Gu, Q. , & Li, Q. 2013. Sustaining resilience in times of change: Stories from Chinese teachers. *Asia-Pacific Journal of Teacher Education*, 41(3): 288–303.
- Henderson, N. (Ed.) 2007. Resilience in action: practical ideas for overcoming risks and building strengths in youth, families, and communities. Paso Robles, CA: Resiliency in Action, Inc.
- Hauberer, J. 2011. Social capital theory. VS Research.
- Johnson, D. , Johnson, R. , Roseth, C. , & Shin, T. 2014. The relationship between motivation and achievement in interdependent situations. *Journal of Applied Social Psychology*. <http://dx.doi.org/10.1111/jasp.12280>.
- Johnson, B. , Down, B. , Le Cornu, R. , Peters, J. , Sullivan, A. , Pearce, J. , & Hunter, J. 2014. Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching: Theory and Practice*, 20(5): 530–546.
- Kasali, R. 2017. Disruption. Jakarta: PT Gramedia.
- Kumaraswamy, M. , Zou, W. & Zhang, J. 2015. Reinforcing relationships for resilience by embedding end-user 'people' in public-private partnerships. *Civil Engineering & Environmental Systems*, 32(1-2): 119–129.
- Lucini, B. 2013. Social capital and sociological resilience in megacities context. *International Journal of Disaster Resilience in the Built Environment*, 4(1): 58–71.
- Mansfield, C. , Beltman, S. , Weatherby-Fell, N. , & Broadley, T. 2016. *Classroom Ready? Building Resilience in Teacher Education*. *Teacher Education*, 211–229.
- Ramos, T. B. , et al. 2015. Experiences from the implementation of sustainable development in higher education institutions: Environmental Management for Sustainable Universities. *Journal of Cleaner Production*, 106(1): 3–10.
- Reivich, K. & Shatte, A. 2002. *The Resilience Factor*. New York: Broadway Books.
- Rocha, H. 2019. Paradigma sifit in design education. Retrieved from <https://medium.com/age-of-awareness/paradigm-shift-in-design-education-ef02769bec93>
- Rego, A. , Pina E. Cunha, M. , & Souto, S. 2007. Workplace Spirituality, Commitment, and Self-Reported Individual Performance: An Empirical Study. *Management Research*, 5(3): 163–183.
- Shiwaku, K. , Ueda, Y. , Oikawa, Y. , & Shaw, R. 2016. School disaster resilience assessment in the affected areas of 2011 East Japan earthquake and tsunami. *Natural Hazards*, 82(1): 333–365.
- Suharjo 2014. Peranan modal sosial dalam perbaikan mutu sekolah dasar di Kota Malang (Disertasi). Progam Pascasarjana Universitas Negeri Yogyakarta, Yogyakarta.
- Trilling, B. , & Fadel, C. 2009. *21st Century Skills: Learning for Life in Our Times*. San Francisco, CA: John Wiley & Sons.

Wosnitza, M. , et al. 2014. Teachers resilience in Europe. A theoretical framework. Aachen: ENTREE. Retrieved from [http://entree-project.eu/wp-content/uploads/2014/11/ENTREE1-new-v2\\_EN-1.pdf](http://entree-project.eu/wp-content/uploads/2014/11/ENTREE1-new-v2_EN-1.pdf)

Yoga, D. 2017. Membangun budaya inovasi di perguruan tinggi. Materi disampaikan pada Stadium General UNY.

Zamroni . 2017. Pendidikan multikultural sebagai upaya untuk mengurangi ketimpangan prestasi. Yogyakarta: UNY.

## **The roles of social capital to promote soft skills among university students in facing the challenge of society 5.0 transformation**

Bourdieu, P. 1986. The Forms of Capital. In Richardson, J. G. , ed., Handbook of Theory and Research for the Sociology of Education, New York: Greenwood.

Bullen, P. & Onyx, J. 1998. *Measuring social capital in five communities in NSW. Overview of A Study.* (Online). <http://www.mapl.com.au/Az.htm>

Coleman, J. S. 1988. Social Capital in the Creation of Human Capital', American Journal of Sociology, 94, Supplement: 95–120.

Esa, A. , Md Yunos, J. , & Kaprawi, N. 2007. Persepsi pensyarah terhadap penerapan kemahiran kepimpinan menerusi kokurikulum di politeknik. Jurnal Persatuan Pendidikan Teknik dan Vokasional, 1(2): 50–61.

Fukuyama, F. 2000. *Social capital and civil society.* International Monetary Fund Working Paper WP/00/74. 1-19. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=879582](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=879582)

Grootaert, C. , Narayan, D. , Jones, V. N. , & Woolcock, M. (2004). Measuring social capital: An integrated questionnaire. The World Bank.

Hasbullah, J. 2006. Sosial Capital (Menuju Keunggulan Budaya Manusia Indonesia). Jakarta: MR United Press.

Hashim, H. R. , & Ali, M. N. A. W. D. M. 2005. *Pembangunan sahsiah mahasiswa bersepadu: Konsep dan pelaksanaannya di Kolej Universiti Kejuruteraan.* In Paper in di Seminar Kebangsaan Kursus Sokongan Kejuruteraan (pp. 17-18).

Huzili, H. , Azman, Z. , & Shukri, M. 2008. Memperkasakan Mahasiswa Kejuruteraan Menerusi Penerapan Kemahiran Insaniah (Soft Skill). 583–596. Retrieved from <http://103.86.130.60/handle/123456789/5836>

Inayah . 2012. Peranan Modal Sosial dalam Pembangunan. Jurnal Pengembangan Humaniora, 12(1):43–49.

Kee, C. P. , Ahmad, F. , & Ibrahim, F. 2011. Hubungkait antara Kemahiran Insaniah Prasiswazah dengan Dimensi Hubungan Organisasi-publik. Malaysian Journal On Student Advancement (Jurnal Personalia Pelajar), 14: 23–36.

Kementerian Pengajian Tinggi . 2006. Modul Pembangunan Kemahiran Insaniah (Soft Skills) Untuk Institusi Pengajian Tinggi. Serdang, Malaysia: Universiti Putra Malaysia.

Madar, A. R. , Abd Aziz, M. A. , Abdul Razzaq, A. R. , Mustafa, M. Z. , & Buntat, Y. 2008. Kemahiran employability bagi memenuhi keperluan industri. Prosiding SKIKS, 8, 385–392.

Malek, M. A. N. A. 2009. Kesiediaan Pelajar Pendidikan Teknikal dan Kejuruteraan dalam Menceburi Bidang Keusahawan. (Tesis, Universiti Teknologi Malaysia).

Prusak, L. , & Cohen, D. (2001). How to invest in social capital. Harvard business review, 79(6): 86–97.

Som, M. M. 2001. Kepentingan mata pelajaran kokurikulum di kalangan pelajar institusi pengajian tinggi: tinjauan ke atas pelajar tahun akhir Ijazah Sarjana Muda Kejuruteraan Elektrik di KUITTHO (Doctoral dissertation, Kolej Universiti Teknologi Tun Hussein Onn).

Supriono, A. , Flassy, D. J. & Rais, S. 2009. Modal Sosial: Definisi, Dimensi dan Tipologi. <https://docplayer.info/70783746-Oleh-agus-supriono-2-dance-j-flassy-3-sasli-rais-4-abstrak-pendahuluan.html>

Walker, V. N. 2002. Office of Co-curricular Life. Sweet Briar: Sweet Briar College.

Wibowo, A. 2007. Menumbuhkembangkan Modal Sosial Dalam Pengembangan Partisipasi Masyarakat. M'power, 5(5).

## Perception and attitude of students to character education towards society 5.0 era

- Azwar, S. 2010. *Sikap Manusia: teori dan pengukuran*. Yogyakarta: Pustaka Pelajar.
- Bryndin, E. 2018. System synergetic formation of society 5.0 for development of vital spaces on basis of ecological economic and social programs. *Annals of Ecology and Environmental Science* 2: 12–19.
- Carole, W. , & Tavis, C. 2007. *Psikologi Jilid 2*. Jakarta: Erlangga.
- Dhiu, K. D. , & Bate, N. 2017. The importance of character education in higher education: practical theoretical studies. *2 nd Annual Proceeding*, November 2017. 172-176.
- Gladden, M. E. 2019. Who will be the members of society 5.0? towards an anthropology of technologically posthumanized future societies. *Social Sciences*, 8(5): 148. <https://doi.org/10.3390/socsci8050148>
- Government of Japan . 2016. *The 5th Science and Technology Basic Plan. Provisional translation*. January 22. Available online: <https://www8.cao.go.jp/cstp/english/basic/5thbasicplan.pdf> (accessed on 25 June 2020 ).
- Harayama, Y. 2017. Society 5.0: Aiming for a New Human-Centered Society. Japan's Science and Technology Policies for Addressing Global Social Challenges. Interviewed by Mayumi Fukuyama. *Hitachi Review* 66: 8–13.
- Keidanren (Japan Business Federation) . 2016. *Toward Realization of the New Economy and Society: Reform of the Economy and Society by the Deepening of 'Society 5.0'*. April 19. Available online: [http://www.keidanren.or.jp/en/policy/2016/029\\_outline.pdf](http://www.keidanren.or.jp/en/policy/2016/029_outline.pdf) (accessed on 25 June 2020 ).
- Medina-Borja, A. 2017. Smart human-centered service systems of the future. in *future services & societal systems in Society 5.0*. Edited by Kazuo Iwano , Yasunori Kimura , Yosuke Takashima , Satoru Bannai , and Naohumi Yamada . Tokyo: Center for Research and Development Strategy, Japan Science and Technology Agency.
- Puspita, Y. , et al. 2020. Goodbye to the industrial revolution 4.0, welcome to the industrial revolution 5.0. *Proceedings of the National Education Seminar for the Postgraduate Program at the PGRI University of Palembang*. Palembang: 10 January 2020. 122–130. Retrieved from <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3794>
- Thoha, M. 2010. *Perilaku Organisasi: Konsep Dasar dan Aplikasinya*. Jakarta: Rajawali Press.
- Sabri, M. A. 2010. *Psikologi Kependidikan Berdasarkan Kurikulum Nasional*. Jakarta: Pedoman Ilmu Raya.
- Slameto . 2010. *Belajar dan Faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta
- Suyanto, H. D. 2000. *Refleksi dan Reformasi Pendidikan di Indonesia Memasuki Millenium III*. Yogyakarta: Adi Cita.
- Walgito, B. 1989. *Pengantar Psikologi Umum*. Surabaya: Bina Ilmu.
- Widoyoko, E.P. 2004. *Penilaian hasil pembelajaran di sekolah*. Yogyakarta: Pustaka Pelajar.
- Zubaedi . 2011. *Desain pendidikan karakter: konsepsi dan aplikasinya dalam lembaga pendidikan*. Jakarta: Prenada Media Group.

## Implementation of civic virtue in character education in the era of Society 5.0

- Ely, N. F. & Rizqi, N.A. 2020. Kesiapan pendidikan Indonesia menghadapi Era Society 5.0. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*. 5 (1): 61–66.
- Fauzi. R. & Roza, P. 2019. Implementasi nilai kebajikan warga negara (civic virtues) di Institut Teknologi Bandung. *Journal of Moral and Civic Education*. 3 (2): 92–106.
- Fukuyama, M. 2018. Society 5.0: Aiming for a new human-centered society. *Japan Economy Foundation Journal Japan Spotlight*.
- Hendarsyah, D. 2019. E-commerce di era industri 4.0 dan Society 5.0. *Iqtishaduna: Jurnal Ilmiah Ekonomi Kita*. 8 (2): 171–184.
- Hidayati, N. & Harmanto . 2017. Partisipasi masyarakat dalam membangun civic virtue di Desa Balun Kecamatan Turi Kabupaten Lamongan. *Kajian moral dan kewarganegaraan*. 5 (1): 106–120.
- Indriyani, S. 2019. Memajukan inovasi pembelajaran di Era Society 5.0. Retrieved from: <https://smol.id/2019/12/17/memajukan-inovasi-pembelajaran-di-era-society-5-0/> on September 8, 2020.
- Juliati & M. Firman . 2017. Membangun "civic virtues" melalui nyanyian sebagai media pembelajaran untuk memotivasi proses belajar mengajar Kewarganegaraan (PKn). *Jurnal Kependidikan*. XVII (1): 17–36.
- Lickona, T. 1991. *Pembentukan kepribadian anak, pesan moral, intelektual, emosional dan sosial sebagai wujud integritas membangun jatidiri*. Jakarta: Bumi Aksara.
- Lickona, T. 2013. *Pendidikan karakter: Panduan lengkap mendidik siswa menjadi pintar dan baik*. Bandung: Nusa Media.

- Mulyono, B. 2017. Reorientasi *civic disposition* dalam kurikulum pendidikan kewarganegaraan sebagai upaya membentuk warga negara yang ideal. *Jurnal Civics*, 14 (2): 218–224.
- Ramadhan, P. S. & Dinna R.A. 2019. Peran pendidikan berbasis higher order thinking skills (HOTS) pada tingkat sekolah menengah pertama di Era Society 5.0 sebagai penentu kemajuan Bangsa Indonesia. *Equilibrium*. 7 (2): 137–140.
- Risdianto, E. 2019. Kepemimpinan dalam upaya dunia pendidikan di Indonesia di era revolusi industri 4.0. Bengkulu: Universitas Bengkulu.
- Sabri. I. 2019. Peran pendidikan seni di Era Society 5.0 untuk Revolusi Industri 4.0. Seminar Nasional Pascasarjana. Semarang: UNNES.
- Samsuri . 2004. Civic virtue dalam pendidikan moral dan kewarganegaraan di Indonesia Era Orde Baru. *Jurnal Civics*, 1 (2): 225–239.
- Setiawan, D. 2014. Pendidikan kewarganegaraan berbasis karakter melalui penerapan pendekatan pembelajaran aktif, kreatif, efektif dan menyenangkan. *Jurnal Pendidikan Ilmu-Ilmu Sosial*. 6 (2): 61–72.
- Sunarso . 2009. Warga negara dan pendidikan kewarganegaraan (kajian, konsep dan sejarahnya). Yogyakarta: UNY.
- Suryadi . 2020. Pembelajaran era disruptif menuju masyarakat 5.0. Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang.
- Syarifa, S. 2019. Konsep civic virtue dan pendidikan kewarganegaraan di Indonesia.
- Udin S.W. 2016. Posisi akademik Pendidikan Kewarganegaraan (PKn) dan muatan/mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) dalam konteks sistem pendidikan nasional. *Jurnal Moral Kemasyarakatan*.1 (1): 15–36.
- Winarno . 2012. Karakter warga negara yang baik dan cerdas. *PKN Progresif*. 7 (1): 55–61.
- Yoga, R.H. 2019. Relevansi pancasila era industri 4.0 dan Society 5.0 di pendidikan tinggi vokasi. *Journal of Digital Education, Communication, and Arts*. 2 (1): 11–20.

## **The importance of using e-learning in teaching social science during and after the Covid-19 pandemic**

- Bates, A. 2008. Learning to Design WebQuests: An exploration in preservice social studies education. *Journal of Social Studies Research*, 32(1): 10–12.
- Brown, M. D. 2000. Education world: Technology in the classroom: Virtual high schools, part 1. The voices of experience. Retrieved from [www.educationworld.com/a\\_tech/tech052.shtml](http://www.educationworld.com/a_tech/tech052.shtml).
- Cisco . 2001. E-learning: *Combines communication, education, Information, and Training*. Retrieved from <http://www.cisco.com>.
- Effendi, E. , & Zhuang, H. 2005. E-learning: Konsep dan aplikasi. Yogyakarta: CV. Andi Offset.
- Jh, T. S. 2018. Pengembangan e-modul berbasis web untuk meningkatkan pencapaian kompetensi pengetahuan fisika pada materi listrik statis dan dinamis SMA. *Jurnal Wahana Pendidikan Fisika*, 3(2): 51–61.
- Munir . 2009. Pembelajaran jarak jauh berbasis teknologi informasi dan komunikasi. Bandung: Alfabeta.
- Rusman . 2010. Model-model pembelajaran: Mengembangkan profesionalisme guru. Jakarta: PT Raja Grafindo Persada.
- Sa'ud, U. S. 2010. Inovasi pendidikan. Bandung: Alfabeta.
- Soekartawi . 2002. E-learning: Konsep dan aplikasinya. Seminar e-learning. Jakarta: Balitbang Depdiknas.
- Suyanto, A. H. 2005. *Mengenal e-learning*. [asep\\_hs@yahoo.com](mailto:asep_hs@yahoo.com). Retrieved from <http://www.asep-hs.web.ugm.ac.id>.
- Tritularsi, Y. , & Sutopo, W. 2017. Peran keilmuan teknik industri dalam perkembangan rantai pasokan menuju era industri 4.0. *Seminar dan Konferensi Nasional IDEC 2017* Surakarta, 8-9 Mei 2017.
- Warsita, B. 2008. Teknologi pembelajaran: Landasan dan aplikasinya. Jakarta: PT. Rineka Cipta.
- Website kudos on “what is learning”. Retrieved from: [http://www.kudosidd.com/learning\\_solutions/definition](http://www.kudosidd.com/learning_solutions/definition).
- Wulf, K. 1996. Training via the Internet: where are we? *Training & Development*, 50(5), 50–56.



## The development of instrument analysis for elementary school children's social interaction patterns in the era of revolution 4.0

- Ameliola, S. , & Nugraha, H. D. 2015. Perkembangan media informasi dan teknologi terhadap anak dalam era globalisasi. *Prosiding the 5th International Conference on Indonesia Studies: "Ethnicity and Globalization"*, 2: 362–371.
- Cardak, M. , 2013. Psychological well-being and internet addiction. *Turkish Online Journal of Educational Technology*, 12(3): 134–141. <https://files.eric.ed.gov/fulltext/EJ1016863.pdf>
- Damayanti , et al. 2020. Media sosial, identitas, transformasi, dan tantangannya (Damayanti Media (ed.); 2nd ed.). *Prodi Ilmu Komunikasi Universitas Muhammadiyah Malang*.
- Nastiti, F. E. , & Abdu, A. R. N. 2020. Kajian: Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0. *Edcomtech*, 5(1): 61–66.
- Firmansyah , Herda, R. K. , Damayanto, A. , & Sidik, F. 2020. Confirmatory factor analysis to know the influencing factors of elementary school students' self-concept in Jetis Sub District, Bantul Regency. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 6(2): 196–202. <https://doi.org/10.21009/jisae.062.010>
- Fukuyama, M. 2018. Society 5.0: Aiming for a new human-centered society. *Japan Spotlight*, 27(Society 5.0) : 47–50. <http://www8.cao.go.jp/cstp/%0Ahttp://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=108487927&site=ehost-live>
- Gable, R. K. , 1986. Instrument development in affective domain. Kluwer-Nijhoff Publishing.
- Ghunaifi, A. 2015. Merestorasi interaksi sosial pada era teknologi. *Prosiding Seminar Nasional Profesionalisme Tenaga Profesi*, 531–540.
- Hermann, M. , Pentek, T. , & Otto, B. 2016. Design principles for industrie 4.0 scenarios. *Proceedings of the Annual Hawaii International Conference on System Sciences*, 2016-March, 3928–3937. <https://doi.org/10.1109/HICSS.2016.488>
- Khan, A. , & Turowski, K. , 2016. A perspective on industry 4.0: From challenges to opportunities in production systems. *TBD 2016 - Proceedings of the International Conference on Internet of Things and Big Data, IoTBD*, 441–448. <https://doi.org/10.5220/0005929704410448>
- Kirsch, I. S. , & Guthrie, J. T. , 1980. Construct validity of functional reading tests. *Journal of Educational Measurement*, 1(7): 281–293.
- Mardapi, D. 2012. Pengukuran penilaian dan evaluasi pendidikan. Nuha Litera.
- Ngafifi, M. 2014. Kemajuan teknologi dan pola hidup manusia dalam perspektif sosial budaya. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 2(1): 33–47. <https://doi.org/10.21831/jppfa.v2i1.2616>
- Novitasari, W. N. K. 2016. Dampak penggunaan gadget terhadap interaksi sosial anak usia 5-6 Tahun. *Jurnal Online Program Studi S-1 Pendidikan Guru Pendidikan Anak Usia Dini*, 5(3): 182–186.
- Polit, D. F. , & Beck, C. T. 2006. The content validity index: are you sure you know what's being reported? Critique and recommendations. *Research in nursing & health*, 29(5): 489–497.
- Schwab, K. 2016. The fourth industrial revolution. world economic forum. [www.weforum.org](http://www.weforum.org)
- Sri Subawa, N. , & Wayan Widhiasthini, N. 2018. Transformasi perilaku konsumen era revolusi industri 4.0. *Jurnal Universitas Tarumanegara*, 131–139.
- Wibhowo, C. R. S. 2011. Stimulasi kecerdasan anak menggunakan teknologi informatika. PT. Alex Media Komputindo.

## The effectiveness of batik learning activities on the improvement of character values in grade VII students of SMP PGRI 8 Denpasar

- Creswell, J. W. 2014. *Research design: Qualitative, quantitative and mixed methods approaches*, 4 Edition. London: Sage
- Hafiz, S. E. 2015. Psikologi kesabaran. *Buletin KPIN: Vol. 1., No. 2, November 2015*. Diakses dari <https://buletin.k-pin.org/index.php/arsip-artikel/22-psikologi-kesabaran>.
- Kesuma, D. 2012. Pendidikan karakter kajian teori dan praktik di sekolah. Bandung: PT Remaja Rosdakarya
- Khan, Y. 2010. Pendidikan Karakter Berbasis Potensi Diri. Yogyakarta. Pelangi Publishing.
- Kozier, Erb , Berman & Snyder . (2011). *Buku ajar fundamental keperawatan: Konsep, proses dan praktik* (7 ed., Vol. I). Jakarta: EGC
- Kuswadi . 1981. Mengenal seni batik di Yogyakarta. Proyek Pengembangan Permuseuman Yogyakarta.
- Mutiah, D. 2010. Psikologi bermain anak usia dini. Jakarta. Kencana
- Parlina . (2016) Hubungan Antara Self Regulated Learning Dengan Tanggung Jawab Santri Tingkat Sltu Di Pondok Pesantren Modern Zam - Zam Muhammadiyah Kecamatan Cilongok Kabupaten Banyumas. thesis,

Universitas Muhammadiyah Purwokerto.

Said, A. A. , Abu-Nimer, M. , & SharifyFunk, M. (2006). *Contemporary islam: Dynamic, not static*. New York: Routledge

Sugiyono . 2010. *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

Sugiyono . 2016. *Statistika untuk penelitian*. Bandung: Alfabeta.

Sukamti, N. 2014 *Aspek kerja keras dan solidaritas sosial wanita tani pada kelompok wanita tani mekar sari di Desa Jurang Jero Kecamatan Karangmalang Kabupaten Sragen*. Diakses dari [http://eprints.ums.ac.id/30012/2/04.\\_BAB\\_I.pdf](http://eprints.ums.ac.id/30012/2/04._BAB_I.pdf)

Wibowo , et al. 2015. *Pendidikan karakter berbasis kearifan lokal di sekolah (Konsep, strategi, dan implementasi)*. Yogyakarta. Pustaka Pelajar.

## **The need fulfillment of assistive technology for students with intellectual disabilities in Indonesia**

AAIDD . 2020. *Definition of intellectual disability*. Diakses pada 8 September 2020 melalui <https://www.aaidd.org/intellectual-disability/definition>.

Andrich R. , Mathiassen N.-E. , Hoogerwerf E.-J. & Gelderblom G. J. 2013. *Service delivery systems for assistive technology in Europe: an AAATE/EASTIN position paper*. *Technology and Disability* 25: 127–146  
ATiA . 2019. Available from: <https://www.atia.org/home/at-resources/what-is-at/>.

Borg J. , Lindstrom A. & Larsson S. 2011 *Assistive technology in developing countries: a review from the perspective of the convention on the rights of persons with disabilities*. *Prosthetics and Orthotics International* 35: 20–29.  
WHO. Priority Assistive Products List. GATE Initiat [Internet]. 2016: 1–16. Available from: [http://apps.who.int/iris/bitstream/10665/207694/1/WHO\\_EMP\\_PHI\\_2016.01\\_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/207694/1/WHO_EMP_PHI_2016.01_eng.pdf?ua=1)

Collins, J. C. , & Collet-Klingenberg Lana . 2018. *Portable elektronik assistive technology to improve vocational task completion in young adults with an intellectual disability: A review of the literature*. *Journal of intellectual disability (JOID)*. Vol. 22( 3 ), 213–232.

Codling M. & Macdonald N. 2011. *Sustainability of health promotion for people with learning disabilities*. *Nursing standard (Royal College of Nursing (Great Britain): 1987)* 25: 42–47.

Hatton C. & Emerson E. 2015. *International Review of Research in Developmental Disabilities: Health Disparities and Intellectual Disabilities*. Academic Press Elsevier

James S. E. 2014. *Review of assistive technology: interventions for individuals with severe/profound and multiple disabilities*. *Journal of Child and Family Studies*, 23: 169–171.

Levesque J.-F. , Harris M. F. & Russell G. 2013. *Patient-centred access to health care: conceptualising access at the interface of health systems and populations*. *International Journal for Equity in Health*, 12: 1–9.

Matter R. , Harniss M. , Oderud T. , Borg J. & Eide A. H. 2017 *Assistive technology in resource-limited environments: a scoping review*. *Disability and Rehabilitation: Assistive Technology* 12: 105–114.

Owuor J. , Larkan F. & Maclachlan M. 2017. *Leaving no-one behind: using assistive technology to enhance community living for people with intellectual disability*. *Disability and Rehabilitation. Assistive Technology* 12: 426–428.

Rohwerder, B. 2018. *Assistive technologies in developing countries*. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies.

Sund, T. 2016. *Assistive technology in Norway* [Online]. Available: <https://www.nav.no/en/Home/About+NAV/Publications/> [Accessed November 2017 ].

## **Learning mathematics online during the COVID-19 pandemic: Is it without problems?**

Bassi, L. 2017. *Industry 4.0: Hope, hype or revolution?* RTSI 2017 – IEEE 3rd International Forum on Research and Technologies for Society and Industry, Conference Proceedings. <https://doi.org/10.1109/RTSI.2017.8065927>.

Basuki, S. 2007. *IT and education, the case study of E-Learning in Indonesia* . Korea-ASEAN Academic Conference on Information Revolution and Cultural Integration in East Asia, Ho Chi Minh city, Vietnam, January 25–26, 2007., 1–13. Retrieved from [http://eprints.rclis.org/9048/1/E-learning\\_-\\_Vietnam\\_-\\_2007.pdf](http://eprints.rclis.org/9048/1/E-learning_-_Vietnam_-_2007.pdf).

Burns, M. 2020. *School, interrupted: 4 options for distance education to continue teaching during COVID-19*. Retrieved from dari <https://www.globalpartnership.org/blog/school-interrupted-4-options-distance-education->

continue-teaching-during-covid-19.

- Castelo, M. 2020. Continuing remote learning for students without internet. Retrieved from <https://edtechmagazine.com/k12/article/2020/04/continuing-remote-learning-students-without-internet>.
- De Giusti, A. 2020. Policy brief: education during COVID-19 and beyond. *Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología*, 26(e12). <https://doi.org/10.24215/18509959.26.e12>.
- Dhawan, S. 2020. Online learning: a panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1): 5–22. <https://doi.org/10.1177/0047239520934018>
- Febrianto, P. T. , Mas'udah, S. , & Megasari, L. A. 2020. Implementation of online learning during the covid-19 pandemic on Madura Island, Indonesia. *International Journal of Learning, Teaching and Educational Research*, 19(8): 233–254. <https://doi.org/10.26803/ijlter.19.8.13>.
- Fukuyama, M. 2018. Society 5.0: aiming for a new human-centered society. *Japan SPOTLIGHT*, 27(Society 5.0): 47–50. Diambil dari <http://www8.cao.go.jp/cstp/%0Ahttp://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=108487927&site=ehost-live>.
- Gaytan, J. 2014. Effective assessment techniques for online instruction. *Information Technology, Learning, and Performance Journal*, 23(1): 25–33. Diambil dari <http://search.proquest.com/docview/219816513/abstract/77B81AD0A634A49PQ/1%5Cnhttp://media.proquest.com/media/pq/classic/doc/1058985151/fmt/pi/rep/NONE?cit%3Aauth=Gaytan%2C+Jorge&cit%3Atitle=EFFECTIVE+ASSESSMENT+TECHNIQUES+FOR+ONLINE+INSTRUCTION&cit%3Apub=>.
- Hanum, N. S. 2013. Keefetifan e-learning sebagai media pembelajaran (studi evaluasi model pembelajaran e-learning SMK Telkom Sandhy Putra Purwokerto). *Jurnal Pendidikan Vokasi*, 3(1): 90–102. <https://doi.org/10.21831/jpv.v3i1.1584>.
- Jalli, N. 2020. Lack of internet access in southeast asia poses challenges for students to study online amid COVID-19 pandemic. Retrieved from <https://phys.org/news/2020-03-lack-internet-access-southeast-asia.html>.
- Pape, L. , & Wicks, M. 2011. National standards for quality online programs. *International Association for K-12 Online Learning* (2 ed.). Vienna: iNACOL. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED509638>.
- Riyana, C. 2013. Produksi bahan pembelajaran berbasis online. *Modul Pembelajaran Universitas Terbuka Tangerang Selatan*, 1–43.
- Schleicher, A. 2020. The impact of COVID-19 on education: Insights from education at a glance 2020. *OECD Journal: Economic Studies*, 1–31. Retrieved from <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>.
- Shahroom, A. A. , & Hussin, N. 2018. Industrial revolution 4.0 and education. *International Journal of Academic Research in Business and Social Sciences*, 8(9): 314–319. <https://doi.org/10.6007/ijarbss/v8-i9/4593>.
- Sun, A. , & Chen, X. 2016. Online education and its effective practice: A research review. *Journal of Information Technology Education: Research*, 15: 157–190. <https://doi.org/10.28945/3502>.
- Syah, R. H. 2020. Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial dan Budaya Syar-i*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>.
- UNESCO . 2020. Education in a post-COVID world : Nine ideas for public action *International Commission on the Futures of Education*, 26.
- Widodo, A. , & Riandi . 2013. Dual-mode teacher professional development: challenges and re-visioning future TPD in Indonesia. *Teacher Development*, 17(3): 380–392. <https://doi.org/10.1080/13664530.2013.813757>
- Wiryanto . 2020. Proses pembelajaran matematika di sekolah dasar di tengah pandemi COVID-19. *Jurnal Review Pendidikan Dasar, kajian Pendidikan dan hasil Pendidikan, Universitas Negeri Surabaya*, 6(2).

## Assessing the discriminant validity of the curiosity scale using confirmatory factor analysis

- Ab Hamid, M. R. , Sami, W. , & Mohmad Sidek, M. H. 2017. Discriminant Validity Assessment: Use of Fornell & Larcker criterion versus HTMT Criterion. *Journal of Physics: Conference Series*, 890: 012163. doi:10.1088/1742-6596/890/1/012163.
- Al Farani . 2013. Cita-Citaku: Buku Guru. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Arnone, M. P. , Grabowski, B. L. , & Rynd, C. P. 1994. Curiosity as a personality variable influencing learning in a learner controlled lesson with and without advisement. *Educational Technology Research and Development*, 42(1): 5–20. doi:10.1007/bf02298167.

- Benoit, D. , Coolbear, J. & Crawford, A. 2008. *Encyclopedia of Infant and Early Childhood Development*. Toronto: Elsevier Inc.
- Brown, T. A. 2015. *Confirmatory factor analysis for applied research*, 2nd Edition. New York: The Guildford Press.
- DeVellis, R. F. 2017. *Scale development: Theory and applications*, 4th Edition. Thousand Oaks, CA: Sage .
- Engel, S. 2015. *The hungry mind: The origins of curiosity in childhood*. London: Harvard University Press.
- Fornell, C. , & Larcker, D. F. 1981. Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18: 39–50. DOI: 10.2307/3151312.
- Gefen, D. 2005. A practical guide to factorial validity using PLS-Graph: Tutorial and annotated example. *Communications of the Association for Information Systems*, 16. doi:10.17705/1cais.01605.
- Ghozali, I. 2013. *Aplikasi analisis multivariat dengan Program IBM SPSS 21 Update PLS Regresi*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gulten, D. C. et al. 2011. Investigating the relationship between curiosity level and computer self-efficacy beliefs of elementary teachers candidates. *The Turkish Online Journal of Educational Technology*, 10(4): 248–154.
- Hair, J. F. , Black, W. C. , Babin, B. J. , & Anderson, R. E. 2010. *Multivariate data analysis*, 7th Edition. Englewood Cliffs: Prentice Hall.
- Hair, J.P. , Black, J.P. , Babin, J.P. , & Anderson, R.E. 2019. *Multivariate Data Analysis*, Eighth Edition. Harlow: Cengage Learning.
- Harlen, W. 2001. *Teaching, learning and assessing science*. London: Sage Publications Inc.
- Hoelter, D.R. 1983. The analysis of covariance structures: Goodness-of-fit indices, sociological. *Methods and Research*, 11: 325–344. doi.org/10.1177/0049124183011003003
- Jeraj, M. , & Marič, M. 2013. Relation between entrepreneurial curiosity and entrepreneurial self-efficacy: A multi-country empirical validation. *Organizacija*, 46(6). doi:10.2478/orga-2013-0027
- Jones, J. B. 2013. *The creative imperative: School librarian and teachers cultivating curiosity together*. California: Libraries Unlimited.
- Kang, M. J. , Hsu, M. , Krajbich, I. M. , Loewenstein, G. , McClure, S. M. , Wang, J. T. , & Camerer, C. F. 2009. The wick in the candle of learning. *Psychological Science*, 20(8): 963–973. doi:10.1111/j.1467-9280.2009.02402.x.
- Kashdan, T. B. , & Roberts, J. E. 2006. Affective outcomes in superficial and intimate interactions: Roles of social anxiety and curiosity. *Journal of Research in Personality*, 40(2): 140–167. doi:10.1016/j.jrp.2004.10.005.
- Kidd, C. , & Hayden, B. Y. 2015. The psychology and neuroscience of curiosity. *Neuron*, 88(3): 449–460. doi:10.1016/j.neuron.2015.09.010.
- Lindholm, M. 2018. Promoting curiosity? *Science & Education*, 27(9–10): 987–1002. doi:10.1007/s11191-018-0015-7.
- Manguel, A. 2015. *Curiosity*. London: Yale University Press.
- Mustari, M. 2014. *Nilai karakter refleksi untuk pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Pisula, W. 2009. *Curiosity and information seeking in animal and human behavior*. USA: Brown Walker Press.
- Prochniak, P. 2017. Development and testing of the elements of the nature curiosity scale. *Scientific Journal Publishers Limited*, 45(48): 125–1254. doi.org/10.2224/sbp.6130.
- Reio Jr., T. , Petrosko, J. , Wiswell, A. , & Thongsukmag, J. 2006. The measurement and conceptualization of curiosity. *The Journal of Genetic Psychology*, 167(2): 117–135. doi:10.3200/gntp.167.2.117-135.
- Schumacker, R. E. & Lomax, R. G. 2010. *A beginner's guide to structural equation modeling*, 3rd Edition. New York: Taylor and Francis Group.
- Shermis, M. D. & Di Vesta, F. J. 2011. *Classroom assessment in action*. New York: Rowman & Littlefield Publishers, Ink.
- Thompson, B. (2004). *Exploratory and confirmatory: Understanding concepts and applications factor analysis*, 1st Edition. Washington: American Psychological Association.
- Voorhees, C. M. , Brady, M. K. , Calantone, R. , & Ramirez, E. 2015. Discriminant validity testing in marketing: an analysis, causes for concern, and proposed remedies. *Journal of the Academy of Marketing Science*, 44(1): 119–134. doi:10.1007/s11747-015-0455-4.
- Worthington, R. L. & Whittaker, T. A. 2014. Scale development research: A content analysis and recommendations for best practices. *The Counseling Psychologist*, 34(6): 806–838. DOI: 10.1177/0011000006288127.
- Zaip, A. & Berteau, P. E. 2011. Methods for testing discriminant validity. *Management & Marketing*, IX(2): 217–224.
- Zuss, M. 2012. *The practice of theoretical curiosity*. New York: Springer.

## Collaboration practices between educators in inclusive education before and during Covid-19

- Adams, D. , Harris, A. , & Jones, M. S. 2016. Teacher-parent collaboration for an inclusive classroom: Success for every child. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(3): 58–72.
- Arcadis . 2020. *What COVID-19 can teach us about risk and uncertainty?*  
<https://www.arcadis.com/en/global/arcadis-blog/joris-winters/what-covid-19-can-teach-us-about-risk-and-uncertainty/> (Accessed on 9 Augustus 2020 )
- Avgerinou, M. D. , & Moros, S. E. 2020. The 5-phase process as a balancing act during times of disruption: transitioning to virtual teaching at an international JK-5 school. *Teaching, technology, an teacher education during the COVID-19 pandemic: Stories from the field*. Waynesfield, NC, USA: Association for the Advancement of Computing in Education (AACE), Jun (15): 583-594.
- Basilaia, G. , & Kvavadze, D. 2020. Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4): 1–9.
- Black-Hawkins, K. 2014. Researching inclusive classroom practices: The framework for participation. *The SAGE handbook of special education*, 389–403.
- Blanton, L. P. , & Pugach, M.C. 2007. Collaborative programs in general and special teacher education. Council of Chief State School Officers, Washington, DC.
- Bouillet, D. 2013. Some aspects of collaboration in inclusive education—teachers' experiences. *Center for Educational Policy Studies Journal*, 3(2): 93–117.
- Budiarti, N. D. , & Sugito, S. 2018. Implementation of Inclusive Education of Elementary Schools: a Case Study in Karangmojo Sub-District, Gunungkidul Regency. *Journal of Education and Learning*, 12(2): 214–223.
- Chomza, N. 2017. Kolaborasi guru reguler dengan guru pendamping berkebutuhan khusus di sekolah inklusi kelas 1 SD Taman Muda Yogyakarta 1. Universitas Negeri Yogyakarta.
- Conoley, J. C. , & Conoley, C. W. 2010. Why does collaboration work? Linking positive psychology and collaboration. University of California Santa Barbara.
- Daniel, S. J. 2020. Education and the COVID-19 pandemic. *Prospects*, 1–6.
- Daruka, Z. H. , & Nagavci, N. 2020. The impact of the COVID-19 pandemic on the education of children with disabilities. *StatCan COVID-19: Data to Insights for a Better Canada*, 45280001.
- Consulting.learningforward.org . 2020. *Establish school-based communities of learners*.  
<https://consulting.learningforward.org/consulting-services/professional-learning-communities/>. (Accessed on 14 Agustus 2020 ).
- Consulting.learningforward.org . 2020. *Ensure equity and excellence in teaching and learning... virtually!*.  
[https://consulting.learningforward.org/virtual-learning/?\\_ga=2.242022663.403991543.1597270858-1218649352.1597270858](https://consulting.learningforward.org/virtual-learning/?_ga=2.242022663.403991543.1597270858-1218649352.1597270858) (Accessed on 14 Agustus 2020 ).
- Du Plessis, S. 2006. Collaborative partnerships in an inclusive approach to the acquisition of english as language of learning and teaching.
- Educationcannotwait . 2020. *Covid-19 and Education in Emergencies*.  
<https://www.educationcannotwait.org/covid-19/> (accessed on 12 Agustus 2020 ).
- Eccleston, St. T. 2010. Successful collaboration: Four essential traits of effective special education specialists. *The Journal of International Association of Special Education*, 11 (1), 40–47
- Florian, L. 2017. The heart of inclusive education is collaboration. 126(2): 248–253.
- Friend, M. , & Bursuck, W. D. 2012. Including students with special needs: A practical guide for classroom teachers (sixth). *Library of Congress Cataloging in-Publication Data*. www.pearsonlightened.com
- Friend, M. , Cook, L. , Hurley-Chamberlain, D. , & Shamberger, C. 2010. Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1): 9–27.
- Friend, M. , & Cook, L. 2003. *Collaboration skills for school professionals* (4th ed). Pearson Education.
- Fullerton, A. , Ruben, B. J. , McBride, S. , & Bert, S. 2011. Evaluation of a merged secondary and special education program. *Teacher Education Quarterly*, spring, 45–60.
- Huang, R. , Tlili, A. , Yang, J. , & Chang, T. 2020. Handbook on facilitating flexible learning during educational disruption, *The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak March*.
- Lancet Planet Health . 2020. COVID-19 as a global challenge : towards an inclusive and sustainable future. 5196(20), 19–21. [https://doi.org/10.1016/S2542-5196\(20\)30168-6](https://doi.org/10.1016/S2542-5196(20)30168-6)
- Lawrence-Brown, D. , & Muschawek, K. S. 2004. Getting started with collaborative teamwork for inclusion. *In Journal of Catholic Education*, 8(2).
- Milteniene, L. 2012. Teacher collaboration in the context of inclusive education. February 2017.
- Mitchell, D. 2007. *What really works in special and inclusive education*. London and New York: Routledge

- Reimers, F. , Education, G. , & Initiative, I. 2020. Supporting the continuation of teaching and learning during the COVID-19 Pandemic.
- Sintema, E. J. 2020. Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7): 1851.
- Suc, L. , Bukovec, B. , & Karpljuk, D. 2017. The role of inter-professional collaboration in developing inclusive education : experiences of teachers and occupational therapists in slovenia. *International Journal of Inclusive Education*, 21(9): 938–955.
- Swenson, N. C. 2000. Comparing traditional and collaborative settings for language intervention.
- Tarman, B. 2020. Editorial: Reflecting in the shade of pandemic. *Research in Social Sciences and Technology*, 5(2): 1–4.
- Tindle, K. , Mellard, D. , & East, B. 2016. *Online learning for student with disabilities: Recommendations for parent engagement*. Lawrence, KS. Center on Online Learning and Students with Disabilities, University of Kansas. December, 1–8.
- UNESCO . 2020. Education in a post-COVID world : Nine ideas for public action International Commission on the Futures of Education.

## Investigating students' self-regulated learning and academic procrastination on primary school during distance learning

- Bandura, A. 1991. Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50(2): 248–287. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Bashir, L. , & Gupta, S. 2019. Measuring academic procrastination: Scale development and validation. *Elementary Education Online*, 18(2): 939–950. <https://doi.org/10.17051/ilkonline.2019.562076>
- Batool, S. S. 2020. Academic achievement: Interplay of positive parenting, self-esteem, and academic procrastination. *Australian Journal of Psychology*, 72(2): 174–187. <https://doi.org/10.1111/ajpy.12280>
- Berry, A. , & Kitchen, J. 2020. The Role of Self-study in Times of Radical Change. *Studying Teacher Education*, 1–4. <https://doi.org/10.1080/17425964.2020.1777763>
- Boekaerts, M. 1997. Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students. *Learning and Instruction*, 7(2): 161–186. [https://doi.org/10.1016/S0959-4752\(96\)00015-1](https://doi.org/10.1016/S0959-4752(96)00015-1)
- Cohen, L. , Manion, L. , & Morrison, K. 2007. *Research methods in education (Sixth)*. Routledge.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th ed.)*. Pearson.
- Day, V. , Mensink, D. , & O'Sullivan, M. 2000. Patterns of academic procrastination. *Journal of College Reading and Learning*, 30(2): 120–134. <https://doi.org/10.1080/10790195.2000.10850090>
- Grau, V. , & Whitebread, D. 2012. Self and social regulation of learning during collaborative activities in the classroom: The interplay of individual and group cognition. *Learning and Instruction*, 22(6): 401–412. <https://doi.org/10.1016/j.learninstruc.2012.03.003>
- Gunzenhauser, C. , & Saalbach, H. 2020. Domain-specific self-regulation contributes to concurrent but not later mathematics performance in elementary students. *Learning and Individual Differences*, 78(February): 101845. <https://doi.org/10.1016/j.lindif.2020.101845>
- Kim, K. R. , & Seo, E. H. 2015. The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82: 26–33. <https://doi.org/10.1016/j.paid.2015.02.038>
- Kong, Q. 2020. Practical Exploration of Home Study Guidance for Students during the COVID-19 Pandemic: A Case Study of Hangzhou Liuxia Elementary School in Zhejiang Province, China. *Science Insights Education Frontiers*, 5(2): 557–561. <https://doi.org/10.15354/sief.20.rp026>
- Ljubin-Golub, T. , Petričević, E. , & Rován, D. 2019. The role of personality in motivational regulation and academic procrastination. *Educational Psychology*, 39(4): 550–568. <https://doi.org/10.1080/01443410.2018.1537479>
- Mägi, K. , Männamaa, M. , & Kikas, E. 2016. Profiles of self-regulation in elementary grades: Relations to math and reading skills. *Learning and Individual Differences*, 51: 37–48. <https://doi.org/10.1016/j.lindif.2016.08.028>
- Martinez-Lopez, R. , Yot, C. , Tuovila, I. , & Perera-Rodríguez, V. H. 2017. Online Self-Regulated Learning Questionnaire in a Russian MOOC. *Computers in Human Behavior*, 75: 966–974. <https://doi.org/10.1016/j.chb.2017.06.015>
- Montgomery, A. P. , Mousavi, A. , Carbonaro, M. , Hayward, D. V. , & Dunn, W. 2019. Using learning analytics to explore self-regulated learning in flipped blended learning music teacher education. *British Journal of Educational Technology*, 50(1): 114–127. <https://doi.org/10.1111/bjet.12590>

- Romano, J. , Wallace, T. L. , Helmick, I. J. , Carey, L. M. , & Adkins, L. 2005. Study procrastination, achievement, and academic motivation in web-based and blended distance learning. *Internet and Higher Education*, 8(4 SPEC. ISS.): 299–305. <https://doi.org/10.1016/j.iheduc.2005.09.003>
- Rospigliosi, P.' asher.' 2020. How the coronavirus pandemic may be the discontinuity which makes the difference in the digital transformation of teaching and learning. *Interactive Learning Environments*, 28(4): 383–384. <https://doi.org/10.1080/10494820.2020.1766753>
- Rutherford, T. , Buschkuehl, M. , Jaeggi, S. M. , & Farkas, G. 2018. Links between achievement, executive functions, and self-regulated learning. *Applied Cognitive Psychology*, 32(6): 763–774. <https://doi.org/10.1002/acp.3462>
- Schunk, D. H. , & Zimmerman, B. J. 2007. Influencing children's self-Efficacy and self-regulation of reading and writing through modeling. *Reading and Writing Quarterly*, 23(1): 7–25. <https://doi.org/10.1080/10573560600837578>
- Shih, S. S. 2017. Factors related to Taiwanese adolescents' academic procrastination, time management, and perfectionism. *Journal of Educational Research*, 110(4): 415–424. <https://doi.org/10.1080/00220671.2015.1108278>
- Tuckman, B. W. 1991. The development and concurrent validity of the procrastination scale. *Educational and Psychological Measurement*, 51(2): 473–480. <https://doi.org/10.1177/0013164491512022>
- Verma, G. , Campbell, T. , Melville, W. , & Park, B. Y. 2020. Science Teacher Education in the Times of the COVID-19 Pandemic. *Journal of Science Teacher Education*, 00(00): 1–8. <https://doi.org/10.1080/1046560X.2020.1771514>
- Wilkinson, T. W. , & Sherman, T. M. 1990. Perceptions and Actions of Distance Educators on Academic Procrastination. *American Journal of Distance Education*, 4(3): 47–56. <https://doi.org/10.1080/08923649009526716>
- Williamson, B. , Eynon, R. , & Potter, J. 2020. Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. *Learning, Media and Technology*, 45(2): 107–114. <https://doi.org/10.1080/17439884.2020.1761641>
- Yen, M. H. , Chen, S. , Wang, C. Y. , Chen, H. L. , Hsu, Y. S. , & Liu, T. C. 2018. A framework for self-regulated digital learning (SRDL). *Journal of Computer Assisted Learning*, 34(5): 580–589. <https://doi.org/10.1111/jcal.12264>
- Zhao, H. , Chen, L. , & Panda, S. 2014. Self-regulated learning ability of Chinese distance learners. *British Journal of Educational Technology*, 45(5): 941–958. <https://doi.org/10.1111/bjet.12118>
- Zimmerman, B. J. 2000. Chapter 2: Attaining self-regulation A social cognitive perspective. *Handbook of Self-Regulation*, 13–39.
- Zimmerman, B. J. , & Bandura, A. 1994. Impact of Self-Regulatory Influences on Writing Course Attainment. *American Educational Research Journal*, 31(4): 845–862. <https://doi.org/10.3102/00028312031004845>
- Zimmerman, B. J. , & Kitsantas, A. 2014. Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology*, 39(2): 145–155. <https://doi.org/10.1016/j.cedpsych.2014.03.004>
- Zimmerman, B. J. , & Martinez-Pons, M. 1988. Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology*, 80(3): 284–290. <https://doi.org/10.1037//0022-0663.80.3.284>
- Zimmerman, B. J. , & Pons, M. M. 1986. Development of a Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies. *American Educational Research Journal*, 23(4): 614–628. <https://doi.org/10.3102/00028312023004614>

## Exploring e-learning platforms used by students in Indonesia during the Covid-19 pandemic

- Abidin, Z. , Rumansyah & Arizona, K. 2020. Pembelajaran online berbasis proyek salah satu solusi kegiatan belajar mengajar di tengah Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*. 5(1): 64–70.
- Agustina, M. 2013. Pemanfaatan E-Learning sebagai media pembelajaran. *In Seminar Nasional Aplikasi Teknologi Informasi (SNATI)*. 1(1).
- Anhusadar, L. O. 2020. Persepsi mahasiswa PIAUD terhadap kuliah online di masa Pandemi Covid-19. *Journal of Islamic Early Childhood Education*. 3(1): 44–58.
- Astini, N.K.S. 2020. Pemanfaatan teknologi informasi dalam pembelajaran tingkat sekolah dasar pada masa pandemi Covid-19. *Jurnal Lampuhyang*. 11 (2): 13–25.
- Astini, N.K.S. 2020. Tantangan dan peluang pemanfaatan teknologi informasi dalam pembelajaran online masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*. 3(2): 241–255.

- Azizah, A.R. , Suyatna, A. , & Wahyudi. I. 2017. Pengaruh penggunaan e-learning dengan schoology terhadap hasil belajar siswa. *Jurnal Pembelajaran Fisika*. 5 (2): 127–138.
- Dewantara, D. 2018. Perbedaan kemampuan analisis mahasiswa antara pembelajaran berbantuan schoology dan edmodo pada mata kuliah Fisika Biologi. *Jurnal Pengkajian Ilmu dan Pembelajaran MIPA IKIP*. 6 (1): 1–8.
- Dewi, W.A.F. 2020. Dampak Covid-19 terhadap implementasi pembelajaran daring di sekolah dasar. *Jurnal Ilmu Pendidikan. Edukatif: Jurnal Ilmu Pendidikan*. 2 (1): 55–61.
- Fauzan, F.A. 2020. Utilizing google classroom as an interactive learning medium in middle of impact corona virus diseases 19 for teachers. *Jurnal Borneo Akcaya*, 6(1), 93–102.
- Firman & Rahman, S.R. 2020. Pembelajaran online di tengah pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*. 2 (2): 81–89.
- Fitriyani, D. , Fauzi, I. , & Sari, M.Z. 2020. Motivasi belajar mahasiswa pada pembelajaran daring selama pandemik Covid-19. *Jurnal Kependidikan*. 6 (2): 165–175.
- Hakim, A.B. 2016. Efektifitas penggunaan e-learning moodle, google classroom dan edmodo. I-STATEMENT. 2 (1): 1–6.
- Haryanto, S. 2018. Kelebihan dan kekurangan e-learning berbasis schoology (Studi PTK dalam pembejaran mata kuliah academic listening). *Seminar Nasional GEOTIK 2018, Universitas Muhammadiyah Surakarta*.
- Hutami, M.S. , & Nugraheni, A.S. 2020. Metode pembelajaran melalui whatsapp group sebagai antisipasi penyebaran Covid-19 pada AUD di TK ABA Kleco Kotagede. *PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Di ni*. 9 (1): 126–130
- Kemendikbud . 2020. Surat Edaran Nomor 1 Tahun 2020 tentang Pencegahan Corona Viris Disease (Covid-19). Retrieved from <http://ldikti3.kemdikbud.go.id/v6/2020/04/21/surat-edaran-direktur-jenderal-pendidikan-tinggi-kementerian-pendidikan-dan-kebudayaan-nomor-1-tahun-2020-tentang-pencegahan-penyebaran-corona-virus-disiase-covid-19-di-perguruan-tinggi-kementerian/>.
- Kusuma, A. 2011. E-learning dalam pembelajaran. *Jurnal Ilmu Tarbiyah dan Keguruan*. 14 (1): 35–51.
- Latif, Y. , Darmawijoyo ., Putri, R. I. I. 2013. Pengembangan bahan ajar berbantuan camtasia pada pokok bahasan lingkaran melalui edmodo untuk siswa MTs. *Jurnal Matematika Kreatif-Inovatif*. 4(2): 105–114.
- Mujib, M. 2012. Pengaruh penggunaan internet terhadap hasil belajar siswa sekolah menengah atas di Kota Yogyakarta. Unpublished Thesis. *Universitas Islam Negeri Sunan Kalijaga Yogyakarta*.
- Mulyono, P. 2019. Ironis potret sebuah SD di Jember dengan 3 ruang kelas dan 3 guru. Retrieved from [https://news.detik.com/berita-jawa-timur/d-4388248/ironis-potret-sebuah-sd-di-jember-dengan-3-ruang-kelas-dan-2-guru?\\_ga=2.212772369.486050691.1596856887-839351739.1491434637](https://news.detik.com/berita-jawa-timur/d-4388248/ironis-potret-sebuah-sd-di-jember-dengan-3-ruang-kelas-dan-2-guru?_ga=2.212772369.486050691.1596856887-839351739.1491434637).
- Murni, C.K. 2016. Pengaruh e-learning berbasis schoology terhadap peningkatan hasil belajar siswa dalam materi perngkat keras jaringan Kelas X Tkj 2 Pada SMK Negeri 3 Buduran, Sidoarjo. *Jurnal Information Technology and Education*. 1 (1): 86–90.
- Mustakim . 2020. Efektivitas pembelajaran daring menggunakan media online selama pandemi Covid-19 pada mata pelajaran matematika. *Journal of Islamic Education*. 2 (1): 1–12.
- Nu'man, A.Z. 2014. Efektifitas penerapan e-learning model edmodo dalam pembelajaran pendidikan agama islam terhadap hasil belajar siswa (Studi kasus: SMK Muhammadiyah 1 Sukoharjo). *Duta.com: Jurnal Ilmiah Teknologi Informasi dan Komunikasi*. 7 (1).
- Nurkolis, M. 2020. Keefektifan kebijakan e-learning berbasis sosial media pada PAUD di masa pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. 5 (1): 212–228.
- Pratiwi, E.W. 2020. Dampak Covid-19 terhadap kegiatan pembelajaran online sebuah perguruan tinggi kristen di Indonesia. *Jurnal Perspektif Ilmu Pendiidkan*. 34 (1): 1–8.
- Priansa. D.J. 2017. Pengembangan strategi dan model pembelajaran. Bandung: Pustaka Setia.
- Putra, H.P. 2020. Kisah perjuangan guru jemput bola tugas sekolah di kala pandemi. Retrieved from <https://foto.kompas.com/photo/read/2020/6/18/15924898473ba/1/kisah-perjuangan-guru-jemput-bola-tugas-sekolah-di-kala-pandemi>.
- Ratnawati, N.K.M. , Utama, I.D.G.B. , Dewantara, I.P.M. 2019. Pemanfaatan e-learning pada mata pelajaran Bahasa Indonesia. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Un diksha*. 9 (1): 46–56
- Saifuddin, M.F. 2017. E-learning dalam persepsi mahasiswa. *Jurnal Varidika: Kajian Penelitian Pendidikan*. 29 (2): 102–109.
- Setyono, E.Y. 2015. Pengaruh penggunaan media jejaring sosial edmodo terhadap hasil belajar mahasiswa pada topik pembuatan Kurva-S menggunakan microsoft excell. *Jurnal Sosial dan Humaniora*. 5(1): 42–49.
- Shofiyah, S. 2016. Pengaruh penggunaan android dan e-learning terhadap hasil belajar mata pelajaran IPS siswa Kelas VIII SMPN 3 Kepanjen Malang. Unpublished Thesis. *Universitas Islam Negeri Maulana Malik Ibrahim Malang*.
- Silahuddin . 2015. Penerapan e-learning dalam inovasi pendidikan. *Jurnal Ilmiah Circuit*. 1 (1): 48–59.
- Suharyanto & Mailangkay, A. 2016. Penerapan e-learning sebagai alat bantu mengajar dalam dunia pendidikan. *Jurnal Ilmiah Widya*. 3(4): 17–21.



- Supangat , Amna, A.R. , & Sulistyawati, D.H. 2018. Analisis pemahaman guru tentang teknologi informasi (Studi kasus guru di SD dan SMP Sekolah Shafta Surabaya). Seminar Nasional Call For Paper & Pengabdian Masyarakat. 1(01): 458–468.
- Susilawati, B & Irfandi, A. 2019. Penerapan e-learning pada SMKN 1 Bandar Lampung berbasis web. *Jurnal Cendikia*. XVII: 218–226.
- Suwastika. I.W.K. 2018. Pengaruh e-learning sebagai salah satu media pembelajaran berbasis teknologi informasi terhadap motivasi belajar mahasiswa. *Jurnal Sistem dan Informatika*. 13 (1): 1–5.
- Syswianti. D. , Suryani, N. , & Wahyuni, T. 2020. Evaluasi pembelajaran daring dengan menggunakan aplikasi zoom di masa pandemi Covid-19 pada mata kuliah pengantar asuhan kebidanan. *Jurnal Medika Cendikia*. 7 (1): 40–50.
- Tabiin, Q.A. 2020. Google classroom sebagai alternatif e-learning pembelajaran akidah ahlak di masa pandemi Covid-19 di Madrasah Aliyah Hidayatullah Pringsurat. *Academia.edu*. Retrieved from [http://www.academia.edu/download/63464681/1903018014\\_Qoerul\\_Ahmad\\_Tabiin\\_mini\\_research20200529-92220-77ii95.pdf](http://www.academia.edu/download/63464681/1903018014_Qoerul_Ahmad_Tabiin_mini_research20200529-92220-77ii95.pdf).
- Teddy, S. & Swatman, P. M. C. 2006. E-learning readiness of Hong Kong Teachers. *The Journal of Education Research University of South Australia*.
- Taufiqurrahman . 2020. Kisah viral guru Avan, datangi satu per satu rumah murid untuk mengajar di tengah pandemi Corona. Retrieved from: <https://regional.kompas.com/read/2020/04/18/14595211/kisah-viral-guru-avan-datangi-satu-per-satu-rumah-murid-untuk-mengajar-di?page=all>
- Tingungki, G.A. & Nurwahyu, B. 2020. The implementation of google classroom as the e-learning platform for teaching non-parametric statistics during COVID-19 pandemic in Indonesia. *International Journal of Advanced Science and Technology*. 29 (4): 5793–5803.
- Trisniawati , Rhosyida, N. , & Muanifah, M.T. 2020. Eksplorasi hasil belajar mahasiswa melalui penggunaan kuis dan tugas pada e-learning edmodo di era pandemi Covid-19. *Science Tech: Jurnal Ilmu Pengetahuan dan Teknologi*. 6 (2): 39–47.
- Umaroh, S. (2012). Penerapan project based learning menggunakan microblogging edmodo untuk meningkatkan prestasi belajar siswa. Unpublished Thesis. *Universitas Pendidikan Indonesia Bandung*.
- Utami, N.P.G.K. 2020. Pengaruh pembelajaran daring sinkronus dengan zoom meeting berbantuan kahoot terhadap prestasi belajar Matematika siswa Kelas X SMA Negeri 1 Negara. Unpublished Thesis. Universitas Pendidikan Ganesha.
- Utami, R.R. , Rosidin, U & Wahyudi, I. 2017. Pengaruh Penggunaan e-learning dengan schoology materi gravitasi newton terhadap hasil belajar siswa. *Jurnal Pembelajaran Fisika*. 5 (2): 81–91.
- Yensy. N.A. 2020. Efektifitas pembelajaran statistika matematika melalui media whatsapp ditinjau dari hasil belajar mahasiswa (Masa pandemik Covid 19). *Jurnal Pendidikan Matematika Raflesia*. 5 (2): 65–74.
- Zwang, J. 2010. Edmodo: A free, secure social networking site for schools. Retrieved from: <https://www.eschoolnews.com/2010/12/15/edmodo-a-free-secure-social-networking-site-for-schools/#:~:text=Edmodo%20doesn't%20require%20any,education%2Dbased%20social%20networking%20site.>

## Pre-service teacher education reform in Indonesia: Traditional and contemporary paradigms

- Anita, N. , & Rahman, A. 2013. Penilaian peserta PPG SM3T prodi PPKn UNESA terhadap pelaksanaan programme pendidikan profesi guru (PPG) Tahun 2013. *Kajian Moral dan Kewarganegaraan*, 3(1): 409–423.
- Anwar, Y. 2012. Kemampuan subject-specific pedagogy calon guru biologi peserta programme pendidikan profesional guru (PPG) yang berlatar belakang basic sains pra dan post workshop. *Jurnal Pendidikan IPA Indonesia*, 1(2): 157–162. doi: <https://doi.org/10.15294/jpii.v1i2.2133>.
- Bair, M. A. 2014. Teacher professionalism: What educator can learn from social workers. *Mid-Western Educational Researcher*, 26(2): 28–57.
- Burgess, H. 2000. What future for initial teacher education? New curriculum and new directions. *The Curriculum Journal*, 11(3): 405–417. doi: <https://doi.org/10.1080/09585170050200594>.
- Chang, M. C. 2014. Teacher reform in Indonesia: the role of politics and evidence in policy making. Washington, DC: The World Bank.
- Connell, R. 2009. Good teachers on dangerous ground: towards a new view of teacher quality and professionalism. *Critical Studies in Education*, 50(3): 213–219. doi: <https://doi.org/10.1080/17508480902998421>.
- Etzioni, A. 1969. *The semi-professions and their organization*. New York: Free Press.
- Fish, D. , & Coles, C. 2005. *Medical education: Developing a curriculum for practice*. Open University Press: Berkshire.

- Furlong, J. 2013. Globalization, neoliberalism, and the reform of teacher education in England. *The Education Forum*, 77: 28–50. doi: <https://doi.org/10.1080/00131725.2013.739017>.
- Grant, J. 2014. *Principles of curriculum design*. in T. Swanwick, ed, *Understanding medical education: Evidence, theory, and practice*. 2nd edn. Somerset, NJ: John Wiley & Sons, Ltd., pp. 31–46.
- Heryadi, D. 2007. Entry level assessment sebagai salah satu programme dalam upaya meningkatkan kualitas lulusan Iptk: kajian literatur tentang konsep dan pengaplikasiannya. *Jurnal Pendidikan dan Kebudayaan*, 13(65): 330–313. doi: <http://dx.doi.org/10.24832/2Fjpnk.v13i65.339>.
- Hoyle, E. 2001. *Teaching as a profession*. in N. J. Smelser & P.B. Baltes, eds, *International encyclopedia of social behavioral sciences*. Elsevier, Ltd., pp. 15472–14746.
- Indriyani. 2015. Persepsi mahasiswa kependidikan fakultas ekonomi Universitas Negeri Yogyakarta terhadap pendidikan profesi guru (PPG). *Pelita – Jurnal Penelitian Mahasiswa UNY*, X(1): 1–10.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Panduan programme pendidikan profesi guru prajabatan pasca programme SM-3T (2nd ed.)*. Jakarta, Indonesia: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Pedoman pendidikan berasrama bagi peserta programme pendidikan profesi guru prajabatan pasca programme SM-3T*. Jakarta, Indonesia: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Programme sarjana mendidik di daerah terdepan, terluar, dan tertinggal (SM-3T)*. Jakarta, Indonesia: Kementerian Pendidikan dan Kebudayaan.
- Kementrian Riset, Teknologi dan Pendidikan Tinggi. 2017. *Pedoman penyelenggaraan pendidikan profesi guru (the implementing guidance of teacher profession education)*. Jakarta, Indonesia: Kementrian Riset, Teknologi dan Pendidikan Tinggi.
- Lynch, K. 2012. On the market: Neoliberalism and new managerialism in irish education. *Social Justice*, 12(5): 88–102. doi: <https://doi.org/10.1080/17508487.2014.949811>.
- Maison. 2013. *Curriculum evaluation in higher education: A case study of a physics pre-service teachers' curriculum in Indonesia*. PhD Dissertation. Western Australia: Curtin University.
- Malm, B. 2009. Towards a new professionalism: Enhancing personal and professional development in teacher education. *Journal of Education for Teaching: International Research and Pedagogy*, 35(1): 77–91. doi: <https://doi.org/10.1080/02607470802587160>.
- Margi, I. K. 2013. Programme pendidikan profesi guru prajabatan dalam perspektif darwinisme sosial. *Jurnal Pendidikan dan Pengajaran*, 46(1): 87–95. doi: <http://dx.doi.org/10.23887/jppundiksha.v46i1.1695>.
- Maryati, M., Prasetyo, Z. K., Wilujeng, I., & Sumintono, B. 2019. Measuring teacher's pedagogical content knowledge using many-facet rasch model. *Cakrawala Pendidikan*, 38(3): 452–464. doi: <https://doi.org/10.21831/cp.v38i3.26598>.
- Menter, I. 2010. *Literature review on teacher education in the 21st century*. Edinburgh: Scottish Government Social Research.
- Meyer, H., & Benavot, A. 2013. *PISA and the globalization of education governance: some puzzles and problems*. In: H. Meyer and A. Benavot, eds, *pisa, power, and policy: The emergence of global educational governance*. Oxford: Symposium Books Ltd, pp. 9–26.
- Mullis, I. V. S., Martin, M. O., Foy, P., & Arora, A. 2012. *TIMSS 2011 international results in mathematics*. Boston: TIMSS & PIRLS International Study Center and International Association for the Evaluation of Educational Achievement (IEA).
- Ningrum, E. 2012. Membangun sinergi pendidikan akademik (S1) dan pendidikan profesi guru (PPG). *Jurnal Pendidikan Geografi*, 12(2): 49–55. doi: <https://doi.org/10.17509/gea.v12i2.1783>.
- OECD. 2005. *Teacher matter: Attracting, developing, and retaining effective teachers*. Paris: OECD.
- OECD. 2014. *PISA 2012 results in focus: What 15-year-olds know and what they can do with what they know*. OECD: Programme for International Student Assessment.
- OECD. 2016. *PISA 2015 result in focus*. Paris: OECD.
- OECD/Asian Development Bank. 2015. *Education in Indonesia: Rising to the challenge*. Paris: OECD Publishing.
- Ovens, P. 2000. Becoming scientific and becoming professional: Towards moderating rationalism in the initial teacher education curriculum. *The Curriculum Journal*, 11(2): 177–197. doi: <https://doi.org/10.1080/0958517005004519>.
- Peraturan Menteri Pendidikan Nasional Tahun 2007 No. 16. *Standar kualifikasi akademik dan kompetensi guru*. [Standard of teacher academic qualification and competence].
- Peraturan Pemerintah RI Tahun 2012 No. 8. *Kerangka kualifikasi nasional Indonesia*. [Indonesian national qualification framework].
- Priestley, M., Biesta, G., & Robinson, S. 2015. *Teacher agency: An ecological approach*. London: Bloomsbury Academic.
- Pritchett, L. 2015. *The Majority of The World's Children Are in School. So Why Aren't They Learning?* [Homepage of The Guardian], [Online]. Available: <http://www.theguardian.com/global-development/2015/sep/29/majority-of-world-children-in-school-so-why-arent-they-learning?>

- CMP=share\_btn\_tw [October 10th, 2015].
- Pujaningsih , & Ambarwati, U. 2020. Self-efficacy changes in collaborative course for inclusive education preservice teachers. *Cakrawala Pendidikan*, 39(1): 79–88. doi:10.21831/cp.v39i1.26669.
- Raihani & Sumintono, B. 2010. *Teacher education in Indonesia: Development and challenges* . In: K.G. Karrasand , C.C. Woluter , eds, *International handbook of teacher education worldwide*. 1st edn. Athens: Athens-Atrapos, pp. 181–197.
- Ritchie, J. , & Spencer, L. 1994. *Qualitative data analysis for applied policy research* by Jane Ritchie and Liz Spencer in A. Bryman and R. G. Burgess , eds. "Analyzing ualitative data". London: Routledge, pp. 173–194. (PDF) Framework Analysis : A Qualitative Methodology for Applied Policy Research. Available from: [https://www.researchgate.net/publication/267678963\\_Framework\\_Analysis\\_A\\_Qualitative\\_Methodology\\_for\\_Applied\\_Policy\\_Research](https://www.researchgate.net/publication/267678963_Framework_Analysis_A_Qualitative_Methodology_for_Applied_Policy_Research) [accessed Feb 19 2020].
- Undang-Undang R. I. Tahun 2003 No. 20. Sistem pendidikan nasional [National Educational System].
- Undang-Undang R. I. Tahun 2005 No. 14. Guru dan dosen. [Teacher and Lecturer].
- Suara Merdeka . 2014. 24 June 2014. *Kerancuan pendidikan profesi guru*. Suara Merdeka.
- Subkhan, E. 2011. Kritik atas pendidikan profesi guru dan solusinya.
- Suresman, E. 2015. Studi deskriptif analisis model pembinaan sikap religius di LPTK penyelenggaraan pendidikan profesi guru pasca SM3T di Indonesia. *EduTech*, 1(3): 437–459. doi: <https://doi.org/10.17509/edutech.v14i3.1389>.
- Suryandari, K. C. , Fatimah, S. , Sajidan, S. , Rahardjo, S. B. , & Prasetyo, Z. K. 2018. Project-based science learning and pre-service teachers' science literacy skill and creative thinking. *Cakrawala Pendidikan*, XXXVII(3): 345–355. doi: <https://doi.org/10.21831/cp.v38i3.17229>.
- Sutoyo . 2014. Meningkatkan kualitas guru melalui pendidikan profesi guru. *Widya Wacana*, 9(1): 18–25. doi: <http://dx.doi.org/10.33061/www.v9i1.947>.
- USAID . 2009. Teacher education and professional development in Indonesia: A gap analysis. USAID/ Indonesia: GEM II - Aguirre Division of JBS International, Inc.
- Utanto, Y. , & Gunawan, D. 2017. Kurikulum pendidikan guru yang memberdayakan: Pembelajaran dari programme keteladanan, Heribertus. Paper presented at the Seminar Nasional Kupas Tuntas Kurikulum 2013, Himpunan Pengembang Kurikulum Indonesia (HIPKIN) Jawa Tengah. file:///C:/Users/ASUS/AppData/Local/Packages/Microsoft.MicrosoftEdge\_8wekyb3d8bbwe/TempState/Downloads/8-8-1-SM%20(3).pdf
- Utomo, B. U. , Suminar, D. S. , & Hamidah . 2019. Capturing teaching motivation of teacher in the disadvantaged areas. *Cakrawala Pendidikan*, 38(3): 398–410. doi: <http://dx.doi.org/10.21831/cp.v38i3.26411>.
- Westbury, I. 2008. Making curricula: Why do states make curricula, and how? In: F.M. Connely , ed, *The SAGE Handbook of Curriculum and Instruction* (1st ed). California: Sage Publications, Inc., pp. 45–65.
- Wibowo, U. B. 2011. Intensitas peran aktor kebijakan dan kekuatan politis dalam perumusan kebijakan sertifikasi pendidik. *Jurnal Penelitian Ilmu Pendidikan*, 4(1): 1–16. doi: <http://dx.doi.org/10.21831/jpipip.v6i1.4736>.
- Wiles, J. , & Bondi, J. 1989. *Curriculum development: A guide to practice* (3rd ed.). Columbus, Ohio: Merrill Publishing Company.
- Wiseman, A. W. 2013. Policy responses to PISA in comparative perspective. In: H. Meyer and A. Benavot , eds, *PISA, Power, and policy: the emergence of global educational governance*. Oxford: Symposium Books Ltd, pp. 303–322.
- Wiyarsi, A. , & Purtadi, S. 2017. Chemistry teacher's ability to design classroom action research in hybrid learning programme. *Cakrawala Pendidikan*, XXXVI(2): 192–200. doi: <http://dx.doi.org/10.21831/cp.v36i2.11586>.
- Zeichner, K. 2014. The struggle for the soul of teaching and teacher education in the USA. *Journal of Education for Teaching: International Research and Pedagogy*, 40(5): 551–568.

## Envisaging Montessori visions on a K-2 learning environment in a digital form

- Brown, N. , Te Riele, K. , Shelley, B. & Woodroffe, J. 2020. Learning at home during COVID-19: Effects on vulnerable young Australians. Independent Rapid Response Report. Hobart: University of Tasmania, Peter Underwood Centre for Educational Attainment. Retrieved from; <http://www.icponline.org>: 5–45
- Chapagain, N. K. , & Neupane, U. , 2020 Contextual learning: rethinking education for Nepal in the wake of COVID-19 crisis. *Applied Science and Technology Annals* DOI: <https://doi.org/10.3126/asta.v1i1.30281>:100
- Creswell, J. W. 2012. *Educational research; Planning, conducting, and evaluating quantitative and qualitative research* 4th ed. Pearson Education, Inc. Boston.

- Drigas, A. S. , & Gkeka, E. G. , 2016 Montessori method and ICTs. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 4(1): 25–30.
- Ely, M. , 1991 *Doing qualitative research; circles within circles*. Taylor & Francis e-library.
- Fukuyama, M. , 2018 *Society 5.0: Aiming for a new human-centered society*. Retrieved from <http://www.jef.or.jp>.
- Kemenkes , 2020 Covid-19 Update. Accessed on august 14th, 2020, on <http://www.Covid19.kemendes.go.id>.
- Khanzode, K. C. A. , & Sarode, R. D. 2016. Evolution of the World Wide Web: from web 1.0 to 6.0. *International journal of Digital Library services*, 6(2): 1–11.
- Kocour, N. 2019 How blended learning impacts student engagement in an early childhood classroom. [https://nwcommons.nwciowa.edu/education\\_masters](https://nwcommons.nwciowa.edu/education_masters)
- Kusnadi, U. , & Ismail, M. H. 2020. Improving the quality of children's development in kindergarten by stimulating the creative cognitive skills using the pragmatic approach to creativity. *Proceeding of the international Conference on Early Childhood Education and Parenting (ECEP 2019)*, Atlantis press: 264–265.
- Mariyana, R. , & Setiasih, O. 2018. Desain lingkungan belajar untuk mengoptimalkan multiple intelligences anak usia dini. *Jurnal Pendidikan Usia Dini*, 12(1): 141–152.
- NAEYC and the Fred Rogers Center . 2012. Technology and interactive media as tools in early childhood programs serving children from birth through age 8. Retrieved from <http://www.naeyc.org>: 1–10
- Powell, M. 2016. *Montessori practices: options for a digial Age*. The Wildflower Foundation. *The NAMTA Journal*, 41(2): 156.
- Prentzas J. 2013. *Artificial Intelligence Methods in Early Childhood Education*. In Yang X.S. (eds) *Artificial Intelligence, Evolutionary Computing and Metaheuristics*. *Studies in Computational Intelligence*, vol. 427. Springer, Berlin, Heidelberg. [https://doi.org/10.1007/978-3-642-29694-9\\_8](https://doi.org/10.1007/978-3-642-29694-9_8)
- Priyono, D. 2020. The challenge of ECCE inclusive education for society 5.0 in Southeast Asia. SEAMEO CECCEP. Retrieved from [http://www.criced.tsukuba.ac.jp/math/seameo/2020/presentations/14Feb/21-Dwi\\_P-2020.pdf](http://www.criced.tsukuba.ac.jp/math/seameo/2020/presentations/14Feb/21-Dwi_P-2020.pdf)
- Sobel, K. 2019. Future of childhood salon on immersive media and child development at Arizona state university. Retrieved from; <http://www.joanganzcooneycenter.org>: 6-19
- State of Victoria . 2012. *Blended learning a synthesis of research findings in Victorian education 2006–2011*. Ultratnet and Digital Learning Branch Department of Education and Early Childhood Development. Retrieved from; <http://www.education.vic.gov.au>: 14–20
- Sujiono . 2009. *Konsep Dasar PAUD*. Jakarta: PT. Index.
- The Wildflower . 2020. *Authentic Montessori and contemporary considerations*. Retrieved from; <http://www.wildflowerschool.org>: 4–8
- Vygotsky, L. S. 2004. Imagination and creativity in childhood. *Journal of Russian and East European Psychology*, 42(1): 1–38.
- Williams, R. , Park, H. W. , Oh, L. , & Breazeal, C. 2019. *PopBots: Designing an artificial intelligence curriculum for early childhood education*. MIT Media Lab, Massachusetts. Retrieved from; <http://www.robotic.media.mit.edu>
- Zosh, J. M. , Hirsh-Pasek, K. , Golinkoff, R. M. , & Morris, J. P. 2016. Learning in the digital age: Putting education back in educational apps for young children. *Encyclopedia on Early Childhood Development*, 1–5.

## Online learning feedback for elementary school during the Covid-19 pandemic

- Adit, A. 2020. *12 Aplikasi pembelajaran daring kerjasama kemendikbud, gratis!*, *Kompas.com*. Available at: <https://edukasi.kompas.com/read/2020/03/22/123204571/12-aplikasi-pembelajaran-daring-kerjasama-kemendikbud-gratis?page=all>.
- Anggraini, W. , Hudiono, B. & Hamdani . 2015. Pemberian umpan balik (Feedback) terhadap hasil belajar dan self-efficacy matematis siswa kelas VII SMP, *Jurnal Pendidikan Matematika FIKP Untan*, 4(9): 1–13.
- Bensalem, E. 2018. The impact of WhatsApp on EFL students' vocabulary learning. *Arab World English Journal*, 9(1): 23–38.
- Dwi, B. et al . 2020. Analisis keefektifan pembelajaran online di masa pandemi Covid-19, *Jurnal Pendidikan Guru Sekolah Dasar*, 2(1): 28–37.
- Hidayat, T. 2019. *Trend teknologi revolusi industri 4.0*. Available at: <https://unida.ac.id/teknologi/artikel/trend-teknologi-revolusi-industri-40.html>.
- Kemendikbud . 2013. *Permendikbud RI Nomor 109 Tahun 2013*: 1–8. Available at: <https://lppmp.uns.ac.id/wp-content/uploads/2018/03/Permen-Nomor-109-tahun-2013-ttg-PJJ.pdf>.
- Kemendikbud . 2016. *Panduan gerakan literasi sekolah*. Jakarta: Kemendikbud.

- Kemenkes . 2020. *Tentang novel corona virus (NCov), Kementerian Kesehatan RI*. Available at: <https://www.kemkes.go.id/resources/download/info-terkini/COVID-19>(Accessed: 1 May 2020).
- MacKenzie, J. S. , & Smith, D. W. 2020. COVID-19: A novel zoonotic disease caused by a coronavirus from China: What we know and what we don't, *Microbiology Australia*, 41(1): 45–50.
- Nastiti, F. E. , & ' Abdu, A. R. N. 2019. Kesiapan pendidikan Indonesia menghadapi era society 5.0. *Jurnal Kajian Teknologi Pendidikan*, 5(1): 61–66.
- Özdemir, V. & Hekim, N. 2018. Birth of industry 5.0: Making sense of big data with artificial intelligence, "the internet of things" and next-generation technology policy. *OMICS A Journal of Integrative Biology*, 22(1): 65–76.
- Rustiani, S. et al . 2019. Measuring usable knowledge: Teacher's analyses of mathematics for teaching quality and student learning: 13–14.
- Seruni, S. & Hikmah, N. 2015. Pemberian umpan balik dalam meningkatkan hasil belajar dan minat belajar mahasiswa, *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(3): 227–236.
- Shi, H. H. , Jiang, N. , Cao, Y. , Alwalid, O. , Gu, J. , Fan, Y. , & Zheng, C. 2020. Radiological findings from 81 patients with COVID-19 pneumonia in Wuhan, China: a descriptive study, Available at: <https://www.thelancet.com/action/showPdf?pii=S1473-3099%2820%2930086-4>.
- Sofyatiningrum, E. , Ulumudin, I. & Perwitasari, F. 2019. Kajian umpan balik guru terhadap hasil belajar siswa, *Indonesian Journal of Educational Assesment*, 2(2): 56.
- Wibawa, R. P. & Agustina, D. R. 2019. Peran pendidikan berbasis higher order thinking skills (Hots) pada tingkat sekolah menengah pertama di era society 5.0 sebagai penentu kemajuan bangsa Indonesia, *Equilibrium*, 7(2): 137–141.
- Windarsih, C. A. 2016. Aplikasi teori umpan balik (feedback) dalam pembelajaran motorik pada usia dini, *Tunas Siliwangi*, 2(1): 20–29.

## **Multiliteracy education challenges: Will narrative texts used in textbooks open students' minds to critical literacy?**

- Archakis, A. 2012. *The construction of identities in critical education*. Palgrave Macmillan.
- Ameny-Dixon, G. M. 2004. Why multicultural education is more important in higher education now than ever: A global perspective. *International Journal of Scholarly Academic Intellectual Diversity*, 8(1): 1–9.
- Bobkina, J. , & Stefanova, S. 2016. Literature and critical literacy pedagogy in the EFL classroom: Towards a model of teaching critical thinking skills. *Studies in Second Language Learning and Teaching*, 6(4): 1–20. <https://doi.org/10.14746/ssl.2016.6.4.6>
- Connell, N. A. D. , Klein, J. H. , & Meyer, E. 2004. Narrative approaches to the transfer of organisational knowledge. *Knowledge Management Research & Practice*, 2(3): 184–193.
- Fajardo, M. F. 2015. A review of critical literacy beliefs and practices of English language learners and teachers. *University of Sydney Papers in TESOL*, 10: 29–56.
- Freire, P. 1972. *Pedagogy of the oppressed* (30th ed.). Herder & Herder.
- Freire, P. , & Macedo, D. 2005. *Literacy: Reading the word and the world*. Routledge.
- Gustine, G. G. 2018. A Survey on Critical Literacy as a Pedagogical Approach to Teaching English in Indonesia. *Indonesian Journal of Applied Linguistics*, 7(3): 531–537.
- Heath, S.B. 1983. *Ways with words: Language, life, and work in communities and classrooms*. Cambridge University Press.
- Holland, T. P. , & Kilpatrick, A. C. 1993. Using narrative techniques to enhance multicultural practice. *Journal of Social Work Education* 29(3): 302–308.
- Janks, H. 2012. The Importance of Critical Literacy. *English Teaching: Practice and Critique*, 11(1): 150–163.
- Kim, S. J. 2012. Critical literacy in East Asian literacy classrooms. *Perspectives on Global Development and Technology*, 11(1): 131–144.
- Ko, M.-Y. 2010. *Critical literacy development in a college-level English reading class in Taiwan* (Doctoral dissertation). Indiana University, Indiana.
- Kuo, J. 2014. Critical literacy in the EFL classroom: Evolving multiple perspectives through learning tasks. *The Journal of AsiaTEFL*, 11(4): 109–138.
- Lee, Y. J. 2015. First steps toward critical literacy: Interactions with an English narrative text among three English as a foreign language reader in South Korea. *Journal of Early Childhood Literacy*, 17(1): 26–46.
- Lewis, C. 2001. Literacy practices as social acts: Power, status and cultural norms in the classroom. *Journal of Literacy Research*, 35(3): 941–946.
- Lewisohn, M. , Flint, A. S. , & Van Sluys, K. 2002. Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5): 382–392.

- Mbau, A. T. , & Sugeng, B. 2019. Critical Literacy for ELT in Indonesia: What EFL Teachers should be aware of. *Journal of English Language Teaching and Linguistics*, 4(2): 143–156.
- Marying, P. 2014. Qualitative content analysis: Theoretical foundation, basic procedures and software solution. GESIS-Leibniz Institute for the Social Sciences. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0168-ssaoar-395173>.
- Morrell, E. 2008. *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. Routledge.
- Ndura, E. , & Dogbevia, M. K. 2013. Re-envisioning multicultural education in diverse academic contexts. *Procedia-Social and Behavioral Sciences*, 93: 1015–1019.
- Parker, J. K. 2013. Critical literacy and the ethical responsibilities of student media production. *Journal of Adolescent & Adult Literacy*, 56(8): 668–676. <https://doi.org/10.1002/JAAL.194>
- Schiffrin, D. 1996. Narrative as self-portrait: Sociolinguistic constructions of identity. *Language in Society*, 25(2): 167–203.
- Souto-Manning, M. 2014. Critical narrative analysis: The interplay of critical discourse and narrative analyses. *International Journal of Qualitative Studies in Education*, 27(2), 159–180.
- Yılmaz, F. 2016. Multiculturalism and multicultural education: A case study of teacher candidates' perceptions. *Cogent Education*, 3(1): 1172394. <https://doi.org/10.1080/2331186X.2016.1172394>
- Yoon, B. 2016. *Critical literacies: Global and multicultural perspectives*. Springer.

## Adaptive learning 4C skills during and after Covid-19 in elementary school

- Andrian, R. , & Fauzi, A. 2019. E-Learning model to support industrial based adaptive learning for student vocational high school. *Jurnal Online Informatika*, 3(2): 86. <https://doi.org/10.15575/join.v3i2.258>
- Cronbach, L. J. 1975. Beyond the two disciplines of scientific psychology. *American Psychologist*, 30(2): 116–127. <https://doi.org/10.1037/h0076829>
- Dochy, F. , & Dochy, F. 2018. The future of learning. *Creating Impact through Future Learning*, 1–11. <https://doi.org/10.4324/9781351265768-1>
- Fatmawiyati, J. , Psikologi, M. , & Airlangga, U. 2011. *Jati Fatmawiyati | Magister Psikologi Universitas Airlangga Page 1*. 1–21.
- Lanani, K. 2013. Belajar berkomunikasi dan komunikasi untuk belajar dalam pembelajaran Matematika. *Infinity Journal*, 2(1): 13. <https://doi.org/10.22460/infinity.v2i1.21>
- Nyakito, C. , College, N. T. , & Box, P. O. 2018. *Baraton Interdisciplinary Research Journal*, 8(Special Issue): 1–10.
- Safira, N. 2019. *Berpikir kritis dalam keperawatan*. <https://doi.org/10.31219/osf.io/7dakf>
- Shute, V. J. & Zapata-Rivera, D. 2008. *Handbook of research on educational communications and technology*. Springer-Verlag.
- Verdú, E. , Regueras, L. M. , Verdú, M. J. , De Castro, J. P. , & Pérez, M. Á. 2008. An analysis of the research on adaptive Learning: The next generation of e-learning. *WSEAS Transactions on Information Science and Applications*, 5(6): 859–868.
- Zakiah, L. & I. L. . 2019. *Berpikir kritis dalam konteks pembelajaran*. Erzatama Karya Abadi.
- Zubaidah, S. 2018. Mengenal 4c: Learning and innovation skills untuk menghadapi era revolusi industri 4.0. <https://www.researchgate.net/publication/332469989>

## Multiliteracy pedagogy challenges: EFL teachers' multicultural attitudes in the literacy classroom practices

- America, C. 2014. Integrating literacy practices in business education: Pedagogic intentions for teacher training. *A Journal for Language Learning* 30(3):16–25.
- Banks, J. A. 1991. *Teaching strategies for ethnic studies*. Boston: Allyn and Bacon.
- Banks, J. A. 1993. *Diversity within unity: Essential principles for teaching and learning in a multicultural society*. Washington D.C.: Office of Educational Research and Development (ERIC Document Reproduction Service No. ED 339 548)
- Banks, J. A. 1994. *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Banks, J. A. 2004. *Multicultural education: Characteristics and goals* . In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*: 3–30. San Fransisco: Jossey-Bass
- Basbay, A. , & Kagnici, D. Y. 2013. Cokkulturlu yeterlik algilari olcegi: Bir olcek gelistirme calismasi. *Egitim ve Bilim*, 36(161): 199–212.

- Braun, V. , & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology* 3(2): 77–101.
- Braun, V. , & Clarke, V. 2014. What can “thematic analysis” offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Well-Being* 9: 1–2.
- Brok, P. D. , T. Bergen , & M. Brekelmans . 2006. “Convergence and Divergence between Teachers’ and Students’ Perceptions of Instructional Behaviour in Dutch Secondary Education.” In *Contemporary Approaches to Research on Learning Environments: World Views*, edited by D. L. Fisher and M. S. Khine , 125–160. Singapore: World Scientific.
- Cohen, L. , Manion, L. , & Morrison, K. 2000. *Research methods in education*. 5th edition. London: Routledge Falmer.
- Creswell, J. W. 2009. *Research design: Qualitative, quantitative, and mixed method approach* third edition. Sage Publications: USA.
- Denscombe, M. 2007. *The good research guide for small-scale research projects*. Berkshire: OUP.
- Freire, P. 1970. *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder.
- Freire, P. 1997. *A response* . In P. Freire , J. Fraser , D. Macedo , T. McKinnon , & W. Stokes (Eds.), *Mentoring the mentor: A critical dialogue with Paulo Freire* (pp. 303–329). New York: Peter Lang.
- Gay, G. 2018. *A synthesis of scholarship in multicultural education*. Retrieved from [www.Ncrel.org](http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsrp/le=gay.htm): <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsrp/le=gay.htm>
- Guthrie, J. T. 2004. *Teaching for literacy engagement*. Retrieved from [jlr.sagepub.com](http://jlr.sagepub.com): *Journal of Literacy Research*
- Gutierrez-Gomez, C. 2002. Multicultural teacher preparation: establishing Safe Environments for Discussion of Diversity Issues. *Multicultural Education* 10(1): 31–39.
- Hammond, M. , & Wellington, J. 2013. *Research methods: The key concepts*. London: Routledge.
- Janks, H. 2014. *Doing critical literacy: Texts and activities for students and teachers*. New York: Routledge.
- Kaya, I. , & Aydin, H. 2013. *Turkiye’de anadilde egitim sorunu: Zorluklar, deneyimler ve ili dilli egitim modeli onerileri*. Istanbul: Ukam.
- Kennedy, T. J. 2002. Classroom practices for literacy development of english language learners. *Northwest Journal of Teacher Education* 2 (1): 6.
- Murane, R. J. , et al. 2012. Literacy challenges for the twenty-first century: Introducing the issue. *The Future of Children* 22(2).
- Navita, N. C. 2014. Teachers’ multicultural awareness of the school environment: Basis for a proposal for multicultural awareness enhancement program for teachers. *Asian Pacific Journal of Education, Arts, and Sciences* 1(4).
- Norton, B. 2010. Identity, literacy, and english-language teaching. *Canada: TESL Canada Journal* 28.
- Patton, M. 2002. *Qualitative research and evaluation methods*. London: Sage Publications.
- Ponterotto, J. G. , Baluch, S. , Greig, T. , & Rivera, L. 1998. Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement*, 58(6):1002–1016.
- Schwandt, T. 2007. *The sage dictionary of qualitative inquiry*. London: Sage Publications.
- Skerret, A. 2015. A framework for literacy education in multicultural, multilingual, and multiliterate classrooms. *Multicultural Education Review*, 7(1–2): 26–40.
- Stanovitch, P. J. , & A. Jordan . 1998. Canadian teachers’ and principals’ beliefs about inclusive education as predictors of effective teaching in heterogeneous classrooms. *Elementary School Journal*, 98: 221–238.
- Vollmer, G. 2000. Praise and stigma: Teachers’ constructions of the ‘typical ESL student’. *Journal of Intercultural Studies*, 21(1): 53–66.
- Wells, R. 2008. Global and multicultural opportunities, challenges, and suggestions for teacher education. *National Association for Multicultural Education*, 10(3): 142–149.
- Yoon, B. 2016. *Critical literacies: Global and multicultural perspectives*. New York: Springer.

## **Implementation of wooden craft vocational learning to improve life skills in students with disabilities**

- Abdurrahman, M. 2003. *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: PT. Rineka Cipta.
- Agrawal, R. 2013. How to identify and Select a Business Opportunity and Then Implement the Business Idea? A Case on Edupreneurship in India. *Journal of Business Studies Quarterly*, 4(4): 176–182.
- Amin, M. 1995. *Ortopedagogik Anak Ttunagrahita*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Anggraini, N. 2016. *Vocational Skills Development for People with Intellectual Disabilities by Institution BBRISBG Kartini Temanggung Central Java*. Proceedings of the 2nd International Multidisciplinary

Conference, Nov 2016.

Astati . 2001. *Persiapan Pekerjaan Penyandang Tunagrahita*. Bandung: CV Pandawa.

Borg, W. R. , & Gall, M. D. 2007. *Educational Research* (Six edition). New York: Longman.

Brown, B. J. & Baker, S. 2007. *Philosophies of Research into Higher Education*. London, United Kingdom: A&C Black.

Dewi, D. P. 2018. Asesmen Sebagai Upaya Tindaklanjut Kegiatan Identifikasi Terhadap Anak Berkebutuhan Khusus. *Jurnal Wahana*, 70(1): 17–24. <https://doi.org/10.36456/wahana.v70i1.1563>

Eldiva, Fiyola Triana . 2018. *Project Based Learning in Improving Critical Thinking Skill of Children with Special Needs*. Prosiding disampaikan pada International Conference on Special and Inclusive Education (ICSIE 2018). <https://doi.org/10.2991/icsie-18.2019.64>

Hidayat, L. 2018. Urgensi Guru dan Kompetensi Edupreneur dalam Dukungan Pendidikan Vokasional di Sekolah Luar Biasa. *Widya Wacana*, 13(2): 40–45. <http://dx.doi.org/10.33061/www.v13i2.2259>

Ishartiwi . 2012. Kompetensi Guru Pendidikan Khusus dan Model Pengembangannya dalam Upaya Peningkatan Kualitas Generasi Bangsa Penyandang Difabel. *Jurnal Pendidikan Khusus*, IX(1): 1–11.

Kementerian Pendidikan dan Kebudayaan . 2014. Kurikulum 2013. Pedoman Pelaksanaan Bagi Peserta Didik Berkebutuhan Khusus. Jakarta: Direktorat Pendidikan Khusus dan Layanan Khusus.

Kementerian Pendidikan dan Kebudayaan . 2012. Integrasi Pendidikan Karakter dalam Pembelajaran bagi Peserta didik Tunagrahita. Jakarta: Kemendikbud Dikrektorat PKLK

Kemis . 2013. Pendidikan Anak Berkebutuhan Khusus Tunagrahita. Jakarta Timur: PT. Luxima Metro Media.

Lestari, Anik . 2010. Pengaruh Debu Kayu terhadap Gangguan Fungsi Paru Tenaga Kerja di CV. Gion & Rahayu, Kec. Kartasura, Kab. Sukoharjo, Jawa Tengah. Skripsi: Fakultas Kedokteran: UNS. <https://digilib.uns.ac.id/dokumen/detail/14379/>

Mechling , et al. 2013. The Use Of Mobile Technologies To Assist With Life Skills/Independence Of Students With Moderate/SevereIntellectual Disability And/Or Autism Spectrum Disorders: Considerations For The Future Of School Psychology. *Psychology in the Schools*, 50(3), <https://doi.org/10.1002/pits.21673>

Miles , Matthew B. A. , Michael Huberman , & Johnny Saldaña . 2013. *Qualitative Data Analysis*. London: Sage Publication.

Mumpuniarti . 2006. Manajemen Pembinaan Vokasional Bagi Tunagrahita di Sekolah Khusus Tunagrahita. *Jurnal Pendidikan Khusus*, 2(2): 1–17.

Mumpuniarti . 2007. Pembelajaran Akademik Bagi Tunagrahita. Yogyakarta: FIP UNY.

Mumpuniarti 2018. Kesiapan Guru Sekolah Reguler untuk Implementasi Pendidikan Inklusif. *Jurnal Pendidikan Khusus*, 14(2): 57–61.

Suryani, N. 2018. *Kekuatan Kognitif Siswa Tunagrahita Ringan terhadap Kegiatan Pembelajaran Keterampilan Budidaya Hortikultura* . *Jurnal Ilmu Pendidikan*. Vol. 2 (2). ISSN: 2549–9114. <http://dx.doi.org/10.26858/pembelajar.v2i2.5760>

Purtranto, B. 2015. *Tips Menangani Siswa yang Membutuhkan Perhatian Khusus*. Yogyakarta: Diva Press.

Sanjaya, W. 2013. *Penelitian Pendidikan: Jenis, Metode, dan Prosedur*. Jakarta: Prenadamedia Group.

Sugiyartun . 2009. Pendidikan Tunagrahita. Bandung: Alfabeta.

Sutarna, Agus , et al 2020. Manajemen Pendidikan Vokasi. JawaTengah: CV. Pena Persada.

Wahyuni, N. 2018. Peran Pendidikan Vokasi Bagi Anak Berkebutuhan Khusus dalam Menghadapi Tantangan Zaman. *Jurnal Keluarga*, 4(2): 137–147.

Wakiman . 1998. Menumbuhkan Kesenangan Belajar Matematika Melalui Permainan. *Jurnal Kependidikan*, Nomor 2. Page 209–222

Werry, J. S. , & Aman, M. G. 2013. *Practitioner's Guide to Psychoactive Drugs for Children and Adolescents*. Berlin: Springer Science & Business Media.

Wijaya, A. 2013. *Teknik Mengajar Siswa Tunagrahita*. Yogyakarta: Imperium.

## Support of parents and schools for online learning during the Covid-19 pandemic

Bateman, A. , & Waters, J. 2013. Asymmetries Of Knowledge Between Children And Teachers On A New Zealand Bush Walk. *Australian Journal of Communication*, 40(2): 19–31.

Brown, S. M. , Doom, J. R. , Lechuga-Peña, S. , Watamura, S. E. , & Koppels, T. 2020. Stress and parenting during the global COVID-19 pandemic. *Child Abuse and Neglect*, 110(June). <https://doi.org/10.1016/j.chiabu.2020.104699>

Cohen, S. & McKay, G. 2008. *Social Support, Stress and the Buffering Hypothesis: A Theoretical Analysis* . In Baum, A. Taylor, S. , & Singer, J. *Handbook of Psychology and Health*. New York: Hillsdale.

García, L. E. , & Thornton, O. 2014. The Enduring Importance of Parental Involvement. *Nea Today*, <Http://Neatoday.Org/2014/11/18/The-Enduring-Importanceof-Parentalinvolvement-2/>.



- Greenberg, K. H. 2005. *The Cognitive Enrichment Advantage Family-School Partnership Handbook*. Ox Knoxville: Kcd Harris & Associates Press.
- Hasbullah . 2001. *Dasar-Dasar Ilmu Pendidikan*. Jakarta: Rajagrafindo Persada.
- Kurniati, E. , Nur Alfaeni, D. K. , & Andriani, F. 2020. Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi COVID-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1): 241. <https://doi.org/10.31004/obsesi.v5i1.541>
- Kwatubana, S. , & Makhalemele, T. 2015. Parental Involvement In The Process Of Implementation Of The National School Nutrition Programme In Public Schools. *International Journal of Educational Sciences*, 9(3): 315–323. <https://doi.org/10.1080/09751122.2015.11890321>
- Lantolf, J. P. 2008. *Sociocultural Theory and the Teaching Of Second Languages*. London: Equinox Publishing.
- Brown, S. M. , Doom, J. R. , Lechuga-Peña, S. , Watamura, S. E. , & Koppels, T. (2020). Stress and parenting during the global COVID-19 pandemic. *Child Abuse and Neglect*, 110(June). <https://doi.org/10.1016/j.chiabu.2020.104699>
- Lilawati, A. 2020. Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1): 549. <https://doi.org/10.31004/obsesi.v5i1.630>
- Llamas, A. , & Tuazon, A. P. 2016. School Practices in Parental Involvement, Its Expected Results and Barriers in Public Secondary Schools. *International Journal of Educational Science and Research*, 6(1): 69–78.
- Nahdi, K. , Ramdhani, S. , Yuliatin, R. , & Hadi, Y. 2020. Implementasi Pembelajaran pada Masa Lockdown bagi Lembaga PAUD di Kabupaten Lombok Timur. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1): 177–186.
- Puspitawati, H. 2013. *Konsep Dan Teori Keluarga. Gender Dan Keluarga*, 1–16. <https://doi.org/10.1249/01.Mss.0000074580.79648.9d>
- Sadler, R. , & Doo, M. 2016. *Language learning in virtual worlds*. Diambil dari [https://www.aupress.ca/books/120254/ebook/99Z\\_Gregory\\_et\\_al\\_2016-Learning\\_in\\_Virtual\\_Worlds.pdf](https://www.aupress.ca/books/120254/ebook/99Z_Gregory_et_al_2016-Learning_in_Virtual_Worlds.pdf)
- Sanders M. R. 2008. Triple P-Positive Parenting Program as a public health approach to strengthening parenting. *Journal of family psychology: journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 22(4): 506–517.
- Sarafino, E.P. , & Smith, T.W. 2011. *Health Psychology: Bio Psychosocial Interaction*. New York: John Willey and Sons Inc.
- Shonkoff, J. P. , Garner, A. S. , Siegel, B. S. , Dobbins, M. I. , Earls, M. F. , McGuinn, L. , ... & Committee on Early Childhood, Adoption, and Dependent Care . 2012. The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1): e232–e246.
- Dubey, S. , Biswas, P. , Ghosh, R. , Chatterjee, S. , Dubey, M. J. , Chatterjee, S. , & Lavie, C. J. 2020. Psychosocial impact of COVID-19. *Diabetes & Metabolic Syndrome: Clinical Research & Reviews*, 14(5): 779–788. <https://doi.org/10.1016/j.dsx.2020.05.035>
- Undang-Undang Republik Indonesia Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak, Pub. L. No. 35.
- WHO . 2020. Who Director-General's Opening Remarks at the Mission Briefing on COVID-19. 2020. <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-mission-briefing-on-covid-19> (Accessed July 12 , 2020).
- Wang, G. , Zhang, Y. , Zhao, J. , Zhang, J. , & Jiang, F. 2020. Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*, 395(10228): 945–947.

## **The influence of a gamification platform and learning styles toward student scores in online learning during the Covid-19 pandemic using split-plot design**

- An, D. , & Carr, M. 2017. Learning styles theory fails to explain learning and achievement : Recommendations for alternative approaches. *Personality and Individual Differences*. <https://doi.org/10.1016/j.paid.2017.04.050>
- Aydn, B. 2015. Examination of the Relationship between Eighth Grade Students' Learning Styles and Attitudes towards Mathematics. *Journal of Education and Training Studies*, 4(2): 124–130. <https://doi.org/10.11114/jets.v4i2.1162>
- Bire, A. , Geradus, U. , & Bire, J. 2014. Pengaruh Gaya Belajar Visual, Auditorial, dan Kinestetik Terhadap Prestasi Belajar Siswa. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 44(2).
- Bluejurnes, W. , & Gurdner, D. L. 1995. *Learning Styles : Implications for Distance Learning*. *New Directions For Adult and Continuing Education*, 67.

- Çal, H. , & Kılınç, G. 2012. The Relationship Between the Learning Styles of Students and Their Attitudes Towards Social Studies Course. *Procedia – Procedia Computer Science*, 55: 47–56. <https://doi.org/10.1016/j.sbspro.2012.09.476>
- Diaz, D. P. , & Cartnal, R. B. 2010. Students' Learning Styles in Two Classes and Equivalent On-Campus. *College Teaching*, 47(4): 130–135. <https://doi.org/10.1080/87567559909595802>
- Dicheva, D. , Dichev, C. , Agre, G. , & Angelova, G. 2018. Gamification in Education: A Systematic Mapping Study. *Journal of Educational Technology & Society*, 21(1): 152–154.
- Fatt, J. 2000. Understanding the Learning Styles of Students: Implications for Educators. *International Journal of Sociology and Social Policy*, 20(11/12): 31–45.
- Frankel, J. R. , Wallen, N. E. , & Hyun, H. H. 2011. How to Design and Evaluate Research in Education (8th Edition). In *Boston : McGraw-Hill* .
- Heinich, R. , Molenda, M. , & Russell, J. 1989. *Instructional Media and The New Technologies of Instruction. Macmillan* .
- Huang, W. H.-Y. , & Soman, D. 2013. A Practitioner's Guide To Gamification Of Education. In *Rotman School of Management University of Toronto*. <https://doi.org/10.1007/BF00814831>
- Legaki, N. , Xi, N. , Hamari, J. , & Karpouzis, K. 2020. International Journal of Human-Computer Studies The effect of challenge-based gamification on learning?: An experiment in the context of statistics education. *International Journal of Human-Computer Studies*, 144(November 2019). <https://doi.org/10.1016/j.ijhcs.2020.102496>
- Li, Y. , Medwell, J. , Wray, D. , Wang, L. , & Liu, X. 2016. Learning Styles?: A Review of Validity and Usefulness. *Journal of Education and Training Studies*, 4(10): 90–94. <https://doi.org/10.11114/jets.v4i10.1680>
- Rodriguez, I. , Puig, A. , Tellols, D. , & Samso, K. 2020. Evaluating the Effect of Gamification on the Deployment of Digital Cultural Probes for Children. *International Journal of Human-Computer Studies*, 102395. <https://doi.org/10.1016/j.ijhcs.2020.102395>
- Stott, A. , & Neustaedter, C. 2013. Analysis of Gamification in Education. *Carmster.Com*, 1–8. <http://carmster.com/clab/uploads/Main/Stott-Gamification.pdf>
- Surat Edaran Dinas Pendidikan , Pemuda dan Olahraga Daerah Istimewa Yogyakarta Nomor 421/0280 tentang Pembelajaran Jarak Jauh bagi Anak Sekolah dalam Rangka Pencegahan Covid 19. Yogyakarta
- Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 Tentang Pencegahan Corona Virus Disease (COVID-19) pada Satuan Pendidikan. Jakarta
- Truong, H. M. 2016. Computers in Human Behavior Integrating learning styles and adaptive e-learning system : Current developments, problems and opportunities. *Computers in Human Behavior*, 55: 1185–1193. <https://doi.org/10.1016/j.chb.2015.02.014>
- Zainuddin, Z. , Kai, S. , Chu, W. , Shujahat, M. , & Perera, J. 2020. The impact of gamification on learning and instruction: A systematic review of empirical evidence. *Educational Research Review*: 100326. <https://doi.org/10.1016/j.edurev.2020.100326>

## **Strengthening beginners character education in facing the 2020 general election**

- Amin, S. et al. 2019. *Citizenship in Indonesia: Struggle for Rights, Identities, and Participation*. Pustaka Obor Indonesia Foundation.
- Aspinall, E. , & Berenschot, W. 2019. *Democracy for sale: Elections, clientelism, and the state in Indonesia*. Cornell University Press.
- Berenschot, W. , & van Klinken, G. 2019. Introduction: Citizenship in Indonesia, the Struggle for Rights, Identity, and Participation. In *Citizenship in Indonesia: Struggle for Rights, Identity and Participation*.
- Corruption Eradication Commission . 2018. Integrity Assessment Survey. Directorate of Research and Development. Deputy for the Prevention of the Corruption Eradication Commission, Jakarta
- Gaffar, J. M. 2012. *Election Law Politics*. Jakarta: Constitution of the Press
- Hadiz, V. 2010. *Localising power in post-authoritarian Indonesia: A Southeast Asia perspective*. Stanford University Press.
- Hadiz, V. R. , & Robison, R. 2013. The political economy of oligarchy and the reorganization of power in Indonesia. *Indonesia*, (96), 35–57.
- Hartono, Y. , & Putri, E. M. C. 2017. The views of novice voters on general elections in Indonesia (A study of the views of Pangudi Luhur Van Lith Muntilan High School students on the Legislative and Presidential Elections). *Justitia et Pax*.
- Hasyim, B. , Sartibi, N. , & Shiddiq Fauzan, H. 2020. Political Education for Beginner Voters in Participating in the Implementation of General Elections. *Culture and Society*.

- Ngaimun Naim , Ch Character Building . 2012. Optimizing the Role of Education in the Development of Science and National Character Building. Yogyakarta: Ar Ruzz Media
- Nurmantyo, G. , 2016. Understanding Threats, Realizing Self-Identity as Building Capital Towards Indonesia Emas. Jakarta: Litbang. Indonesian national army
- Oktarina, N. et al. 2015. Character Education Evaluation Model Based on School Culture for Elementary School. *Journal of Research and Method Education*, 05 (05), 11
- Robison, R. , & Hadiz, V. R. 2004. Reorganising power in Indonesia: The politics of oligarchy in an age of markets (Vol. 3). Psychology Press.
- Rosyad, A. M. , & Maarif, M. A. 2020. Paradigm of Democracy Education and Islamic Education in Facing the Challenges of Globalization in Indonesia. *Nazhruna: Journal of Islamic Education*, 3(1): 75–99.
- Schleifer, P. 2017. Cramb, Rob A., & John F. McCarthy, eds. 2016. *The Oil Palm Complex: Smallholders, Agribusiness and the State in Indonesia and Malaysia*. Singapore: NUS Press.
- Setiawati Nanda Ayu . 2017. Character Education as a Pillar of National Character Formation. Proceedings of the Annual National Seminar, Faculty of Social Sciences, State University of Medan.
- Setyawan, R. , & Azmi, A. 2020. Beginner Voters' Perceptions of Voting Rights in Participating in General Elections in Nagari Tanjung Gadang, Sijunjung Regency. *Journal of Civic Education*.  
<https://doi.org/10.24036/jce.v2i5.289>
- Suprojo, A. 2013. Analysis of Participation Level of Voter Participation Post-Unum Election Commission Decree About 10 Contesting Parties in 2014 Election in Community Political Development. *Reform: Scientific Journal of Social and Political Sciences*, 3(1).
- Paskarina, C. , Asiah, M. , & Madung, O. G. (Eds.). 2016. Struggling for control over welfare: Cases of politicization of democracy at the local level. *PolGov*.
- Wibowo, A. 2012. Character Education: A Strategy to Build a Civilized Nation Character.
- Wijanarko, W. 2011. The Influence of the Outbound Method on the Leadership Character Building of Indonesian Natural School Students. Thesis: UIN Syarif Hidayatullah Jakarta
- Winters, J. A. 2011. *Oligarchy*. Cambridge University Press.

## **Revitalization of local wisdom values in strengthening cooperation character towards community civilization 5.0**

- Andriani, T. 2012. Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini. *Jurnal Sosial Budaya*.
- Barni, D. , Ranieri, S. , Scabini, E. , Rosnati, R. , Barni, D. , Ranieri, S. , & Scabini, E. 2014. Value transmission in the family : do adolescents accept the values their parents want to transmit ? Value transmission in the family : do adolescents accept the values their. *Journal of Moral Education*, (November): 37–41. <https://doi.org/10.1080/03057240.2011.553797>
- Basyari, I. W. 2014. Nilai-Nilai Kearifan Lokal (Local Wisdom) Tradisi Memitu Pada Masyarakat Cirebon. *Eduomic*.
- Berkowitz, M. W. , & Hoppe, M. A. 2009. Character education and gifted children. *High Ability Studies*.  
<https://doi.org/10.1080/13598130903358493>
- Bourdieu, P. 1989. Social Space and Symbolic Power. *Sociological Theory*. <https://doi.org/10.2307/202060>
- Creswell, J. W. 2013. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (4th ed.). California: SAGE Publications, Inc.
- Eginton, D. P. 1934. Principles of Character Education. *Junior-Senior High School Clearing House*, 8(5), 298–305.
- Fajarini, U. 2014. Peranan Kearifan Lokal Dalam Pendidikan Karakter. *Sosio Didaktika: Social Science Education Journal*. <https://doi.org/10.15408/sd.v1i2.1225>
- García, J. L. , Heckman, J. J. , & Ziff, A. L. 2019. Early childhood education and crime. *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.21759>
- Haste, H. , & Abrahams, S. 2008. Morality, culture and the dialogic self: Taking cultural pluralism seriously. *Journal of Moral Education*. <https://doi.org/10.1080/03057240802227502>
- Kashima, Y. , Bratanova, B. , & Peters, K. 2017. Social Transmission and Shared Reality in Cultural Dynamics. *Current Opinion in Psychology*: 1–13. <https://doi.org/10.1016/j.copsyc.2017.10.004>
- Kusumasari, B. , & Alam, Q. 2012. Local wisdom-based disaster recovery model in Indonesia. *Disaster Prevention and Management: An International Journal*. <https://doi.org/10.1108/09653561211234525>
- Lickona, T. 1999. Character Education: Seven Crucial Issues. *Action in Teacher Education*.  
<https://doi.org/10.1080/01626620.1999.10462937>
- Lickona, T. 2004. *Character matters: How to help our children develop good judgment, integrity, and other essential virtues*. Touchstone Books. Carmichael: Touchstone Books.

- Lickona, T. , & Davidson, M. 2006. Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and beyond (2005). Journal of Character Education.
- Litina, A. , Moriconi, S. , & Zanaj, S. 2016. The Cultural Transmission of Environmental Values : A Comparative Approach. World Development, xx. <https://doi.org/10.1016/j.worlddev.2016.03.016>
- Marhayani, D. A. 2016. Development Of Character Education Based On Local Wisdom In Indegenous People Tengahan Sedangagung. JETL (Journal Of Education, Teaching and Learning). <https://doi.org/10.26737/jetl.v1i2.40>
- Mei-Ju, C. , Chen-Hsin, Y. , & Pin-Chen, H. 2014. The Beauty of Character Education on Preschool Children's Parent-child Relationship. Procedia - Social and Behavioral Sciences. <https://doi.org/10.1016/j.sbspro.2014.07.431>
- Meliono, I. 2011. Understanding the Nusantara Thought and Local Wisdom as an Aspect of the Indonesian Education. *TAWARIKH: International Journal for Historical Studies*.
- Muryanti, M. 2014. Revitalisasi Gotong Royong: Penguat Persaudaraan Masyarakat Muslim di Pedesaan. Jurnal Sosiologi Reflektif. <https://doi.org/10.31227/osf.io/2p4wm>
- Nucci, L. , & Turiel, E. 2007. Development in the moral domain: The role of conflict and relationships in children's and adolescents' welfare and harm judgments. In *Moral development within domain and within context*. Boston.
- Pemerintah Indonesia . Perpres no. 87 Tahun 2017 Tentang Penguatan Pendidikan Karakter, Pub. L. No. 87, Sekretariat Negara (2017). Indonesia: Sekretariat Negara. Retrieved from <https://setkab.go.id/inilah-materi-perpres-no-87-tahun-2017-tentang-penguatan-pendidikan-karakter/>
- Piaget, J. 2013. The Moral Judgment Of The Child. The Moral Judgment of the Child. Routledge. <https://doi.org/10.4324/9781315009681>
- Pornpimon, C. , Wallapha, A. , & Prayuth, C. 2014. Strategy Challenges the Local Wisdom Applications Sustainability in Schools. Procedia - Social and Behavioral Sciences, 112(icepsy 2013): 626–634. <https://doi.org/10.1016/j.sbspro.2014.01.1210>
- Power, H. , & Kohlberg, L. 1989. Lawrence Kohlberg's approach to moral education. Choice Reviews Online, 27(01), 27-0436-27-0436. <https://doi.org/10.5860/CHOICE.27-0436>
- Raharjo, S. B. 2010. Pendidikan Karakter Sebagai Upaya Menciptakan Akhlak Mulia. Jurnal Pendidikan Dan Kebudayaan. <https://doi.org/10.24832/jpnk.v16i3.456>
- Ranieri, S. , & Barni, D. 2016. Family and other social contexts in the intergenerational transmission of values Family and other social contexts in the intergenerational transmission of values. Family Science, 3(1): 1–3. <https://doi.org/10.1080/19424620.2012.714591>
- Roest, A. M. C. , Semon, J. , & Gerris, J. R. M. 2010. Value transmissions between parents and children : Gender and developmental phase as transmission belts. Journal of Adolescence, 33(1): 21–31. <https://doi.org/10.1016/j.adolescence.2009.05.017>
- Schwartz, S. H. 1992. Universals in the content and structure of values: theoretical advances and empirical tests in 20 countries. Advances in Experimental Social Psychol- Ogy, 1–65.
- Smaldino, P. E. 2019. Social identity and cooperation in cultural evolution. Behavioural Processes, 161(November 2017): 108–116. <https://doi.org/10.1016/j.beproc.2017.11.015>
- Wang, J. , Hilliard, L. J. , Hershberg, R. M. , Bowers, E. P. , Chase, P. A. , Champine, R. B. , ... Lerner, R. M. 2015. Character in childhood and early adolescence: models and measurement. Journal of Moral Education. <https://doi.org/10.1080/03057240.2015.1040381>
- Watson, L. 2019. Educating for inquisitiveness: A case against exemplarism for intellectual character education. Journal of Moral Education. <https://doi.org/10.1080/03057240.2019.1589436>
- Yadi Ruyadi . 2010. Model Pendidikan Karakter Berbasis Kearifan Budaya Lokal (Penelitian terhadap Masyarakat Adat Kampung Benda Kerep Cirebon Provinsi Jawa Barat untuk Pengembangan Pendidikan Karakter di Sekolah). In *Proceedings of The 4th International Conference on Teacher Education; Join Conference UPI & UPSI*.

## The implementation of project based learning through mind mapping to increased student creativity

- Fakhriyani, D. V. (2016). Pengembangan kreativitas anak usia dini. Wacana Didaktika, 4(2): 193–200.
- Gunawan, B. , & Hardini, A. A. T. (2018). Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Hasil Belajar IPA dan Kemampuan Berfikir Kreatif Siswa Kelas V SD. JTIEE (Journal of Teaching in Elementary Education), 2(1): 32–46.
- Kumala F.N. 2016. Pembelajaran IPA Sekolah Dasar Malang: Ediide infografika.
- Kurniawan, N. 2017. Penelitian Tindakan Kelas (PTK). Yogyakarta: Deepublish.

- Malawi, I. , Kadarwati, A. , & Dayu, D. P. K. 2019. Teori dan Aplikasi Pembelajaran Terpadu. Yogyakarta: AE. Mediagrafika.
- Pratiwi, C. D. , Karistin, F. & Anugrahani, I. 2018. Penerapan Model Project Based Learning (PJBL) Berbantuan Media Mind Map untuk Meningkatkan Keaktifan dan Hasil Belajar Siswa Kelas 4 SD. *Jurnal Guru Kita (JGK)*, 2(3): 116–125.
- Setyawan, R.I. , Purwanto, A. , & Sari, N.K. 2019. Model Pembelajaran Berbasis Proyek untuk Meningkatkan Hasil Belajar. *Jurnal Dikdas Bantara*, 2(2): 81–93.
- Utami, T. , Kristin, F. , & Anugrahani, I. 2018. Penerapan Model Pembelajaran Project Based Learning (PjBL) untuk Meningkatkan Kreativitas dan Hasil Belajar IPA Siswa Kelas 3 SD. *e-Jurnal Mitra Pendidikan*, 2(6): 541–552.

## The dilemma of Timorese education in the COVID-19 pandemic

- Arifin , 2020. Study From Home by a Teacher.
- Bayham, J. , Fenichel, E.P. , 2020. Impact of school closures for COVID-19 on the US health-care workforce and net mortality: a modelling study. *The Lancet Public Health* 5, e271–e278.
- Bexley, A. , Tchailoro, N.R. , 2013. Consuming Youth: Timorese in the Resistance Against Indonesian Occupation. *The Asia Pacific Journal of Anthropology* 14, 405–422.
- Brinke, S. ten , 2018. Citizens by waiting: Timorese young adults between state politics and customary authority. *Citizenship Studies* 22, 882–896.
- Creswell, J.W. , 2013. *Qualitative Inquiry and Research Design*. SAGE Publication, New Delhi.
- Firman, F. , Rahayu, S. , 2020. Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)* 2, 81–89.
- Gunawan, G. , Suranti, N.M.Y. , Fathoroni, F. , 2020. Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period. *IJTE* 1, 61–70.
- Hutapea, R.H. , 2020. Kreativitas Mengajar Guru Pendidikan Agama Kristen Di Masa Covid-19. *Didache: Journal of Christian Education* 1, 1–12.
- Ilich, I. , 2002. *Deschooling Society*, reprint, reissue, revised. ed. Marion Boyars.
- Kent, L. , Kinsella, N. , 2015. A Luta Continua (The Struggle Continues). *International Feminist Journal of Politics* 17, 473–494.
- King, M. , Luan, B. , Lopes, E. , 2018. Experiences of Timorese language teachers in a blended Massive Open Online Course (MOOC) for Continuing Professional Development (CPD). *Open Praxis* 10, 279–287.
- Laucker, W.V. , Parolin, Z. , 2020. COVID-19, school closures, and child poverty: a social crisis in the making. *The Lancet Public Health* 5, e243–e244.
- Marten , 2020. Study From Home by a Teacher.
- Menteri Pendidikan dan Kebudayaan , 2020. Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19.
- Nygaard-Christensen, M. , 2013. Negotiating Indonesia: Political Genealogies of Timorese Democracy. *The Asia Pacific Journal of Anthropology* 14, 423–437.
- Pujilestari, Y. , 2020. Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19. 'ADALAH 4.
- Purwanto, A. , Pramono, R. , Asbari, M. , Hyun, C.C. , Wijayanti, L.M. , Putri, R.S. , Santoso, priyono B. , 2020. Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling* 2, 1–12.
- Quinn, M. , 2013. Talking to learn in Timorese classrooms. *Language, Culture and Curriculum* 26, 179–196.
- Rahman, K. , 2019. Dewan Pendidikan di Tengah Pusaran Covid-19. *AL MURABBI* 5, 69–81.
- Roja, M.L. , 2020. Kebijakan Pendidikan Anak Terlantar di Panti Asuhan St. Louis De Monfort Kota Kupang. *Sociological Education* 1, 1–10.
- Rundle, A.G. , Park, Y. , Herbstman, J.B. , Kinsey, E.W. , Wang, Y.C. , 2020. COVID-19–Related School Closings and Risk of Weight Gain Among Children. *Obesity* 28, 1008–1009.
- Seran , 2020. Study From Home by a Parent.
- Viner, R.M. , Russell, S.J. , Croker, H. , Packer, J. , Ward, J. , Stansfield, C. , Mytton, O. , Bonell, C. , Booy, R. , 2020. School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. *The Lancet Child & Adolescent Health* 4, 397–404.

## Model of project based learning in online learning during and after the Covid-19 pandemic

- Allwright, R. L. 1981. What do we want teaching materials for? *ELT Journal*, 36(1): 5–18. <https://doi.org/10.1093/elt/36.1.5>
- Astrini, K. S. , Suwendra, I. W. , & Suwarna, I. K. 2014. Pengaruh CAR, LDR dan Bank Size Terhadap NPL pada Lembaga Perbankan yang Terdaftar di Bursa Efek Indonesia. *E-Journal Bisma Universitas Pendidikan Ganesha Jurusan Manajemen*, 2(1), 1–8.
- Barab, S. , Zuiker, S. , Warren, S. , Hickey, D. A. N. , Ingram-Goble, A. , Kwon, E. , Kouper, I. , & Herring, S. C. 2007. Curriculum : Relating Formalisms and Contexts. *Science Education*, 91: 750–782. <https://doi.org/10.1002/sce>
- Darch, C. , & Carnine, D. 1986. Teaching Content Area Material to Learning Disabled Students. *Exceptional Children*, 53(3): 240–246. <https://doi.org/10.1177/001440298605300307>
- Darini Bilqis Maulany . 2013. The Use Of Project-Based Learning In Improving The Students` Speaking Skill (A Classroom Action Research at One of Primary Schools in Bandung). *Journal of English and Education*, 1(June): 52–58.
- Ellis, R. 1997. The empirical evaluation of language teaching materials. *ELT Journal*, 51(1): 36–42. <https://doi.org/10.1093/elt/51.1.36>
- Grant, M. M. 2002. Getting a grip on project-based learning: Theory, cases and recommendations. In *Meridian* (Vol. 5, Issue 1). <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=3042553637&origin=inward>
- Harwood, N. 2005. What do we want EAP teaching materials for? *Journal of English for Academic Purposes*, 4(2): 149–161. <https://doi.org/10.1016/j.jeap.2004.07.008>
- Schwarz, C. V. , Gunckel, K. L. , Smith, E. L. , Covitt, B. A. , Bae, M. , Enfield, M. , & Tsurusaki, B. K. 2008. Helping elementary preservice teachers learn to use curriculum materials for effective science teaching. *Science Education*, 92(2): 345–377. <https://doi.org/10.1002/sce.20243>
- Shih, W. C. , Tseng, S. S. , & Yang, C. T. 2008. Wiki-based rapid prototyping for teaching-material design in e-Learning grids. *Computers and Education*, 51(3): 1037–1057. <https://doi.org/10.1016/j.compedu.2007.10.007>
- Susanti, M. , Herfianti, M. , Damarsiwi, E. P. M. , Perdim, F. E. , & Joniswan . 2020. Project-based learning model to improve students' ability. *International Journal of Psychosocial Rehabilitation*, 24(2). <https://doi.org/10.37200/IJPR/V24I2/PR200437>
- Tomlinson, B. 2012. Materials development for language learning and teaching. In *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/S0261444811000528>
- Tsiplakides, I. , & Fragoulis, I. 2009. Project-based learning in the teaching of English as a foreign language in Greek primary schools: from theory to practice. *English Language Teaching*, 2(3): 113–119. <https://doi.org/10.5539/elt.v2n3p113>
- Williams, P. 2002. The Learning Web. *Active Learning in Higher Education*, 3(1): 40–53. <https://doi.org/10.1177/1469787402003001004>
- Yuliana, C. 2020. *Pengembang Teknologi Pembelajaran*. <https://lpmpplampung.kemdikbud.go.id/detailpost/project-based-learning-model-pembelajaran-bermakna-di-masa-pandemi-covid-19>

## Communal learning model as blended learning strategy in primary school during the Covid-19 pandemic

- Alina Ali Zani, A. , Anir Norman, A. , & Abdul Ghani, N. 2018. A Review of Security Awareness Approach: Ensuring Communal Learning. *PACIS 2018 Proceedings*, 278. Retrieved from <https://aisel.aisnet.org/pacis2018/278>
- Amrullah, K. , & Suwarjo, S. 2018. The effectiveness of the cooperative problem-based learning in improving the elementary school students' critical thinking skills and interpersonal intelligence. *Jurnal Prima Edukasia*, 6(1): 66. <https://doi.org/10.21831/jpe.v6i1.11253>
- Bahasoan, A. , Ayuandiani, W. , & Mukhram, M. 2020. *Effectiveness of Online Learning In Pandemic Covid-19*. 100–106.

Basilaila, G. , & Kavadze, D. 2020. Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (Covid-19) Pandemic in Georgia. *Pedagogical Research*, 5(4). <https://doi.org/10.29333/pr/7937>

Bonk, C. J. , & Graham, C. R. 2012. *The Handbook of Blended Learning: Global Perspectives, Local Designs*. New Jersey, USA: John Wiley & Sons, Inc.

Burnard, P. , & Dragovic, T. 2014. Characterizing Communal Creativity in Instrumental Group Learning. *Departures in Critical Qualitative Research*, 3(3): 336–362. <https://doi.org/10.1525/dcqr.2014.3.3.336>

Capano, G. , Howlett, M. , Jarvis, D. S. L. , Ramesh, M. , & Goyal, N. 2020. Mobilizing Policy (In)Capacity to Fight Covid-19: Understanding Variations in State Responses. *Policy and Society*, 39(3): 1–24. <https://doi.org/10.1080/14494035.2020.1787628>

Cebrián, G. , & Junyent, M. 2015. Competencies in Education for Sustainable Development. *Sustainability*, 7(3): 2768–2786. <https://doi.org/10.3390/su7032768>

T4 - Exploring the Student Teachers' Views M4 - Citavi Centre for Economic Policy Research . 2020. Economics in the Time of COVID-19. In R. Baldwin & B. W. di Mauro (Eds.), *Economics in the Time of Covid-19*. Retrieved from [www.csepr.org](http://www.csepr.org)

Darras, K. E. , Spouge, R. J. , de Bruin, A. B. H. , Sedlic, A. , Hague, C. , & Forster, B. B. 2020. Undergraduate Radiology Education During the Covid-19 Pandemic: A Review of Teaching and Learning Strategies. *Canadian Association of Radiologists Journal*. <https://doi.org/10.1177/0846537120944821>

Davidson, J. , Prahalad, V. , & Harwood, A. 2020. Design precepts for online experiential learning programs to address wicked sustainability problems. *Journal of Geography in Higher Education*, 00(00): 1–23. <https://doi.org/10.1080/03098265.2020.1849061>

De Graaf, E. , Van Klinken, M. , Zweers, D. , & Teunissen, S. 2020. From concept to practice, is multidimensional care the leading principle in hospice care? An exploratory mixed method study. *BMJ Supportive and Palliative Care*, 10(1): 1–9. <https://doi.org/10.1136/bmjspcare-2016-001200>

Draucker, C. B. , Rawl, S. M. , Vode, E. , & Carter-Harris, L. 2020. Integration Through Connecting in Explanatory Sequential Mixed Method Studies. *Western Journal of Nursing Research*. <https://doi.org/10.1177/0193945920914647>

Dwivedi, Y. K. , Hughes, D. L. , Coombs, C. , Constantiou, I. , Duan, Y. , Edwards, J. S. , ... Upadhyay, N. 2020. Impact of Covid-19 pandemic on information management research and practice: Transforming education, work and life. *International Journal of Information Management*, (July), 102211. <https://doi.org/10.1016/J.IJINFOMGT.2020.102211>

Dziuban, C. , Graham, C. R. , Moskal, P. D. , Norberg, A. , & Sicilia, N. 2018. Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(1): 1–16. <https://doi.org/10.1186/s41239-017-0087-5>

Education and Cultural Human Resources Development Agency and Education Quality Assurance . 2014. *Teacher Training Material of 2013 Curriculum Implementation*. Indonesia: Ministry of Education and Culture of Republic Indonesia.

Fauzi, I. , & Sastra Khusuma, I. H. 2020. Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(1): 58–70. <https://doi.org/10.25217/ji.v5i1.914>

General Secretary of Education and Culture Ministry of Republic Indonesia . *Guidelines for Managing Learning from Home in an Emergency of The Spread of Coronavirus Disease (Covid-19)*., Pub. L. No. 15 (2020).

Glover, C. M. , Shah, R. C. , Bennett, D. A. , Wilson, R. S. , & Barnes, L. L. 2020. The Health Equity Through Aging Research And Discussion (HEARD) Study: A Proposed Two-Phase Sequential Mixed-Methods Research Design To Understand Barriers And Facilitators Of Brain Donation Among Diverse Older Adults: Brain donation decision making among. *Experimental Aging Research*, 46(4): 311–322. <https://doi.org/10.1080/0361073X.2020.1747266>

Gössling, S. , Scott, D. , & Hall, C. M. 2020. Pandemics, tourism and global change: a rapid assessment of Covid-19. *Journal of Sustainable Tourism*, 0(0): 1–20. <https://doi.org/10.1080/09669582.2020.1758708>

Gray, D. L. L. , McElveen, T. L. , Green, B. P. , & Bryant, L. H. 2020. Engaging Black and Latinx students through communal learning opportunities: A relevance intervention for middle schoolers in STEM elective classrooms. *Contemporary Educational Psychology*, 60(December 2019), 101833. <https://doi.org/10.1016/j.cedpsych.2019.101833>

livari, N. , Sharma, S. , & Ventä-Olkkonen, L. 2020. Digital transformation of everyday life – How Covid-19 pandemic transformed the basic education of the young generation and why information management research should care? *International Journal of Information Management*, (June), 102183. <https://doi.org/10.1016/j.ijinfomgt.2020.102183>

Iyengar, K. , Upadhyaya, G. K. , Vaishya, R. , & Jain, V. 2020. Covid-19 and applications of smartphone technology in the current pandemic. *Diabetes and Metabolic Syndrome: Clinical Research and Reviews*, 14(5): 733–737. <https://doi.org/10.1016/j.dsx.2020.05.033>

Macartney, K. , Quinn, H. E. , Pillsbury, A. J. , Koirala, A. , Deng, L. , Winkler, N. , ... Sullivan, M. V. N. O. 2020. Transmission of SARS-CoV-2 in Australian educational settings : a prospective cohort study. *4642(20)*: 1–10. [https://doi.org/10.1016/S2352-4642\(20\)30251-0](https://doi.org/10.1016/S2352-4642(20)30251-0)

- Maliszewska, M. , Mattoo, A. , & van der Mensbrugge, D. 2020. *The Potential Impact of Covid-19 on GDP and Trade: A Preliminary Assessment*. <https://doi.org/10.1596/1813-9450-9211>
- Mann, F. D. , Krueger, R. F. , & Vohs, K. D. 2020. Personal economic anxiety in response to Covid-19. *Personality and Individual Differences*, 167(July), 110233. <https://doi.org/10.1016/j.paid.2020.110233>
- Menteri Pendidikan dan Kebudayaan RI . Pedoman Pelaksanaan Kurikulum pada Satuan Pendidikan dalam Kondisi Khusus., Pub. L. No. 719/P/2020 (2020).
- Menteri Pendidikan dan Kebudayaan RI . Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease (Covid-19)., Pub. L. No. 4 (2020).
- Minister of Education and Culture of Republic of Indonesia . The Regulation of Education and Culture Minister of Republic of Indonesia Number 81A Year 2013 about The Implementation of Curriculum., Pub. L. No. 81A (2013).
- Nilsson, P. 2009. From lesson plan to new comprehension: Exploring student teachers' pedagogical reasoning in learning about teaching. *European Journal of Teacher Education*, 32(3): 239–258. <https://doi.org/10.1080/02619760802553048>
- Panovska-Griffiths, J. , Kerr, C. C. , Stuart, R. M. , Mistry, D. , Klein, D. J. , Viner, R. M. , & Bonell, C. 2020. Determining the optimal strategy for reopening schools, the impact of test and trace interventions , and the risk of occurrence of a second Covid-19 epidemic wave in the UK : a modelling study. *The Lancet Child and Adolescent Health*, 4642(20). [https://doi.org/10.1016/S2352-4642\(20\)30250-9](https://doi.org/10.1016/S2352-4642(20)30250-9)
- Ramadhani, M. I. , & Ayriza, Y. 2019. The effectiveness of quantum teaching learning model on improving the critical thinking skills and the social science concept understanding of the elementary school students. *Jurnal Prima Edukasia*, 7(1): 47–57. <https://doi.org/10.21831/jpe.v7i1.11291>
- Rožman, L. , & Koren, A. 2013. Learning To Learn As a Key Competence and Setting Learning Goals. *Management, Knowledge and Learning*, 1211–1218.
- Sharma, P. 2010. Blended learning. *ELT Journal*, 64(4): 456–458. <https://doi.org/10.1093/elt/ccq043>
- Staker, H. , & Horn, M. B. 2012. Classifying K-12 Blended Learning. *Innosight Institute*, (May), 22. <https://doi.org/10.1007/s10639-007-9037-5>
- Stang, A. , Standl, F. , & Jöckel, K. H. 2020. Characteristics of Covid-19 pandemic and public health consequences. *Herz*, 45(4): 313–315. <https://doi.org/10.1007/s00059-020-04932-0>
- Unicef, WHO, & IFRC . 2020. Key Messages and Actions for Prevention and Control in Schools. *Unicef*, p. 2. Retrieved from who.int
- Wahyuningsih, A. , & Kiswaga, G. E. 2019. The effectiveness of CIRC learning model and PQ4R learning model on reading comprehension skills of elementary school students. *Jurnal Prima Edukasia*, 7(1): 82–93. <https://doi.org/10.21831/jpe.v7i1.9701>
- Wajdi, M. B. N. , Iwan Kuswandi , Umar Al Faruq , Zulhijra, Z. , Khairudin, K. , & Khoiriyah, K. 2020. Education Policy Overcome Coronavirus, A Study of Indonesians. *Eduotec : Journal of Education And Technology*, 3(2): 96–106. <https://doi.org/10.29062/edu.v3i2.42>
- Wang, M. J. 2010. Online collaboration and offline interaction between students using asynchronous tools in blended learning. *Australasian Journal of Educational Technology*, 26(6): 830–846. <https://doi.org/10.14742/ajet.1045>
- Wargadinata, W. , Maimunah, I. , Dewi, E. , & Rofiq, Z. 2020. Student's Responses on Learning in the Early Covid-19 Pandemic. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1): 141–153. <https://doi.org/10.24042/tadris.v5i1.6153>
- WHO . 2020. Coronavirus Disease Situation Report World Health Organization. In *World Health Organization* (Vol. 19).
- Wong, R. , & Wong, R. 2020. When no one can go to school : does online learning meet students ' basic learning needs ? students ' basic learning needs ? *Interactive Learning Environments*, 0(0): 1–17. <https://doi.org/10.1080/10494820.2020.1789672>

## Online learning in the medicinal education during the pandemic era: How effective are the platforms?

- Allcott, H. , Boxell, L. , Conway, J. , Gentzkow, M. , Thaler, M. , & Yang, D. Y. 2020. Polarization and public health: Partisan differences in social distancing during the Coronavirus pandemic. *NBER Working Paper*, (w26946).
- Ayuningtyas, D. , Haq, H. U. , & Utami, R. R. M. 2020. Initiating Global Civil Society as a Strategy for Handling the COVID-19 Public Health Threat: A Policy Review. *Kesmas: National Public Health Journal*, 15(2).
- Brewer, P. D. , & Brewer, K. L. 2010. Knowledge management, human resource management, and higher education: A theoretical model. *Journal of Education for Business*, 85(6), 330–335.



- Chen, T. , Peng, L. , Yin, X. , Rong, J. , Yang, J. , & Cong, G. 2020. Analysis of User Satisfaction with Online Education Platforms in China during the COVID-19 Pandemic. *Healthcare*, 8(3), 200. Multidisciplinary Digital Publishing Institute.
- Crawford, J. , Butler-Henderson, K. , Rudolph, J. , Malkawi, B. , Glowatz, M. , Burton, R. , ... Lam, S. 2020. COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 1–20.
- Crosby Joy, R. M. H. 2000. AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher. *Medical Teacher*, 22(4), 334–347.
- Deacon, C. , & Hajek, A. 2011. Student perceptions of the value of physics laboratories. *International Journal of Science Education*, 33(7), 943–977.
- Doni Septu Marsa, I. , & Yuyun, F. 2018. Preliminary Studies: The Influences of Internet Usage by Student in Developing E-Content of E-Learning System.
- Dwivedi, Y. K. , Hughes, D. L. , Coombs, C. , Constantiou, I. , Duan, Y. , Edwards, J. S. , ... Prashant, P. 2020. Impact of COVID-19 Pandemic on information management research and practice: Transforming education, work and life. *International Journal of Information Management*, 102211.
- Education, A. C. for P. 2015. Accreditation standards and key elements for the professional program in pharmacy leading to the doctor of pharmacy degree. (Standards 2016). Accreditation Council for Pharmacy Education Chicago, IL.
- Fathy, N. , & Morsy, S. (n.d.). Chemical Structure, Quality Chemical Quality Indices and Bioactivity of Essential Oil Constituents Essential Oil Constituents.
- Goldie, J. G. S. 2016. Connectivism: A knowledge learning theory for the digital age? *Medical Teacher*, 38(10), 1064–1069.
- Haritani, H. , Febriani, Y. , Puspita, T. , & Arviana, E. 2019. The Correlation of Undergraduate Course Research Experience and Critical Thinking Skills. 5(6), 336–347.
- Holland, B. 2019. Factors and strategies that influence faculty involvement in public service. *Building the Field of Higher Education Engagement: Foundational Ideas and Future Directions*.
- Huang, R. H. , Liu, D. J. , Tlili, A. , Yang, J. F. , & Wang, H. H. 2020. Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining undisturbed learning in COVID-19 outbreak. Beijing: Smart Learning Institute of Beijing Normal University.
- Kemparaj, U. , & Chavan, S. 2013. Qualitative research: a brief description. *Indian Journal of Medical Sciences*, 67.
- Liu, L. 2016. Using Generic Inductive Approach in Qualitative Educational Research: A Case Study Analysis. *Journal of Education and Learning*, 5(2), 129–135.
- Martin, L. C. , Donohoe, K. L. , & Holdford, D. A. 2016. Decision-making and problem-solving approaches in pharmacy education. *American Journal of Pharmaceutical Education*, 80(3).
- Maudsley, G. , & Strivens, J. 2000. Promoting professional knowledge, experiential learning and critical thinking for medical students. *Medical Education*, 34(7), 535–544.
- Morgan, S. J. , Pullon, S. R. H. , Macdonald, L. M. , McKinlay, E. M. , & Gray, B. V. 2017. Case study observational research: A framework for conducting case study research where observation data are the focus. *Qualitative Health Research*, 27(7), 1060–1068.
- Nicola, M. , Alsafi, Z. , Sohrabi, C. , Kerwan, A. , Al-Jabir, A. , Iosifidis, C. , ... Agha, R. 2020. The socio-economic implications of the coronavirus pandemic (COVID-19): A review. *International Journal of Surgery (London, England)*, 78, 185.
- Organization, W. H. 2020. Coronavirus disease 2019 (COVID-19): situation report, 88.
- Persky, A. M. , Medina, M. S. , & Castleberry, A. N. 2019. Developing critical thinking skills in pharmacy students. *American Journal of Pharmaceutical Education*, 83(2).
- Plancher, K. D. , Shanmugam, J. P. , & Petterson, S. C. 2020. The Changing Face of Orthopedic Education: Searching for the New Reality After COVID-19. *Arthroscopy, Sports Medicine, and Rehabilitation*. <https://doi.org/10.1016/j.asmr.2020.04.007>
- Rayhan, R. U. , Zheng, Y. , Uddin, E. , Timbol, C. , Adewuyi, O. , & Baraniuk, J. N. 2013. Administer and collect medical questionnaires with Google documents: a simple, safe, and free system. *Applied Medical Informatics*, 33(3): 12.
- Roehl, A. , Reddy, S. L. , & Shannon, G. J. 2013. The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences*, 105(2): 44–49.
- Schmoker, M. 2018. Focus: Elevating the essentials to radically improve student learning. Ascd.
- Setiawan, A. , Malik, A. , Suhandi, A. , & Permanasari, A. 2018. Effect of higher order thinking laboratory on the improvement of critical and creative thinking skills. *IOP Conference Series: Materials Science and Engineering*, 306(1), 12008. IOP Publishing.
- Van Wyk, B. 2012. Research design and methods Part I. University of Western Cape.

## The effectiveness of the storybooks on the love of the homeland character trait for elementary schools

- Adipta H. , Maryaeni , Hasanah, M. 2016. Pemanfaatan Buku Cerita Bergambar Sebagai Sumber Bacaan Siswa SD. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(5): 989–992.
- Aspin, P.Y. , Wasino , & Yusuf, A. , 2021. Values of Nationalism in the Extracurricular Activity of Boys Scout at Public Elementary School 3 Palu. *Journal of Primary Education*, 10(1): 93 – 104.
- Berkowitz, M.V. , & Bier, M. C. 2007. What Works In Character Education. *Journal of Research in Character Education*, 5(1): 29–48.
- Hudi, I. 2017. Pengaruh Pengetahuan Moral Terhadap Perilaku Moral Pada Siswa SMP Negeri Kota Pekanbaru Berdasarkan Pendidikan Orangtua. *Jurnal Moral Kemasyarakatan*, 2(1): 30–44 .
- Kamaruddin, S. A. , 2012. Character Education and Students Social Behavior. *Journal of Education and Learning*, 6(4): 223–230.
- Mustadi, A. , et al. 2017. Character-Based Reflective Picture Storybook: Improving Student's Social Self-Concept In Elementary School. *Cakrawala Pendidikan*, XXXVI (3): 369–381.
- Naz, A.A. & Akbar, R.A. , 2008. Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*, 18(1-2): 35–40.
- Suryani, S.N. 2017. Pengaruh penguasaan sintaksis, tingkat pengetahuan dongeng, dan minat baca terhadap pemahaman bacaan dalam BSE. *LingTera*, 4(1): 98–111.
- Suyitno , et al. 2019. Nationalism and integrity values in the teaching-learning process of mathematics at elementary school of Japan. *Journal of Physics: Conference*, 1321(2): 1–6.
- Turan, F. & Ulutas, I. 2016. Using Storybooks as a Character Education Tools. *Journal of Education and Practice*, 7(15): 169–176.

## Strengthening a student's character in the era of society 5.0 in primary school

- Ahmad, I. 2018. *Proses Pembelajaran Digital Dalam era Revolusi Industri 4.0*. Direktur Jenderal Pembelajaran dan Kemahasiswaan, Kemendiknas Dikti.
- Dalyono, B & Lestariningsih, E. D. 2016. Implementasi Penguatan Pendidikan Karakter Di Sekolah. *Bangun Reka Prima Majalah Ilmiah Pengembangan Rekayasa Sosial Dan Humaniora*, 3(2): 33–42.
- Gleason, W. C. 2018. *Higher Education in The Fourth Industrial Revolution*. McMillan.
- Judiani, S. 2010. Implementasi Pendidikan Karakter di Sekolah Dasar melalui Penguatan Pelaksanaan Kurikulum. *Jurnal Pendidikan Dan Kebudayaan*, 16(9): 280–289.  
<https://doi.org/https://doi.org/10.24832/jpnk.v16i9.519>
- Lickona, T. 1991. *Education For Character*. Bantam Books.
- Risdianto, E. 2019. Analisis Pendidikan Indonesia Di Era Revolusi Industri 4.0. *Akademia*, 07.  
[https://www.academia.edu/38553914/Analisis\\_Pendidikan\\_Indonesia\\_Di-Era\\_Revolusi\\_Industri\\_4.0.pdf](https://www.academia.edu/38553914/Analisis_Pendidikan_Indonesia_Di-Era_Revolusi_Industri_4.0.pdf)
- Salgues, B. 2018. *Society 5.0: Industry of the Future, Technologies, Methods and Tools*No Title. ISTE, Ltd.
- Skobelev, P. , & Borovik, Y. 2017. On The Way From Industry 4.0 to Industry 5.0: From Digital Manufacturing To Digital Society. *International Scientific Research Journal Industry*, 307–3011.
- Sugiyono . 2013. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Pendekatan Kualitatif, Dan R & D*. Alfabeta.
- Yusnaini, Y. 2019. Era Revolusi Industri 4.0: Tantangan dan Peluang Dalam Upaya Meningkatkan Literasi Pendidikan. *Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.
- Zurqoni , Retnawati, H. , Arlinwibowo, J. & Apino, E. 2018. Strategy and Implementation of Character Education in Senior High School and Vocational High School. *Journal of Social Studies Education Research*, 9(3): 370–397.

## Healthy school behaviour in public elementary school in Sanden Bantul

- Departemen Kesehatan . 2010. *Riset Kesehatan Dasar*. Jakarta: Badan Penelitian dan Pengembangan Kesehatan Kementerian Kesehatan RI.
- Eggert, E. , Overby, H. , McCormack, L. , & Meendering, J. 2018. Use of a Model Wellness Policy May Not Increase the Strength and Comprehensiveness of Written School Wellness Policies. *The Journal of school health*, 88(7): 516–523. <https://doi.org/10.1111/josh.12635>

- Lee, A. , Tsang, C. , Lee, S. H. , & To, C. Y. 2003. A comprehensive “Healthy Schools Programme” to promote school health: the Hong Kong experience in joining the efforts of health and education sectors. *Journal of epidemiology and community health*, 57(3): 174–177. <https://doi.org/10.1136/jech.57.3.174>
- Mensink, F. , Schwinghammer, S. A. , & Smeets, A. 2012. The Healthy School Canteen programme: a promising intervention to make the school food environment healthier. *Journal of environmental and public health*, 2012, 415746. <https://doi.org/10.1155/2012/415746>
- Maryuani . 2013. *Perilaku Hidup Bersih dan Sehat*. Yogyakarta: Nuha Medika.
- Passmore, S. , & Donovan, M. (2014). Health for Life in Primary Schools Program, United Kingdom: a Program Impact Pathways (PIP) analysis. *Food and nutrition bulletin*, 35(3 Suppl), S154–S162. <https://doi.org/10.1177/15648265140353S209>
- Warwick, I. , Aggleton, P. , Chase, E. , Schagen, S. , Blenkinsop, S. , Schagen, I. , Scott, E. , & Eggers, M. 2005. Evaluating healthy schools: perceptions of impact among school-based respondents. *Health Education Research*, 20(6): 697–708.
- Wiyani, N. A. 2013. *Membumikan Pendidikan Karakter di SD*. Yogyakarta: Ar-Ruzz Media.
- Yun, Y. H. , Kim, Y. , Sim, J. A. , Choi, S. H. , Lim, C. , & Kang, J. H. (2018). Development and validity testing of the school health score card. *Journal of School Health*, 88(8), 569–575.
- Zubaidah, S. , Ismanto, B. , & Sulasmono, B. S. 2017. Evaluasi program sekolah sehat di Sekolah Dasar Negeri. *Kelola: Jurnal Manajemen Pendidikan*, 4(1): 72–82.

## **Cooperative learning model talking stick type: To improve speaking skills?**

- Antara, I. N. P. , Kristiantari, M. G. R. , & Suadnyana, I. N. (2019). Pengaruh Model Pembelajaran Talking Stick Berbantuan Rubrik Surat Kabar Terhadap Keterampilan Berbicara, 3(4), 423–430.
- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Barkley, E. E. (2012). *Collaborative Learning Techniques Teknik-teknik Pembelajaran Kolaboratif*. Bandung: Penerbit Nusa Media.
- Efrizal, D. (2012). Improving students ' speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Hhmanities and Social Science*, 2(20), 127–134.
- Fajri, N. , Yoesef, A. , & Nur, M. (2016). Pengaruh Model Pembelajaran Kooperatif Tipe Talking Stick Dengan Strategi Joyful Learning Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ips Kelas VII MTSN Meuraxa Banda Aceh. *Pendidikan Sejarah*, 1(1), 98–109.
- Robert E. Owens, J. (2012). *Language development: an introduction (8rd ed) (8rd ed)*. New York: Pearson.
- Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Suharsaputra, U. (2014). *Metode Penelitian: Kuantitatif, Kualitatif dan Tindakan*. Bandung: PT. Refika Aditama.
- Suprijono, A. (2015). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
- Widiyanti, D. (2018). Penerapan model pembelajaran talking stick untuk meningkatkan keterampilan berbicara menyampaikan informasi di kelas tinggi. *Skripsi thesis: Universitas Muhammadiyah Sukabumi*.
- Wiriaatmadja, R. (2014). *Metode Penelitian Tindakan Kelas untuk Meningkatkan Kinerja Guru dan Dosen*. Bandung: PT. Remaja Rosdakarya.

## **Building the critical thinking skills of elementary students through science thematic learning using a guided inquiry model**

- Arikunto, S. 2006. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Barrow, L.H. 2012. Helping Students Construct Understanding about Shadows. *Canadian Center Of Science and Education*, 1(2): 1888–191.
- Carin, A. A. dan Sund, B.R. 1995. *Teaching Science Through Discovery*. Columbus: Charles E, Meril Publishing Co. A Bell & Howel Company.
- Challahan. J.R. , Clark., L.H. , Kellough. R. D. , 1982. *Teaching in the Middle and Secondary Schools*. Macmillan Pubishing Company. Newyork.
- Duruk, U & Akgun, A (2016). The Investigation of Preservice Science Teacher Critical Thinking Dispositions In The Context Of Personal and Social Factors. *Science Educational International*. 27(1): 3–15
- Fogarti R. 2009. *How to Integrated the Curricula*. Corwin ASAGE Company: USA

- Jufri, W. 2009. Peranan Perangkat Pembelajaran Berbasis Inkuiri Dan Implementasinya Dengan Strategi Kooperatif Terhadap Perkembangan Keterampilan Berpikir Kritis. *Jurnal Pendidikan Biologi*, 1(1): 87–92.
- Kellough, R. D. , Kellough, N. G. Dan Hough, D. L. 1993. *Middle School Teaching: Method and Resources*. New York: Macmillan Publishing Company.
- Kemmis, S and Mc Taggart, R. 1990. *The Action Reserch Planner*. Deakin University
- Kinsvatter, R. D. , Wilen, W. dan Ishler, M. 1996. *Dynamic Off Effective Teaching*. London: Longman Publisher USA.
- Maleong, L. J. 2000. *Metodologi Penelitian Kuantitatif*. Bandung: PT Remaja Rosdakarya.
- Naghl, M.G. , Obadovic, D.Z. & Segedinac, M. 2012. *Effective Teaching of Physics and Scientific Method*. TEM Journal, 1(2): 88
- Schmidt, S.M. 2003. Learning by Doing: Teaching the Process of Inquiry. *Science Scope*. 27(1): 27–30.
- Slamet, Y. 2007. *Alternatif Pengembangan Kemampuan Berpikir Secara Nalar dan Kreatif Dalam Pembelajaran Bahasa Indonesia*, (online), <http://www.uns.ac.id/cp/penelitian.php?act=det&idA=264>, diakses 16 November 2009).
- Slavin, R. E. 1995. *Cooperative Learning Theory, Research, and Practice*. London: Allyn and Bacon.

## **Analysis of improving student's statistics thinking mathematic education**

- DelMas, R. C. 2002. Statistical literacy, reasoning, and thinking: A commentary. *Journal of Statistics Education*, 10(2): 1–11.
- Hake, R. R. 1998. Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American journal of Physics*, 66(1): 64–74.
- Langrall, C. W. , & Mooney, E. S. 2002. The development of a framework characterizing middle school students' statistical thinking. In *Sixth International Conference on Teaching Statistics (ICOTS6), Cape Town*.
- Martadiputra, B.A.P. 2009. Kajian Tentang Kemampuan Melek Statistis (Statistical Literacy), Penalaran Statistis (Statistical Reasoning), Dan Berpikir Statistis (Statistical Thinking) Guru Smp/Sma (Studi Terhadap Guru Smp/Sma) yang mengikut kegiatan PPM Dosen Jurdikamat UPI di Kab. Subang dan peserta PLPG Sertifikasi Guru Guru Matematika SMP di BMI Lembang.
- Pfannkuch, M. , & Wild, C. 2002. Statistical thinking models. *The University of Auckland. NewZealand. ICOTS6*.
- Pfannkuch, M. , Rubick, A. , & Yoon, C. 2002. Statistical thinking and transnumeration. *Mathematics Education in the South Pacific*, 567–574.
- Shaughnessy, J. M. , Garfield, J. , & Greer, B. 1996. Data handling. In *International handbook of mathematics education* (pp. 205–237). Springer, Dordrecht.
- Snee, R. D. 1990. Statistical thinking and its contribution to total quality. *The American Statistician*, 44(2): 116–121.
- Steel, E. A. , Liermann, M. , & Guttorp, P. 2019. Beyond calculations: A course in statistical thinking. *The American Statistician*, 73(sup1): 392–401.
- Sudjana . 1992. *Metoda Statistik*. Bandung: Penerbit Tarsito.
- Wild, C. J. , & Pfannkuch, M. 1999. Statistical thinking in empirical enquiry. *International statistical review*, 67(3): 223–248.
- Valleccillos, A. , & Moreno, A. 2002. Framework for instruction and assessment on elementary inferential statistics thinking. *Presentation at the Second International Conference on the Teaching of Mathematics, Crete, Greece, July. 2002*.

## **The effect of PORPE strategy to improve the understanding of the concept of social sciences in online learning**

- Aiao, S. , & Guthrie, J. T. 1999. Predicting conceptual understanding with cognitive and motivational variables. *Journal of Educational Research*, 92(4): 243–254.
- Anderson, L. W. , & Krathwohl, D. R. 2001. *A Taxonomy for Learning, Teaching, and Assessing*. New York: Longman.
- Apriyanti, L. , Pargito , & Pujiati . 2017. Pengembangan Buku Bacaan pada Mata Pelajaran IPS untuk Meningkatkan Aktivitas Belajar. *Jurnal Studi Sosial*, 5(2): 3–10.
- Barth, J. L. 1931. *Methods of Instruction in Social Studies Education* (3 ed.). Lanham: University Press of America.

- Cappel, J. J. , & Hayen, R. L. 2004. Evaluating e-learning: A case study. *Journal of Computer Information Systems*, 44(4): 49–56.
- Fry, S. W. , & Gosky, R. 2007. Supporting social studies reading comprehension with an electronic pop-up dictionary. *Journal of Research on Technology in Education*, 40(2): 127–139.
- Jacobsen, D. A. , Eggen, P. , & Kauchak, D. 2009. *Methods for teaching: Metode-metode pengajaran meningkatkan belajar siswa TK-SMA*. Yogyakarta: Pustaka Pelajar.
- Karwati, E. 2014. Pengaruh Pembelajaran Elektronik (E-Learning) terhadap Mutu Belajar Mahasiswa. *Jurnal Penelitian Komunikasi*.
- Muehleck, J. K. , Smith, C. L. , & Allen, J. M. 2014. Understanding the Advising Learning Process Using Learning Taxonomies. *NACADA Journal*, 34(2): 63–74.
- Muijselaar, M. M. , Swart, N. M. , Planting, E. G. S. , Droop, M. , Verhoeven, L. , & De Jong, P. F. 2017. Developmental Relations Between Reading Comprehension and Reading Strategies. *Scientific Studies of Reading*, 21(3): 1–16.
- Munir . 2012. *Multimedia Konsep & Aplikasi Dalam Pendidikan*. Bandung: Alfabeta.
- Natadjudena, R. 2006. *Perpustakaan Sekolah-Lahan Tidur Pustakawan*.
- Pressley, M. 2002. Metacognition and self-regulated comprehension. In *What Reserach has to say about reading instruction* (3 ed., hal. 291–309). International Reading Association.
- Rahim, F. 2007. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.
- Simpson, M. L. 1986. PORPE: A Writing Strategy for Studying and Learning in the Content Areas. *Wiley on behalf of the International Reading Association Stable*, 29(5): 407–414.
- Simpson, M. L. , Hayes, C. G. , Stahl, N. A. , Connor, R. T. , & Weaver, D. 1988. An initial validation of a study strategy system. *Journal of reading behavior*, 20(2): 149–180.
- Simpson, M. L. , & Hynd, C. 1988. An initial validation of a strategy for studying narrative text. *Journal of College Reading and Learning*, 21(1): 41–47.
- Simpson, M. L. , Stahl, N. A. , & Hayes, C. G. 1989. PORPE: A Research Validation. *Journal of Reading*, 33(1): 22–28.
- Simpson, M. , & Stahl, N. A. 1987. Porpe: A comprehensive study strategy utilizing self-assigned writing. *Journal of College Reading and Learning*, 20(1): 51–57.
- Sugiyono . 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Sulčić, V. , & Lesjak, D. 2009. E-learning and study effectiveness. *Journal of Computer Information Systems*, 49(3): 40–47.
- Tierney R. J. and Readence J. 2005. *Reading Strategies And Practices* (6 ed.). Pearson Education.
- Tyas, K. K. M. 2018. Penggunaan Novel Sejarah sebagai Sumber Belajar Sejarah. *Pendidikan Sejarah*, 7(2): 85–103.
- Utami, R. P. , & Rohaeti, E. 2019. Students' Concept Understanding in Chemistry Learning Using Macromedia Flash Based Inquiry Learning. *International Journal on New Trends in Education and Their*, 10, 1–12.
- Wegner, C. , Minnaert, L. , & Strehlike, F. 2013. The importance of learning strategies and how the project "Kolombus-Kids" promotes the successfully. *European Journal of Science and Mathematics Education*, 1(3): 137–143.
- Widodo, A. 2006. *Revisi Taksonomi Bloom dan Pengembangan Butir Soal* (hal. 1–14). Universitas Pendidikan Indonesia.

## **A case study on the implementation of marketing competencies for deaf children in entrepreneurship education**

- Brinkley, D. 2011. *Supporting Deaf Children and Young People*. New York: Continuum International Publishing Group.
- Crittenden, V & Crittenden, W. 2015. Digital and Social Media Marketing in Business Education: Implications for the Marketing Curriculum. *Journal of Marketing Education*. 37(2): 71– 75.
- Dowell, D.J. , & Small, F.A. 2011. What is the impact of online resource materials on student self-learning strategies? *Journal of Marketing Education*, 33: 140–148.
- Fellinger, J. , Holzinger, D. , Pollard, R. 2012. *Mental Health of Deaf People*. Austria: Institute of Neurology of Senses and Language
- Indriani, F. 2006. Studies Regarding Innovation Orientation, Product Development And Promotion Effectiveness As A Strategy To Improve Product Performance. *Jurnal Studi Manajemen & Organisasi*, 3(2): 82–92.

Knoors, H. , & Marschark, M. 2014. *Teaching Deaf Learners: Psychological and Development Foundations*. Oxford: Oxford University Press.

Lackeus, M. 2015. *Entrepreneurship in Education: What, Why, When, How*. Paris Perancis: OECD.

Lake, D.A. 2018. *Economic Openness and Great Power Competition: Lessons for China and the United States*. *The Chinese Journal of International Politics*. 237–270.

Nasution, D.P. & Lubis, A.I.F. 2018. *The Role of MSMEs on Economic Growth in Indonesia*. *Jurnal Kajian Ekonomi Dan Kebijakan Publik*. 58–66.

Purnomo, M. 2015. *Dynamics of Entrepreneurship Education: A Systematic Mapping of Education, Teaching, and Learning*. *Jurnal Dinamika Manajemen*, 6(1): 97–120.

Rentz, J. O. , Shepherd, C. , David ., Tashchian ., Araien ., Dabholkar, P. A. , and Ladd, R.T. 2013. *A Measure of Selling Skill: Scale Development and Validation*. *Journal of Personal Selling and Sales Management*. Edition October 2013.

Sunardi & Sunaryo . 2007. *Early Intervention of Children with Special Needs*. Jakarta: Indonesian Ministry of National Education.

Xu, Y. , Liu, D. , & Zheng, L. 2017. *Econometric Model Analysis of Influencing Factors of Import and Export in Zhanjiang City*. *Advances in Economics, Business and Management Research*, 3: 810–813.

## **The strategy of the principal of the elementary school of Jogja Green School in facing the Covid-19 pandemic**

Akdon . 2006. *Strategic Management for Educational Management*. Bandung: Alfabeta

CNN Indonesia . 2020. CNN Indonesia. *Corona dan Dilema Guru Mengajar Siswa Berkebutuhan Khusus*. Retrieved from: <https://www.cnnindonesia.com/nasional/20200421163541-20-495770/corona-dan-dilema-guru-mengajar-siswa-berkebutuhan-khusus>

Ilembe, W. , & Were, S. 2014. . *International Journal of Social Sciences Management & Entrepreneurship*. Challenges affecting implementation of strategic planning in management of secondary schools in Kimbu Country (2), 121–140.

Hopkins, Johns CSSE. 2020. *Coronavirus COVID-19 Global Cases by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*. From: ArcGIS: <https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

Maryati . 2007. *Sekolah Alam*. Yogyakarta: FMIPA UNY. Seminar Nasional Penelitian, Pendidikan dan Penerapan., MIPA. *Alternatif Pendidikan Sains yang Membebaskan dan Menyenangkan*.

Poister, T. H. 2010. *The future of strategic planning in the public sector: Linking strategic management and performance* . *Public Administration Review*, 70 (Suppl. 1), s246 – s254.

Toorani, H. 2012. *Introduction to process-based management schools*. Tehran: Tazkieh Publication.

Wendell, L. , Bell, C. H. , & Zawacki, R. A. 2011. *Managing effective change (6th ed)*. Organization development and transformation. Boston: McGraw-Hill.

Sugiyono . 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung. Alfabeta.

Van Dooren, W. , Bouckaert, G. , & Halligan, J. 2015. *Performance management in the public sector ( 2 nd Ed.)*. New York, NY: Routledge.

Wheelen, T. L. & Hunger, J. D. 2012. *Strategic Management and Business Policy (13th Ed.)*. New York: Pearson

## **Development of Star Book Media to influence writing skills and carrying attitude in grade IV elementary school students**

Abbas, S. 2006. *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Jakarta: Depdiknas.

Anderson, L. , & Glover, D. R. , 2017. *Building character, community, and a growth mindset in physical*. Champaign: Human Kinetics.

Arsyad, A. , 2002. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada

Borg, W.R. & Gall, M.D. , 1983. *Educational Research: An Introduction (4th ed)*. London: Longman, Inc.

Matulka, D.I. , 2008. *A Picture Book Primer*. London: Libraries Unlimited.

Fadlillah, M. & Khorida, L. M. , 2013. *Pendidikan Karakter Anak Usia Dini*. Yogyakarta: Ar-Ruzz Media.

Fellowes, J. & Oakley, G. , 2010. *Language Literacy and Early Childhood Education*. Melbourne: Oxford University Press

- Huck, C.S. ; Helper, S. ; Hickman, J. , 1987. *Children Literature in The Elementary School*. New York: Holt Rinehart and Winston.
- Jalongo, M. R. , 2007. *Early Childhood Language Art*. Boston: Pearson Education.
- Kementrian Pendidikan dan Kebudayaan ., 2017. *Konsep dan Pedoman Penguatan Pendidikan Karakter*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Kementrian Pendidikan Nasional ., 2010. *Buku Induk Pengembangan Karakter Bangsa*. Jakarta: Kementrian Pendidikan Nasional.
- Kosasih, E. , 2008. *Apresiasi Sastra Indonesia*. Jakarta: Nobel Edumedia
- Lickona, T. , 2004. *Character matters: how to help our children develop good judgment, integrity, and other essential virtues*. New York: Simon & Schuster
- Muslich, M. , 2011. *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*. Jakarta: Presindo.
- Octavia, L. , Syatibi, I. , Ali, M. , Gunawan, R. , & Hilmi, A. , 2014. *Pendidikan karakter berbasis tradisi pesantren*. Jakarta: Rene Book.
- Raatma, L. 2000. *Caring*. Minnesota: Capstonepress.
- Semi, M.A. , 2007. *Dasar-Dasar Keterampilan Menulis*. Bandung: Angkasa.
- Stewig, J.W. , 1980. *Children and Literature*. Chicago: Rand Mc. Nallu Collage Publishing Company.
- Susanto, M. , 2011. *Diksi Rupa*. Yogyakarta: DictiArt Lab & Djagad Art House
- Tompkins, G. E. dan Hoskinson, K. , 1991. *Language Arts, Content and Teaching*. New York: Maxwell Macmilan.
- Tompkins, G. E. dan Hoskinson, K. , 1995. *Language Arts, Content and Teaching*. New Jersey. Prentice Hall, Inc.
- Yulianti , & Hartatik ., 2014. *Implementasi pendidikan karakter di kantin kejujuran*. Malang: Gunung Samudera.
- Zubaidah, Enny ., 2012. *Peningkatan kemampuan menulis cerita anak melalui strategi menulis terbimbing*. Pascasarjana Universitas Negeri Jakarta: Jakarta.
- Zubaidah, Enny ., 2013. *Pendidikan untuk pencerahan kemandirian bangsa*. Yogyakarta: Ash-Shaff.

## **Study motivation and students' participation in distance learning during the Covid-19 pandemic**

- Anas, M. , & Aryani, F. 2014. *Motivasi Belajar Mahasiswa*. *Penelitian Pendidikan INSANI*, 16(1), 41–46.
- Bardakci, S. , Arslan, O. , & Can, Y. 2018. *Online Learning and High School Student: A Cultural Perspective*. *Turkish Online Journal of Distance Education*, 19 ( 4 )(October), 126–146.  
<https://doi.org/https://doi.org/10.17718/tojde.471909>
- Cakir, O. , Karademir, T. , & Erdogdu, F. 2018. *Psychological Variables Of Estimating Distance Learners' Motivation*. *Turkish Online Journal of Distance Education*, 19(1), 163–182.  
<https://doi.org/https://doi.org/10.17718/tojde.382795>
- Chaiprasurt, C. , & Esichaiku, V. 2013. *Enhancing Motivation in Online Courses With Mobile Communication Tool Support: A Comparative Study*. *International Review of Research in Open and Distance Learning*, 14(3), 377–401. <https://doi.org/10.19173/irrodl.v14i3.1416>
- Cohen, L. , Manion, L. , & Marrison, K. 2007. *Research Methods in Education*. The American Biology Teacher (Sixth, Vol. 63). New York: Routledge Taylor & Francis Group.
- Espinoza-Freire, E. E. , & Rojas-Garcia, C. R. 2019. *The Tutoring Influences in Distance Education at El Oro Province Ecuador*. *European Journal of Educational Research*, 8(4), 1093–1099.  
<https://doi.org/10.12973/eu-jer.8.4.1093>
- Ginanjar, E. , Darmawan, B. , & Sriyono . 2019. *Faktor-Faktor yang Mempengaruhi Rendahnya Partisipasi Belajar Peserta Didik SMK*. *Journal of Mechanical Engineering Education*, 6(2), 206–219.  
<https://doi.org/10.17509/jmee.v6i2.21797>
- Gupta, A. , & Goplani, M. M. 2020. *Impact of Covid-19 on Educational Institutions in India*. *UGC Care Journal*, 31 ( 21 )(May). <https://doi.org/10.13140/RG.2.2.32141.36321>
- Hadiyanti, A. H. D. 2017. *Hubungan Motivasi Belajar Dengan Prestasi Belajar Mahasiswa PGSD Universitas Sanata Dharma Yogyakarta Pada Mata Kuliah IPA Biologi*. *Jurnal Ilmiah PGSD*, 12(2), 1–10.  
<https://doi.org/10.1017/CBO9781107415324.004>
- Herman . 2017. *Loyalty, Trust, Satisfaction and Participation in Universitas Terbuka Ambiance: Students' Perception*. *Turkish Online Journal of Distance Education*, 18 ( 3 )(July), 84–95.  
<https://doi.org/https://doi.org/10.17718/tojde.328937>
- Holmes, W. , Nguyen, Q. , Zhang, J. , Mavrikis, M. , & Rienties, B. 2019. *Learning Analytics for Learning Design in Online Distance Learning*. *Distance Education*, 40(3), 309–329.

<https://doi.org/10.1080/01587919.2019.1637716>

Jackson, S. L. 2009. *Research Methods and Statistics A Critical Thinking Approach*. Diambil dari [www.ichapters.com](http://www.ichapters.com)

Kementerian Pendidikan dan Kebudayaan . 2020. Surat Edaran Kemdikbud No 4 Tahun 2020 mengenai Pelaksanaan Pendidikan Dalam Masa Darurat Coronavirus Disease (Covid-19). Taken 22 Mei 2020, from [kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19](http://kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19)

Luthra, P. , & Mackenzie, S. 2020. 4 Ways COVID-19 Could Change How We Educate Future Generations. Taken 21 Mei 2020, from <https://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations/>

Mendari, A. S. , & Kewal, S. S. 2015. Motivasi Belajar Pada Mahasiswa. *Jurnal Pendidikan Akuntansi Indonesia*, XIII13(1), 1–13. <https://doi.org/https://doi.org/10.21831/jpai.v13i2.10304>

Moorhouse, B. L. 2020. Adaptations to A Face-to-face Initial Teacher Education Course ' Forced ' Online Due to The COVID-19 Pandemic. *Journal of Education for Teaching*, 1–3. <https://doi.org/10.1080/02607476.2020.1755205>

Murphy, M. P. A. 2020. COVID-19 and Emergency eLearning: Consequences of The Securitization of Higher Education for Post-Pandemic Pedagogy. *Contemporary Security Policy*, 1–14. <https://doi.org/10.1080/13523260.2020.1761749>

Nsamba, A. , & Makoe, M. 2017. Evaluating Quality of Students' Support Service in Open Distance Learning. *Turkish Online Journal of Distance Education*, 18 ( 4 )(October), 91–103. <https://doi.org/https://doi.org/10.17718/tojde.340391>

Precourt, E. , & Gainor, M. 2018. Factors Affecting Classroom Participation and How Participation Leads to A Better Learning. *Accounting Education*, 1–19. <https://doi.org/10.1080/09639284.2018.1505530>

Puspitasari, K. A. , & Oetoyo, B. 2018. Successful Students In An Open and Distance Learning System. *Turkish Online Journal of Distance Education*, 19 ( 2 )(April), 189–200. <https://doi.org/https://doi.org/10.17718/tojde.415837>

Sansone, C. , & Harackiewicz, J. M. 2000. *Intrinsic and Extrinsic Motivation*. London: Academic Press.

Sayidiman, S. , & Lambogo, A. 2016. Partisipasi Belajar Mahasiswa Dalam Pembelajaran Berbasis Andragogi. *Publikasi Pendidikan*, 6(3). <https://doi.org/10.26858/publikan.v6i3.2278>

Saykili, A. 2018. Distance Education: Definitions, Generations, Key Concepts and Future Directions. *International Journal of Contemporary Educational Research*, 5(1), 2–17. Taken from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1207516&site=ehost-live&scope=site>

Simons, J. , Leverett, S. , & Beaumont, K. 2019. Success of Distance Learning Graduates and The Role of Intrinsic Motivation Intrinsic Motivation. *Open Learning: The Journal of Open, Distance and e-Learning*, 1–17. <https://doi.org/10.1080/02680513.2019.1696183>

Sumarno , Setyosari, P. , & Haryono . 2017. Effect of Feedback Strategy and Motivation of Achievement to Improving Learning Results Concept in Learning Civic Education in Vocational High School. *European Journal of Educational Research*, 6(4), 441–453. <https://doi.org/10.12973/eu-jer.6.4.441>

Trust, T. 2017. Motivation, Empowerment, and Innovation: Teachers' Beliefs About How Participating in the Edmodo Math Subject Community Shapes Teaching and Learning. *Journal of Research on Technology in Education*, 49(1–2), 16–30. <https://doi.org/10.1080/15391523.2017.1291317>

UNESCO . 2020. COVID-19 Educational Disruption and Response. Taken 21 Mei 2020, from <https://en.unesco.org/covid19/educationresponse>

Walters, S. , Grover, K. S. , Turner, R. C. , & Alexander, J. C. 2017. Faculty Perceptions Related to Teaching Online: A Starting Point for Designing Faculty Development Initiatives. *Turkish Online Journal of Distance Education*, 18 ( 4 )(October), 4–19. <https://doi.org/https://doi.org/10.17718/tojde.340365>

Widuroykti, B. 2006. Pendekatan Belajar Aktif Dan Peningkatan Partisipasi Mahasiswa Dalam Proses Tutorial Tatap Muka. *Jurnal Pendidikan*, 7(1), 55–65.

Zou, J. , Liu, K. , & Han, L. 2019. The Impact of A Rich Media Platform to Table Tennis Learners ' Performance and Participation Motivation. *Interactive Learning Environments*, 1–13. <https://doi.org/10.1080/10494820.2019.1619087>

## **Increasing ecological intelligence through strengthening social studies education**

Al-Muchtar, S. 2007. *Strategi Pembelajaran Pendidikan IPS*. Bandung: UPI Press.

Amindoni, A. 2020. Perubahan iklim: Pesisir Indonesia terancam tenggelam, puluhan juta jiwa akan terdampak. *BBC News Indonesia*.

Arora, N. K. 2019. Impact of climate change on agriculture production and its sustainable solutions. *Environmental Sustainability*, 2(2): 95–96. <https://doi.org/10.1007/s42398-019-00078-w>



- Ashalatha, K. V. , Munisamy, G. , & Bhat, A. R. S. 2012. Impact of climate change on rainfed agriculture in India: a case study of Dharwad. *International Journal of Environmental Science and Development*, 3(4): 368–371.
- Basit, R. A. , & Maryani, E. 2020. Model Pembelajaran Active Learning Tipe Snowball Throwing dan Tipe lindex Card Match (ICM) terhadap Pemahaman Konsep Siswa pada Pembelajaran IPS di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 11(1): 118–125. <https://doi.org/10.21009/10.21009/JPD.081>
- Büyükalan Filiz, S. , & Baysal, S. B. 2019. Analysis of Social Studies Curriculum Objectives According to Revised Bloom Taxonomy. *Inonu University Journal of the Faculty of Education*, 20(1): 234–253. <https://doi.org/10.17679/inuefd.435796>
- Bybee, R. W. 1982. *Piaget for Educators*. Columbus: Charles E. Merrill Publishing Company.
- Climate Central . 2019. Report: Flooded Future: Global vulnerability to sea-level rise worse than previously understood. *Climate Central*.
- Depdiknas . 2006. Permendiknas no. 22 tahun 2006 tentang Standar Isi Mata Pelajaran. In *Departemen Pendidikan Indonesia*.
- Fajar, A. 2002. *Portofolio dalam Pembelajaran IPS*. Bandung: PT. Remaja Rosdakarya.
- Fawzy, S. , Osman, A. I. , Doran, J. , & Rooney, D. W. 2020. Strategies for mitigation of climate change: a review. *Environmental Chemistry Letters*, 18(6): 2069–2094. <https://doi.org/10.1007/s10311-020-01059-w>
- Global Carbon Report . 2019. Summary from Global Carbon Report 2019 and other press releases by GCP Tsukuba office. *Global Carbon Project*, 2–5. <https://doi.org/10.5194/essd-11-1783-2019>
- Goleman, D. 2010. Ecological intelligence: The hidden impacts of what we buy. *Currency*.
- Hasan, S. H. 1996. *Pendidikan Ilmu Sosial*. Jakarta: Dirjendikti, Depdikbud RI.
- Hendriyanto, A. , Mustofa, A. , & Sutopo, B. 2018. Building Ecological Intelligence through Indonesian Language Learning Based on Kethek Ogleng Dance. *International Journal of Education*, 11(1): 50. <https://doi.org/10.17509/ije.v11i1.10902>
- Humane Society International . 2011. An HSI Report: The Impact of Animal Agriculture on Global Warming and Climate Change. 1–27.
- Johnston, R. 2016. Transforming Our World: The 2030 Agenda For Sustainable Development. In *Arsenic Research and Global Sustainability - Proceedings of the 6th International Congress on Arsenic in the Environment, AS 2016* (pp. 12–14). <https://doi.org/10.1201/b20466-7>
- Kementerian Lingkungan Hidup dan Kehutanan . 2019. *Saatnya Berubah Aksi Korektif Siti Nurbaya Mengelola Lingkungan Hidup dan Kehutanan* (E. W. Soegiri, S. Murniningtyas, & T. Yanuariadi, Eds.).
- Kementerian Perencanaan Pembangunan Nasional/BAPPENAS . 2017. *Pedoman Penyusunan Rencana Aksi TPB/SDGs*.
- Khan, H. , Ali, F. , Khan, H. , Shah, M. , & Shoukat, S. 2014. Estimating willingness to pay for recreational services of two public parks in Peshawar, Pakistan. *Environmental Economics*, 5(1): 21–26.
- Knowledge Centre Climate Change . 2017. *Dampak Perubahan Iklim Terhadap Kesehatan Manusia*.
- LIPI . 2015. *Pemahaman Masyarakat Terhadap Perubahan Iklim Minim*. Jakarta.
- Maftuh, B. 2010. Memperkuat Peran IPS dalam Membelajarkan Keterampilan Sosial dan Resolusi Konflik (pp. 1–32). pp. 1–32.
- Maryani, E. , & Syamsudin, H. 2009. Pengembangan Program Pembelajaran IPS Untuk Meningkatkan Kompetensi Keterampilan Sosial. *Jurnal Metodik Didaktik*, 9(1): 1–15.
- Mikhaylov, A. , Moiseev, N. , Aleshin, K. , & Burkhardt, T. 2020. Global climate change and the greenhouse effect. *Entrepreneurship and Sustainability Issues*, 7(4): 2897–2913. [https://doi.org/http://doi.org/10.9770/jesi.2020.7.4\(21\)](https://doi.org/http://doi.org/10.9770/jesi.2020.7.4(21))
- National Council for the Social Studies . 2006. *National Standards for Social Studies Teachers*. Retrieved from <http://www.socialstudies.org/standards/teacherstandards>
- Sumarto, O. 1992. *Indonesia dalam Kancah Isu Lingkungan Global*. Jakarta: PT Gramedia.
- Supriatna, N. 2016. *Ecopedagogy: Membangun Kecerdasan Ekologis dalam Pembelajaran IPS* (1st ed.; Nita, Ed.). Remaja Rosdakarya.
- Trilling, B. , & Fadel, C. 2010. 21st Century Skills: Learning for Life in Our Times. *Choice Reviews Online*, 47(10), 47-5788-47–5788. <https://doi.org/10.5860/choice.47-5788>
- World Bank Group . 2018. Laporan Sintesis Sampah Laut Indonesia. *Public Disclosure Authorized*, (April), 1–49.
- World Health Organization . 2002. The world health report 2002: reducing risks, promoting healthy life. In the *World Health Organization*.
- Yuliyanto, A. , Fadriyah, A. , Yeli, K. P. , & Wulandari, H. 2018. Pendekatan Saintifik untuk Mengembangkan Karakter Disiplin dan Tanggung Jawab Siswa Sekolah Dasar. *Metodik Didaktik*, 13(2): 87–98. <https://doi.org/10.17509/md.v13i2.9307>
- Zalasiewicz, J. , & Williams, M. 2009. A Geological History of Climate Change. In *Climate Change* (1st ed.). <https://doi.org/10.1016/B978-0-444-53301-2.00006-3>

## Teacher's quality of pedagogical influence on a student's character in the society 5.0 era

- Annisa, N. , Hasibuan, P. H. , & Siregar, E. F. S. 2020. Menyanyikan Lagu Indonesia Raya Sebagai Bentuk Impelementasi Penguatan Pendidikan Karakter di SDS Asuhan Jaya Kota Medan. *Jurnal Benderang (Pendidikan Guru Sekolah Dasar)* 1(1): 1–5.
- Ardana, I. K. 2018. Pengaruh Model Discovery Learning Berbantuan Media Audio Visual dalam Setting Lesson Study Terhadap Hasil Belajar IPA Mahasiswa PGSD Undiksha UPP Denpasar Tahun 2017. *Jurnal Ilmiah Sekolah Dasar* 2(1): 52–58.
- Dalyono, B. 2017. Implementasi Penguatan Pendidikan Karakter di Sekolah. *Bangun Rekaprima* 3(3): 33–42.
- Fildzah, Y. 2020. Comparative Study of Competency and Certification of Special Education Teachers in Indonesia and Another Various Country. *IJDS Indonesian Journal of Disability Studies* 7(1): 40–49.
- Fukuyama, M. 2018. Society 5.0: Aiming for a New Human-centered Society. *Japan SPOTLIGHT* 27(August): 47–50.
- Ghavifekr, S. , & Rosdy, W. A. W. 2015. Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science* 1(2): 175–191.
- Harta, J. , Dharsana, I. K. , & Renda, N. T. 2019. Pengaruh Model TSTS Melalui Lesson Study Terhadap Hasil Belajar IPA. *Jurnal Mimbar Ilmu* 24(1): 95–104.
- Hasanah, U. , & Deiniatur, M. 2018. Character Education in Early Childhood Based on Family. *Early Childhood Research Journal (ECRJ)* 1(1): 50–62.
- Hendayana, S. , & et. al. 2019. *DRAFT Panduan Pelaksanaan Kegiatan Riset Kompetitif Nasional Skema Penelitian Dasar 2019*.
- Karlina, C. F. , Dharsana, I. K. , & Kusmaryatni, N. 2017. Pembelajaran Kooperatif Tipe (TSTS) Berbantuan Peta Pikiran Untuk Meningkatkan Hasil Belajar IPA Melalui Lesson Study. *MIMBAR PGSD Undiksha* 5(2): 1–12.
- Kemendiknas, B. 2011. Pedoman Pelaksanaan Pendidikan Karakter. Pusat Kurikulum dan Perbukuan. Jakarta: Pusat Kurikulum dan Perbukuan.
- Kurniasih, I. , & Sani, B. 2017. Pendidikan Karakter Internalisasi dan Metode Pembelajaran di Sekolah. Jakarta: Kata Pena.
- Kurniati, M. , Arafat, Y. , & Mulyadi, M. 2019. International Journal of Educational International Journal of Educational Review. *International Journal of Educational Review* 1(2): 1–8.
- Muralidharan, K. , & Singh, A. 2020. Improving Public Sector Management at Scale? Experimental Evidence on School Governance India. *NBER Working Paper w28129*.
- Presidential Decree No. 87. 2017. *Penguatan Pendidikan Karakter* (p. 14).
- Putra, P. G. N. , Margunayasa, I. G. , & Wibawa, I. M. C. 2019. Pengaruh Model Pembelajaran Kooperatif Tipe Group Investigation (GI) Berbasis Lesson Study Terhadap Penguasaan Konsep IPA. *Jurnal Pedagogi dan Pembelajaran* 1(2): 84–93.
- Rosyid, A. 2016. Technological Pedagogical Content Knowledge: Sebuah Kerangka Pengetahuan Bagi Guru Indonesia di Era Mea. *Prosiding Seminar Nasional Inovasi Pendidikan* pp. 446–454.
- Sadulloh, U. 2014. Pengantar Filsafat Pendidikan (Edisi Kesembilan). Bandung: Alfabeta.
- Santoso, K. A. 2019. Pendidikan untuk Menyambut Masyarakat 5.0. Retrieved from alinea. id Fakta, Data, Kata website: <https://www.alinea.id/kolom/pendidikan-untuk-menyambut-masyarakat-5-0-b1Xcl9ijL>.
- Singh, B. 2019. Character Education in the 21st Century. *Journal of Social Studies* 15(1): 1–8.
- Sukadi, E. , Cari , & Sarwanto . 2015. Implementasi Pedagogical Content Knowledge Pada Materi Listrik Dinamis Untuk Meningkatkan Kompetensi Calon Guru Fisika. *Jurnal Inkuiri* 4(1): 37–46.
- Sulistyarini, S. , Utami, T. , & Hasmika, H. 2019. Project Citizen Model as Character Education Strengthening. *JETL (Journal Of Education, Teaching and Learning)* 4(1): 233–237.
- Triyani, E. , Busyairi, A. , & Ansori, I. 2020. Penanaman Sikap Tanggung Jawab Melalui Pembiasaan Apel Penguatan Pendidikan Karakter Siswa Kelas III. *Jurnal Kreatif : Jurnal Kependidikan Dasar* 10(2): 150–154.
- Wulandari, Y. , & Kristiawan, M. 2017. Strategi Sekolah Dalam Penguatan Pendidikan Karakter Bagi Siswa Dengan Memaksimalkan Peran Orang Tua. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* 2(2): 290–303.
- Yuniari, K. M. , Suarni, N. K. , & Parmiti, D. P. 2019. Pengaruh Model Kooperatif Tipe Snowball Throwing Berbasis Penilaian Portofolio Terhadap Hasil Belajar PKn. *Jurnal Pedagogi dan Pembelajaran* 2(2): 223–232.

## The effect of a simplified integrated learning environment on plagiarism behavior

- Aasheim, C. L. , et al. 2019. Plagiarism and programming: A survey of student attitudes. *Journal of information systems education* 23(3): 297–313.
- Ambarawati, P. E. Y. , & Purwanto, I. W. N. 2019. Pengaturan pengambilan tulisan pada karya tulis skripsi dalam menghindari plagiarisme. *Kertha Semaya: Journal Ilmu Hukum* 8(1): 1–12.
- Awasthi, S. 2019. Plagiarism and Academic Misconduct: A Systematic Review. *DESIDOC Journal of Library & Information Technology* 39(2): 94–100
- Dhusia, D. K. 2017. Strategies for Preventing Plagiarism - A Case Study of Top Indian Universities. *Global Journal of Enterprise Information System* 9(2): 84.
- Harris, R. A. 2017. *Using sources effectively: Strengthening your writing and avoiding plagiarism*. Routledge.
- Hossen, J. , et al. 2017. An application of Pareto analysis and cause-and-effect diagram (CED) to examine stoppage losses: a textile case from Bangladesh. *Journal of the Textile Institute* 108(11): 2013–2020.
- Law of the Republic of Indonesia Number 28 of 2014. *Hak Cipta*. 16 Oktober 2014. Lembaran Negara Republik Indonesia Tahun 2014 Nomor 266. Jakarta. <https://djip.go.id/peraturan-perundang-undangan-terkait-hak-cipta>
- Powell, T. , & Sammut-Bonnici, T. 2014. Pareto Analysis. *Wiley Encyclopedia of Management*, 1–2.
- Stojčević, B. , et al. 2016. Application of the Pareto Analysis in. *9 th International Quality Conference* (June 2015): 655–658.
- Zeidan, B. A. 2018. Integrated Learning Environment ILE Editor. Retrieved from [https://www.researchgate.net/publication/327871719\\_Integrated\\_Learning\\_Environment\\_ILE](https://www.researchgate.net/publication/327871719_Integrated_Learning_Environment_ILE)

## The profile of pre-service elementary school teachers in developing lesson plans for science instruction

- AbdulGaafor, K. & UmerFarooque, T.K. 2010 Ways to improve lesson planning: A student teacher perspective. *International Seminar cum Conference on Teacher Empowerment and Institutional Effectiveness* November 2010: (9pg)
- Aglazor, G. 2017. The role of teaching practice in teacher education programmes. *Designing framework for best practice. Global Journal of Educational Research* 16: 101–110
- Akdeniz , et al. 2016. *Learning And Teaching. Theories, Approaches And Models*. 2nd Edition. Turkey: Çözüm Eğitim Yayıncılık.
- Alsubaie, M.A. 2016. Curriculum Development: Teacher Involvement in Curriculum Development *Journal of Education and Practice* 7(9): 106–107
- Anonim. Anonim Format Lesson Plan. Canada: Queen University. <http://educ.queensu.ca>
- Bin-Hady, W.R. 2018. How can I prepare an ideal lesson-plan? *International Journal of English and Education* 7(4): 275–289
- Cai, J. , Perry, R. & Wong, N. Y. 2007. What is effective Mathematics teaching? A dialogue between East and
- Cohen, L. , Manion, L. & Morrison, K. 2005. *Research Methods in Education*. 5th ed. London: Taylor & Francis
- Dorovolomo, J. , Phan, H.P. & Maebuta, J. 2010. Quality lesson planning and quality delivery: Do they relate? *International Journal of Learning* 17(3): 447–455
- Hunter, D.A. 2009. *A Practical Guide To Critical Thinking: Deciding What To Do and Believe*. New Jersey: John Wiley & Sons
- Jabbarifar, T. 2009. The Importance of Classroom Assessment and Evaluation In Educational System *International Conference Of Teaching And Learning (ICTL 2009) Proceedings Of The 2nd*: 1-9
- Johnson, A. P. 2000. It's Time for Madeline Hunter to Go: A New Look at Lesson Plan Design. *Action in Teacher Education* 22(3): 72–78
- Khan, T. Singh, T. Hande, S. and Khumar, V. 2014. learning objectives:perfect is the enemy of good. *International Journal of User-Driven Healthcare*. 2 ( 3 ):45–63
- Meier, M. 2007. *Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues*. Handbook of Teacher Education: 409–414. Netherlands: Springer
- Misra, P. Mehta, R. , & Henriksen, D. 2015. Creativity, Digitality, and Teacher Professional Development: Unifying Theory, Research and Practice. *Handbook Of Research On Teacher Education In The Digital Age*: 691–721. USA: IGI Global
- Panasuk, R. , Stone, W. & Todd, J. 2002. Lesson planning strategy for effective mathematics teaching. *Education*, 122(4): 808–827.

- Ratminingsih, N. M. , Artini, L. P. , & Padmadewi, N. N. 2017 Incorporating Self and Peer Assessment in Reflective Teaching Practices. *International Journal of Instruction*, 10(4): 165–184
- Surat edaran Mendikbud No 14 tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran
- Timperley, H. , Wilson, A. , Barrar, H. , & Fung, I. 2007. *Teacher professional Learning and Development: Best evidence Synthesis Iteration*. Wellington, New Zealand: Ministry of education  
<http://educationcouns.edcentre.govt.nz/goto/BES>
- Xhaferi, B. , & Xhaferi, G. 2017 Enhancing Learning Through Reflection– A Case Study Of Seeu De Gruyter 4: 53–68
- McKimm, J , & Swanwick, T. 2009. Setting Learning Objectives. *British Journal of Hospital Medicine* 70(7): 406–409
- Shepherd, C.K. , Hair, M. & Brown, L. 2010. Investigating the use of simulation of teaching strategy. *Nursing Standard: official newspaper of the Royal College of Nursing* 24(35): 42–48

## Documenting factors influencing children like learning English as a foreign language

- Alderson, P. 1995. *Listening to Children*. Children, Ethics and Social Research, London: Barnardos.
- Alwasilah, A. C. 1993. *Pengantar Sosiologi Bahasa*.
- Anderson, J. 2005. *Information and communication technologies in Poland* . ( Jonathan Anderson , Ed.), Telecommunications Policy. Paris: UNESCO. [https://doi.org/10.1016/0308-5961\(94\)90052-3](https://doi.org/10.1016/0308-5961(94)90052-3)
- Bull, S. , & Ma, Y. 2001. Raising Learner Awareness of Language Learning Strategies in Situations of Limited Resources. *Interactive Learning Environments*, 9(2), 171–200.  
<https://doi.org/10.1076/ilee.9.2.171.7439>
- Cameron. Lynne . 2002. Teaching Languages to Young Learners. L. Cameron. *ELT Journal*, 56(2), 201–203. <https://doi.org/10.1093/elt/56.2.201>
- Clements, D. H. , & Sarama, J. 2003. Strip mining for gold: Research and policy in educational technology — A response to “Fool’s Gold.” *Association for the Advancement of Computing in Education (AACE)*, 11(1), 7–69. Retrieved from <http://www.editlib.org.ezproxy.csu.edu.au/f/17793>
- Cummins, J. 1984. *Bilingual and special education: Issues in assessment and pedagogy*. TX: PRO-ED.: Austion.
- Donaldson, M. 1978. *Children’s Mind*. London: Collins.
- Gee, J. 1996. *Social Linguistics and Literacies*. *Social Linguistics and Literacies*.  
<https://doi.org/10.4324/9781315722511>
- Gorsuch, G. J. 1998. Yakudoku EFL instruction. *JALT Journal*, 20(1), 6–32.
- Harmer, J. 2007. *The Practice of English Language Teaching*, 442.
- Hill, N. E. , & Tyson, D. F. 2009. Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763.
- Hiranburana, K. 2017. Use of English in the Thai workplace. *Kasetsart Journal of Social Sciences*, 38(1), 31–38. <https://doi.org/10.1016/j.kjss.2015.10.002>
- Keats, D. 1997. Interviewing for clinical research. In J. P. Keeves (Ed.), *Educational Research, Methodology, and Measurement: An International Handbook*. Oxford: Pergamon.
- Larsen-Freeman, D. , & Anderson, M. 2011. *Techniques & Principles in Language Teaching*. Book (Vol. 53). Oxford University Press. <https://doi.org/10.1017/CBO9781107415324.004>
- Matsuura, H. , Chiba, R. , & Hilderbrandt, P. 2001. Beliefs about Learning and Teaching Communicative English in Japan. *JALT Journal*, 23(1), 69–91. Retrieved from <http://jalt-publications.org/jj/articles/2668-beliefs-about-learning-and-teaching-communicative-english-japan>
- Prensky, M. 2001. *The Games Generations: How Learners Have Changed*. *Computers in Entertainment*, 1(1), 1–26. <https://doi.org/10.1145/950566.950596>
- PTA, N . 2018. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National PTA, National Education Service.
- Rintaningrum, R. 2015. *Teaching And Learning Of English As A Foreign Language In A Global Context*. Flinders University. Retrieved from <https://flex.flinders.edu.au/file/a0853ab2-5aaf-477b-9dd1-f8bb6d670451/1/Thesis-Rintaningrum-2015.pdf>
- Rintaningrum, R. 2016. *Maintaining English Speaking Skill in Their Homeland through Technology: Personal Experience*. *Asian EFL Journal*, 2016(SpecialEdition), 107–119.
- Rintaningrum, R. 2018. *Investigating Reasons Why Listening in English is Difficult: Voice from Foreign Language Learners* By Ratna Rintaningrum Institut Teknologi Sepuluh Nopember (ITS), Surabaya, 1–7.

- Rintaningrum, R. , & Aldous, C. 2016. I Find It Easy To Learn English When. In Jambi University (Ed.). Jambi: Jambi University Press.
- Scott A. W. , & Ytreber H. L. 2008. Teaching English to Children. ( N. Grant , Ed.). London New York: Longman.
- Suzuki, T. 1999. NNihon-jin wa Naze Eigo ga Dekinaika [Why cannot Japanese master English?]. Tokyo: Iwanami Shoten. *IJALT*, 1(2).
- Tomlinson, B. 2010. Principles and procedures of materials development for language learning: 3 Proposals for principled approaches to the development of ELT materials. *Materials in ELT: Theory and Practice*, (1995).
- Vasilopoulos, G. 2008. Adapting Communicative Language Instruction in Korean Universities. *The Internet TESL Journal*, Vol. XIV, No. 8, 2 . Retrieved from <http://iteslj.org/Techniques/Vasilopoulos-CLT.html>
- Widiati, U. , & Cahyono, B. Y. 2009. The Teaching of Efl Listening in the Indonesian Context: the State of the Art. *TEFLIN Journal*, 20(2), 139–150. <https://doi.org/10.15639/teflinjournal.v20i2/194–211>
- Yang, Y. F. 2013. Exploring students' language awareness through intercultural communication in computer-supported collaborative learning. *Educational Technology and Society*, 16(2), 325–342.
- Zhang, L. J. & A. W . 2009. Chinese senior high school EFL students' metacognitive awareness and.pdf. *Chinese Senior High School EFL Students' Metacognitive Awareness and Reading-Strategy Use*, 21(1), 37–59.

## The content validity analysis of the elementary school students' tolerance character measurement instrument

- Aiken, L. R. 1985. Three Coefficients for Analyzing the Reliability and Validity of Ratings. *Educational and Psychological Measurement* 45(1): 131–142.
- Azwar, S. 2012a. Penyusunan skala psikologi. Yogyakarta: Pustaka Pelajar.
- Azwar, S. 2012b. Reliabilitas dan validitas. Yogyakarta: Pustaka Pelajar.
- Hadiwinarto 2010. Penajaman Penilaian Karakter dan Budi Pekerti. Solo: Bahana Media Wirayuda.
- Hansen, O. H. B. 2011. Teaching Tolerance in Public Education: Organizing the Exposure to Religious and Life-Stance Diversity. *Religion & Education* 38(2): 111–127.
- Hasani, I. 2009. Siding and Acting Intolerantly: Intolerance by Society and Restriction by the State in Freedom of Religion, Belief in Indonesia: Report of Freedom of Religion, Belief in Indonesia. Jakarta: Setara Institute.
- Hernández, A. S. , Maria, M. I. & Daniel, M. 2018. Teaching Tolerance in a Globalized World. Switzerland: Springer.
- Kemendiknas . 2010. Pengembangan pendidikan budaya dan karakter bangsa. Jakarta: Puskur-Balitbang.
- Kumpanan, T. J. 2018. *Sikap Intoleransi Sekolah Viral, Disdikpora DIY Tidak Tegas* [Online]. Available: <https://kumpanan.com/tugujogja/sikap-intoleransi-sekolah-viral-disdikpora-diy-tindak-tegas> [Accessed 9 Februari 2020 ].
- Lickona, T. 2013. Character matters. Jakarta: Bumi Aksara.
- Muthahhari, T. 2017. *Survei UIN Jakarta: Intoleransi Tumbuh di banyak Sekolah dan Kampus* [Online]. Available: <https://tirto.id/survei-uin-jakarta-intoleransi-tumbuh-di-banyak-sekolah-dan-kampus-czQL> [Accessed 9 Februari 2020 ].
- Polit, D. F. , Beck, C. T. & Owen, S. V. 2007. Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Res Nurs Health* 30(4): 459–467.
- Retnawati, H. 2015. Validitas Reliabilitas dan Karakteristik Butir. Yogyakarta: Parama Publishing.
- Samani, M. & Hariyanto . 2013. Konsep dan model pendidikan karakter. Bandung: Remaja Rosdakarya.
- Saulius, T. 2013. What is “tolerance”, and “tolerance education”? Philosophical perspectives. *Baltic Journal of Sport and Health Science* 89(2): 49–56.
- Simarmata, N. N. , Wardani, N. S. & Prasetyo, T. 2019. Pengembangan Instrumen Penilaian Sikap Toleransi dalam Pembelajaran Tematik Siswa Kelas IV SD. *Jurnal Basicedu* 3(1): 194–199.
- Suryabrata, S. 2000. Pengembangan Alat Ukur Psikologi. Yogyakarta: Penerbit ANDI.
- Unesco 1995a. Declaration of principles on tolerance. Paris: Unesco.
- Unesco . 1995b. *Declaration of Principles on Tolerance. Proclaimed, and signed by the Member States of the UNESCO* [Online]. Available: <http://www.un.org/en/events/toleranceday/pdf/tolerance.pdf> [Accessed 22 September 2020 ].
- Yaghmaie, F. 2003. Content Validity And Its Estimation. *J Med Edu* 3(1): 25–27.

## Impoliteness language on social media: A descriptive review of PGSD UNY students

- Culpeper, J. 2011. Impoliteness: Using Language to Cause Offence.
- Eriyanto 2011. Analisis Isi: Pengantar Metodologi untuk Penelitian Ilmu Komunikasi dan Ilmu-Ilmu Sosial Lainnya.
- Fuchs, C. 2017. Social Media: A Critical Introduction.
- Hammod, N. M. & Abdul-Rassul, A. 2017. Impoliteness Strategies in English and Arabic Facebook Comments. *International Journal of Linguistics* 9: 97.
- Krippendorff 2004. Content Analysis: An Introduction to Its Methodology.
- Laughy, D. 2007. Key Themes in Media Theory.
- Liu, X. 2017. Impoliteness in Reader Comments on Japanese Online News Sites. *International Journal of Languages, Literature and Linguistics* 3: 62–68.
- Locher, M. A. 2010. Introduction: Politeness and impoliteness in computer-mediated communication. *Journal of Politeness Research* 6: 1–5.
- McQuail, D. 2010. Teori Komunikasi Massa. 392.
- Oz, M. , Zheng, P. & Chen, G. M. 2018. Twitter versus Facebook: Comparing incivility, impoliteness, and deliberative attributes. *New Media and Society* 20: 3400–3419.
- Papacharissi, Z. 2004. Democracy online: Civility, politeness, and the democratic potential of online political discussion groups. *New Media and Society* 6: 259–283.
- Rahardi, K. 2017. Linguistic Impoliteness in The Sociopragmatic Perspective. *Jurnal Humaniora* 29: 309.
- Serwaa, N. A. & Dadzie, P. S. 2015. Social media use and its implications on child behaviour: a study of a basic school in Ghana. *International Journal of Social Media and Interactive Learning Environments* 3: 49.
- Watie, E. D. S. 2016. Komunikasi dan Media Sosial (Communications and Social Media). *Jurnal The Messenger* 3: 69.

## Analysis of students' historical empathy in history education

- Abdullah, S. H. 2007. Empati sejarah dalam pengajaran dan pembelajaran Sejarah. *Jurnal Pendidik dan Pendidikan* 22: 61–74.
- Ahmad, J. 2002. Pemupukan Budaya Penyelidikan Dikalangan Guru di Sekolah: Satu Penilaian. Thesis Dr. Fal. Fakulti Pendidikan, Universiti Kebangsaan Malaysia.
- Boddington, T. 1980. British Journal of Educational Empathy and the teaching of history. *British Journal of Educational Studies* 28: 13–19.
- Cohen, L. , Lawrence, M. & Morrison, K. 2017. Research Methods in Education. 406-413.
- Cowgill, D. A. & Waring, S. M. 2017. Historical Thinking: An Evaluation of Student and Teacher Ability to Analyze Sources. *Journal of Social Studies Education Research* 8: 115–145.
- Creswell, J. W. 2014. Research Design: Qualitative, quantitative, and mixed methods approaches.
- Dahalan, S. C. , Ahmad, A. R. & Awang, M. M. 2018. Pembelajaran Abad ke-21, Mengapa dan Bagaimana Kemahiran Berfikir Aras Tinggi (KBAT) dalam Pendidikan Sejarah. *Transformasi dan pembangunan pendidikan di Malaysia*. Kementerian Pendidikan Malaysia.
- Dillenburg, M. 2017. Understanding historical empathy in the classroom. Tesis Dr. Fal, School of Education, University of Boston.
- Hoy, B. 2018. Teaching History With Custom-Built Board Games. *Simulation and Gaming* 49: 1–19.
- Huijgen, T. , van de Grift, W. , van Boxtel, C. & Holthuis, P. 2018. Promoting historical contextualization: the development and testing of a pedagogy. *Journal of Curriculum Studies* 50: 410–434.
- Knight, P. 1989. Empathy: concept, confusion and consequences in a national curriculum. *Oxford Review of Education*: 43.
- Konting, M. M. 2000. Kaedah penyelidikan pendidikan. Cet. Ke5.
- Lammert, C. 2020. Becoming inquirers: A review of research on inquiry methods in literacy preservice teacher preparation. *Literacy Research and Instruction* 8071.
- Lee, P. & Ashby, R. 2001. Empathy, perspective taking, and rational understanding. *In: Davis, O. L. , Yeager, E. A. & Foster, S. J. (eds.) Historical empathy and perspective taking in the social studies*. USA: Rowman and Littlefield.
- Leur, T. D. , Boxtel, C. V. & Wilschut, A. 2017. 'I Saw Angry People and Broken Statues': Historical Empathy in Secondary History Education. *British Journal of Educational Studies* 65: 331–352.
- Osler, A. & Starkey, H. 2018. Extending the theory and practice of education for cosmopolitan citizenship. *Educational Review* 70: 31–40.

- Pallant, J. 2007. SPSS Survival Manual: A step by step guide to data analysis using SPSS for Windows (Version 10). 350.
- Perrotta, K. A. & Bohan, C. H. 2017. More than a feeling : Tracing the progressive era origins of historical empathy in the social studies curriculum , 1890 – 1940s. *The Journal of Social Studies Research*: 1–11.
- Rantala, J. , Manninen, M. & van den Berg, M. 2016. Stepping into other people's shoes proves to be a difficult task for high school students: assessing historical empathy through simulation exercise. *Journal of Curriculum Studies* 48: 323–345.
- Roberts, M. 1972. Educational Objectives for the Study of History. *Teaching History* 2: 347–350.
- Saucerman, J. , Ruis, A. & Shaffer, D. 2017. Automating the Detection of Reflection-on-Action. *Journal of Learning Analytics* 4: 212–239.
- Sonley, V. , Turner, D. , Myer, S. & Cotton, Y. 2007. Information literacy assessment by portfolio: A case study. *Reference Services Review* 35: 41–70.
- Stout, R. & Stout, R. 2019. Empathy, Vulnerability and Anxiety Empathy, Vulnerability and Anxiety. *International Journal of Philosophical Studies* 2559.
- Sutherland, M. B. 1986. Education and Empathy. *British Journal of Educational Studies* 34: 142–151.
- Wiersma, W. & Jurs, S. G. 2008. *Research methods in education. An introduction.* 9th Ed.
- Wineburg, S. 2001. Historical Thinking and Other Unnatural Acts. *Phi Delta Kappan* 7: 81–94.

## **Analysis of the implementation of primary school teachers' professional duties during the Covid-19 pandemic in Sleman Yogyakarta**

- Alea, L. A. , Fabrea, M. F. , Roldan, R. D. A. & Farooqi, A. Z. 2020. Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research* 19(6): 127–144.
- Aliyyah, R. R. , Rachmadtullah, R. , Samsudin, A. , Syaodih, E. , Nurtanto, M. & Tambunan, A. R. S. 2020. The perceptions of primary school teachers of online learning during the covid-19 pandemic period: a case study in indonesia. *Journal of Ethnic and Cultural Studies* 7(2): 90–109.
- Allen, J. , Rowan, L. & Singh, P. 2020. *Teaching and teacher education in the time of COVID-19.* Taylor & Francis.
- Anugrahana, A. 2020. Hambatan, solusi dan harapan: pembelajaran daring selama masa pandemi covid-19 oleh guru sekolah dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 10(3): 282–289.
- Azoulay, A. 2020. UNESCO. Dirjen UNESCO Director-General of the United Nations Educational, Scientific and Cultural Organization. (UNESCO) seen on.
- Carlsson, M. 2016. Conceptualizations of professional competencies in school health promotion. *Health Education*.
- Duraku, Z. & Hoxha, L. 2020. The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education. *Retrieved online from* <https://www.researchgate.net/publication/341297812>.
- Elfrianto, E. , Dahniyal, I. & Tanjung, B. N. 2020. The competency analysis of principal against teachers in conducting distance learning in covid-19 pandemic. *Jurnal tarbiyah* 27(1).
- Espino-Díaz, L. , Fernandez-Caminero, G. , Hernandez-Lloret, C.-M. , Gonzalez-Gonzalez, H. & Alvarez-Castillo, J.-L. 2020. Analyzing the impact of COVID-19 on education professionals. toward a paradigm shift: ICT and neuroeducation as a binomial of action. *Sustainability* 12(14): 5646.
- Flores, M. A. & Swennen, A. 2020. *The COVID-19 pandemic and its effects on teacher education.* Taylor & Francis.
- Goh, P. S. C. & Wong, K. T. 2014. Beginning teachers' conceptions of competency: Implications to educational policy and teacher education in Malaysia. *Educational Research for Policy and Practice* 13(1): 65–79.
- González, Á. , Fernández, M. B. , Pino-Yancovic, M. & Madrid, R. 2020. Teaching in the pandemic: reconceptualizing Chilean educators' professionalism now and for the future. *Journal of Professional Capital and Community*.
- Jones, A. & Kessler, M. 2020. Teachers' Emotion and Identity Work During a Pandemic. *Front. Educ* 5: 583775.
- Kosasi, S. 2009. *Profesi keguruan.* Jakarta: Rineka Cipta.
- Kunandar . 2010. *Guru profesional implementasi kurikulum tingkat satuan pendidikan (KTSP) dan sukses dalam sertifikasi guru.* Jakarta: Rajagrafindo Persada.
- Mangkunegara, A. P. & Prabu, A. 2000. *Manajemen sumber daya perusahaan.* Remaja Rosdakarya.

- Purwanto, A. , Pramono, R. , Asbari, M. , Hyun, C. C. , Wijayanti, L. M. & Putri, R. S. 2020. Studi eksploratif dampak pandemi covid-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling* 2(1): 1–12.
- Simanjuntak, S. Y. & Kismartini, K. 2020. Respon pendidikan dasar terhadap kebijakan pembelajaran jarak jauh selama pandemi Covid-19 di Jawa Tengah. *Jurnal Ilmiah Wahana Pendidikan* 6(3): 308–316.
- Stone-Johnson, C. & Weiner, J. M. 2020. Principal professionalism in the time of COVID-19. *Journal of Professional Capital and Community*.
- Sudrajat, J. 2020. Kompetensi guru di masa pandemi covid-19. *Jurnal Riset Ekonomi Dan Bisnis* 13(2): 100–110.
- Sugiyono . 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Van Der Spoel, I. , Noroozi, O. , Schuurink, E. & Van Ginkel, S. 2020. Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. *European journal of teacher education* 43(4): 623–638.
- Wahyono, P. , Husamah, H. & Budi, A. S. 2020. Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. *Jurnal pendidikan profesi guru* 1(1): 51–65.
- Wulandari, S. S. 2018. Peningkatan kompetensi profesional guru kewirausahaan melalui lesson study berbasis pantai dan laut. *Jurnal Pendidikan Edutama* 5(2): 69–78.

## Fun and interesting learning to improve students' creativity and self-confidence in the 5.0 social era

- Arends, R. , & Kilcher, A. 2010. *Teaching for student learning: Becoming an accomplished teacher*. Routledge. New York.
- Ausín, V. , Abella, V. , Delgado, V. , & Hortigüela, D. 2016. Aprendizaje basado en proyectos a través de las TIC. Una experiencia de innovación docente desde las aulas universitarias. *Formacion Universitaria*, 9(3): 31–38. <https://doi.org/10.4067/S0718-50062016000300005>
- Basilotta Gómez-Pablos, V. , Martín del Pozo, M. , & García-Valcárcel Muñoz-Repiso, A. 2017. Project-based learning (PBL) through the incorporation of digital technologies: An evaluation based on the experience of serving teachers. *Computers in Human Behavior*, 68: 501. <https://doi.org/10.1016/j.chb.2016.11.056>
- Biasutti, M. 2015. Interdisciplinary project-based learning: an online wiki experience in teacher education. *Technology, Pedagogy and Education*, 24(3): 339–355. <https://doi.org/10.1080/1475939X.2014.899510>
- Chang, S. 2018. Impacts of an augmented reality-based flipped learning guiding approach on students' scientific project performance and perceptions. *Computers and Education*, 125: 226–239. <https://doi.org/10.1016/j.compedu.2018.06.007>
- Chu, S. K. W. , Zhang, Y. , Chen, K. , Chan, C. K. , Lee, C. W. Y. , Zou, E. , & Lau, W. 2017. The effectiveness of wikis for project-based learning in different disciplines in higher education. *Internet and Higher Education*, 33: 49–60. <https://doi.org/10.1016/j.iheduc.2017.01.005>
- Dabae Lee , Yeol Huh, C. M. R. 2015. Collaboration, intragroup conflict, and social skills in project-based learning. *Instructional Science*, 43(5): 561–590. <https://doi.org/10.1007/s11251-015-9348-7>
- Daniel Spikol , Emanuele Ruffaldi GiacomoDabisias, M. C. (2018). Supervised machine learning in multimodal learning analytics for estimating success in project-based learning. *Journal of Computer Assisted Learning*, 34(4): 366–377. <https://doi.org/10.1111/jcal.12263>
- Depdikbud . 2013. *Permendikbud Nomor 65 tahun 2013 tentang Standart Proses Pendidikan Dasar dan Menengah*. Jakarta: Depdikbud.
- Filcik, A. et al. 2012. The effects of project-based learning (PjBL) approach on the achievement and efficacy of high school mathematics students: a longitudinal study investigating the effects of PjBL approach in mathematics education. *Proceedings of the National Conference in Undergraduate Research (NCUR)*, 29-31 Maret 2012. Odgen Utah: Weber State University, Utah.
- Guo, S. , & Yang, Y. 2012. Project-based learning: an effective approach to link teacher professional development and student learning. *Journal of Educational Technology Development and Exchange*, Desember 2012, 5(2): 41–56.
- Genc, M. 2015. The project-based learning approach in environmental education. *International Research in Geographical and Environmental Education*, 24(2), 105–117. <https://doi.org/10.1080/10382046.2014.993169>
- Han, S. 2015. In-service teachers' implementation and understanding of STEM project based learning. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(1): 63–76. <https://doi.org/10.12973/eurasia.2015.1306a>
- Han, Sunyoung , Capraro, R. , & Capraro, M. M. 2015. How Science, Technology, Engineering, and Mathematics (Stem) Project-Based Learning (PBL) Affects High, Middle, and Low Achievers Differently: the



Impact of Student Factors on Achievement. *International Journal of Science and Mathematics Education*, 13(5): 1089–1113. <https://doi.org/10.1007/s10763-014-9526-0>

Ibrahim Bilgin , Yunus Karakuyu, Y. A. 2015. The effects of project based learning on undergraduate students' achievement and self-efficacy beliefs towards science teaching. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(3): 469–477. <https://doi.org/10.12973/eurasia.2014.1015a>

Jian-Wei Lin a, C.-W. T. 2016. The impact of an online project-based learning environment with group awareness support on students with different self-regulation levels: An extended-period experiment. *Computers and Education*, 99: 28–38. <https://doi.org/10.1016/j.compedu.2016.04.005>

Kaj U. Koskinen . 2012. Organizational Learning in Project- Based Companies: A Process Thinking Approach. *Project Management Journal*, 39: 28–42. <https://doi.org/10.1002/pmj>

Kokotsaki, D. , Menzies, V. , & Wiggins, A. 2016. Project-based learning: A review of the literature. *Improving Schools*, 19(3): 267–277. <https://doi.org/10.1177/1365480216659733>

Mudlofar, A. 2012. Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan Ajar dalam Pendidikan Islam. Rajawali Pers: Jakarta

Plomp, T. 2010. An introduction to educational design research. Proceedings of the seminar conducted at the east china normal University, Beijing

Prastowo, A. 2012. Panduan Kreatif Membuat Bahan Ajar Inovatif. Diva Press. Yogyakarta

Patton, A. 2012. Work that matters: the teacher's guide for project based learning. The Paul Hamlyn Foundation. California

McArdle, G. 2010. Instructional design for action learning. Amacom. New York.

Rodríguez, J. , Laverón-Simavilla, A. , Del Cura, J. M. , Ezquerro, J. M. , Lapuerta, V. , & Cordero-Gracia, M. 2015. Project Based Learning experiences in the space engineering education at Technical University of Madrid. *Advances in Space Research*, 56(7): 1319–1330. <https://doi.org/10.1016/j.asr.2015.07.003>

Scott Wurdinger, M. Q. 2014. Enhancing College Students' Life Skills through Project Based Learning. *InnovHighEduc*. <https://doi.org/10.1007/s10755-014-9314-3>

Zhang, Z. , Hansen, C. T. , & Andersen, M. A. E. 2015. Teaching Power Electronics with a Design-Oriented, Project-Based Learning Method at the Technical University of Denmark. *IEEE Transactions on Education*, 1–7.

## Goal-orientation measurement model: A study of psychometric properties using a ranking scale

Ames, C. 1992. Classrooms: Goals, structures, and student motivation, *Journal of Educational Psychology* 84(3): 261–271.

Anderman, E. M. , Austin, C. C. & Johnson, D. M. 2002. The development of goal orientation. *Development of Achievement Motivation*, 197–220. doi: 10.1016/b978-012750053-9/50010-3.

Azwar, S. 2016. Penyusunan skala psikologi [Constructing a psychological scale]. Pustaka Pelajar.

Becker, S. et al . 2019. Relations between life-goal regulation, goal orientation, and education-related parenting- A person-centered perspective. *Learning and Individual Differences*. 76(September): 101786. doi: 10.1016/j.lindif.2019.101786.

Chernyshenko, O. S. et al . 2009. Normative scoring of multidimensional pairwise preference personality scales using IRT: Empirical comparisons with other formats. *Human Performance* 22(2): 105–127. doi: 10.1080/08959280902743303.

Cohen, R. J. & Swerdlik, M. E. 2010. Psychological testing and assessment: An introduction to test and measurement 7th edition. McGraw-Hill.

Departemen Pendidikan Nasional . 2012. *Kamus besar Bahasa Indonesia [Indonesian Dictionary]*. Gramedia Pustaka Utama.

Elliot, A. J. & Harackiewicz, J. 1996. Approach and avoidance achievement goals and intrinsic motivation: A mediational analysis. *Journal of Personality and Social Psychology* 70: 968–980.

Elliot, A. J. & Church, M. A. 1997. A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology* 72(1): 218–232. doi: 10.1037/0022-3514.72.1.218.

Elliot, A. J. & McGregor, H. A. (2001). A 2 × 2 achievement goal framework. *Journal of Personality and Social Psychology*, 80(3): 501–519. doi: 10.1037/0022-3514.80.3.501.

Erdem-Kekliik, D. & Keklik, İ. (2013). Exploring the factor structure of the 2x2 achievement goal orientation scale with high school students. *Procedia - Social and Behavioral Sciences* 84: 646–651. doi: 10.1016/j.sbspro.2013.06.619.

Furr, R. M. (2011) Scale construction and psychometrics for social and personality psychology. SAGE Publications Ltd.

- Honkaniemi, L. , Tolvanen, A. & Feldt, T. (2011). Personality and Social Psychology Applicant reactions and faking in real-life personnel selection. 376–381. doi: 10.1111/j.1467-9450.2011.00892.x.
- Indonesia , *Garba Rujukan Digital (Garuda)*. 2020. Available at: [http://garuda.ristekbrin.go.id/documents?page=5&q=orientasi tujuan](http://garuda.ristekbrin.go.id/documents?page=5&q=orientasi%20tujuan).
- Kaplan, A. & Maehr, M. L. 1999. Achievement goals and student well-being. *Contemporary Educational Psychology* 24(4): 330–358. doi: 10.1006/ceps.1999.0993.
- Midgley, C. et al . 1998. The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology*, 23(2): 113–131. doi: 10.1006/ceps.1998.0965.
- Midgley, C. et al . 2000. Manual for the patterns of adaptive learning scales', *University of Michigan* , pp. 734–763.
- Nurcahyanti, A. & Setyawan, I. 2014. Hubungan antara iklim sekolah dengan orientasi tujuan performa pada siswa sekolah menengah pertama', *Empati: Jurnal Karya Ilmiah S1 Undip*, 3(4): 62–73.
- Payne, S. C. , Youngcourt, S. S. & Beaubien, J. M. 2007. A meta-analytic examination of the goal orientation nomological net. *Journal of Applied Psychology* 92(1): 128–150. doi: 10.1037/0021-9010.92.1.128.
- Romadhani, R. K. & Setiawati, F. A. 2019. *Goal orientation, well-being, dan kesuksesan akademik mahasiswa UNY semester awal*.
- Setiawati, F. A. , Mardapi, D. & Azwar, S. 2013. Penskalaan teori klasik instrumen Multiple Intelligences Tipe Thurstone dan Likert. *Jurnal Penelitian dan Evaluasi Pendidikan*, 17(2): 259–274. doi: 10.21831/pep.v17i2.1699.
- Steinmayr, R. , Bipp, T. & Spinath, B. 2011. Goal orientations predict academic performance beyond intelligence and personality. *Learning and Individual Differences* 21(2): 196–200. doi: 10.1016/j.lindif.2010.11.026.
- Susetyo, Y. & Kumara, A. 2012. Orientasi tujuan, atribusi penyebab, dan belajar berdasar regulasi diri. *Jurnal Psikologi*, 39(1): 95–111.
- Uyun, M. 2018. Orientasi Tujuan Dan Efikasi Akademik Terhadap Kecurangan Akademik Pada Mahasiswa Fakultas Psikologi Uin Raden Fatah Palembang. *Psikis : Jurnal Psikologi Islami* 4(1): 45–51. doi: 10.19109/psikis.v4i1.1938.
- VandeWalle, D. 1997. Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement* 57(6): 995–1015. doi: 10.1177/0013164497057006009.
- Variansyah, V. & Listiara, A. 2017. Hubungan orientasi tujuan performa dengan kecemasan akademik pada siswa kelas X di SMA Negeri "A" Semarang. *Empati* 6(1): 419–424.
- Was, C. 2006. Academic achievement goal orientation: Taking another look. *Electronic Journal of Research in Educational Psychology*, 4(10): 529–550.
- Xiao, Y. , Liu, H. & Li, H. 2017. Integration of the forced-choice questionnaire and the likert scale: A simulation study, *Frontiers in Psychology*, 8(MAY). doi: 10.3389/fpsyg.2017.00806.
- Zwick, R. & McDonald, R. P. 2000. *Test theory: A unified treatment*, *Journal of the American Statistical Association*. doi: 10.2307/2669496.

## Multiliteracy education in 5.0 era on learning entrepreneurship with the project based learning model

- Ahlah, S. , & Melianah . 2020. Membangun Karakter Siswa Melalui Literasi Digital Dalam Menghadapi Pendidikan Abad 21 Era Society 5.0. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang 10 Januari 2020*: 805–814.
- Andreou, C. 2014. Dopaminergic modulation of probabilistic reasoning and overconfidence in errors: A double-blind study. *Schizophrenia Bulletin*, 40(3): 558–565. <https://doi.org/10.1093/schbul/sbt064>
- Armenteros, M. , Liaw, S. S. , Fernández, M. , Díaz, R. F. , & Sánchez, R. A. 2013. Surveying FIFA instructors' behavioral intention toward the Multimedia Teaching Materials. *Computers and Education*, 61(1): 91–104. <https://doi.org/10.1016/j.compedu.2012.09.010>
- Awayed-Bishara, M. 2015. Analyzing the cultural content of materials used for teaching English to high school speakers of Arabic in Israel. *Discourse and Society*, 26(5): 517–542. <https://doi.org/10.1177/0957926515581154>
- Banerji, K. , Gundersen, D. E. , & Behara, R. S. 2005. Quality management practices in Indian service firms. *Total Quality Management and Business Excellence*, 16(3): 321–330. <https://doi.org/10.1080/14783360500053881>
- Bhave, M. P. 1994. A process model of entrepreneurial venture creation. *Journal of Business Venturing*, 9(3): 223–242. [https://doi.org/10.1016/0883-9026\(94\)90031-0](https://doi.org/10.1016/0883-9026(94)90031-0)
- Cakmak, M. , & Takayama, L. 2014. Teaching people how to teach robots: The effect of instructional materials and dialog design. In *ACM/IEEE International Conference on Human-Robot Interaction* (pp.

- 431–438). <https://doi.org/10.1145/2559636.2559675>
- Chen, C. H. , & Tzeng, G. H. 2011. Creating the aspired intelligent assessment systems for teaching materials. *Expert Systems with Applications*, 38(10): 12168–12179. <https://doi.org/10.1016/j.eswa.2011.03.050>
- Desi Fitria , Melly Susanti, M. D. I. 2019. Project Based Learning Model in Improving The Ability and Trust. *International Journal of Science, Technology & Management*, 1(3): 237–243. <https://ijstm.inarah.co.id/index.php/ijstm/issue/view/10.46729>
- Donkor, F. 2011. Assessment of learner acceptance and satisfaction with video-based instructional materials for teaching practical skills at a distance. *International Review of Research in Open and Distance Learning*, 12(5): 71–88. <https://doi.org/10.19173/irrodl.v12i5.953>
- Ermy Wijaya , Nopriansyah, M. S. 2020. Model Pembelajaran Berbasis Proyek dalam Meningkatkan Kemampuan dan Kepercayaan Siswa. *Pedagogia Jurnal Ilmu Pendidikan*, 18(02): 136–147.
- Fadlillah, M. 2014. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI. SMP/ Mts, & SMA/MA*. Ar-Ruzz Media.
- Garton, S. 2014. Identifying a research agenda for language teaching materials. *Modern Language Journal*, 98(2): 654–657. <https://doi.org/10.1111/modl.12094>
- Gilmore, G. 2019. Intercultural praxis: Australian diploma of early childhood education preservice teacher visual literacy comparisons between Australia and Vietnam. *Intercultural Education*, 30(6): 634–657. <https://doi.org/10.1080/14675986.2019.1627112>
- Gray, J. (Ed.). 2013. *Critical perspectives on language teaching materials*. Switzerland: Springer Nature. <https://doi.org/10.1057/9781137384263>
- Hernández, M. I. , Couso, D. , & Pintó, R. 2015. Analyzing Students' Learning Progressions Throughout a Teaching Sequence on Acoustic Properties of Materials with a Model-Based Inquiry Approach. *Journal of Science Education and Technology*, 24(2–3): 356–377. <https://doi.org/10.1007/s10956-014-9503-y>
- Joutsenlahti, J. , & Kulju, P. 2017. Multimodal Linguaging as a Pedagogical Model—A Case Study of the Concept of Division in School Mathematics. *Education Sciences*, 7(1): 9. <https://doi.org/10.3390/educsci7010009>
- Larson, B. A. 1994. Changing the economics of environmental degradation in Madagascar: Lessons from the national environmental action plan process. *World Development*, 22(5): 671–689. [https://doi.org/10.1016/0305-750X\(94\)90043-4](https://doi.org/10.1016/0305-750X(94)90043-4)
- Lu, J. W. , & Beamish, P. W. (2001). The internationalization and performance of SMEs. *Strategic Management Journal*, 22(6–7): 565–586. <https://doi.org/10.1002/smj.184>
- Ludwig, C. 2015. Narrating the “Truth”: Using autographics in the EFL classroom. In *Learning with Literature in the EFL Classroom* (pp. 299–320). <https://doi.org/10.3726/978-3-653-04297-9>
- Martín-Peña, M. L. 2018. The digitalization and servitization of manufacturing: A review on digital business models. *Strategic Change*, 27(2): 91–99. <https://doi.org/10.1002/jsc.2184>
- Putra, I. U. , Susanti, M. , & Bengkulu, U. D. 2020. Development of Entrepreneurial Teaching Materials by Using Project-Based Learning Model in Improving Students' Creativity and Self-Confidence. *Jurnal Keilmuan Manajemen Pendidikan*, 6(02): 153–162. <https://doi.org/10.32678/tarbawi.v6i02.2948>
- Rajab Agustini, M. S. 2020. Penguatan Pendidikan Karakter Melalui Literasi Digital Sebagai Strategi Menuju Era Society 5.0. In *PROSIDING SEMINAR NASIONAL PENDIDIKAN PROGRAM PASCASARJANA* (pp. 624–633). UNIVERSITAS PGRI PALEMBANG.
- Rendón-Galvis, S. C. 2020. The use of ICT to promote reading in public libraries with the intervention of librarians. *Investigacion Bibliotecologica*, 34(83): 129–144. <https://doi.org/10.22201/iibi.24488321xe.2020.83.58095>
- Ritonga, L. 2018. Pengaruh Penggunaan Model Pembelajaran Jigsaw Terhadap Hasil Belajar Ekonomi Pada Materi Penawaran Di Kelas X SMA Negeri 1 Padangbolak Julu. *Jurnal MISI Institut Pendidikan Tapanuli Selatan*, 1(1): 430–439.
- Sarasvathy, S. D. 2008. Effectuation: Elements of entrepreneurial expertise. In *Effectuation: Elements of Entrepreneurial Expertise*. <https://doi.org/10.4337/9781848440197>
- Shamim, F. 2008. Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, 28(3): 235–249. <https://doi.org/10.1080/02188790802267324>
- Sipahutar, J. 2018. Pengaruh Penggunaan Model Pembelajaran Picture and Picture Terhadap Hasil Belajar Ekonomi Siswa Pada Materi Pengangguran Kelas Xi IPS SMA Negeri 1 Sibabangun. *Jurnal Misi*, 1(1): 104–104.
- Susanti, M. , Herfianti, M. , Damarsiwi, E. P. M. , Perdim, F. E. , & Joniswan . 2020. Project-based learning model to improve students' ability. *International Journal of Psychosocial Rehabilitation*, 24(2): 1378–1387. <https://doi.org/10.37200/IJPR/V24I2/PR200437>
- Untari, E. (2017). Pentingnya pembelajaran multiliterasi untuk mahasiswa pendidikan guru sekolah dasar dalam mempersiapkan diri menghadapi kurikulum 2013. *Wahana Sekolah Dasar*, 25(1), 16–22.

Wennekers, S. , & Thurik, R. 1999. Linking Entrepreneurship and Economic Growth. *Small Business Economics*, 13(1): 27–56. <https://doi.org/10.1023/A:1008063200484>