

PAPER NAME

**C1.2.1. The Form of Parental Participatio
n.pdf**

AUTHOR

Muhammad Irfan

WORD COUNT

5356 Words

CHARACTER COUNT

28978 Characters

PAGE COUNT

12 Pages

FILE SIZE

220.7KB

SUBMISSION DATE

Jun 27, 2023 8:15 PM GMT+8

REPORT DATE

Jun 27, 2023 8:16 PM GMT+8**● 14% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 11% Internet database
- 6% Publications database
- Crossref database
- Crossref Posted Content database
- 7% Submitted Works database

● Excluded from Similarity Report

- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less than 10 words)
- Manually excluded sources
- Manually excluded text blocks



The Form of Parental Participation Influences on Environmental Education Learning Motivation During the Covid-19 Pandemic for Elementary School Students in Makassar City

Erma Suryani Sahabuddin¹ (✉), Basri K.², Muhammad Irfan¹, Andi Makkasau¹, Muhammad Amran¹, and Nurpadillah¹

¹ Fakultas Ilmu Pendidikan, Universitas Negeri Makassar, Makassar, Indonesia
ermasuryani@unm.ac.id

² Fakultas Keguruan Ilmu Pendidikan, Universitas Nusa Cendana Kupang, Kupang, Indonesia

Abstract. This research is an ex post facto that aims to determine the significant effect of parental participation on learning motivation in environmental education during the Covid-19 Pandemic of Elementary School students in Makassar City. The independent variable in this research was the form of parental participation, while the dependent variable was the students' motivation to learn environmental education during the Covid-19 Pandemic. This research uses a quantitative approach. The population in this research was the students of Elementary School of Bayang Makassar around 312 students. (1) Determining the sample of this research uses a simple random sampling technique around 172 students range from grades I–VI in Elementary School (2) data were collected by using research instruments in the questionnaires and documentation form (3) data analysis techniques used in hypothesis testing are statistical tests, including descriptive statistical analysis and inferential statistical analysis. Based on the results of the research, it shows that there was a positive influence between parental participation on learning motivation in environmental education for elementary school students in Makassar City.

Keywords: Parental Participation · Learning · Motivation · Environmental Education · Pandemic · Students

1 Introduction

Education is one of the ways to improve someone's quality. The formation of educated people is the most important asset for a nation. Therefore, almost every country makes education as a major concern.

Formal education is education held in schools in which this educational path has a clear level of education. Non-formal education is an educational path outside of formal education that can be carried out in a structured and gradual step where this educational

path is in the community. Informal education is an educational path that continues in the family in the form of being independent, aware, and responsible [1, 2].

Parents' attention to education intending is all forms of effort, encouragement, and parental involvement in providing learning guidance for children. Parents also need to provide learning facilities, especially textbooks and encouragement to encourage children to learn more.

Countries, especially Indonesia, are facing the Corona Virus Disease (Covid-19) pandemic, so all work activities must be carried out at home. One of them, teaching and learning activities must also continue to be carried out even though online (in a network) to avoid the spread of Covid-19. Online learning is something new, because teachers and students must comply with the rules that have been issued based on the Circular of the Minister of Education and Culture No. 4 of 2020 concerning to the Implementation of Education Policies in the Emergency Period of Spread (Covid-19) [3–5].

The form of parental participation can be in the form of physical participation and non-physical participation [6]. Physical participation consists of the form of providing adequate learning facilities at home. Learning facilities play a helpful role in facilitating and making easier the process of learning activities at home [6, 7]. Learning facilities can be in the form of providing learning support books, proper study tables and chairs, and various other physical forms.

Non-physical participation provided by parents can be in the form of parental attention. [7, 8] argues that attention is an activity carried out by a person related to stimuli choice that comes from the environment. While the attention of parents is the encouragement given to their children in the form of guidance, energy, thoughts, and feelings is carried out consciously. Attention given by parents will encourage children to be more active in learning in order that the attention given to be received optimally, good communication between parents and children is needed [9].

Crowded and chaotic home atmosphere will not give peace to children who are studying. Those situations will have a negative influence on children's learning. To create a conducive atmosphere, it is necessary to create a calm and peaceful home atmosphere. Children will be motivated in doing chores at home if the atmosphere in the house is conducive [1, 10].

Factors that influence learning motivation consist of several things [6]. "There are five things that affect student learning motivation, including: the students themselves, teachers or educators, the content of the subject matter, methods or learning processes, and the environment". Those are the child's body factors (internal) and factors that comes from outside (external). Internal factors include psychological, physical and physical maturity of the child. External factors include everything that comes from outside the child, such as the learning environment and parental participation. These factors interact with each other in influencing a child's learning motivation. Mustamine (2019) states that "In motivation there is a desire that activates, moves, channels and directs individual learning attitudes and behaviors" [11].

Learning motivation has a very important position in the teaching and learning process, because learning motivation is an internal and external encouragement for students who are learning to make changes in behavior. This is relevant to a study conducted at an elementary school in Pangkal Pinang City in 2014. The results of this study were that

there was a significant influence between parental participation on learning motivation in Environmental Education during the student's Covid-19 pandemic [4, 6].

Based on the background of the research, it is deemed necessary to conduct a study with the title "The Influence of Parental Participation Forms on Learning Motivation in Environmental Education during the Covid-19 Pandemic of Elementary School Students in Makassar City".

2 Method

2.1 Research Approach and Type

The approach used is quantitative. The type of research used is ex post facto. This type of research was chosen because the researcher will only examine whether or not there is an effect of parental participation (X) on students' motivation to learn Environmental education (Y).

2.2 Research Design

This study uses a design with a simple paradigm. Paradigm in this case is defined as a mindset that shows the influence between variables to be studied, while the research design can be simply described, in the independent Variable X and dependent variable Y, student learning motivation Environmental Education.

2.3 Research Instrument

Questionnaire, the research instrument used in this research is a questionnaire. This questionnaire is used to determine the participation of parents and students' motivation to learn Environmental Education [12]. In this study, a questionnaire (closed questionnaire) will be used in which the answers have been provided so that the respondents only have to choose one of the answers having been provided. In practice, the questionnaire is distributed according to the number of samples at each grade level.

2.4 Data Analysis

Data analysis technique is the method used to describe the data obtained using descriptive statistical analysis and inferential analysis.

2.4.1 Descriptive Analysis

Descriptive statistics are used to analyze the data by describing or explaining the data from parental participation on learning motivation in Environmental Education that has been collected, which consists of the average (mean), median, mode, standard deviation, highest and lowest scores. Analysis of the research data was processed using the Statistical Package for Social Science statistical program.

2.4.2 Inferential Analysis

Inferential statistical analysis is intended to test research hypotheses, before hypothesis testing is carried out, data prerequisite tests are first carried out. The data prerequisite test consists of several parts in inferential statistical analysis.

2.4.2.1 Data Normality Test

Use statistics parametric used assuming that the data for each research variable to be analyzed forms a normal distribution. Therefore, before testing the hypothesis, the data normality test will be carried out first. The normality test of the data used by the researcher in this study was Kolmogrov-Smirnov.

2.4.2.2. Linearity Test

The linearity test was carried out with the aim of knowing whether there was a linear relationship between the independent variable and the dependent variable or not. To test the linearity of the data is done by using a test of linearity with the help of SPSS 26. Variable is said to have a linear relationship if it has a sig. of linearity below 0.05 and the value of Sig. Deviation of linearity above 0.05.

2.4.2.3 Hypothesis Test

Hypothesis testing in this study uses regression analysis. Regression analysis is used to make a decision whether the increase and decrease in the dependent variable can be done through increasing the independent variable or not. In this study used simple regression analysis utilized to determine the effect between X against Y. The basis for decision making is if the significance value is less than 0.05. The test criterion is if the value of t count $<$ t table and the value of sig $>$ 0.05, then there is no effect of X on Y. The test criteria are if the value of Fcount $<$ F table and the value of sig $>$ 0.05, then H_0 is accepted, H_a is rejected.

3 Result and Discussion

3.1 Results

Data about parental participation and students' motivation to learn environmental at public elementary schools in Makassar City was analyzed using regression analysis. To see the results of the description of the research data used is descriptive statistics. By using descriptive statistics, it will be easier to see the depiction of the data. Descriptive analysis can be seen in Table 1.

3.1.1 Parental Participation

Data on parental participation in this study were obtained using a Likert scale which was answered by students at Elementary School of Bayang Makassar the media value or median value is 116, the mode value or median value or median value is 116, the mode value or the most frequently occurring value is 114, the standard deviation is 5.789, the minimum value is 105 and the maximum score is 128. The data above is descriptive data to determine parental participation.

Table 1. Frequency of Parental Participation

No.	Category	Interval	Frequency	Presentation
1	Low	35–70	-	0%
2	Medium	71–105	32	19%
3	High	106–140	140	81%
4	Very High	141–175	-	0%

Table 2. Distribution of Learning Motivation Frequency

No.	Category	Interval	Frequency	Presentation
1	Low	35–70	-	0%
2	Medium	71–105	7	4%
3	High	106–140	165	96%
4	Very High	141–175	-	0%

It can be seen that the indicator of parental participation which has the highest score is the indicator of providing learning facilities at 5513 or 28.826%, and the lowest score is the indicator of providing guidance and direction to children with a score of 3895 or 20.396%. Parental Participation Frequency.

¹⁶Based on the table it can be seen that the frequency of the parental participation in the medium category scores were in the range 71–105 of 32 students or 19% and high categories were in the range of 106–140 among 140 students, or 81%. Meanwhile, for the low and very high categories there is 0%.

3.1.2 Environmental Education Learning Motivation

Data on learning motivation in Environmental Education In this study were obtained using a Likert scale which was answered by students of public elementary schools in Makassar City. It can be seen that the largest mean or average score is 113.40, the median or middle value is ³⁰113, the mode or mode that occurs most often is 115, the standard deviation is 7.488, the minimum score is 91 and the maximum score is ²³132. The scores for each indicator of learning motivation can be seen in ²³table 2.

It can be seen that the indicators of learning motivation in Environmental Education are having the highest score is in the indicator of preferring to work alone with a score of 4254 or 22%, and the lowest score is an indicator of persevering in facing difficulties with a score of 3363 17%.

Distribution of motivation to learn can be seen in Table 2, which includes the medium category scoring 71–105 around 7 students or 4% and in the high category with a range of

Table 3. Normality Test Results

Variable	Significance Count	Standard Sig	Information
Parental Participation	0.92	0.05	Normal
Learning Motivation	0.80	0.05	Normal

Table 4. Linearity Test Results

Variable	Sig Deviation of Linearity	Sig	Information
Parental Participation with Learning Motivation	0,691	0,05	Linear

106–140 among 165 students, or 96%. Meanwhile, for the low and very high categories there is 0% of percentage.

3.1.3 Inferential Data Analysis Results

3.1.3.1 Normality Test Results

Based on Table 3 obtained value Kolmogrov Smirnov for the parental participation variable with a significance of 0.92 and the learning motivation variable of 0.80. Both variables have a significance of more than 0.05, so it can be said that the data from each variable is normally distributed and regression analysis can be performed.

3.1.3.2 Linearity Test

The test was conducted to determine whether or not there was a linear relationship between the variables X and Y.

Based on the Table 4, it can be seen that the relationship between parental participation variables (X) and Environmental Education learning motivation (Y) has Sig. Linearity value below 0.05 and Sig. Deviation of Linearity is above 0.05 then the relationship between the two variables is linear and regression analysis can be performed.

3.1.3.3 Hypothesis Testing

After testing the prerequisites, then the hypothesis testing is carried out. The hypothesis proposed by the researcher is that there is a positive influence between parental participation on students’ motivation to learn Environmental Education. The hypothesis in this study was tested using simple regression analysis.

The t count value is 0.773 and the significance value is 0.03. Because the significance shows 0.03 so that $0.03 < 0.05$, then the decision is accepted hypothesis. While the contribution of R2 by 0,312 or 31.2%, which means the parental participation gives the effect of 31.2% on motivation to learn. The regression equation is as follows.

$$\begin{aligned}
 Y &= a + bX \\
 Y &= 119.972 + 0.572X
 \end{aligned}
 \tag{1}$$

From that equation, the higher the parental participation, the students' learning motivation also increases. The meaning of the above equation is that the constant value is 119,172, so if the value of parental participation is 0, then the value of student learning motivation is 119,172. The regression value of parental participation is 0.572, which means that for every 1% increase in parental participation, the student's learning motivation will increase by 0.572%. Hence, based on the explanation above, it can be concluded that there is a significant influence between parental participation on students' motivation to learn Environmental Education In public elementary school in Makassar City.

3.2 Discussion

Based on the analysis of research known that there is influence between the parental participation on students' learning motivation in public elementary school in Makassar City. This research was carried out for approximately two weeks, from May 24 to June 10, 2021 at Elementary School of Bayang Makassar. The subjects of this study were class IA, II A, III A, IV B, VA, and VI B at public elementary schools in Makassar City. The number of samples set in this study was 172 students.

The data collection technique used in this study is a questionnaire (questionnaire) which has been provided with answers so that respondents just choose. In practice, the questionnaire is distributed according to the number of samples at each grade level.

3.2.1 Parental Participation Overview

There are two forms of participation, known as physical participation and non-physical participation. The form of physical participation can be done by providing learning facilities, because this is an indicator in this research which has a contribution of 28.869% to learning motivation. This is reinforced who argues that learning facilities are tools or objects that can support children's learning activities, with learning facilities, children will be eager to learn, children will be motivated in learning [9, 13].

Physical participation can also be in the form of providing learning aids at home which in this research contributed 27.927% to learning motivation. Parents provide complete learning stationery. Learning aids can be the providing learning support books, providing rulers, colored pencils, bows, and other tools, children's learning needs cannot be separated from the roles of these aids. The fulfillment of learning aid facilities at home must be balanced with the creation of a conducive learning environment [10, 14].

Non-physical participation can be in the form of parental attention given to their children. Parental attention is the encouragement given to their children consisting of conscious guidance, energy, thoughts, and feelings. The form of non-physical participation given by parents to their children is in the form of providing guidance and direction to children which contributes 20.396% [15].

Another non-physical form of participation indicator is the giving of learning motivation with a contribution of 22.805%. Based on the results of questionnaires that have been distributed to respondents or students, the existence of learning motivation is like providing a private teacher at home, providing motivation and enthusiasm [7, 8].

To create an environmental ambience that can provide opportunities for children to be active and creative effectively when studying, it is necessary to plan for optimal

involvement of parents and view parents as working partners for the school. In this case, the involvement of parents is to always pay attention to children's learning activities at home [7, 8, 16].

Forms of physical participation that parents can do at home can include compliance of children's learning needs in material form. Children's learning necessities can be optimized if parents pay attention to what things are needed in children's learning activities [17, 18].

One manifestation of physical participation of the fulfillment of the learning facilities was adequate for the child at home. Facilities are the facilities and infrastructure needed to carry out or to facilitate an activity. Parents, who realize the importance of their children's education, will try to meet all the educational needs of their children. These needs can be in the fulfillment learning facilities [18].

Non-physical participation can be in the form of attention, encouragement, and direction so that children can be motivated by the activities they do. In learning activities at home, children can be encouraged to learn if they get support from their parents [8, 16].

The attention given by parents to their children can encourage children to be more active in learning. In learning activities at home, children can be encouraged to learn if they get support or attention [17, 19].

Suggests that one of the factors including the non-social environment that. Fulfillment of children's learning facilities at home is a form of parental participation at home in their children's education. The more adequate learning facilities at home, can affect the increasing motivation of children to learn at home. Parents who are aware of their children's education will certainly give everything for the sake of their children's education. Parents will try to meet the learning needs of their children [7, 8, 16].

Parental involvement in education has a positive influence in increasing student motivation. Parents who are involved in their children' education, both at school and at home can affect the child's learning motivation. This means that the conscious involvement of parents in both physical and non-physical forms will have a positive impact on a child's learning activities. In fulfilling the learning needs of children, parents of course require to pay more attention to learning facilities, study rooms, places to study, and supporting books needed by children. Creating a conducive and fun environment for children needs to be considered. Children will feel comfortable when learning if the learning environment is fun [7, 8, 16, 20].

3.2.2 Description of Student Learning Motivation in Environmental Education

High learning motivation can activate student learning activities. The results showed that students have motivation in learning science. It is evidenced by the results of research which shows that the desire to learn to earn a score of 4168 or 21%, persevering in doing tasks gets a score of 3890 or 20%, prefers to work alone gets a score of 4254 or 22%, seems preferring to find and solves questions gets a score of 3829 or 20%, and is tenacious in facing difficulties gets a score of 3363 or 17% [21].

The desire to study with a 21% including prepare books, tools stationery, and other tools that students need, deepen Environmental Education subject matter at home and follow the guidance of learning Educational Environment. Meanwhile, to be diligent in doing assignments stands at 20% which includes feeling motivated to complete practice

questions, studying environmental education for tomorrow's preparation, working on questions carefully and thoroughly and submitting assignments on time [11, 21].

Students who are preferring to work alone get a percentage around 22% by covering discipline in doing their Own Environmental Education tasks and finding out the answers to Environmental Education themselves. Then for students who are preferring to find and solve Environmental Education questions, they get 20% of proportion which includes students who take the initiative to find answers in books and on the internet. Meanwhile, students who are preserving in facing learning difficulties get 17% of percentage, in this case, students ask teachers and friends if there are particular question that are not understood and the use learning aids. Getting a score in learning motivation Environmental Education Elementary School of Negeri Bayang students who get the highest score are more comfortable working alone who get a score of 4254 or 22% and the lowest score is preserving in facing learning difficulties by gaining a score of 3363 or 17%.

3.2.3 The Influence of Parental Participation Forms on Students' Learning Motivation of Environmental Education

The indicator score for parental participation in physical participation includes the provision of learning facilities with a total score of 5513 or 28.869% and the provision of learning aids at home with a total score of 5333 or 27.927%. Meanwhile, non-physical participation includes providing guidance and direction to children with a total score of 3895 or 20.396% and providing learning motivation with a total score of 4355 or 22.805%.

The explanation above is similar to the opinion of explaining that parental involvement in education has a positive influence in increasing student learning motivation. Parents who are involved in their child's education both at home and at school can affect the child's learning motivation.

Based on the research and explanation above, it can be concluded that there is a positive influence between parental participation on learning motivation for Environmental Education for elementary school students in Makassar City.

Motivation is a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. Motivation is a force that drives individual activities to carry out an activity to achieve goals. Mc. Donald, suggests that "Motivation is a change in energy in a person which is characterized by the emergence of feelings and preceded by a response to the existence of a goal". From the opinion above, it can be concluded that motivation can provide energy or positive change.

Environmental Education, based on the expert opinion above, the researcher concludes that the essence Of Environmental, nature and everything in it that has been arranged regularly. The importance of Environmental Education in elementary schools' trains students to think critically and objectively about everything related to nature.

According to [22, 23] Science in elementary school is one of the learning programs that aims to foster and prepare students to be responsive in dealing with the environment. True knowledge means knowledge that is justified according to the standard of truth of rational and objective science. Rational means reasonable or logically accepted with common sense. Objective means in accordance with the object, in accordance with

reality or in accordance with the experience of observation through the five senses. Students can think rationally and objectively by using learning models through direct experience (Learning by doing). This learning model strengthens children's memory and the cost is very cheap because it uses learning tools and media that are in the child's own environment.

4 Conclusion

Based on the results of the research conducted, it can be concluded several things, including: (1) The form of parental participation to students can be in physical and non-physical participation. Physical participation consists of providing learning facilities that provide the greatest contribution and giving learning aids that make the lowest contribution; (2) Parental participation can provide motivation to learn Environmental Education in children. This is evidenced by the results of research with a desire to learn, diligently doing assignments, preferring to work alone, solving problems and being preserving in facing learning difficulties in Environmental Education; (3) There is a significant influence between parental participation on students' motivation to learn science at public elementary schools in Makassar City with a significance value of 0.03 which means that parental participation has an influence on learning motivation in Environmental Education during the Covid-19 Pandemic.

References

1. Ramadhan, T., Arifuddin, M., Studi, P., Fisika, P., & Keguruan, F. (2020). Pengembangan Bahan Ajar Model Quantum Teaching pada Materi Fluida Statis untuk Melatih Keterampilan Proses Sains Siswa How to cite: Statis untuk melatih keterampilan proses sains siswa. *Jurnal Ilmiah Pendidikan Fisika*, 4(3), 99–110. <https://jurnal.uns.ac.id/jdc/article/view/52593>
2. Heimlich, J. E., & Ardoin, N. M. (2008). Understanding behavior to understand behavior change: A literature review. *Environmental Education Research*, 14(3), 215–237. <https://doi.org/10.1080/13504620802148881>
3. Akkuş, A. (2020). Virtual classroom instruction during Covid-19 pandemic and students' opinions. *Hurrian Education*, 1(1), 17–24. <https://hurrians.com/index.php/education/article/view/27>
4. Collins, M., Dorph, R., Foreman, J., Pande, A., Strang, C., & Young, A. (2020). A field at risk: The impact of COVID-19 on environmental and outdoor science education. *Policy Brief*, 14. https://www.researchgate.net/publication/344192245_A_Field_at_Risk_The_Impact_of_COVID-19_on_Environmental_and_Outdoor_Science_Education
5. Pócssová, J., Mojžišová, A., Takáč, M., & Klein, D. (2021). The impact of the covid-19 pandemic on teaching mathematics and students' knowledge, skills, and grades. *Education Sciences*, 11(5). <https://doi.org/10.3390/educsci11050225>, <https://www.mdpi.com/1102868>
6. Sapungan, G. M., & Sapungan, R. M. (2014). Parental involvement in child's education: Importance, barriers and benefits. *Asian Journal of Management Sciences & Education*, 3(2), 42–48. https://www.researchgate.net/publication/283539737_Parental_Involvement_in_Child%27s_Education_Importance_Barriers_and_Benefits
7. Arslan, Y., & Albay, F. (2019). The effect of outdoor sports as undergraduate elective course on environmental sensitivity. *Journal of Education and Learning*, 8(4), 52. <https://doi.org/10.5539/jel.v8n4p52>. <https://pdfs.semanticscholar.org/7314/d4365d09155b62d099470511579799cddf58.pdf>

8. Civil, M., Bratton, J., & Quintos, B. (2005). Reaching out to families: Parental participation parents and mathematics education in a Latino community: Redefining parental participation. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.941.8566&rep=rep1&type=pdf>
9. Janz, M. (2021). DigitalCommons @ Hamline environmental education during the COVID-19 pandemic. Hamline Univ. https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=5532&context=hse_all
10. Chang, C. C., Hirenkumar, T. C., & Wu, C. K. (2021). The concept of ocean sustainability in formal education—comparative ocean literacy coverage analysis of the educational standards of India and the USA. *Sustainability*, 13(8), 10.3390. <https://www.mdpi.com/20711050/13/8/4314>
11. Stern, M. J., Powell, R. B., & Hill, D. (2014). Environmental education program evaluation in the new millennium: What do we measure and what have we learned? *Environmental Education Research*, 20(5), 581–611. <https://doi.org/10.1080/13504622.2013.838749>
12. Taherdoost, H. (2018). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. *SSRN Electronic Journal* (Jan). <https://doi.org/10.2139/ssrn.3205040>, <https://hal.archives-ouvertes.fr/hal-02546799/document>
13. Mustafa, F., Zia, S., & Khizar, U. (2021). Impact of environmental concerns on environmental attitudes among university employees. *iRASD Journal of Economics*, 3(3), 260–268. <https://doi.org/10.52131/joe.2021.0302.0041>, <https://www.internationalrasd.org/journals/index.php/joe/article/download/442/216>
14. Tawafak, R. M., Romli, A., Malik, S. I., Shakir, M., & Al Farsi, G. (2019). A systematic review of personalized learning: Comparison between e-learning and learning by coursework program in Oman. *International Journal of Emerging Technologies in Learning*, 14(9), 93–104. <https://doi.org/10.3991/IJET.V14I09.10421>
15. Kustiani, A. T., & Fauziyah, P. Y. (2019). Analysis of factors affecting parental participation towards early childhood education program. *Journal of Nonformal Education*, 5(1), 47–56. <https://doi.org/10.15294/jne.v5i1.18333>
16. 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>
17. Ivashchenko, O. (2020). Research program: Modeling of motor abilities development and teaching of schoolchildren. *Teoriâ ta Metodika Fizičnogo Vihovannâ*, 20(1), 32–41. [https://doi.org/10.17309/tmfv.2020.1.05.\[CrossRef\]](https://doi.org/10.17309/tmfv.2020.1.05.[CrossRef])
18. Kusumastuti, G., Taufan, J., & Utami, I. S. (2020). Supporting the parenting programs in learning during the pandemic period through a comprehensive connecting sheet. *IJDS Indonesian Journal of Disability Studies*, 7(2), 137–140. <https://doi.org/10.21776/ub.ijds.2020.007.02.01>
19. Chang, H. P., Ma, C. C., & Chen, H. S. (2019). Climate change and consumer's attitude toward insect food. *International Journal of Environmental Research and Public Health*, 16(9). <https://doi.org/10.3390/ijerph16091606>
20. Denkova, J. (2011). Environmental education in Macedonian literature for children and juveniles as a way of humanization of children's personality. *Procedia - Social and Behavioral Sciences*, 15, 3158–3162. <https://doi.org/10.1016/j.sbspro.2011.04.264>
21. Barneveld, V., Sheets, E., & Gallego, I. (2017). Energizing students and schools with green schools evidence base for green schools.
22. Sahabuddin, E. S., Makkasau, A., Lutfi, & Nurani, G. C. (2020). The analysis of natural intelligence relates to environmental attitudes in elementary school students (Vol. 481, no. ICES2019, pp. 199–205). <https://doi.org/10.2991/assehr.k.201027.042>
23. Muslimin, M., Irfan, M., & Sahabuddin, E. S. (2005). Meningkatkan Kreativitas Siswa Memahami Konsep Sifat Cahaya Melalui Pembelajaran Kontekstual Di SD. *Jurnal Penelitian Pendidikan INSANI*, 18(2), 92–98. <https://ojs.unm.ac.id/Insani/article/download/3635/2052>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.



● **14% Overall Similarity**

Top sources found in the following databases:

- 11% Internet database
- Crossref database
- 7% Submitted Works database
- 6% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	ijsshr.in Internet	2%
2	scilit.net Internet	1%
3	ecosia.asia.ac.id Internet	1%
4	ieomsociety.org Internet	<1%
5	iiste.org Internet	<1%
6	Sriwijaya University on 2021-07-07 Submitted works	<1%
7	ijisrt.com Internet	<1%
8	jurnal.icet.org Internet	<1%

- 9

H F Wirawan, Suratno, Suparti, Dafik, Hobri. "The effectiveness of ma...

Crossref

<1%
- 10

jurnal.univpgri-palembang.ac.id

Internet

<1%
- 11

Atikah Rahmah Nasution, A. Muri Yusuf, Febri Wandha Putra. "The high...

Crossref

<1%
- 12

Minnesota State University, Mankato on 2018-03-27

Submitted works

<1%
- 13

journal.iaimnumetrolampung.ac.id

Internet

<1%
- 14

eduvest.greenvest.co.id

Internet

<1%
- 15

Universitas Pancasila on 2021-12-02

Submitted works

<1%
- 16

ej-edu.org

Internet

<1%
- 17

journal.stkipsingkawang.ac.id

Internet

<1%
- 18

Universitas Negeri Jakarta on 2020-06-26

Submitted works

<1%
- 19

digitalcommons.hamline.edu

Internet

<1%
- 20

jurnal.umk.ac.id

Internet

<1%

21	repository.radenintan.ac.id	Internet	<1%
22	zenodo.org	Internet	<1%
23	Haerudin Haerudin, Dewi Anjani, Didymus Ibrahi. "Effect of Math Anxiet..."	Crossref	<1%
24	cdn.undiksha.ac.id	Internet	<1%
25	eprints.uad.ac.id	Internet	<1%
26	ouci.dntb.gov.ua	Internet	<1%
27	vdoc.pub	Internet	<1%
28	Heidelberg University on 2021-12-16	Submitted works	<1%
29	garuda.kemdikbud.go.id	Internet	<1%
30	ummaspul.e-journal.id	Internet	<1%
31	sysrevpharm.org	Internet	<1%

● Excluded from Similarity Report

- Bibliographic material
- Cited material
- Manually excluded sources
- Quoted material
- Small Matches (Less than 10 words)
- Manually excluded text blocks

EXCLUDED SOURCES

atlantis-press.com	81%
Internet	
ojs.unm.ac.id	26%
Internet	
researchgate.net	5%
Internet	
eprints.unm.ac.id	5%
Internet	
bircu-journal.com	4%
Internet	
journal.uin-alauddin.ac.id	2%
Internet	
pdfs.semanticscholar.org	2%
Internet	
core.ac.uk	2%
Internet	

EXCLUDED TEXT BLOCKS

The Form of Parental Participation Influenceson Environmental Education Learnin...

ouci.dntb.gov.ua

Pendidikan, Universitas Negeri Makassar, Makassar, Indonesia

Nurhikmah H, Abdul Hakim, M. Syakir Wahid. "Interactive E-Module Development in Multimedia Learning", A...