

# Book Chapter

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# Human Capital

## in Facing New Paradigm of Industrial Revolution 4.0: Volume 4

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**People**



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**4.0**

# ***Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 4***

Darmawan Sanusi, et.al

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## Kata Pengantar

Alhamdulillah penulis ucapkan kepada hadirat Allah SWT. yang mana atas karunia dan rahmat-Nya, penulis mampu menyelesaikan penulisan buku yang berjudul "***Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 4***". Buku ini disusun guna melengkapi pengetahuan para pembaca dan terkhusus pada para peneliti untuk dijadikan sumber referensi yang baik untuk memahami segala sesuatu yang berkaitan dengan *Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 4*. Buku ini telah ditulis dan disusun dengan kurun waktu yang telah ditentukan sebelumnya.

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

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

Makassar, 2 Juli 2022

Penulis

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## Learning Strategies at Puangrimaggalatung University during the Covid-19 Pandemic

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### ABSTRACT

The objective of this research is to identify the online learning technique at Puangrimaggalatung University during the COVID-19 Pandemic. The research used is qualitative and intends to offer information on the implementation of online learning at the four-faculty, eleven-study-program University of Puangrimaggalatung. This research refers to an online learning system that employs learning material that may be accessible through internet services. The examination of data demonstrated that students utilized the fundamental gadgets required for online learning; online learning affects students' skills, particularly in communicating ideas and views in class and interacting with professors. Nonetheless, students' online learning is not adequately overseen throughout the online learning process. The objective of this research is to identify the online learning technique at Puangrimaggalatung University during the COVID-19 Pandemic. The research used is qualitative and intends to offer information on the implementation of online learning at the four-faculty, eleven-study-program University of Puangrimaggalatung. This research refers to an online learning system that employs learning material that may be accessible through internet services. The examination of data demonstrated that students utilized the fundamental gadgets required for online learning; online learning affects students' skills, particularly in communicating ideas and views in class and interacting with professors. Nonetheless, students' online learning is not adequately overseen throughout the online learning process.

Keywords: Online Learning, Puangrimaggalatung University

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### Introduction

Since early 2020, Corona Virus Disease (Covid-19) has been classified as a global pandemic that has had a substantial influence on many parts of life, including higher education (Kartini, Pulpit,

Izrawati) (2021). Coronavirus transmission is relatively simple and has a substantial mortality effect. For victims, face-to-face learning, which was formerly dominated, has been temporarily stopped, and migration to internet-based learning is encouraged. Based on this decision, the Ministry of Education and Culture (Kemendikbud) published Circular Number: 36962/MPK.A/HK/2020 dated March 17, 2020, addressing Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19).

The pandemic is a significant milestone for which distant education must be investigated in depth. According to a study done by the Directorate General of Higher Education, 98 percent of institutions have implemented online learning. arrange for internet education or online study (Firman, F., & Rahayu, S., 2020). Online learning is operating pretty efficiently, even though each institution as the implementer of digital learning still faces several hurdles.

A lot of obstacles may be located throughout the field. According to Jamaluddin, Ratnasih, Gunawan, and Paujiah (2020), online learning has its strengths, problems, and hurdles, including the fact that many lecturers and students are still unfamiliar with utilizing the online learning system. This condition demonstrates a digital divide or a lack of digital literacy.

Lecturers and students need hard adaptation to be skilled in using online learning. For example, lecturers are required to improve their teaching methods so that the student learning process stops due to the pandemic and the quality of learning outcomes does not decrease even without face-to-face contact.

Internet network limits are also a concern in online education. The digital gap across areas in terms of Internet availability persists in Indonesia. According to a survey conducted by the Ministry of Education and Culture, the primary barrier to universities' online learning during the COVID-19 outbreak was the internet network. To address this issue, the Director-General of Higher Education is collaborating with the Ministry of Communication and Information (Kemenkominfo) to offer internet access in regions where the internet network is insufficient. In addition, internet quota help is offered to facilitate online learning by students and instructors.

In distance education, mobile technology has a significant impact on educational institutions, especially in the accomplishment of remote learning objectives (Korucu & Alkan, 2011). Multiple media

may also be used to facilitate the adoption of online learning. For instance, Google Classroom, Edmodo, and Schoology are used in virtual classrooms (Enriquez, 2014).

learning is also possible through social media such as Facebook and Instagram (Kumar & Nanda, 2018). Online learning links students with distant learning resources (databases, experts/instructors, and libraries) who may communicate, engage, and cooperate (directly/synchronously and indirectly/asynchronously) with one another. Online learning is a kind of remote education that makes use of telecommunications and information technologies, such as the internet, CD-ROOM, and email (Molinda, 2005). This study's objective was to examine online education at Puangrimaggalatung University during the COVID-19 epidemic.

## **Methods**

The research used is qualitative and intends to offer information on the implementation of online learning at the four-faculty, eleven-study-program University of Puangrimaggalatung. This research refers to an online learning system that employs learning material that may be accessible through internet services. The study was undertaken by first surveying students about the applicability of online education.

The data reduction step of research data analysis consists of gathering all the necessary information from interview findings and then grouping the data. The data display phase is the presentation of research-relevant data that does not need to be deleted. The conclusion drafting and verification step is the stage of interpreting research data to form conclusions based on the observed occurrences.

## **Result and Discussion**

### **Supporting Facilities for Participating in Online Learning**

Online education is a subset of remote education that especially integrates electronic technology and the internet. Online learning is the use of an internet-based interactive paradigm with a Learning Management System to facilitate instruction (LMS). The usage of mobile devices and laptops in online education may increase student achievements (Anggrawan, A., 2019). According to Pangondian, Santosa, and Nugroho (2019), one of the numerous benefits of employing information and communication technology to implement online learning is that it is not limited by geography and time.



Numerous studies have examined the usage of technologies such as cellphones and laptops in education. Access to the internet through smartphones and computers enables students to engage in online learning (Gikas & Grant, 2013). The usage of online learning using zoom cloud meetings has the benefit of allowing for direct interaction between students and lecturers as well as instructional materials, but the disadvantages of being inefficient and power-hungry if more than 20 students are involved (Naserly, M. K., 2020).

Although the usage of computers and mobile phones has attracted attention and is expected, excessive use of electronic devices is still a problem. The kids acknowledge that, in addition to studying, they use their devices for social networking and YouTube. Early adulthood has joined the sphere of social media (Lau, 2017). Students use social media for self-expression, forming friendship networks, and forming ideas (Kim, Wang, & Oh, 2016). Unfortunately, the overuse of electronic devices has led to the addition of a large number of individuals.

Based on the gathered data and information, it can be stated that in the middle of the Covid-19 epidemic, this learning approach used by lecturers and students at Puangrimaggalatung University may serve as a means to maintain the teaching and learning process. During this epidemic, teachers may still teach and pupils can still study at home. Online education is equivalent to the use of internet-based technologies, which are largely reliant on the availability of information technology.

### **Impact of Online Learning**

Online education affects student skills. Online learning has many benefits for students, such as the ability to create a learning community, efficiency in learning time and costs, and learning materials that can be accessed at any time through the use of advanced technology. student language. In online learning, students felt more comfortable expressing their opinions and asking questions, according to the findings of the study.

Online education requires students to organize their learning, evaluate, manage, and maintain learning motivation (Aina, M., 2016). Sobron, A. N., and Bayu, R. (2019) asserted that online education can increase student engagement. Sun et al. (2008) have, In addition, online

learning eliminates the feeling of awkwardness, which ultimately encourages students to ask questions and freely express their ideas.

This study also revealed that some students had difficulty comprehending the online lecture material. Normal instructional materials are presented in a reading format that is difficult for students to fully comprehend (Sadikin, A., & Hakim, N., 2019). They believe the materials and assignments are insufficient because they require a direct explanation from the instructor. According to Garrison and Cleveland-Innes (2005), classes in which lecturers frequently provide explanations and learning opportunities are superior to those in which lecturers rarely provide explanations.

### **Reducing and Spreading Covid 19**

Puangrimaggalatung University utilizes online learning regulations in addition to mandating health procedures for staff and those who come to campus for employment. Various attempts are taken to suppress the chain of dissemination of Covid-19 in the university environment. To facilitate lecturers' and students' online interaction, lectures are delivered using a variety of mediums. Lecturers may design instructional resources that students can access anywhere and at any time. According to Bell et al. (2017), online learning enables interaction over the Internet even if the parties are geographically distant and dissimilar.

The introduction of online learning allows students and instructors to conduct lectures from the comfort of their own homes. Students may view lecture materials and submit tasks assigned by instructors without physically attending class. This approach may limit the occurrence of campus-wide crowds during face-to-face presentations. Unfortuitously, the implementation of online learning varies in regions with poor Internet connectivity and limited accessibility. Students who reside in places with poor internet connections would seek internet access in particular areas, such as hills and subdistricts, to combat this problem.

### **Conclusion**

Prevention of the spread of Covid-19 in the Puangrimaggalatung University environment is carried out by implementing online learning. Based on research data, shows that students and lecturers carrying out online learning have equipment consisting of laptops and

cellphones that are used in participating in and carrying out learning. Online learning has an impact on students' abilities, especially in conveying ideas and opinions in class as well as the interaction between lecturers and students. However, there is a drawback that students' online learning is not appropriately controlled throughout the online learning process. The inadequate internet connection and the expensive cost of the quota are difficulties for online learning. However, online learning may minimize the spread of COVID-19 at institutions.

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# Knowledge, Attitudes, and Practices Regarding TB Infection Control among Health Human Resources at the Community Pulmonary Health Care Center of Makassar

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## Abstract

This study is a survey study to determine the knowledge, attitudes, and practices of health human resources in controlling tuberculosis. The locus of study is the Community Pulmonary Health Care Center of Makassar. There were 185 participants in this study. Data was collected using a KAP analysis structured questionnaire. The results of the questionnaire were analyzed by quantitative description. The results revealed that the knowledge and attitudes of health human resources at the Community Pulmonary Health Care Center of Makassar were very satisfactory. The practices of human health resources on tuberculosis infection control were under the existing standards.

Keywords: Knowledge, Attitudes, Practices, Human Health Resources, TB Infection Control

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## Introduction

Indonesia's vision for 2025 is to become a very developed country. To realize it all, it is necessary to increase human resources. The quality of a nation's human resources can be measured by two benchmarks, namely the ease of getting access to education and obtaining quality health facilities.

The hospital is an organization that concerns the lives of many people. The hospital is the main referral point for the community in providing complete health services and other health advocates. There are various types of hospitals in Indonesia, depending on the position of the region and the coverage of existing health services. There are hospitals which are general hospitals and special hospitals for certain diseases (Kemenkes RI, 2010).

The Community Pulmonary Health Care Center of Makassar is a special lung service hospital located in the city of Makassar. The

Community Pulmonary Health Care Center of Makassar is a special lung service hospital located in the city of Makassar and is a referral hospital with a service coverage of 10 provinces in eastern Indonesia. The areas covered are South Sulawesi, Southeast Sulawesi, West Sulawesi, Central Sulawesi, North Sulawesi, Gorontalo, Maluku, North Maluku, Papua, and West Papua. The types of public health services provided are outpatient, inpatient, and 24-hour emergency units. Outpatient services include SMF pulmonology, SMF internal medicine, SMF pediatric respirology, TB-HIV collaboration poly and CST clinic, clinic executive, and drug-resistant TB poly. These services include adult inpatient and child inpatient services. The health support activities at the Community Pulmonary Health Care Center of Makassar are laboratories, radiology, and physiotherapy.

The vision of becoming a leading pulmonary health service center in eastern Indonesia indicates that the Community Pulmonary Health Care Center of Makassar must increase efforts to provide adequate and comprehensive health services to create a healthy society. As one of the efforts in realizing its vision, the Community Pulmonary Health Care Center of Makassar has set the following missions: organizing specialist and/or subspecialty referral pulmonary health services; organizing health promotion; community empowerment and partnerships in eastern Indonesia; conducting education and training as well as research in the field of community lung health; and realizing the principles of good governance in the administration of hospital resources.

Based on interviews with leaders, an important effort in achieving excellent health services is to increase human resources. The hospital is one of the most important organizations. Human resources are the driving force of the organization, so they must be managed properly so that they can make a maximum contribution to the organization.

Health human resources (HHRs) or health workers are all people who work together in providing health services to the community. Human resources in hospitals consist of leaders, health workers, and general staff. Hospitals are organizations that offer services that are intangible or intangible. Therefore, health human resources are very important in health services. Improving the quality of health services is largely determined by the readiness and services provided by health human resources. As a whole, organization, the Community

Pulmonary Health Care Center of Makassar is trying to improve the competence of human resources.

The leaders of The Community Pulmonary Health Care Center of Makassar take into account the development of health human resources, starting from the selection, development, and maintenance of health human resources. One form of development that is very important in human resource management is competency development. Competence of health workers is the ability of a health worker based on knowledge, skills, and professional attitudes to be able to carry out the practice. Competence can be understood as a combination of knowledge and attitude or behavior that a person possesses so that he can carry out his work. The combination of the three is very important for health human resources in providing good health services for the community (Purnamasari et al., 2013).

The Community Pulmonary Health Care Center of Makassar is a special hospital for health services related to the lungs. One of the focus areas of service is dealing with tuberculosis. The Community Pulmonary Health Care Center of Makassar is a supporting pillar in the prevention and treatment of tuberculosis in Indonesia.

According to a report by the World Health Organization (WHO), Indonesia is on the list of 30 countries with the highest burden of tuberculosis in the world and ranks third highest in the world in terms of the incidence of tuberculosis. The incidence of tuberculosis in Indonesia in 2018 was 316 per 100,000 population or an estimated 845,000 people suffering from tuberculosis in 2018. The WHO report also estimates that the death rate for tuberculosis in Indonesia is around 35 per 100,000 population, or around 93,000 people died from tuberculosis in 2018 (WHO, 2019a). The highest burden of tuberculosis is estimated to be in the young and productive age group of 25–34 years, with a prevalence of 753 per 100,000 population. The 2013-2014 Tuberculosis Prevalence Survey in Indonesia showed that the prevalence of tuberculosis in men was higher than the prevalence of tuberculosis in women (1,083 per 100,000 population compared to 461 per 100,000 population). The burden of tuberculosis incidence in urban areas is higher (846 per 100,000 population) compared to rural areas (674 per 100,000 population) and among the elderly aged over 65 years (1,582 per 100,000) (Directorate General of P2P Ministry of Health RI, 2020).

to overcome various problems related to tuberculosis. The role of

health workers in health care facilities is very important. Health workers must be able to communicate so that patients want to seek treatment from the time they are confirmed to be rifampin resistant, as long as the patient is still on treatment until the patient recovers. To be able to carry out its role, the knowledge, attitudes, and practices of tuberculosis control must be understood and carried out properly by all health workers. At the global level, an analysis of the knowledge, attitudes, and practices of health workers in controlling tuberculosis has been carried out, known as the KAP Analysis.

A KAP analysis is a study that is given to a limited community to find out what is known, believed, and what is being done on a particular topic. The data in the KAP analysis was collected through interviews using a structured standard lift. The data obtained can be analyzed quantitatively or qualitatively depending on the object of research. KAP analysis is designed to obtain information related to tuberculosis, but over time it is also generally used in the health sector (USAID, 2011).

KAP analysis is very useful for evaluating health control programs. KAP analysis collects information on how respondents know about tuberculosis, what respondents think when they come into contact with tuberculosis patients and how they carry out tuberculosis health care and control. KAP analysis is useful for identifying needs, problems, and obstacles in the health program being implemented and can also provide solutions to improve the quality and accessibility of health services.

KAP analysis is a structured questionnaire recommended by WHO, so many cross-country studies use this analysis. Therefore, researchers are also interested in using KAP analysis to measure the knowledge, attitudes, and practices of health workers in controlling tuberculosis.

Two previous studies serve as references for this study. All of these studies used the KAP analysis released by WHO. The research was conducted by Shrestha et al. (2017). They distributed KAP analysis to 190 health workers in 28 health facilities in the Kathmandu Valley area of Nepal. The results show that although attitudes towards tuberculosis control are good, knowledge and actions in controlling tuberculosis are still not satisfactory. Some health workers still need to improve their knowledge and skills through training. Van der Westhuizen et al. (2015) conducted a study to know the impact of



tuberculosis control training on health students. According to the results of the study, knowledge, as measured by KAP analysis, increased after the training was held. This proves that training is very important in helping health workers understand and provide the best service in controlling tuberculosis.

From the two previous studies, researchers are interested in knowing how knowledge, attitudes, and actions for controlling tuberculosis are carried out by health human resources at the Community Pulmonary Health Care Center of Makassar. Similar studies like this have never been done. This is important because KAP analysis is a global measuring tool where it is very necessary to know the results of health human resources at the Community Pulmonary Health Center of Makassar, whether the results are appropriate or not under the standards set by WHO, which are also used by the Ministry of Health of the Republic of Indonesia as stated in the tuberculosis control strategy 2020–2024.

## **Method**

This study is a survey study to determine the knowledge, attitudes, and practices of health workers in controlling tuberculosis. The research location is the Community Pulmonary Health Care Center of Makassar.

The participants in this study amounted to 185 people, consisting of office leaders, general medical personnel, medical specialists, nursing staff, pharmacy staff, public health personnel, nutrition workers, and staff.

Data collection is done by using a structured questionnaire. This questionnaire is adapted from the KAP analysis questionnaire, which has been used globally in the health sciences. In the questionnaire, participants were asked to fill in demographic data, namely age, gender, education, occupation, length of work, and various pieces of training they had attended related to the prevention and cure of tuberculosis.

KAP analysis is used to measure the research, attitudes, and practices of health workers in tuberculosis control efforts. The knowledge measured is general information about tuberculosis and various aspects of tuberculosis control. Attitudes were measured from the responsibility of statements related to tuberculosis and various aspects of tuberculosis control. Measures include time spent with

tuberculosis patients or people indicated for tuberculosis; use of respirators; This questionnaire was translated from English to Indonesian and was tested on a limited basis before being revised again to obtain a questionnaire.

After confirming that the questionnaire was suitable for use, the researcher coordinated with the leadership to distribute questionnaires at the monthly meeting held by the hall leadership and gave a phased questionnaire based on the working time of the health workers. Every day it is directly inputted to ensure data consistency. All data is collected and entered into the EpiData application.

The existing data is then analyzed for frequency and percentage. Knowledge of health workers is assessed and if the participant answers 60% correctly, then it is considered to have a good level of knowledge. Vice versa, if it is below 60%, then it is considered lacking. The attitude was measured by the results of answering 12 statements with the responses agreeing, disagreeing, and neutral answers. The results of the answers are measured and calculated. If the score is 70%, then it is considered to have a positive attitude toward controlling tuberculosis.

## **Results and Discussions**

The age range of human health resources at the Community Pulmonary Health Care Center of Makassar is between the ages of 20–54 years. The health workers according to gender are 73 men and 112 women. The age range is between 20 years and 54 years. Health workers who are directly involved with tuberculosis patients are generally alumni of diploma or master's degrees. The work of the participants consisted of general practitioners, pulmonary specialists, radiology specialists, internal medicine specialists, clinical pathology specialists, anatomical pathology specialists, nurses, pharmacist assistant pharmacists, radiographers, medical physics, nutritionists, health educators, medical records, sanitarians, electromedical technicians, leaders, and other staff. The Community Pulmonary Health Care Center of Makassar divides health human resources based on professional groups, namely functional medical staff, nurses, health support, and general staff.

All human health resources at the Community Pulmonary Health Care Center of Makassar have received basic training on tuberculosis for all health workers. The health workers who have received basic training and tuberculosis control training are 15 general and specialist

doctors, 58 nurses, pharmacists (1), pharmacist assistants (9), radiographers (7), medical physics (1), nutritionists (3), health educators (6), physiotherapists (3), and health analysts (12). Meanwhile, other health workers in the form of medical records, sanitarians, electro-medical technicians, and other general staff only received training in traveler management and general tuberculosis patient care.

### *Knowledge of HHRs on TB IC*

There are eight questions about the TB infection control expertise of healthcare professionals. The results are shown in the following table:

Table 1.  
*Knowledge of HHRs on TB IC*

| Questions                                                            | n           | %   |
|----------------------------------------------------------------------|-------------|-----|
|                                                                      | <b>=185</b> |     |
| <b>What are the symptoms of TB?</b>                                  |             |     |
| Cough for 2 weeks or more                                            | 185         | 100 |
| Weight loss                                                          | 140         | 76  |
| Fever                                                                | 120         | 65  |
| Loss of appetite                                                     | 100         | 54  |
| Chest pain                                                           | 180         | 97  |
| Blood in sputum                                                      | 99          | 53  |
| <b>How is TB transmitted?</b>                                        | 128         | 69  |
| <b>What is the difference between TB infection and disease?</b>      | 150         | 81  |
| <b>Definition of TB suspects</b>                                     | 115         | 62  |
| <b>Which TB is infectious?</b>                                       | 110         | 59  |
| <b>How long is a TB patient infectious after starting treatment?</b> | 110         | 59  |

**In what ways, can HCWs prevent TB infection?**

|                                   |     |     |
|-----------------------------------|-----|-----|
| <b>Use of respirators by HCWs</b> | 180 | 97  |
| <b>Use of masks by patient</b>    | 185 | 100 |

**What are IC measures in health facilities?**

|                                        |     |    |
|----------------------------------------|-----|----|
| <b>Administrative controls</b>         | 90  | 49 |
| <b>Environmental control</b>           | 150 | 81 |
| <b>Personal respiratory protection</b> | 115 | 62 |

The understanding of human health resources for TB infection management at the Community Pulmonary Health Care Center of Makassar is highly excellent, as shown in Table 1. (73 percent ). Almost all of the eight questions were answered properly by responders. Only two items were answered correctly by the majority of responders, notably those about TB symptoms manifesting as blood in sputum and administrative control for IC measures at health institutions.

***Attitudes of HHRs on TB IC***

There are 12 statements regarding the attitudes of health workers in controlling tuberculosis infection. In answering the statement, health workers will choose between "agree, neutral, and disagree." The results can be seen in the following table:

| <b>Statement</b>                                                                         | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> |
|------------------------------------------------------------------------------------------|--------------|----------------|-----------------|
| <b>There is a need for guidelines regarding TB IC in a health care facility</b>          | 185<br>(100) | (0.0)          | (0.0)           |
| <b>HHRs should wear respirators while caring for TB patients</b>                         | 185<br>(100) | (0.0)          | (0.0)           |
| <b>Respirators do not protect against drug-resistant TB even if I wear them all time</b> | 105<br>(57)  | 50<br>(27)     | 30<br>(16)      |

|                                                                                                         |              |          |             |
|---------------------------------------------------------------------------------------------------------|--------------|----------|-------------|
| <b>Even after a patient with TB leaves the room I am working in, I remain at risk of contracting TB</b> | 185<br>(100) | (0.0)    | (0.0)       |
| <b>Most HHRs are already infected so there is no need for IC measures</b>                               | (0.0)        | 15 (8.0) | 170<br>(92) |
| <b>I do not wear a respirator because patients do not like me to wear it</b>                            | (0.0)        | (0.0)    | 185 (100)   |
| <b>I am concerned about being infected with TB</b>                                                      | 170<br>(92)  | 15 (8.0) | (0.0)       |
| <b>There is a need to screen HHRs who may be exposed to TB for TB infection or disease</b>              | 185<br>(100) | (0.0)    | (0.0)       |
| <b>I may turn off fans if they become noisy or cause cold air</b>                                       | 145<br>(78)  | 22       | 40<br>(22)  |
| <b>Sputum induction procedures inwards put HHRs at an increased risk of getting infected with TB</b>    | 180<br>(97)  | 5 (3.0)  | (0.0)       |
| <b>Cough hygiene has no role to play in IC</b>                                                          | (0.0)        | (0.0)    | 185 (100)   |
| <b>HHRs working in HIV care and treatment clinics are at risk of infection with TB</b>                  | 185<br>(100) | (0.0)    | (0.0)       |

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Attitudes towards tuberculosis infection control at the Community Pulmonary Health Care Center of Makassar showed a positive attitude towards tuberculosis infection control (93%). Out of the 12 statements, 7 respondents have the same statement, including "There is a need for guidelines regarding TB IC in a health care facility. HHRs should wear respirators while caring for TB patients. Even after a patient with TB leaves the room I am working in, I remain at risk of contracting TB. I wear a respirator because patients do not like me to wear it. There is a need to screen HCWs who may be exposed to TB for TB infection or disease. Cough hygiene

has a role to play in IC. Sputum induction procedures inwards put HHRs at an increased risk of getting infected with TB." For the statement "respirators do not protect against drug-resistant TB even if I wear them all the time," 105 respondents agreed, 50 neutral respondents disagreed, and 30 respondents disagreed. 105 respondents stated that although respirators are used while treating tuberculosis patients, it does not guarantee that health workers are completely protected from tuberculosis. For the statement "Most HHRs are already infected, so there is no need for IC measures," as many as 170 respondents answered that health workers still need tuberculosis control testing, whether indicated or not. 170 respondents said they were very concerned about the possibility of being exposed to tuberculosis. A total of 145 respondents chose to turn off the fan if the fan is noisy or causes cold air, but 40 respondents did not because the air in Makassar is quite hot.

### ***Practices of HHRs on TB IC***

There are five statements regarding the actions of health workers in controlling tuberculosis. The results can be seen in the following table:

Table 3.  
*Practices of HHRs on TB IC*

| <b>Statements</b>                                 | <b>n =185</b> | <b>%</b> |
|---------------------------------------------------|---------------|----------|
| <b>Proportion of shift spent with TB patients</b> | 0             | 0        |
| <b>Less than 25%</b>                              | 97            | 52       |
| <b>26-50%</b>                                     | 76            | 41       |
| <b>51-75%</b>                                     | 12            | 6.4      |
| <b>0 Above 75%</b>                                |               |          |
| <b>Proportion of shift worn respirator</b>        |               |          |
| <b>Not at all</b>                                 | 0             | 0        |
| <b>Less than 25%</b>                              | 0             | 0        |
| <b>26-50%</b>                                     | 50            | 27       |
| <b>51-75%</b>                                     | 123           | 66.4     |
| <b>Above 75%</b>                                  | 12            | 6.4      |
| <b>Type of respirator used</b>                    |               |          |
| <b>N-95 mask</b>                                  | 85            | 50       |
| <b>Surgical mask</b>                              | 100           | 54       |
| <b>Ordinary mask</b>                              | 0             | 0        |

|                                                            |     |     |
|------------------------------------------------------------|-----|-----|
| <b>What did they do for coughing patients in the queue</b> |     |     |
| <b>Ask duration of their cough</b>                         | 13  | 7   |
| <b>Place them in the separate waiting area</b>             | 10  | 5.4 |
| <b>Place them in front of the queue</b>                    | 0   | 0   |
| <b>Inform about cough etiquette</b>                        | 162 | 88  |
| <b>Do nothing</b>                                          | 0   | 0   |
| <b>Patient education on cough etiquette</b>                |     |     |
| <b>Always</b>                                              | 150 | 81  |
| <b>Sometimes</b>                                           | 35  | 19  |
| <b>Never</b>                                               | 0   | 0   |
| <b>As per the need</b>                                     | 0   | 0   |

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To control tuberculosis infection, human health resources at the Community Pulmonary Health Care Center of Makassar interact directly with 52% of tuberculosis patients. The proportion of shift-worn respirators ranged from 51-to 77%. In the treatment of tuberculosis patients, the respirators used are surgical masks (54%) and N-95 masks (50%). The thing most often done by health workers is report etiquette when coughing anywhere (88%). This is also in line with the frequent provision of education about cough etiquette (81%).

Based on the results of the questionnaire, it can be concluded that the knowledge and attitudes of health human resources at the Community Pulmonary Health Care Center of Makassar are very satisfactory. Likewise, the actions taken are under existing standards. When this was conveyed openly to the leaders of the Community Pulmonary Health Care Center of Makassar, several steps had been taken to encourage the achievement of this result. The Community Pulmonary Health Care Center of Makassar dispatched the head of the hall and section head to participate in various activities carried out by the Ministry of Health of the Republic of Indonesia, namely workshops/seminars, Training of Trainers (TOT), socialization/extension, technical guidance, technical training, PIM training, workshops, and symposiums. For health workers, especially doctors, nurses, and lab divisions, emergency nursing basic level and intermediate level training; BHD training; ACLS and BCLS training; radiology training; bronchoscopy training; counseling training (Sentra Dots, Stop Cigarettes Poly, and VCT); counseling in and outside the

building; socialization of ISTC; tracking of TB patients absent from treatment; checking of household contacts of TB patients; socialization of pulmonary health in districts/cities in various parts of eastern Indonesia; socialization of ISTC; socialization of ISTC; socialization of ISTC; tracking of TB patients absent from treatment; TB patients; and lung health seminars.

The Community Pulmonary Health Care Center of Makassar in preparing health human resources, especially in controlling tuberculosis infection, follows the 2020-2024 national strategies set by the Ministry of Health of the Republic of Indonesia (Directorate General of P2P Kemkes RI, 2020). The strategies adopted are as follows. The first strategy is to strengthen the leadership committee of the Community Pulmonary Health Care Center of Makassar in supporting the acceleration of tuberculosis elimination by 2030. The second strategy is to increase access to tuberculosis services and work side by side with patients. This is done by disseminating as much information as possible to the public about lung health services and improving service excellence. The third strategy is optimizing promotion and prevention efforts, providing tuberculosis prevention treatment, and infection control. The activities carried out are making media promotions, health exhibitions, car-free days, external network meetings, radio talk shows, and strengthening the network of targeted areas with hospitals, health offices, professional organizations, and educational institutions. The fourth strategy is the use of research results and technology for the screening, diagnosis, and treatment of tuberculosis. The Community Pulmonary Health Care Center of Makassar provides opportunities for health human resources to conduct research with various educational institutions. The leadership's commitment is very open as a place of study for health students. The fifth strategy is to cooperate with various communities, partners, and other multi-sectors in the elimination of tuberculosis. The sixth strategy is to create and implement strengthening program management through strengthening the health system.

## **Conclusion**

The results revealed that the knowledge and attitudes of health human resources at the Community Pulmonary Health Care Center of Makassar were very satisfactory. The practices of human health resources on tuberculosis infection control were following the existing



standards. The development of human health resources at the Community Pulmonary Health Care Center of Makassar continues to be pursued by establishing strategies that are adapted to the national strategy for tuberculosis infection control.

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# Development of Marine Tourism Harapan Ammani Beach, Pinrang Regency

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## ABSTRACT

This research is meant to explore and evaluate relevant to the growth of marine tourism. The sort of research employed is a qualitative method. Data were acquired via interviews, observation, and documentation review. The data analysis approach was carried out via descriptive analysis, namely data reduction, data presentation, and drawing conclusions or verification. The findings indicated that 4 components should be the emphasis in maritime tourist development, namely; 1) Attractions, 2) Amenities, 3) Accessibility, and 4) Supporting Institutions.

Keywords: Carrier, Marine Tourism,

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## Introduction

Tourism is the second largest foreign exchange earning sector after oil and gas. So, tourism is an important sector in economic development, both at the central and regional levels. Therefore, the development of tourism destinations is the basis, and it is important to get support from various parties in providing services such as easy access, satisfying service, attractions that can be enjoyed, as well as accommodation places according to the wishes of tourists.

According to Suwanto (2004:2), the term "tourism" is closely associated with the concept of travel, which is defined as a change in a person's temporary residence outside his place of residence for reasons other than to engage in wage-earning activities.

Tourism is considered to have a positive impact as a driving force for people's economic activities, making the tourism industry a potential field in the development of a country. Regions with tourism potential can revitalize the economic activities of the surrounding

community through the emergence of small- to medium-sized businesses, reduce unemployment, increase community income, and increase regional original income (PAD), which will be used again by the government for regional development and prosperity.

The provisions of Law No. 10 of 2009 regarding tourism define tourist destinations, hereafter referred to as tourist destinations, as specific geographical areas located within one or more administrative areas where tourism activities are conducted and equipped with tourist attractions, public facilities, and tourism facilities, accessibility, and interrelated communities. Meanwhile, the institutionalization of tourism The Law on Tourism Number 10 of 2009 defines tourism institutions as "all government institutions, both central and local governments, private and community, human resources, operational mechanisms, and related regulations."

The development of tourism requires the involvement of the government, the private sector, and the community. In this aspect of government, it can function as a regulator of tourism management development and promotion in the private sector as tourism development and management. while the community is to play an active role in tourism activities to benefit from the implementation of tourism activities. The benefits referred to at least are preserving cultural identity and local traditions; increasing income levels; developing small and medium-scale businesses; labor absorption; and creating a spirit of competition.

According to Soemanto (2017: 35), the development of tourism objects and attractions (ODTW), the primary driver of the tourism sector, necessitates the collaboration of all stakeholders, including the community and government, and direct cooperation from businesses, and the private sector. According to its responsibilities and powers, the government is the facilitator responsible for establishing and determining all policies about the development of tourism objects and attractions. To increase and develop tourism objects and attractions, attraction is one of the most important assets that must be possessed. The most vital component of tourism activity in the presence of tourist objects and attractions. This is because the primary factor that attracts visitors and tourists to tourist destinations is the potential and appeal of the tourist object.

The existence of tourism gives birth to integration and inter-sectoral development linkages without borders, such as the forestry

sector, marine sector, agriculture and plantations, industry and trade, telecommunications, transportation, kimpraswil, environment, culture, education, immigration, and foreign relations. Likewise, the ability to create industrial chains for both goods and services. such as the hotel and inn industry, souvenirs developed by small and medium-sized creative industries, the travel agency industry (tour and travel agency), and so on.

According to Sastrayuda (2010:6-7), the development planning includes:

1. In the Participatory Planning approach, theoretically and practically all elements involved in planning and developing tourist attraction areas are incorporated.
2. approach to the potential and characteristics of the availability of cultural products that can contribute to the long-term management of the tourist attraction area.
3. The objective of a community empowerment strategy is to provide opportunities for community members to develop their skills to achieve both individual and collective goals.
4. In the regional approach, the inter-regional linkage factor is an important activity that can provide its potential as a planned component that must be owned and balanced.
5. The potential optimization approach, in optimizing the potential that exists in a village, such as the development of cultural potential, is still rarely used as part of the indicators of successful development.

According to Cooper (1998), a tourist attraction must have four components: namely, attractions; accessibility; amenities or facilities; and tourism support (ancillary). According to the following explanation:

1. Attractions

An attraction is something that can attract tourists to a destination that is unique and distinguishes one destination from another.

2. Amenities

An amenity is a facility that is directly or indirectly related to the tourism sector and which is intended to assist or facilitate tourists in carrying out their tourism activities at the time of arrival, arrival, while staying, and when returning to the place of origin of tourists.

3. Accessibility

Tourism accessibility encompasses all sorts of transportation facilities and infrastructure that facilitate the movement of visitors from the region of origin of tourists to Tourism Destinations, as well as mobility within the territory of Tourism Destinations, in connection to the purpose of tourist visits.

#### 4. Supporting Institutions (ancillary)

The existence of tourist institutions means that tourists will visit and look for DTW more often if they can feel the protection of tourism and are protected.

In the Pinrang Regency region, tourist activities are one of the sectors requiring attention via the development of tourism object areas, given that the tourism sector would be able to foster the growth of a wide range of linked industries (multiplier effect).

Based on the potential possessed by Pinrang Regency, it has promising prospects to increase regional competitiveness both at the regional and national levels, especially in some commodities that have cooperative advantages in the tourism and cultural sectors. There is tourism potential that is not supported by a good management system, but what happens is the opposite, where the efforts of the Pinrang Regency Tourism, Youth and Sports Office related to the implementation of tasks, principles, and functions have not run optimally as expected. The implementation of the main tasks and the function of the Tourism, Youth, and Sports Office of Pinrang Regency is still faced with various obstacles both from within and from outside the organization (<http://online24jam.com>).

Ammani Hamlet, located in Mattiro Tasi Village, Mattiro Sompe District, Pinrang Regency, South Sulawesi, was once a poor area. Some of the people are just traditional farmers and fishermen with meager incomes. Compared to other surrounding areas, this hamlet is classified as very underdeveloped. This condition has begun to change since mid-2015 (BPS, 2020).

The existence of the Ammani tourist park destination is beach tourism where visitors can take culinary tours because it is facilitated by the PNPM program, which provides infrastructure such as food stalls, kiosks selling souvenirs or souvenirs typical of Pinrang Regency; 50 gazebo units can be occupied by one family for recreation on the beach; there is 1 prayer room; 3 units of bathrooms/changing rooms; parking lots; and it is managed by as many as 10 people from the community and 5 people from the government (Pinrang Regency

Tourism Office). The visitors who have come to this place really like tourist attractions and have a pleasant impression because they can gather with their families while having recreation and enjoying seafood.

Access to the Ammani tourist destination is easy; you only need to take a land route for about 40 minutes, and the location is not too far from Wakka Beach. Make sure to come in the morning because the atmosphere has been busy since the morning, and the afternoon will be busier. Unfortunately, because the Ammani tourist destination is still in the development stage because so far it has been developed independently by the local community, the existing facilities are still minimal. Operational constraints faced by visitors who travel include having to pass through a small road that still needs to be widened and repaired.

## **Methods**

This investigation was conducted in Harapan, Ammani Beach, and Pinrang Regency. This research collects information via interviews and observations. Face-to-face talks are used to gather data using interview methods, namely by questioning respondents. In this research, interviews were conducted utilizing interview guidelines. Interviews were highly generic and contained topics that needed to be addressed without dictating the sequence of questions.

This research collects information via interviews and observations. Face-to-face talks are used to gather data using interview methods, namely by questioning respondents. In this research, interviews were conducted utilizing interview guidelines. Interviews were highly generic and contained topics that needed to be addressed without dictating the sequence of questions.

The interview guide serves as a reminder for the interviewer of which topics should be covered, as well as a checklist to determine if the appropriate topics have been covered or requested. With these rules, the interviewer must consider how the question will be expressed in specific interrogative phrases and adapt the question to the real interview environment.

In addition to interviews, this research employs an observation approach to comprehend the interview's process so that its findings may be comprehended in context. Observations were made of the subject, the subject's conduct during the interview, the subject's contact

with the researcher, and any other items judged pertinent to offer further data on the interview's outcomes. The objective of observation is to characterize the observed location, the observed actions, the observed participants, and the observed event's significance from the viewpoint of the observed participants.

To assure the correctness of the data, the triangulation technique is used. The objective is to preserve the accuracy of the data and information that has been acquired. Types of triangulation include data, researchers, theory, methodology, and interdisciplinary triangulation.

The data analysis method was executed entirely descriptively. In qualitative research, data analysis refers to the logical and systematic arrangement of data, which is performed continuously from data collection in the field until the entire research process is completed, with the researcher himself as the primary instrument, who must remain in the field interacting with the setting and subject from the outset.

a. Analysis before in the field

The analysis was carried out before in the field on the data from the preliminary study or secondary data.

b. Analysis while in the field

Data is analyzed during and after the conclusion of data collection. To gather relevant and believable data, the researcher had partially examined the participants' responses before conducting the interviews. The analysis is conducted continually and interactively until it is completed, or until the data is saturated. Data Analysis includes Data Collection, Data Reduction, Data Display, and Data Interpretation.

Analysis of qualitative data is more of an art, emphasizing the researcher's intuition. Furthermore, Miles & Saldana (2014), The following are four interactive steps:

(4) gathering data from interviews, observations, and documentation for use in data triangulation to ensure the validity and dependability of research findings:

Data simplification (data condensation), Data condensation is the process of selecting, simplifying, abstracting, and/or transforming

data that approximates the entirety of field notes, transcripts, documents, and other empirical materials.

Communication of data (data display), The presentation of data is the organization and unification of information that permits inferences and actions. The presentation of data facilitates comprehension of what is occurring and action, such as conducting a deeper analysis or taking action based on this comprehension.

Concluding remarks Conclusions and verification is the third essential step in the analytical process. At the outset of data collection, a qualitative analyst begins searching for the meaning of things by noting the consistency of explanations, possible configurations, causal flows, and hypotheses.

### **Results and Discussion:**

The development of the Harapan Ammani Beach Marine Tourism in Pinrang Regency was carried out according to the theoretical concept put forward by Cooper (1998), which has four components, namely attractions, accessibility, amenities or facilities, and tourism support (ancillary), as identified in the following description:

#### **a. Development of tourist attraction objects (Attraction)**

A region's tourism growth must be planned and developed in an eco-friendly way, without depleting or damaging natural and social resources, but rather by preserving them for long-term usage.

The creation of the tourist attraction factor (attraction) involves the incorporation of uniqueness and attractiveness based on nature, culture, and manmade or artificial elements.

Tourist activities are one of the sectors that must be bolstered via the development of tourist object areas, as the tourism sector will be able to foster the growth of a vast array of linked industries (multiplier effect). Diverse factors must be prioritized in the creation of tourist attractions.

The location of Pinrang Regency is very strategically located between Makassar as the entrance to South Sulawesi and Toraja as a tourist destination. Pinrang can be an integrated tour with Toraja because in the Toraja area and its surroundings, the Enrekang Regency, which is directly adjacent to Pinrang Regency, does not have the sea, so Pinrang can be an option as a regency that has marine tourism, one



of which is on Harapan Ammani Beach to enjoy the typical Pinrang cuisine.

The Harapan Ammani Beach Tour in Pinrang, South Sulawesi, is perfect for filling your holiday activities, especially during long holidays such as national holidays or other holidays. The beauty of Harapan Ammani Beach Tourism in Pinrang, South Sulawesi, is very good for all of you who are near or the distance to visit the place.

Harapan Ammani Beach Tour in Pinrang, South Sulawesi, is very crowded when visited on Sundays or before the holidays. Many tourists spend their vacation time coming to Harapan Ammani Beach Tour in Pinrang, South Sulawesi, especially children. They are also very happy to play on the beach. By making castles out of sand or playing beach volleyball, the Harapan Ammani Beach Tour in Pinrang, South Sulawesi, is perfect for visiting with family and colleagues.

Various things can be enjoyed at Harapan Ammani Pinrang Beach. There are seafood stalls available. Ammani Beach also provides speed boat and banana boat facilities which are free to rent by visitors. If you want to rent a banana boat, traditional boat, or other game, then you will be charged around IDR 25 thousand. There is also a gazebo available for shelter while relaxing. The cost of renting a gazebo on Ammani Beach ranges from Rp. 150 thousand to Rp. 300 thousand.

Based on the results of field observations, the existing tourist attraction that has become the prima donna for visitors is culinary tourism. Prices are affordable, starting from IDR 150,000–to IDR 400,000 per portion. You can enjoy the beach and culinary tourism. The price includes the cost of the gazebo and karaoke.

Development strategies to increase attractiveness are:

1. This location has must-have items and tourist attractions that are distinct from those in other locations. In other words, the place should have a unique and culturally significant feature that may be exploited to amuse visitors, such as performances.
2. To encourage visitors to extend their stay at a tourist site, it is necessary to offer recreational amenities that make them feel at home. Reminiscent of the native Bugis, mattojang Mattojang activities allow tourists to remain at tourist destinations.
3. Tourist sites must provide a variety of purchasing opportunities, including souvenirs and handicrafts that may serve as mementos for visitors to take back to their home

countries. At the site, souvenir stores characteristic of Pinrang Regency must be established.

#### b. Accessibility Development

Accessibility is the ease of visiting a location, which encompasses comfort, safety, and journey time. This is crucial to notice since the better the accessibility, the simpler it is to reach and the higher the degree of comfort for visitors to come to see.

In connection with the improvement of tourist destination infrastructure. Development of the accessibility aspect by developing public infrastructure or public facilities that are needed by visitors at any time, besides it also includes facilities for getting to tourist areas and public facilities provided when visitors are in tourist areas. Other public facilities that are needed from time to time, such as sports facilities and children's play facilities, are also part of developing the Accessibility aspect to provide services to visitors.

To get to Ammani Beach from Pinrang City in the west, you only need to take a land route for about 40 minutes and the location is not too far from Wakka Beach, which is already known to the public. If you want to visit Ammani Beach, make sure to come early in the morning. Because the atmosphere there since the morning is already crowded and the afternoon will be more crowded.

Harapan Ammani Beach can be reached via the Langnga and Cempa axis. Axis Langnga has good conditions starting from the Trans Sulawesi provincial road to the location of tourist attractions. The road is easy to walk and directions to the attractions are also available. Meanwhile, the Cempa axis is in poor condition and is still under repair and the number of directions to the tourist sites is still limited.

Development strategies to improve accessibility are:

1. Road access to the location must be well equipped with road signs
2. Build integrated destination access with tourism around Harapan Ammani Beach

#### c. Amenities Development

Amenity namely supporting facilities Addition of quantity and improvement of quality of existing amenities and periodic supervision. The setting of existing standards should be properly implemented and improved.

In the aspect of amenities development, some tourist areas already have hotels with various facilities provided like 3 (three) star hotels, however, some tourist areas according to researchers witnessed in the study show that certain tourist areas do not have proper hotels. This means that not all tourist areas have accommodation for visitors. Only certain areas have it.

Tourism support facilities are facilities and infrastructure that facilitate convenience in carrying out tourism activities, intending to provide services to tourists, namely providing a sense of comfort and making visitors feel at home at the location of a tourist attraction. These supporting facilities can be in the form of gazebo facilities, karaoke, toilets, worship facilities, and so on.

Harapan Ammani Beach Tourism in Pinrang, South Sulawesi is arguably water tourism that has several facilities and services including the following:

- a. Vehicle Parking Area
- b. Mushola
- c. Bathroom / MCK
- d. Lodging
- e. and many others

Development strategies to improve amenities are:

1. To support the need for temporary housing for visiting tourists, it is very necessary to prepare lodgings, such as homestays, villas, or shelters.
2. Facilities of Worship
3. Changing Room/ Rinse Room
4. Separation of two-wheeled/ four-wheeled parking areas
5. Banana boat
6. Boat/Sampan

d. Institutional development (Ancillary)

The government is one of the policymakers in the tourism sector. the government also has a function as the maker of various policies regarding tourism in a region and is involved in increasing the area of tourism and pesticide Purchasing can be used as a loss of bidding in the same time as it has been able to do it. This can be realized if the government as an interest holder can develop tourism optimally. Achmad Afandi (2017: 5)

According to Priti Subradra in Achmad Afandi (2017), the government has several roles in the tourism sector, namely: 1. Tourism Planning 2. Tourism Development.

Institutional development is the one that has the authority, responsibility, and role in supporting the implementation of tourism activities.

The government has several roles in the tourism sector, namely: 1. Tourism Planning 2. Tourism Development 3. Tourism Policy

First, tourism planning is intended to ensure that the region has a responsibility for carrying out development with planning that must be carried out comprehensively.

Second, tourism development, as viewed by previous researchers, using only PAD is certainly not enough; it requires the involvement of other regions and corporations that do have competence in developing tourism in the form of investment. Of course, it does not only rely on local and national investors but also requires development involving foreign parties.

Third, the tourism policy means that the local government with the potential for natural resources it has, of course, must focus on development based on government policies.

Fourth, the Tourism Regulations: Of course, regulations are needed to develop tourism with regulations so that even if there is a change in the leadership period (regional head) with different policies, the aspect of tourism development will not change due to regulations. In this case, they are in the form of regional regulations, which serve as a reference to guide the regional government in developing marine tourism.

Development strategies to improve Institutions (Ancillary), namely:

1. Local governments have the authority to manage and develop tourist destinations, starting from planning, organizing, and implementing to the stage of supervision.
2. Local governments are responsible for managing tourism and tourism organizations according to their respective tupoksi
3. Local governments play a role in coordinating and collaborating with PHRI in promoting and coordinating hotels and inns as well as homestays and HPI in guiding tourists.

## **Conclusion**

The development of the Harapan Ammani coastal marine tourism destination in Pinrang Regency needs to be developed from the sectors, namely; 1) Attractions, 2) Amenities, 3) Accessibility, and 4) Supporting Institutions. If these four elements are carried out properly, the tourist destination will be better and will be liked by local, national, and international tourists.

### **Suggestion**

To further improve the management of marine tourism on Harapan Ammani Beach, Pinrang Regency, then:

1. Increase promotional activities by utilizing all existing social media, at least already have a website
2. Must complete the facilities and infrastructure at the tourist location
3. Involving residents as a form of community empowerment to help manage tourist destinations.

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# The Role of the Local Government in the Management of Parangloe Waterfall Tourism in Gowa Regency

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## ABSTRACT

Local governments must be involved in various fields of people's lives, or countries only involve themselves limited to field space outside the ability of society. The purpose of this study was to determine the extent of the government's role in the management of parangloe waterfall tourism in the Gowa Regency. The type of research used is a type of qualitative descriptive research, which is a clearly describing research on the role of the government used by the Gowa Regency Government in the management of Parangloe waterfall tourism attractions. Informants in this study were 10 people. The data collection technique in this study is observation, interview, and documentation. The results of this study indicate that the role of the local government in the management of parangloe waterfall tourism in Gowa Regency (Tourism and Culture Department) in the management of tourist attractions has not run well because several indicators have not been able to be fulfilled such as 1) Empowerment of the community around the water tourism object Parangloe Falls, 2) Protection of Nature / Parangloe, 3) Provision of Infrastructure, 4) Guarantee of Security and Comfort of Visitors / Traveler. Easy to reach, Tourist attraction of Parangloe's waterfall is close to the highway, the development of facilities and infrastructure that still wants to be added, while the inhibiting factors: limitations of funds, facilities, and infrastructure that has not been adequate are inhibiting factors in the management of Parangloe waterfall attractions in Gowa Regency.

Keywords: roles, local government, tourist attractions.

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## Introduction

The regional government is the implementation of autonomous regional governments by local governments and DPRD's based on decentralization principles. The government in this provision also contains meaning as an activity or activity to organize government and

the environment, namely the local government and the DPRD, and one thing that needs to be added is that the regional government has a special meaning, namely, the autonomous regional government carried out by decentralized principles (Masita Hi. Modim, Andi Samsu Alam, 2010). In general, tourism is a journey made by someone for a while from somewhere to another by leaving its original place and with a plan or without the intention of making a living in a place visited but only to enjoy recreational activities to fulfill a variety of leisure variety (Harnida, 2012).

Tourism is an industry whose survival is very sensitive to environmental damage by the good-poor environment (Sefira Ryalita Primadany, Mardiyono, 2013). This industry is very sensitive to environmental damage, for example, pollution by domestic waste and damage to natural scenery, as well as an unfriendly population attitude (Husnul Imtihan, Wahyunadi, 2017). A tourist area has a certain ability to accept tourists, which is called environmental carrying capacity (Edyanto, Karsiman, 2019). The carrying capacity of the environment in the field of tourism can be expressed in the number of tourists per unit area per unit of time. However, because of the dispersion of tourists in space and time (Komariah et al., 2018), neither broad nor time can be averaged. This biodiversity is enriched with various types of tourist objects in each district (Edyanto & Karsiman, 2018). One of them, the Gowa District, has presented the beauty of nature and their culture. These activities invite tourists to visit, witnessing the performance of Gowa community art. The beauty of cultural art also needs to be supported by its natural beauty. It is necessary so that tourists can enjoy the beauty of cultural arts and natural beauty in one place. Gowa has a variety of tourist attractions that can be enjoyed by tourists, such as two international swimming pools, games, and historic museum karts that have historic KARTS books. Natural beauty can not contribute to the economic development of the community if it is not maximally managed. Attractions in Gowa Regency, in particular, have not been maximally developed with various tourist attractions. Attraction service services are also not optimal, which is marked by a lack of infrastructure in creating conducive tourism. Tourists can only enjoy the beauty of nature without any other natural tourism services such as two international scale swimming pools or games.

One of the attractions that can be developed in Gowa Regency is the tourist attraction of Parangloe waterfall, which is a tourist village,



which is the name of Gowa Regency. The tourist attraction of Parangloe waterfall has the uniqueness and beauty of its natural nature, which is still natural and beautiful. The Parangloe waterfall is one of the attractions in Gowa, which has diverse, complete, and beautiful natural wealth, such as beautiful rice fields and mountains surrounding these tourist attractions. From the roadside, there are rice fields and mountains that complement the beautiful scenery around the Parangloe Waterfall attraction. The scenery on the sidelines of the hills is a stretch of rice fields that have beautiful views because the scenery is still natural. Gowa is now focused on developing tourist attractions at Parangloe waterfall with physical and social carrying capacity. As a result, this study will be conducted in the tourist attractions of Parangloe waterfall in Gowa Regency.

Attractions of Parangloe Waterfall Other Attractions in the Gowa Regency The name of the tourist attraction is derived from the Parangloe Waterfall, because the location to get to the object of the parking area requires a considerable stay by passing through the mountains that have very beautiful natural beauty. These attractions have a very large natural potential to be used as tourist attractions because the scenery is beautiful and still truly natural, but the object was only developed by the local community, which has not been optimal because it is very necessary to manage planned environments and touch from the government for the sustainability of tourism in the future. In the management and development of the tourist attractions in the Parangloe Waterfall area of the Gowa region, human resources play an important role, because expertise and skills in the field of tourism are needed in tourism management for the sustainability of these tourist attractions. In addition, the physical environment also supports its development.

This tourist area, besides having beautiful views, also has other tourist attractions such as an international swimming pool and a game park (Candranegara et al., 2019). For a while, objects have been developed and often visited by a few new tourists (Sugiarti, 2015). Along the way to the location of the tourist attraction and an international swimming pool, adds to the impression that nature there is still natural. The beauty of this natural sale has not been utilized optimally, so it is necessary to manage and develop these tours, for example, by structuring their environment, the accident towards the location, the provision of accommodation facilities (spacious parking

area, resort post), maintaining attractions, warung selling Cindramata, which can characterize the local area, supplying the place to enjoy attractions, and also requiring promotions to be carried out continuously. To do all this, the management of physical and social environments is needed.

The natural tourist attraction of Parangloe's waterfall, located in Gowa Regency, does need attention and the government's management. Given that the natural attractions of the Parangloe waterfall are still new, supporting facilities are still limited at this tourist attraction. The government should quickly fix this because the Parangloe waterfall attractions have attracted many tourists. If the government wants to make Gowa Regency a new tourist destination in Gowa, the government must take seriously the management of the natural attractions.

"Government" in a broad sense includes all activities of public agencies, which include legislative activities, and executive and judicial functions to achieve state goals. The government in narrow Aria is all the activities of public agencies that only include executive power. The role of the government in general, the level of implementing the decentralization of a country, underlies the way of the state (government) in defining its role to achieve its goals. Local governments must be involved in various fields of people's lives, or countries will only be limited to field space outside the ability of society. The government issued a tourism development policy that includes basic policies. The government issued a policy that includes all that is related to tourism objects to achieve goals. The purpose of this purpose is how the government issued a policy that can be understood and understood by the community, especially in tourism objects, which are one of the most popular objects and many visited by the community, especially to eliminate fatigue, because of tiring activities. People who want to enjoy the beach atmosphere should be especially relaxed and comfortable while visiting these tourist attractions. Providing tourism supporting facilities: In this case, the support of tourism in purposes such as retribution (payment of entry is not too expensive so that people who can enter have a middle class can also enter); the road to tourist attractions must also be supported because if the access is difficult and the road to the tourist place must also be good so as not to be distressed on the way to the tourist

attraction; the place of lodging in the tourist attraction must be clean and safe.

To attract the attention of WAN tours, souvenirs must also be provided so that it can be seen that these tourist objects have a distinctive of them from these tourist attractions. Development of tourism products; How can we afford and be able to promote tourist attractions in our area so that our area can also develop and know the wider community and be able to compete with other tourist attractions not only competing in the area itself but also competing outside the area? Providing fund assistance to art groups on tourist attractions; If you want to develop tourist attractions, you must provide treats in the form of art, for example, featuring singing, dancing, and other art attractions so that the tourists who come can see and witness the entertainment that can eliminate boredom while traveling.

Researchers are interested in examining tourist objects that are, in particular, tourist attractions like the Parangloe waterfalls. This is a source of Pad Gowa but lacks attention from the government because these tourist attractions are far from the clean and beautiful, comfortable words caused around the area, and tourist locations are less clean and less comfortable because of the existence of The rubbish is cheerful, the pool is less clean, the retribution is quite expensive, and the vehicle is not clean.

## **Method**

### **a. Research sites**

This research was conducted at the Gowa Regency Tourism Office. The topic studied around the role of the regional government in the management of Parangloe waterfall tourism attractions in Gowa Regency.

### **b. Types of research**

The type of research is qualitatively used which uses interview methods and field observations.

### **c. Data source**

1. Primary data is the data obtained by conducting direct research on research objects through interview results and observation results.
2. Secondary data is the data obtained through media that complement primary data such as journal literature,

newspapers, and magazines that are closely related to research.

d. Research informants

Determination of the subject or informant in this study, the author sets research informants taken from the Gowa Regency Tourism Office and the community.

e. Data collection technique

- 1) Observation is a direct observation of the research object.
- 2) The interview is to hold a question and answer to several officials related to tourism business people and community members in Gowa Regency.
- 3) Documents are library studies that are made as a reference in completing the data needed.

## **Results and Discussion**

### **The role of the local government in managing the tourist attraction of Parangloe waterfall in Gowa Regency**

As a district that has high tourism potential, Gowa Regency is required to be able to independently manage and develop its tourism. Therefore, in planning management and development, some ideals want to be realized. The ideals are the philosophy of the existence of an organization or institution, both government and non-government, where the philosophical reasons are related to the picture of what will happen and become The direction or handle realizes-Cita that is in harmony and sustainable so that we can enjoy this tourist attraction in the long term and not inedible by the time. specifically, the management of waterfall attractions. Several things must be considered in the government's role in managing tourist attractions, especially these attractions. Some of these are as follows:

1. Protection of natural environment/waterfall tourist attractions

Nature is an earth settlement where this natural place has no human activity, but this nature is a place that is still natural so that nature is highly protected for animal life and other creatures. If in an area or area there is a place for recreation or tourism, it is necessary to protect nature by maintaining cleanliness and looking after nature by not disposing of any garbage. It also needs cleaning at any time to maintain cleanliness.

In this case, the government has the authority to make a policy aimed at protecting the surrounding nature in Parangloe, whether maintaining the environment and facilities in the waterfall because of culture as a system that is the result of adaptation to the natural environment or a system that functions to maintain people's lives around Parangloe.

From the results of the study, information was obtained that the government, in terms of the tourism office, hired the community around tourist attractions as janitors in Parangloe tourist attraction. Beautiful and sustainable and sustainable cultural environmental protection is a guarantee for human survival and all the layers of life in it, especially in the parangloe culture itself, are the overall result of human efforts, both in the form of objects or just in the form of thoughts and in life. The form of protection against the environment and the culture is carried out by the government, in this case, the Service and Culture, by empowering the community to maintain and clean the parangloe tourism, such as the surrounding environment of facilities that are still cleaned every day.

The role of the government, in this case, is to hire the community around tourist objects to control and clean tourist attractions. This is one of the roles of the government to maintain sustainability or natural protection. The role of the regional government, in this case, the Department of Tourism and Culture, in the management of parangloe tourism objects, especially in natural and cultural protection and existing facilities, is not optimal and has constraints and limitations of funds, so that the management is slow so that it is necessary to deal with action and real cooperation. From the local government in Hai Mi, the Gowa Regency Tourism Office.

## 2. Provision of infrastructure

The infrastructure is a basic requirement of the physical organization of the structural system needed the guarantee the tourism sector's services and facilities needed so that the economy can function properly, especially in Parangloe's waterfall. A good attraction is a tourist attraction that has complete and adequate facilities and infrastructure for tourists. To find out about the tourism infrastructure in Parangloe

These tourism support facilities and infrastructure are very important to attract tourists to travel to these tourist attractions. In this case, the tourist attraction of waterfalls, which is a tourist attraction, is a superior tourist attraction in Gowa Regency. If this waterfall tourist attraction is noticed and properly provided with a variety of tourism support facilities such as villas or hotels as a place to stay for tourists who want to rest, swimming pools, toilets, mosques, and kiosks within the Object Area of Tourism, it will be able to attract tourists to come to visit. If it is fixed, many tourists will visit because the existing facilities are not good. Therefore, the government, in this case, the Gowa Regency Tourism Office, needs to pay attention to the satisfaction of tourists who want to travel to this waterfall tourist attraction by providing several tourist support facilities.

### 3. Security Guarantee and convenience of visitors/tourists

Security and comfort are two interrelated things in the causal relationship. Of course, where there is a sense of security, it will cause comfort. Likewise, the convenience of tourists will be obtained if security is met, as in the waterfall attraction.

Tourists visit tourist attractions intending to have fun, so tourism and government developers must be able to provide security guarantees to the community, and tourists who come to this waterfall tourist attraction feel safe and comfortable. Every year, tourists who come to visit experience improvement.

### 4. Community empowerment around the waterfall attraction

The community resources around in the process of managing important tourist attractions, especially the people around tourist attractions, because they can empower themselves and are supported directly by the government, especially the Gowa Regency Tourism Office. Karen's community is a tourist attraction in its area so it supports the community by joining and plunging directly participating in cleaning the tourist attraction. The community resources around this waterfall are indeed a community that must be embedded to have jobs to meet their needs every day, and he works in his area.

## **Factor factors that affect the management of the machete tourism attraction of Gowa Regency**

In the management of waterfall tourism objects in Gowa Regency, some factors influence, both inhibiting factors, and supporting factors. These factors have been faced by the Tourism and Culture Office as the party that plays a role in managing waterfall tourism objects in Gowa Regency.

### **1. Supporting factors for managing waterfall attractions**

#### **a. Easy access to reach**

The road is the infrastructure of land transportation which includes all parts of the road, including complementary buildings and equipment. Which is for traffic. Attraction attractions near the highway so that it is easily accessible to both visitors and managers who are tasked with managing these tourist attractions from the city center for around 40 minutes for 5000 so that it can run smoothly.

#### **b. Wide land**

A land whose area is approximately 5 hectares are human interference both permanently and permanently land to meet the needs. The land in Gowa Regency is still quite wide and can still be built into facilities in the waterfall attraction.

### **2. Inhibiting factors for managing parangoe waterfall tourism objects**

#### **a. Limitations of funds**

Funds for managing tourist attractions are very important. Each tourist object requires large funds in managing. Limitations of funds of only 100 million are the main obstacles in the management of waterfall tourism objects but become a barrier to the regional government in this case the Gowa Culture and Tourism Office to manage parangoe waterfall attractions.

#### **b. Facilities and infrastructure that are not complete**

Facilities and infrastructure in attractions are tourist destinations that need to serve tourist needs in enjoying tourist trips. In this case, the construction of certain facilities and infrastructure must be adjusted to the needs of tourists. Tourism facilities as important tourism can be interpreted as an effort that

directly or indirectly provides good service to tourist destinations where their existence is very dependent on the many tourists who visit, but the facilities and infrastructure that have not adequate make it This Parangloe attraction has not been maximally the service.

## **Conclusion**

Based on the results of the study conducted, the authors concluded as follows:

- 1) The role of the local government in the management of Parangloe waterfall tourism in Gowa Regency (Department of Tourism and Culture) in the management of attractions has not run well because several indicators have not been able to be fulfilled such as 1) Empowerment of the community around the tourist attraction of Parangloe Waterfall, 2) Protection of nature / parangloe, 3) Provision of infrastructure, 4) guarantee of security and convenience of visitors/ tourists.
- 2) Supporting factors in managing parangloe waterfall tourism attractions in Gowa Regency are: road access to the tourist attractions of Parangloe's waterfalls is easy to reach, These Parangloe Waterfall Attractions are close to the highway, the development of facilities and infrastructure that still wants to be added, whereas The inhibiting factor: limited funds, facilities, and infrastructure that are not adequate are inhibiting factors in the management of parangloe waterfall attractions in Gowa Regency.

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# Student's Perceptions of Moderation-Based Instructional in Teaching English

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## ABSTRACT

In education, moderation is essential because it fosters democratic education. The educational system of Indonesia should consider including the notion of moderation, especially in Islamic institutions. This study aims to investigate students' perceptions of moderation-based English instruction in an Islamic school. This study aims to investigate the factors that influence student perceptions of moderation-based English instruction in an Islamic school. The subjects of this research are the English teachers and students of the Islamic Senior High School in Makassar, South Sulawesi, Indonesia. In this study, an ethnographic research approach was used. To investigate the application of moderation-based education in English language instruction, observation, interviews, note-taking, and documentation were used with English instructors. This survey indicated that students felt that understanding others was highly important since instructors provide them with the time and opportunity to share their experiences and expertise with their peers. While the kids were attempting to express and experience their thoughts, they employed their native language with the rhythm of the other students, which made them feel more amused and delightful. Many Madrasah students originate from many locations, each with its own culture and linguistic rhythms, as is common knowledge.

Keywords: Factor support Moderation; English Language Teaching; Islamic Senior High School.

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## Introduction

In Indonesia, moderation is known as the Islamic philosophy and Islamic worldview. At the education level, especially in Madrasah (Islamic schools), the Ministry of Religious Affairs number 84, 2019 states that moderation in the Madrasah curriculum must be implemented in all Madrasah Ibtidaiyyah, Madrasah Tsanawiyah, and

Madrasah Aliyah in 2020 and 2021 to give the differences with other school systems or general schools. These differences include character development, corruption education, and religious moderation development.

In addition, the Minister of Religion's Decree No. 184 of 2019 about Guidelines for Curriculum Implementation in Madrasah includes the following:

1. Every teacher must instill in their pupils the importance of religious moderation, character development, and anti-corruption instruction.
2. Under the guise of habituation, culture, and empowerment in daily life, a covert curriculum teaches children the importance of religious moderation, character education, and anti-corruption education.
3. Even though the implementation of religious moderation values, character development, and anti-corruption education for students is not included in the lesson plan (RPP), teachers are required to condition the learning environment and perform habituation that allows the formation of moderate thinking in religious culture, character development, and anti-corruption culture, as well as impart morals to students. KMA No. 184 for both the forthcoming fiscal year and the current fiscal year., (Kemenag, 2019).

'Islamic moderation, 'moderate Muslim,' and 'moderate Islam' are highly contextualized phrases with diverse implications in different areas and settings. However, these specific vocabularies were constructed by the media and academics in the immediate following of the 1979 Iranian revolution to explain Muslims, Islam, and Islamists, as well as their relationship with the West. In this context, professionals identified 'Moderation' as a helpful term to cope with the then-new circumstance. Since then, "it has become a campaign cry for journalists, intellectuals, policymakers, and government officials." For example, Geneive Abdo, a Middle Eastern-born American writer, created the phrase "moderate Islamists" (as opposed to "hard-line Islamists") (as opposed to "hard-line Islamists"). It was eagerly accepted by several of her colleagues in the media", (Hoveyda, F., 2001).

English is the first foreign language taught in public schools in Indonesia. Formal English language instruction was introduced at the senior secondary level across the country. It was governed by Law No.

21/2016 on standardized content, which required by law that English be among the academic requirements in junior and senior high schools, (Ministry of Education and Culture, 2016). The goal of senior high school English language learning is to help students improve a functional level of interaction. Students are expected to professional improvement the four English skills of listening, speaking, reading, and writing. The process of teaching and learning English incorporates fundamental competencies. When it comes to the importance of English, it is taught not only in formal but also in informal schools. Unfortunately, even though English has been promoted as a required subject in Indonesia, the reality shows that English instruction informal educational institutions in Indonesia have not significantly changed, particularly at the school level. According to some research, many factors influence English learning; one of these elements is the teaching technique, (Agudo, 2017).

In the Indonesian context, students should indeed consider learning English to accomplish the education curriculum standards, as well as to gain valuable experience. However, rather than learning English for such purposes, students should learn English for the sake of learning English, (Lamb, 2004). This is attributable to the fact that having specific English will guarantee you a job in the future, (Bhatia, 2016). As a result, it should be considered to prepare the students for active learners and engagement through the practice of developing critical thinking skills. Individuals who are actively engaged in society make appropriate choices that result in the improvement of their very own and other communities' conditions, which advantages the educational system. Such international events generally bring together people from various linguistic and socio-cultural backgrounds, and result in the adoption of a common language of communication; more often than not, this lingua franca is English, (Rogerson-Revell, 2007). For example, this implies the development of specialized English skills, such as the ability to think critically and read between the lines. As Cammarata (2010) said that the ability to question meanings rather than blindly accepting given truths, as well as the ability to question one's interpretation of reality.

(Murni Mahmud, 2018), Teaching English as a foreign language is still a topic of debate among English language practitioners in the twenty-first century, particularly in the endeavor to develop an efficient method of teaching English as a foreign language. Some

research on the impact of teachers' and students' responsibilities in the school environment has previously been undertaken (Rahimi, M., & Karkami, F. H., 2015; Murni Mahmud, 2017). (Murni Mahmud, 2018). Gender concerns in English language instruction have been studied earlier. Numerous additional research has demonstrated the complex challenges faced by English language learners (Sequeira, A. H., 2012).

In our nation, English is not only taught at schools but also in Madrasahs (Islamic schools). Madrasah is a historic Islamic schooling system that at first integrated components of the Dutch schooling system. Since the early 1900s, it has been utilized (Holger Daun&Reza Arjmand, 2018). The government should devote 30% of the Madrasah curriculum to religious studies and 70% to general studies. Madrasah has three levels: Madrasah Ibtidaiyah (Islamic primary school), Madrasah Tsanawiyah (Islamic senior high school), and Madrasah Aliyah (Islamic secondary school) (Islamic high school). Madrasah education is anticipated to be National Plus, meaning that it will give an excellent general education based on the national curriculum in addition to a religious education aimed to inculcate a deep grasp of religious and moral values based on Islamic beliefs. This perspective mirrors the dispute over whether Madrasahs should emphasize religious instruction while general education remains undeveloped, or if teaching and learning should be improved at the price of religious education. This issue should be addressed by attempting to restore madrasahs to their founding educational paradigm, namely that Islamic education is more complete than general education. Teachers, students, and Madrasah administrators have recognized that they demand Islamic-teaching resources in English. (Rohmah, Z., 2012).

Mahmud (2018) revealed that even though a learning strategy has been considered effective or efficient, it cannot be used by all students. Personal issues and other factors, also including gender differences, could indeed cause problems. Park and French (2011), Men and women are assumed to already have different educational and occupational outcomes in general, so studies investigating gender differences in learning strategy research are essential. The research was performed as an example by Puteh et al. (2016), which confirmed that gender differences must always be acknowledged so even though "the difference between the girls and boys has been attributed to student reading engagement". As a result, gender differences are generally assumed to influence the classification of those learning strategies,

(Afshar & Doosti, 2014; Ehrman & Oxford, 1989; Gurian, 2010; R. L. Oxford, 1990; Zhenhui, 2005).

There is more to teaching English than teaching pupils a certain set of abilities. Rather, the ELT profession is strongly ingrained with values, and these ideals are loaded with perils, problems, and conflict (Johnston, R., Poulsen, M., & Forrest, J., 2007). The study of English contributes to the enhancement of international understanding. Not only does it facilitate better communication, but it also promotes worldwide understanding and appreciation for cultural differences. Students' language acquisition abilities are enhanced when they are exposed to healthy morals and values via the English language. Integrating values into the teaching and learning process is in line with the mission of national education. According to Chapter 3 of Law No. 20 of 2003 on the Indonesian National Education System, the purpose of national education is to generate educated individuals with excellent character. Therefore, character values should be included in the curriculum, syllabus, lesson plans, and teaching-learning materials at all educational levels. The Indonesian minister of education devises a comprehensive strategy to develop character qualities at all educational levels. Students will have the chance to maximize their potential via character-building instruction.

English instructors at the school should be able to incorporate Islamic beliefs into the process of teaching and studying English. Consequently, they implement a learning strategy, i.e., instructors manage the teaching and learning process. The researcher discovered via interviews with English instructors at Madrasah Aliyah Negeri 2 Kota Makassar that mixing Islamic beliefs and English materials into the process of teaching and learning English requires moderation. In addition to teaching English with moderation, the instructors include Islamic values in the learning process.

Experts and scholars have conducted several studies to demonstrate the importance of moderation in the classroom. Internalization of Moderate Islamic Values in Education, Rahmat Kamal, IAIN Pekalongan, 2017. The research's objective centered on the internalization of moderate Islamic values in education, such as emphasizing the values of moderation between the left-wing extremist group (liberal group) and the right-wing extremist group (fundamental group) and including the values of tolerance, respecting diversity, inclusiveness, logic, and adaptability.

Based on the above description, the research question for this study is: *What do students at Madrasah Aliyah Negeri 2 Kota Makassar think about moderation-based English instruction?* This study seeks to explain students' perspectives of moderation-based English education at Madrasah Aliyah Negeri 2 in Kota Makassar.

## **Literature Review**

### **Moderation**

The novel is the reconstruction of the principle of moderation in learning. This work derives reconstruction theory from moderation theory, which has been more widely used in social and political aspects. On the other hand, the moderate hypothesis is more likely to be associated with individual or group views towards two choices. This theory is also the outcome of the collision of two concepts that must be resolved. In this research, the idea of moderation is presented as an important factor for principals, educators, and educational professionals to consider when making choices on the design, implementation, and assessment of learning.

Wulandari et al (2020) Researchers have investigated adding local knowledge into ELT materials for secondary schools in Semarang based on requirement analysis. The research indicates that attempting to incorporate local wisdom into ELT materials is essential because it provides the following benefits: (1) actively assisting in the learning process; (2) assisting students in comprehending materials related to local cultures; and (3) enhancing knowledge of local culture and character education, as well as preserving exposure to local language (Javanese). Based on the team's direct observation and response assumptions after the testing of the materials, it can be inferred that incorporating local knowledge into ELT materials may have the following benefits: Students would have an easier time comprehending English texts if (1) the opening session is accompanied by something like a song (video), (2) their grasp of local cultures is strengthened, and (3) local wisdom is implemented.

Nurhayati et al. (2021), At SMK Duta Mas, researchers have investigated students' perceptions of teachers' creativity in implementing home learning. The findings showed that students have a positive perception of teachers' creativity in implementing home learning programs during the pandemic (79.26 percent ). From the way educators set up the teaching and learning process to the way they

communicate with students, students have a very clear discernment. It appears that students make the most of their learning relationships at home during this pandemic because their teachers are truly helpful and put forth their best effort to keep up the nature of their teaching so students will get a comparable contribution as they do from traditional face to face classrooms. The rate of point number 6 (capacity to communicate with students) seems to be the highest of the five indicators. This result demonstrates that teachers can establish their relationships with the students so that they do not feel confined, which is a recurring issue in the implementation of home learning programs. According to the scores of those indicators, teachers at SMK Duta Mas are now qualified to be called creative teachers because, of the six indicators of teachers' creativity, five have high scores.

### **Moderation based-teaching**

The process of instructors communicating, discussing, and agreeing on their understandings of anticipated levels of student accomplishment and advancement in the curriculum is called moderation. Moderating assessment assignments is vital to ensure their integrity. Through this procedure, especially at the stage of assessment design and administration, concerns of assessment validity and reliability are recognized and addressed.

The fundamental principle of moderation is to seek commonalities rather than emphasize differences. There are at least three important reasons why we need religious moderation if we go further.

First, One of the most fundamental components of religion is the protection of human dignity as a noble being created by God, which includes abstaining from murdering God's creatures. Consequently, every religion has a purpose of peace and prosperity.

To achieve this, religion constantly teaches about achieving a balance in all aspects of life; religion also teaches that protecting human lives must be a top priority; eliminating one life is equivalent to wiping out all of humanity. Through religious moderation, human values are protected.

One of the fundamental principles of religious moderation is maintaining a balance between two extremes, such as the balance between mind and revelation, the physical and the spiritual, rights and obligations, individual interests and communal well-being, obligations



and voluntary acts, religious texts and the jurisprudence of religious figures, ideas and reality, and the past and the future.

The core of religious moderation is following, adhering to, and advocating all of the aforementioned objectives with justice. According to the Great Dictionary of the Indonesian Language, the term "justice" refers to 1) fairness, 2) being in favor of the truth, and 3) just/should not be arbitrary. Thus, the term *wasit* (referee), which refers to the person in charge of a game, is theoretically regarded as someone who is impartial and defends the truth.

Balance refers to ways of thinking, attitudes, and the will to always be on the side of justice, humanism, and equality. It is not the same as having no viewpoint if you tend toward equilibrium. Because they are always on the side of justice, balanced individuals are assertive but not harsh; yet, they do not violate the rights of others and so do not do them harm. Balance is described as a technique of action that is neither conservative nor liberal and is neither excessive nor insufficient.

Extremists frequently become engrossed in religious acts in the name of God, defending solely God's majesty while ignoring human concerns. Extremists are willing to kill their fellow humans "in the name of God," even though maintaining humanity is one of the religion's primary principles.

Religious teachings are regularly used by certain people to satisfy their passions, and basic impulses, and, on occasion, to rationalize their political ambitions. Religious life has become unbalanced, tending towards the extreme and excessive, as a result of exploitative deeds in the name of religion. As a result, religious moderation is critical in this scenario because it helps to restore religious activities to their essence, ensuring that religion works to maintain human dignity and values, rather than working against them.

*Second*, thousands of years after religions emerged, the human population exploded, becoming diverse, tribal, national, and multi-colored, and dispersed throughout many countries and areas. Religion grows and spreads in tandem with the development and dispersal of humanity. Previous Arabic-language scholarly works are no longer adequate to address all of the complexities of humanitarian situations.

Religious texts are also subject to numerous interpretations; the truth has become branched; some religious believers are passionate about the interpretation of the truth of the version they chose, and

occasionally that view is based on their political objectives. As a result, confrontation is unavoidable. Human life and religion are complex in many places across the world, not only in Indonesia and Asia but also in other places. That is why religious moderation is so important in preventing the loss of human civilization due to religious strife.

*Third*, religious moderation is necessary to sustain Indonesian values, especially in the Indonesian context. As an extremely varied country, the nation's founders were able to pass down one type of agreement for the nation and state, namely Pancasila in the Unitary State of the Republic of Indonesia, which united all religious, ethnic, linguistic, and cultural groups. The founding fathers of Indonesia agreed that the nation is not a religious state, although religion remains a part of everyday life. Local knowledge and traditions are protected alongside religious principles; certain religious norms are formalized by the state; and religious and cultural rights are connected with peace and harmony (Ropi, 2017).

Teacher moderation is the procedure through which teachers, often with varying levels of experience and from a variety of grade levels, meet to evaluate student work samples under the Victorian Curriculum Achievement Standards. Student moderation is the process of integrating learning objectives and allowing students to decide for themselves what success looks like. This might be accomplished via the evaluation of (anonymized) student work samples, the use of rubrics for self- or peer assessment, and the joint creation of learning objectives.

Moderation and data walls may be related since they both facilitate meaningful exchanges regarding evidence of student learning. Both moderation and data barriers contribute to the design and implementation of learning and classroom practices. Moderation also contributes to the development of collective efficacy, or instructors' collective capacity to enhance student learning outcomes (McTighe & Wiggins, 2012).

The purpose of moderation is to ensure that choices are consistent, valid, and supported by evidence. Within an improvement cycle, moderation might be used. Before the assessment, it is vital to get an agreement on what constitutes standard accomplishment and to plan the teaching and learning program. As a tool for determining student understanding, monitoring progress, and adjusting a learning

program as needed. Following evaluation, to verify that instructor judgment is consistent and that curriculum requirements are satisfied.

In addition to statistical moderation, consensus moderation, and expert moderation, the factors that support moderating techniques include consensus moderation. Each approach has its merits. In consensus moderation, groups of instructors sometimes hold moderation sessions. Teachers bring to meetings examples of student work from the same activity. The participants in the moderation process then rated all of the student work examples, communicated their ratings with the group, and debated variances in scoring to establish a consensus. Teachers also utilized this to reflect on their practice and discuss instructional consequences.

As required by law in Victoria, Australia, students' schoolwork was moderated by consensus. Adie (2010) observed that participation in the consensus moderating process:

- a. Added greatly-improved teachers' ability for measuring student learning;
- b. Enhanced teachers' capacity to analyze and improve their instruction;
- c. Significantly expanded teachers' access to good ideas for instruction;
- d. Enhanced the quality of learning of pupils;
- e. Affected favorably participants' teaching in non-project sessions; and
- f. Supported, rather than frightened, beginning instructors.

Teachers play a pivotal role to construct and shape educational practices (Day et al., 2006; Franz Coldren & Spillane, 2007; Nespor, 1987). They are not only merely impact knowledge to the students, but are also required to be able to perform well in carrying out their duties. They influence any aspect of students and directly affect the achievement of their students. Teachers in Indonesia, according to the teachers and lecturer's law (UU number 14, 2005<sup>th</sup> years) have been stipulated as professional educators with primary duties to educate, teach, train, and assess, as well as to evaluate the students' progress (Pemerintah Pusat, 2005).

### **Moderation based-learning**

Learning is the process of interaction between instructors and students inside or outside the classroom. Learning is a complicated

process of discovery, cooperation, and inquiry assisted by language. Language is the basic substrate of all communication and the primary tool of cognition.

The term learning is already very familiar in society. Many definitions of learning terms such as learning to read, learn to write, learn to sing, and learn to count. However, that is not enough to define it. Learning is an activity that occurs in all people without knowing the age limit and lasts a lifetime (Abidah et al., 2020).

The primary purpose of moderation operations is to guarantee that the various applications of standards stay within acceptable limitations. With the proper alignment between assessment criteria and learning goals, a set of rubrics and guidelines may be developed for instructors to use in reaching comparable judgments about students' work (Tractenberg, 2021). School-Based Assessment may now be used to evaluate many kids' talents that are difficult to test via exams (SBA). Consequently, the validity of assessments is enhanced since they are assessing what they want to evaluate (Broadfoot et al., 2002). Still, educators, students, and parents are concerned about marking fairness. Teachers are most suited to evaluate the performance of their pupils. They can accurately evaluate the performance of every student in the school on a certain topic. However, when instructors do these assessments, they are not always aware of the Examination and Assessment Authority's performance requirements across all other schools (HKEAA, 2007). Despite training in administering School-Based Assessment (SBA) and even though instructors will evaluate students on the same task and using the same assessment criteria, teachers in one school may be more strict or lenient than teachers at other schools. Additionally, they may use a limited or broader set of markers. To address this, the Examination and Assessment Authority (HKEAA) will conduct a moderation procedure to assure the fairness of School-Based Assessment (SBA). Australia and New Zealand have used techniques of moderation for years. Per the New Zealand Qualifications Authority

In addition, Adie (2010) showed that the proportion of favorable replies grew as instructors gained more experience with moderation, emphasizing the necessity for teachers to have sufficient time to acquire the necessary knowledge and skills to implement this procedure.

The techniques of expert moderation are similar to those of consensus moderation, with the exception that the participants are experts in their respective subjects. For example, professionals in environmental protection may evaluate the quality and depth of the students' work if the course subject is pollution.

## **Method**

This study is ethnographic research that focuses on the cultural patterns and viewpoints of participants in their natural surroundings. Ethnographic designs are qualitative research approaches for documenting, analyzing, and comprehending the common patterns of behavior, beliefs, and language that arise among members of a culture-sharing group. Thus, the researchers may finally characterize, evaluate, and interpret a group's culture in terms of common ideas, activities, and language (Gay et al., 2015). (Gay et al., 2015). Ethnography is a word that relates to the representation of a human being. Ethnography is the documenting of a distinct culture, customs, beliefs, and attitudes based on themes obtained by the use of field notes (Dourish, 2014).

This investigation was performed at one of the Islamic Senior High Schools in Makassar, South Sulawesi, Indonesia. The research topics in this study include students, instructors of English subjects, headmaster, and vice headmaster on curriculum. The researchers acquired the data via observation, interview, take-note, and documentation. The researcher's role is vital and tough as he or she is a planner, organizer, data collector, analyst, translator, and, eventually, the reporter of his or her study (Mulyana, 2006). (Mulyana, 2006). The equipment deployed in this research was a camera to watch direct communication between students and instructors, interview documentation, interviewer procedure, and field notes, all of which have proven crucial in ethnography.

## **Results and Discussions**

Moderation allows students to acquire crucial self-regulation and metacognitive abilities like self-reflection, self-inquiry, and critical questioning.

Students may use moderation:

- a. To establish individual and communal objectives. For example, teachers might invite students to use self-

questioning to reflect on success criteria developed for a lesson, self-evaluate and set their own goals, and then follow this up with a group discussion that invites students to explore the thinking of others, develop critical listening skills and come to consensus about what they want to explore in more detail.

- b. To check for comprehension. For example, a teacher may encourage the class to examine the evaluation criteria and standards from a unit of work and utilize anonymous work examples from another class to discuss and grade the samples.
- c. To check personal development. For example, a teacher can provide students a copy of a formative assessment rubric providing examples of stages along a learning continuum and allow them to connect these to their learning objectives.

## **Discussion**

To find out the students' perceptions of moderation-based instruction in English teaching in MAN 2 Model Makassar, the researcher interviewed the three research respondents and also interviewed the students in the group interview model in the classroom to find out their responses. Before the researcher presents the interview data with the students, the researcher first presents the results of the interview with the teacher respondents as follows:

*"Pesepsi siswa sangat variasi, karena kemampuan setiap siswa berbeda dalam menerima materi, ada yang lambat dan ada yang cepat; umumnya mereka memiliki persepsi yang positif"* (Students' perceptions vary widely because each student's ability is different in receiving the material, some are slow and some are fast but the majority of them have good perception)

Based on the description above regarding indicators of moderation, the researcher divided indicators of moderation into three (3) sections, namely;

### a. Tolerance

Tolerance is one of the indications of moderation. Therefore, throughout the teaching-learning process, instructors must comprehend their students' skills.

Numerous instructors avoid discussing race and racism. It is awkward, may lead to confrontation, and requires abilities that few of us possess. Often, this avoidance stems from a fear of making a linguistic error, seeming racist, or accidentally causing injury.

Social responsibility and collaboration, tolerance, and comprehension diversity are some of the liberal educational goals contained in Finnish curriculum papers, and they play a significant role in the discourse about schools' obligations in civic education.

Education is a national initiative aimed at fostering future citizens. In schools, a process of normalization based on concepts of suitable adulthood and the legal and social rights and responsibilities of people takes place. Historically, schools have been expected to both affirm and replicate social inequalities, as well as to question them (Ireton & Posetti, 2018). Schools thus have a dual purpose. They should impose control and ensure the continuation of hierarchical social relationships, but also serve as places of social transformation and liberation. In a globalized world where neoliberal restructuring of education emphasizes responsibility, choices, and markets, with less regard for equity and social justice, these responsibilities have encountered new obstacles (Arnot & Gordon, 1996).

These contradictory goals are inherent in educational papers from Finland. Below is an excerpt from the comprehensive school's current Curriculum Framework. "The mission of the comprehensive school is to foster the all-round development of its students' personalities, to assist them in acquiring the skills necessary for further study and career selection, and to pave the way for positive social development and cooperation in light of their differences" (Ministry of National Education of the Republic of Indonesia, 2002).

The curriculum paper views the learner as an active agent capable of reflecting on his or her own beliefs and emotions, while other emphases are also discernible. The statement acknowledges the ability to collaborate, yet individuality is vital to the value system (Lahelma, 2004). Students should learn to "understand the reality that individuals are different" and acquire "tolerance, openness, and an interest in many cultural origins, opinions, and languages".

b. Justice

Justice is one item among moderation indicators. Thus, throughout the teaching-learning process, instructors must be mindful of students' capacities.

Many instructors noted that such topics are taken into account when situations that trigger these sorts of debates surface during the lectures. Many of them, though, stressed the lack of time. One instructor felt awful because "we are constantly in a rush to cover the material and to go on." She or he laments that even though there are engaging issues to cover, she or he thinks that she or he does not have enough time.

Distributive justice comprises the concepts that 'ought' to control the allocation of society resources ('good' and 'bad') to people or groups in various social domains (such as the economy, health, and education) (like the economy, health, education). Such concepts arise from societies' moral architecture, wherein standards regarding 'right' and 'wrong' are built up and individuals are educated to tune their conduct appropriately.

Education - a socially constructed and highly valued public resource is a discrete 'sphere of justice' (Sabbagh et al., 2006) wherein particular, but diverse, justice principles direct the allocation of instrumental, relational, and symbolic goods (or penalties) (or punishments). These goods are constantly being distributed by teachers: they test students and grade their performance; they praise or scold them for learning efforts, homework, and class behavior; accordingly, they place them in classes, ability groups, and tracks; and they grant them attention, respect, affection, etc. Students, for their part, judge the 'fairness' of these distributions and as a consequence, believe that they were right - or unjustly - rewarded. Hence, justice (or, in students' parlance, 'fairness') is a key component of students' school experience that has far-reaching ramifications for their real educational prospects, motivation, attitudes, emotions, and actual conduct. Yet, empirical studies into the allocation of various educational resources and the likely influence of 'just' and 'unjust' distribution on students' motivation and conduct are rather sparse.

However, at the school level instructors, as well as administrators and counselors, are endowed with the duty and power of assigning certain instructional resources that represent the core of students' educational experience.



The issue of who will get what sort of educational resources, based on which principles, is thus vital to a broad variety of elements that impact the socioeconomic wellbeing of individuals almost throughout the life cycle (Sabbagh et al., 2006). (Sabbagh et al., 2006). This dilemma is all the more relevant as the educational literature often defines distributional difficulties less in terms of fairness than in terms of efficacy, such as didactic fit, modification of learning speed, and academic accomplishment. Moreover, educational methods rely on resources – public and/or private – allotted based on policy choices (national, municipal, etc.) about who ought to receive what and according to which principles.

c. Balancing

Balancing is one item of moderation signs. Thus, throughout the teaching-learning process, instructors must be mindful of students' capacities. Not only that but also, in teaching-learning instructors must be grasping the content and understand the students' requirements based on curriculum and break them down into syllabi.

Despite making most of the learning choices for students and managing most elements of the learning environment, students still get to make the decision that counts most. They, and they alone, determine whether or not they will learn. Teachers cannot learn for pupils or impose learning on them. In actuality, the balance of power in the classroom favors students. They may make education worthless by not learning (Weimer, 2002). (Weimer, 2002).

Teaching as of date is one the hardest and stress full job and the stress among teachers is a contributor to disease as well as a cause of mental health issues. A study in Warwickshire indicated that 25 percent of head teachers had an alcohol issue. That is startling and raises tons of worry regarding teachers' mental health. It is the instructor in the classroom who inspires, cultivates, and motivates learning. A good work-life balance is highly crucial for a teaching professional to be productive and successful. Work-life balance for teaching professionals has become one of the largest issues in today's society. Teachers' job not only requires their time at the institution but also extends to their home to be prepared for the following day, aside from keeping student records and adhering to numerous institution-related functional needs. Teachers need to work additional hours every day to be efficient and productive in their job so that they may attain

higher levels and tackle the demanding surroundings. When one begins a new job vs when one is approaching retirement comes adjustments in work-life balance. Keeping in mind the importance of quality of work-life balance among teachers in different educational institutions, an idea was conceptualized to study the status of the quality of work-life balance among teachers as this is the high point in research when individuals should be acquainted with the term work-life balance to gain knowledge of productive and balanced attitude towards their all spheres of existence. Considering the status of work-life balance and to find out comparisons among teachers from select educational institutions in Haryana, the present study was carried out with this objective to elucidate different factors affecting the status of quality of work-life balance among teachers, (Lakshmi & Kumar, 2011). (Lakshmi & Kumar, 2011).

## **Conclusion**

Findings from this study show that English teachers always consider a modification in formulating the methods of teaching, the models used, the school environment, the school facilities, the students' parents' economic background, student abilities, and student genders, and cooperation between teachers and school stakeholders all contribute to the success of moderation-based instruction in English teaching.

There are three main factors that Students are free to share their experiences with others, students are enjoying teaching-learning because the students are not under pressure with what they had learned.

Students feel that with the chances given by teachers to explore their idea and experiences with others friends, it this very meaningful to know others. While the students explained their idea and they are experienced them, they used the mother language with the rhythm of the students' culture, which makes other students feel funny and more enjoyable. As we know, in Madrasah many students come from different regions and they have different cultures and rhythms of language.

In addition, students are more enjoyable and free when the teachers explore the materials of English subject with implementation moderate value, because the students always respect others, keep the

local wisdom, they are tolerant. And the students are radicalism in the classroom.

Concerning language training Nazara (2011), underlines that “communication can only be successful when the student is attuned to the social and cultural components of language usage and how they change between his first and second language”. Speaking lessons must be directed by the aspects of conversation as previously discussed and the ways to promote authentic discourse. In other words, to succeed speaking lessons, the utilization of the right approach, fascinating activities, suitable sorts of equipment, and strong motivation are important.

Kaya (2019), perception is the act of understanding and making sensations meaningful. People view the world using their sensory organs. So, there are sensations associated with all of the senses like visual perception or auditory perception. In general, visual perception is the most dominating one in human existence, what they see, what they hear, and what they do. Objects come to mind when visual perceptions are under dispute. Perception of things is partially reliant on learning. A human may name items and specify their functions via learning. However, the fundamental inclination to arrange inputs into objects is the product of an inborn property of human organs and the nervous system as well as learning. This innate skill comprising the perception of items is termed organizer tendencies. The most essential organizing inclinations are connected to the separation of form and ground, grouping, and finishing.

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# The Effect of the Character of Entrepreneurship Principals on Motivation and Their Impact on Teacher Performance

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## ABSTRAK

This research intends to examine the influence of innovative, creative character, principal's commitment on the performance of SMK teachers in Soppeng Regency where teacher motivation is an intervening variable. This study is a quantitative research with a correlational design utilizing the survey technique. The sampling approach is probability sampling with a total sample of 200 participants scattered throughout 10 vocational schools in Soppeng Regency, South Sulawesi, Indonesia. The data analysis approach is structural equation modeling using the Amos 24 program. The findings indicated that the partial hypothesis test that innovative character had no significant influence on teacher performance either directly or indirectly, creative character and commitment had a significant effect on teacher performance either directly or indirectly. Teacher motivation has a substantial influence on teacher performance. Simultaneously inventive, creative, and committed traits have a beneficial and considerable influence on teacher motivation. Innovative, creative character, dedication and motivation of instructors concurrently have a favorable and substantial influence on teacher performance.

Keywords : Character, entrepreneurship, principals, motivation, teacher performance.

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## Introduction

To develop a great education, as the spearhead in the vanguard of the school scope, instructors must display strong performance. Good teacher performance is greatly impacted by the attitude and motivation

of the principal as a leader (Andriani as al., 2018; Farida et al., 2020; Renata et al., 2018; Titin Damayani, Yasir Arafat, 2020) . Principal leadership influences teacher performance, teacher job motivation affects teacher performance (Widodo, 2016) .

Motivation has a crucial part in influencing teacher performance. Motivation is a process that describes the intensity, direction and tenacity of a person to attain his objectives (Robbins & Judge, 2013, p. 236) . Intensity denotes how hard a person strives. High intensity will not yield the required outcomes unless the effort is focused towards a purpose that benefits the company. In other words , motivation must have a directed dimension. Efforts to endure in progressing towards organizational objectives is an effort that must be nurtured. Motivation has a persistence component, which is a measure of how long a person can keep his or her efforts. Motivated people will remain on the work to attain their ambitions.

From the explanation above, it is shown that teacher performance is determined by two factors, namely psychological influence (motivation) and situational influence. The situational influence in this case is the principal's character in playing the role of entrepreneurial competence. Why is this entrepreneurial character important? Because entrepreneurship is not just about creating a business, but how to take advantage of opportunities, take risks beyond security and have the tenacity to push ideas into reality. combine into a particular perspective (Kuratko et al., 2016, p. 45) . These opportunities exist in the school environment. This opportunity must be maximized by the principal, so that innovative, creative and committed characters are needed. According to Sham (2019, p. 3) Entrepreneurs are individuals or groups of people who have character or nature, are creative, innovative, confident, take initiative, have leadership qualities, dare to take risks and like challenges. Therefore, an entrepreneur is a *change creator* who always sees opportunities with confidence.

The results of research by Suyitno et al (2014, p. 62) on the entrepreneurial leadership of vocational school principals in Indonesia concluded that principals whose leadership is based on entrepreneurial leadership values hold entrepreneurial values in school management such as being visionary, creative, innovative, showing schools that are more competitive than other vocational schools. The implication of this research is to be able to compete in this

competitive era by having an innovative, creative and highly committed character.

## **Theoretical basis**

### **Innovative character**

Innovation demands effective organizational leadership and management. At the organizational level inside schools, the principal serves as the change agent. Good leaders will inspire individuals to be more engaged in their job, which will result in the creation of superior ideas. Change requires the imaginative nature of leaders, and change creates the need for leaders. According to Adair (2004), innovation requires effective leadership and management at all organizational levels. Good leaders will encourage employees to be more "hands-on" and enthusiastic in their job, which will result in the production of more innovative ideas. Change necessitates the presence of managerial leaders, and change creates the need for leaders.

Possessing a concept is essential for any person, much less a leader or administrator. But ideas are insufficient if they cannot be implemented or transformed into useful, commercially viable products or services. According to Adair (2004), innovation is more about having new ideas; it is about executing them effectively - transforming ideas into useful, practical, and marketable goods or services. According to research (Ferreira et al., 2018; Hardiansyah et al., 2020; Hernández-Perlines et al., 2019; Lintukangas et al., 2019), innovative capacity positively affects performance.

According to the idea of motivation, two factors influence a person's motivation: internal motivation and extrinsic motivation. This is a theory of motivation that explains why individuals are motivated by the goal itself. Goal setting theory is a motivational theory that explains why some individuals do better than others on work-related activities (Locke & Latham, 2013, p. 1). The notion of goal setting is a motivational theory that explains why some individuals do better tasks than others.

Colquitt, Lepine & Wesson (2019, p. 8) in the Integrative Model of Organizational Behavior explains that motivation as an individual mechanism is directly influenced by individual characteristics such as abilities, personality and culture. Motivation is also directly influenced by group mechanisms such as leader style, leader behavior, leader strength, team processes, team characteristics. Likewise, motivation is



directly influenced by organizational mechanisms, including organizational culture and organizational structure.

The principle is the head of the school community. As a leader, he is naturally anticipated to affect teacher motivation, which affects enhancing teacher performance. Concerning this, Robert House's path-goal theory of leadership states that leader conduct is acceptable to subordinates to the extent that they see it as an immediate source of satisfaction or a step toward future fulfillment. Leader conduct affects the motivation of subordinates when it makes the fulfillment of their needs reliant on successful performance and when it offers the necessary advice, support, and incentives (Rue & Byars, 2009).

### **Creative character**

According to Amabile (1983, p. 32) in his book *The Social Psychology of Creativity* " Creativity is generally defined as the production of novels, useful ideas or problem solutions. It refers to both the process of idea generation or problem solving and the actual idea or solution ". Creativity in general is the existence of a new product, ideas that are useful for solving a problem. Creativity refers to the process of forming ideas or solving problems and implementing those ideas.

Scarborough & Cornwall (2016, p. 98) say " *Creativity is the ability to develop new ideas and to discover new ways of looking at problems and opportunities*. Creativity is the ability to develop new ideas and find new ways of looking at problems and opportunities. It further said that creative thinking is at the core of business skills, and entrepreneurs take the lead in developing and applying those skills.

Research by (Zhao & Guo, 2018) found that creative engagement of leaders is positively related to creative performance of employees; (Sendow et al., 2015) there is an effect of work involvement on employee performance at PT Bangun Wenang Beverages Company Manado. The results of Yakup's research, (2017) show that job involvement has a positive and significant effect on employee job satisfaction. This means that the higher the level of work involvement carried out by employees in the implementation of tasks in community service, the higher the level of employee satisfaction. Job satisfaction is an important aspect of an employee in the organization because with the existence of job satisfaction in an employee at work and will further

stimulate his motivation in every activity to achieve organizational goals.

### **Commitment**

According to Allen & Meyer (1997, p. 11) there are three dimensions of commitment, namely affective, continuance and normative dimensions. Affective commitment refers to employees' emotional attachment, identification, and involvement in the organization. Employees with strong affective commitment continue to work with the organization because they want to do so. Continuity commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary relationship with the organization is based on a continuing commitment remain because they need to. Meanwhile, normative commitment reflects the feeling of obligation to continue the work. Employees with a high level of normative commitment feel that they must remain with the organization.

The results of research conducted by (Andrew, 2017) that commitment (Affective, Normative, Sustainable) is significantly related to organizational performance; (Hidayah & Tobing, 2018) job satisfaction, motivation and organizational commitment simultaneously affect employee performance; (Budur, 2018) organizational commitment affects organizational performance through ethical values; (Loan, 2020) organizational commitment has a positive impact on work performance; organizational commitment has a positive effect on job satisfaction; Job satisfaction has a positive impact on performance when organizational commitment is controlled.

### **Teacher motivation**

According to (Robbins & Judge, 2013, p. 236), motivation is the processes that determine the intensity, direction, and persistence of an individual's effort toward achieving a goal. There are three primary factors to consider: intensity, direction, and perseverance. Intensity describes a person's level of effort. Unless the effort is directed toward a goal that will benefit the organization, high intensity will not produce the desired results. In other words, motivation must contain a directive component. Perseverance in the pursuit of organizational objectives is a trait that must be fostered. Lastly, motivation has a component of

persistence. It is a measurement of how long a person can continue exerting himself. Motivated individuals will remain on the job to reach their objectives.

Based on the theoretical explanation above, it can be concluded that work motivation is an effort that arises from oneself to do work and channel all the skills possessed so that the goals of the organization can be achieved. If someone has high motivation then he will do the work to the maximum and vice versa, if someone does not have the motivation to work then there will be no new things he can do to achieve the organization's targets. Research results by (Aji et al., 2019, p. 150) (Aji et al., 2019, p. 150; Khushk, 2021, p. 219; Muna & Yusuf, 2020, p. 126; Neha Sharma, 2017, p. 10) that motivation has a positive effect on performance.

### **Teacher performance**

It is believed that performance is the result of the relationship between effort, ability, and role perception. As a result of being motivated, effort refers to the amount of physical and/or mental energy an individual expends when performing a task. Ability is a personal trait utilized in performing a job. Perception, role (task) refers to the direction that individuals believe they should direct their work efforts (Byars & Rue, 2011, p. 214)

According to Supardi (2013, p. 54) (2013, p. 54), teacher performance is the capacity of a teacher to carry out learning tasks at school and be accountable for students under his guidance by enhancing student learning achievement. Consequently, the teacher's performance is a condition that demonstrates a teacher's ability to carry out his responsibilities at school and describes the existence of an act exhibited by the teacher during or during learning activities. This study will investigate teacher performance in terms of work quality, work accuracy, work initiative, work ability, and communication (Uno & Lamatenggo, 2014). Based on some of the theoretical reviews above, several hypotheses are proposed as follows:

H1: The principal's innovative character affects teacher performance.

H2: The principal's innovative character affects teacher motivation.

H3: the principal's innovative character affects teacher performance through motivation.

H4: The creative character of the principal affects the teacher's performance

H5: The creative character of the principal affects the teacher's motivation

H6: The principal's creative character affects teacher performance through motivation

H7: The principal's commitment character affects teacher performance

H8: The principal's commitment character affects teacher motivation

H9: The principal's commitment character affects teacher performance through motivation

H10: Innovative, creative character, and principal's commitment affect the motivation of SMK teachers in Soppeng district

H11: Innovative, creative, commitment, and teacher motivation affect the performance of SMK teachers in Soppeng District

## Method

### Research type and design

This type of research is a quantitative research with a correlational research design. The method used is the Survey method.

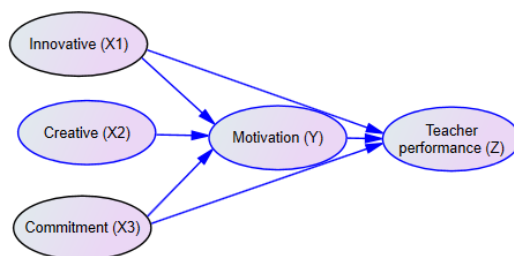


Figure 1. Research design

### Research time and place

This research was conducted from February to May 2021 with the research location, namely the Vocational High School in Soppeng Regency, South Sulawesi, Indonesia.

### Research variable

The principal's innovative character has 3 (three) dimensions, namely: *generating ideas, harvesting ideas and developing and implementing the ideas*. Creative variables have 3 (three) dimensions, namely: *motivation to do the task, skills in the task domain and skills in creative*

*thinking*. The commitment variable has three dimensions, namely affective commitment, continuance commitment and normative commitment . The teacher motivation variable has five dimensions, namely *goal content, goal intensity, magnitude, strength and generality and* the teacher performance variable has five dimensions, namely work quality, work accuracy, initiative at work, work ability and communication.

### **Population and sample**

The population of this research consisted of 410 vocational school instructors in Soppeng Regency, South Sulawesi, Indonesia. The sample consisted of 200 instructors, and the sampling approach used was probability sampling, in which each element (member) of the population had an equal chance of being picked as a member of the sample.

### **Data collection and data analysis techniques**

The data collection technique in this research is a survey using data collection tools, namely questionnaires or questionnaires. The questionnaire is in the form of closed questions/statements given to respondents directly at their respective schools.

Data analysis strategies include descriptive analysis and statistical inferential analysis using SEM (structural equation modeling) analysis. SEM analysis in this work was carried out utilizing a two-step technique (Two-Step Approach ). (Two-Step Approach ). The first step is done by re-specifying a hybrid model or a complete model as a CFA ( Confirmatory Factor Analysis ) model to get an appropriate CFA model of each exogenous and endogenous component. The CFA model may be approved if it has a satisfactory match of the validity and reliability model data (Wijanto, 2008, p. 69) . The second stage of the two step approach is to combine the CFA model from exogenous and endogenous constructs that have been accepted into one overall model (hybrid model) or full model to be estimated and analyzed to see the overall fit of the model and evaluate the structural model to obtain a full acceptable model .

Confirmatory component analysis is meant to test the unidimensionality of a theoretical concept. Confirmatory factor analysis is used to assess whether the indicators comprising the latent variable are significant and legitimate (Ghozali, 2017, p. 341) . The

latent variables that the researcher utilizes in this study are developed based on theoretical principles with many indicators or manifest variables. Confirmatory analysis intends to evaluate whether the indicators and dimensions composing the latent construct are legitimate indicators and dimensions as a measure of the latent construct.

This research consists of 3 (three) exogenous constructs and 2 (two) endogenous constructs. Innovative, creative and committed character variables are exogenous constructs, while the work motivation and teacher performance variables are endogenous constructs where teacher motivation is the intervening variable. The CFA test refers to the model fit criteria contained in the following *Goodness of Fit Index table* :

Table 1.  
*Goodness of fit index*

| No  | <i>Goodness of Fit Index</i> | <i>Cut off value (limit value)</i> | Criteria               |
|-----|------------------------------|------------------------------------|------------------------|
| 1.  | DF                           | > 0                                | <i>Over identified</i> |
| 2.  | <i>Chi-Square</i>            | < .df                              | <i>good fit</i>        |
| 3.  | <i>Probability</i>           | > 0.05                             | <i>good fit</i>        |
| 4.  | CMIN/DF                      | < 2                                | <i>good fit</i>        |
| 5.  | GFI                          | 0.90                               | <i>good fit</i>        |
| 6.  | AGFI                         | 0.90                               | <i>good fit</i>        |
| 7.  | CFI                          | 0.90                               | <i>good fit</i>        |
| 8.  | TLI or NNFI                  | 0.90                               | <i>good fit</i>        |
| 9.  | NFI                          | 0.90                               | <i>good fit</i>        |
| 10. | IFI                          | 0.90                               | <i>good fit</i>        |
| 11. | RMSEA                        | 0.08                               | <i>good fit</i>        |
| 12. | RMR                          | 0.05                               | <i>good fit</i>        |

Source: (Ghozali, 2017, pp. 63–69)

## **Results and Discussion**

### **Research result**

#### **Descriptive statistical analysis results**

The descriptive results above show that on the innovative character variable the highest indicator is found in the second indicator, namely improving existing ideas with an average of 4.04 . Furthermore, the highest average dimension of 3.94 is found in the first dimension, namely the dimension of generating ideas. Overall, the

average innovative character variable is 3.86 which indicates that the respondents' assessment of the innovative character variable is in the good category.

variable is found in the first indicator, namely involvement in work with an average of 4.16. Furthermore, the highest average dimension of 4.09 is found in the first dimension, namely the *Intrinsic motivation to do the task dimension*. Overall, the average creative character variable is 4.00 , which indicates that the respondents' assessment of the creative character variable is in the good category.

In the character variable, the highest indicator commitment is found in the sixth indicator, namely the belief in responsibility for the organization with an average of 4,27 . Furthermore, the highest average dimension of 4.12 is found in the third dimension, namely the dimension of normative commitment. Overall, the average commitment character variable is 3.77 which indicates that the respondents' assessment of the commitment character variable is in the good category.

The variable of teacher motivation with the highest indicator is the first indicator of the level of clarity with specific objectives of 4,47 . Furthermore, the highest average dimension of 4.35 is found in the first dimension, namely the *goal content dimension* . Overall, the average teacher motivation variable is 4.24 which indicates that the respondents' assessment of the teacher motivation variable is included in the very good category.

Highest average is found in the sixth indicator, namely planning teaching with an average of 4.51 . Furthermore , the highest dimension of 4.37 is found in the first dimension and the second dimension , namely the quality of work and accuracy of work . Overall, the average teacher performance variable is 4.20 which indicates that the respondents' assessment of the teacher performance variable is in the very good category.

**Testing SEM assumptions (structural equation modeling)**

| The assumptions that must be met by the SEM model in this study include the normality test, multicollinearity test, and outlier test. Table 2. Data Normality Test Results | Variable  | min       | max   | skew  | cr | kurtosis | cr    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------|-------|----|----------|-------|
| KIN5                                                                                                                                                                       | 2,25<br>0 | 5,00<br>0 | -.325 | 1.874 | -  | -.362    | 1.045 |
| KIN4                                                                                                                                                                       | 2,00<br>0 | 5,00<br>0 | -.201 | 1.159 | -  | -.086    | -.248 |
| KIN3                                                                                                                                                                       | 3.08<br>3 | 5,00<br>0 | -.219 | 1.265 | -  | -.482    | 1.391 |
| KIN2                                                                                                                                                                       | 3.18<br>2 | 5,00<br>0 | -.243 | 1.401 | -  | -1.096   | 3.164 |
| KIN1                                                                                                                                                                       | 3.33<br>3 | 5,00<br>0 | -.243 | 1.404 | -  | -.972    | 2.807 |
| MOT5                                                                                                                                                                       | 2,00<br>0 | 5,00<br>0 | -.331 | 1.912 | -  | .282     | .813  |
| MOT4                                                                                                                                                                       | 2,50<br>0 | 5,00<br>0 | -.108 | -.622 | -  | -.194    | -.560 |
| MOT3                                                                                                                                                                       | 3,00<br>0 | 5,00<br>0 | -.270 | 1,559 | -  | -.240    | -.694 |
| MOT2                                                                                                                                                                       | 2,66<br>7 | 5,00<br>0 | -.301 | 1,740 | -  | -.268    | -.775 |
| MOT1                                                                                                                                                                       | 3.14<br>3 | 5,00<br>0 | -.227 | 1.311 | -  | -.933    | 2,694 |



| The assumptions that must be met by the SEM model in this study include the normality test, multicollinearity test, and outlier test. Table 2. Data Normality Test Results Variable | min       | max       | skew  | cr         | kurtosis | cr         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------|------------|----------|------------|
| KOM1                                                                                                                                                                                | 2,00<br>0 | 5,00<br>0 | -.092 | -.529      | -.525    | -<br>1.515 |
| KOM2                                                                                                                                                                                | 1,66<br>7 | 5,00<br>0 | .122  | .703       | -.030    | -.086      |
| KOM3                                                                                                                                                                                | 2,33<br>3 | 5,00<br>0 | -.376 | -<br>2.173 | -.497    | -<br>1.434 |
| KRE1                                                                                                                                                                                | 2,55<br>6 | 5,00<br>0 | -.340 | -<br>1,965 | -.899    | -<br>2,595 |
| KRE2                                                                                                                                                                                | 1,66<br>7 | 5,00<br>0 | -.346 | -<br>1,995 | -.673    | -<br>1,942 |
| KRE3                                                                                                                                                                                | 2,33<br>3 | 5,00<br>0 | -.222 | -<br>1.283 | -.961    | -<br>2.775 |
| IN1                                                                                                                                                                                 | 2,33<br>3 | 5,00<br>0 | -.321 | -<br>1.856 | -.441    | -<br>1.273 |
| IN2                                                                                                                                                                                 | 2,00<br>0 | 5,00<br>0 | -.230 | -<br>1,327 | -.881    | -<br>2.543 |
| IN3                                                                                                                                                                                 | 1,50<br>0 | 5,00<br>0 | -.251 | -<br>1.446 | -.354    | -<br>1.022 |
| Multivariate                                                                                                                                                                        |           |           |       |            | 43.108   | 8,629      |

Based on the normality assumption test table above, it demonstrates that each variable indicator in this research has a critical

ratio (CR) value of less than  $\pm 2.58$ . Therefore, the variable indicator data showed to be regularly distributed.

Mediation test needs correlation between independent variables. Correlation analysis is used to quantify the strong link between two variables (often more than two variables) using particular scales. To find out the link between The independent factors in this research may be observed from the findings of the table as follows:

Table 3.

*Correlation between Independent Variables*

|            |                     | Innovative | Creative | Commitment | Motivation |
|------------|---------------------|------------|----------|------------|------------|
| Innovative | Pearson Correlation | 1          | .408 **  | .293 **    | .307 **    |
|            | Sig. (2-tailed)     |            | .000     | .000       | .000       |
|            | N                   | 200        | 200      | 200        | 200        |
| Creative   | Pearson Correlation | .408 **    | 1        | .524 **    | .633 **    |
|            | Sig. (2-tailed)     | .000       |          | .000       | .000       |
|            | N                   | 200        | 200      | 200        | 200        |
| Commitment | Pearson Correlation | .293 **    | .524 **  | 1          | .545 **    |
|            | Sig. (2-tailed)     | .000       | .000     |            | .000       |
|            | N                   | 200        | 200      | 200        | 200        |
| Motivation | Pearson Correlation | .307 **    | .633 **  | .545 **    | 1          |
|            | Sig. (2-tailed)     | .000       | .000     | .000       |            |
|            | N                   | 200        | 200      | 200        | 200        |

According to the table of multicollinearity test results, the correlation between variables is less than 0.90. This indicates that no multicollinearity exists between variables.

This study's outliers test is explained by comparing the value of the mahalonobis distance to a chi-square value table with  $df = 21$  (the number of unobserved variables) and an error rate of  $r = 0.001$  ( $21 ; 0.001 = 46,797$ ). The highest value of mahalanobis distance in the table above is 45,341. Based on these criteria, it can be seen that the maximum value of the mahalonobis distance is 45,341, which is less than the chi-square table. Therefore, it can be concluded that the data in this study were free of outliers.

Table 4.  
*Convergent Validity Test Results*

|      | <b>Indicator</b> | <b>Estimate</b> |
|------|------------------|-----------------|
| IN3  | <--- Innovative  | .873            |
| IN2  | <--- Innovative  | .907            |
| IN1  | <--- Innovative  | .759            |
| KRE3 | <--- Creative    | .849            |
| KRE2 | <--- Creative    | .752            |
| KRE1 | <--- Creative    | .679            |
| KOM3 | <--- Commitment  | .689            |
| KOM2 | <--- Commitment  | .691            |
| KOM1 | <--- Commitment  | .913            |
| MOT1 | <--- Motivation  | .777            |
| MOT2 | <--- Motivation  | .772            |
| MOT3 | <--- Motivation  | .763            |
| MOT4 | <--- Motivation  | .694            |
| MOT5 | <--- Motivation  | .620            |
| KIN1 | <--- Performance | .834            |
| KIN2 | <--- Performance | .848            |
| KIN3 | <--- Performance | .644            |
| KIN4 | <--- Performance | <u>.710</u>     |
| KIN5 | <--- Performance | .772            |

The loading factor value (Estimate) for Standardized Regression Weight is greater than 0.5, indicating that the indicator can explain the existing construct.

There are two tests of reliability: Composite (Construct) reliability and Variance extracted. Based on the results of the CR and VE calculations, the following information is provided.

Table 5.  
Square Root Value of AVE

| Variable             | CR    | VE    |
|----------------------|-------|-------|
| Innovative character | 0.885 | 0.720 |
| Creative character   | 0.806 | 0.582 |
| Commitment character | 0.812 | 0.595 |
| Teacher motivation   | 0.848 | 0.530 |
| Teacher performance  | 0.875 | 0.586 |

The results in table 5 above show that the CR value of all variables is > 0.700 and the VE value is > 0.500. Thus it can be concluded that all variables are reliable and feasible.

**Structural equation modeling**

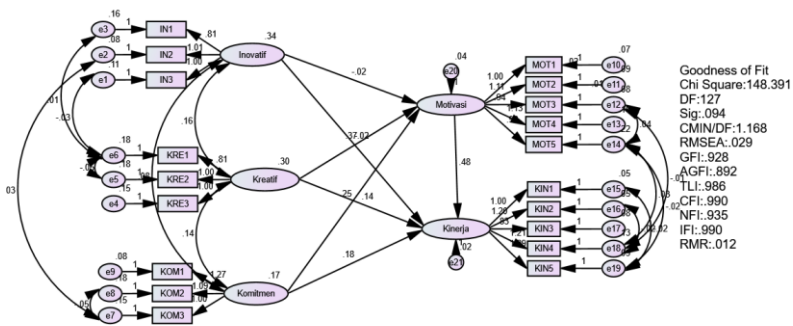


Figure 2. Image of full SEM model

Based on the picture above, several things can be explained as follows:

1) *X<sup>2</sup>- Chi-Square Statistics*

*X<sup>2</sup> chi-square* is 148,391 smaller than the value 154.302. This value indicates that the tested model is accepted in the fit category.

2) *Probability*

The resulting probability value is 0.094, which exceeds the threshold value of 0.05. This value indicates that there is no significant

difference between the data covariance matrix and the estimated covariance matrix, allowing the model to be classified as "fit."

3) *The Minimum Sample of Discrepancy Funtion Divide with Degree of Freedom (CMIN/DF)*

The data depicted in the image above indicate that the CMIN/Df value of the full SEM model used in this study is 1.168, which is less than the cut-off value of 2.00, indicating that the model is accepted in the fit category.

4) *Goodness-of-Fit Index (GFI)*

According to the results of the goodness-of-fit test, the GFI value is 0.928, which exceeds the 0.90 threshold value. This value indicates that the level of suitability of the weighted proportion of the sample covariance matrix as described by the estimated population matrix is acceptable within the fit category.

5) *Adjusted Goodness of Fit Index (AGFI)*

In addition, the AGFI full SEM model value from this study is 0.892, which is less than its 0.90 threshold value. This AGFI value indicates the marginal acceptability of the fit between the weighted proportions of the variance in the sample matrix and the estimated population matrix.

6) *Comparative Fit Index (CFI)*

In this study model, the CFI value is 0.990, which is larger than the cut-off value of 0.90. The number shows that the appropriateness of the index that compares a model to its baseline is approved in the area of "fit."

7) *Tucker Lewis Index (TLI)*

According to the results of the model fit test, the TLI value is 0.986, which is larger than the cutoff value of 0.90. The TLI result shows that the degree of conformance of the incremental index that compares the model to the baseline model is within the acceptable range for the fit category.

8) *Normal Fit Index (NFI)*

This study's entire SEM model has an AGFI value of 0.935%, which is also larger than its 0.90 threshold value. This NFI result suggests that the model requirements are acceptable for the category of fit.

9) *IFI*

The goodness of fit model test results indicate that the IFI value is 0.990, which is larger than the cutoff value of 0.90. The IFI result

shows that the amount of conformance of the incremental index, which compares the model to the baseline model, is within the acceptable range for the fit category.

10) *The ROOT Mean Square Error of Approximation (RMSEA)*

The results also indicate that the RMSEA value is 0.017, which is below the threshold value of 0.080. This number indicates the index accepted by the model that indicates a close model fit based on the degree of freedom in the fit category.

11) *RMR*

The data also reveals that the RMR value is 0.012, which is larger than the cut of value , which is 0.050. This number reflects the index accepted by the model which demonstrates a tight fit of the model based on the degree of freedom in the fit category.

Based on the results of the compatibility test above, it can be stated that this model is practical to utilize.

**Hypothesis test**

The direct effect in SEM analysis is known through the significance value and t-test which are commonly used in regression analysis.

Based on the output of the full SEM model analysis, then a summary of the results of the causal relationship between the variables in this study can be made as shown in table 6 below .

Table 6.  
*Direct Effect*

| Influence |   |   | Coefficient | CR     | P     | Information     |
|-----------|---|---|-------------|--------|-------|-----------------|
| X1        | → | Y | -0.017      | -0.418 | 0.676 | Not significant |
| X2        | → | Y | 0.369       | 6,123  | ***   | Significant     |
| X3        | → | Y | 0.247       | 3,572  | ***   | Significant     |
| X1        | → | Z | -0.017      | -0.557 | 0.577 | Not significant |
| X2        | → | Z | 0.141       | 2,505  | 0.012 | Significant     |
| X3        | → | Z | 0.182       | 3,254  | 0.001 | Significant     |
| Y         | → | Z | 0.480       | 4,736  | ***   | Significant     |

Note: \*\*\* = 0.000 significant at a significance value of 0.01

Based on the summary of the findings of the SEM study on the direct impact, numerous aspects may be described as follows: The critical ratio (CR) value for the effect of the inventive character variable on teacher motivation is 0.418 which is less than the t table value (1.960) and the significance value is  $0.676 > 0.05$  and coefficient value of 0.017 with a negative trend. This suggests that the creative nature has little influence on teacher motivation. Furthermore, the value of the critical ratio (CR) for the effect of the creative character of the principal on teacher motivation of 6.123 larger than the value of t table (1.960) and a significant value of  $0.000 < 0.05$  and a coefficient value of 0.369 with a positive trend. This suggests that creative character influences teacher motivation. Based on the findings of the t test, the character of commitment to motivation has a CR value of 3.572 which is more than t table (1.960) and a significant value of  $0.000 < 0.05$  and a coefficient value of 0.247 with a positive orientation. Thus, the hypothesis which asserts that there is a beneficial influence of principal's commitment on the motivation of SMK teachers in Soppeng Regency, is accepted by the findings of empirical investigation. The critical ratio (CR) value for the effect of creative character characteristics on performance is 0.557 less than the t table value (1.960), the significance value is  $0.577 > 0.05$ , and the coefficient value is 0.017 in a negative direction. Thus, the hypothesis which suggests that there is a favorable impact on the creative character of the principal on the performance of SMK teachers in Soppeng Regency is not accepted. The critical ratio (CR) value for the influence of creative character factors on teacher performance of 2.505 is larger than the value of t table (1.960) and a significance value of  $0.012 < 0.05$  and the coefficient value is 0.141 with a positive trend. Therefore, it can be claimed that there is a favorable impact on the creative character of the principal on the performance of vocational school instructors in Soppeng Regency. The critical ratio (CR) value for the influence of the commitment character on teacher performance is 3.254, which is more than the t table value (1.960) and the significance value is  $0.001 < 0.05$  and the coefficient value is 0.182 in a positive direction. This suggests that the nature of commitment influences teacher performance. The findings of the direct effect on the SEM analysis can be shown that the teacher motivation variable on teacher performance has a CR value of 4.736 which is more than t table (1.960) and a significance value of 0.000 and a coefficient value of 0.480 in a positive direction. Therefore, then the hypothesis which indicates that

there is a beneficial impact of teacher motivation on the performance of vocational school instructors in Soppeng Regency, is accepted.

Indirect influence in this study using the Sobel test which is presented as follows :

Table 7.  
*Indirect Effect (Sobel Test)*

| <b>Connection</b> | <b>t count</b> | <b>t table</b> | <b>Information</b> |
|-------------------|----------------|----------------|--------------------|
| <b>X1 → Y → Z</b> | -0.416         | 1,960          | Not significant    |
| <b>X2 → Y → Z</b> | 3,560          | 1,960          | Significant        |
| <b>X3 → Y → Z</b> | 2,767          | 1,960          | Significant        |

Based on the indirect impact table, it can be observed that the t-value for the influence of the principal's creative character variable on teacher performance via teacher motivation is 0.416 which is less than the t-table value (1.960) and the significance value is  $0.677 > 0.05$  . Therefore, it can be said that the hypothesis which indicates that there is a beneficial impact on the creative character of the principal on teacher performance via the motivation of SMK teachers in Soppeng Regency, is not accepted. Based on the summary of the findings of the Sobel test, the t-count value for the effect of the principal's creative character on teacher performance via teacher motivation is 3.560, which is more than the t-table value (1.960) and the significant value is  $0.000 < 0.05$  . This suggests that creative character influences teacher effectiveness via teacher motivation . Furthermore, the influence of principal's commitment on teacher performance via teacher motivation from the findings of Sobel analysis reveals that the critical ratio (CR) value of 2.767 is larger than the t table value (1.960) and the significance value is  $0.006 < 0.05$  . Thus, the hypothesis which asserts that there is a favorable influence of principal's commitment on teacher performance via the motivation of SMK teachers in Soppeng Regency, is accepted.

Simultaneous testing in this study was used to determine the simultaneous effect of innovative, creative and commitment characters on teacher motivation and the simultaneous effect of innovative, creative, commitment and teacher motivation on teacher performance. Simultaneous test results are presented as follows:

Table 8.



*Simultaneous Effect (Test F)*

| <b>Simultaneous Effect</b> | <b>F count</b> | <b>F table</b> | <b>R Square</b> | <b>Information</b> |
|----------------------------|----------------|----------------|-----------------|--------------------|
| X1, X2, X3 → Y             | 111,722        | 2,650          | 0.631           | Significant        |
| X1, X2, X3, Y → Z          | 183,393        | 2,147          | 0.790           | Significant        |

According to the findings of the SEM analysis of the simultaneous impact table, the computed F value for the influence of the variables inventive character, creative character, and commitment character on teacher motivation is more than the value of F table, which is 111,722. (2,650). Therefore, it can be claimed that inventive character, creative character, and commitment character all impact teacher motivation simultaneously. The r square score of 0.631 indicates that the inventive, creative, and committed nature of the principal influences the motivation of teachers by 63.1%, while the remaining 26.9% is impacted by other variables.

Based on the simultaneous impact, the computed F value for the influence of inventive, creative, commitment, and teacher motivation factors on teacher performance is 183.393, which is more than the value of F table (2.417). Therefore, it may be claimed that inventive, creative, commitment, and instructor motivation all impact teacher performance simultaneously. The conclusion was that the hypothesis stating that inventive, creative, commitment, and teacher motivation have a beneficial impact on the performance of SMK instructors in Soppeng Regency is supported. The r square value of 0.79 indicates that the imaginative, creative character, the dedication of the principal, and teacher motivation impact teacher performance by 79.0 percent, while the remaining 21.0 percent is affected by other variables.

## **Discussion**

Based on the results of testing the hypothesis that the innovative character has no significant effect on teacher performance either directly or indirectly as well as the principal's innovative character on teacher motivation. These results indicate that the principal's innovative character does not have a positive and significant effect on increasing teacher motivation and performance. Support for other variables is needed to improve teacher performance. According to Adair (2004, p. 51) in innovative organizations, managers must limit

their instincts to control everything. Control is an important function of leadership or management, but must be exercised with skill and sensitivity. Thus, principals to apply concepts, ideas or ideas need to have skills in the task domain (*skills in the task domain*). The skill is how the principal has *factual knowledge* related to facts, principles, opinions about various problems in carrying out tasks to solve problems. This skill is in the creative character of the principal.

Likewise, the innovative character has no significant effect on teacher motivation. For this reason, it is necessary to relate why people are motivated to do something. This is where goal setting theory is important. Goal setting theory is a motivational theory that explains what causes some people to do better jobs than others. Locke & Latham (2013, p. 4) say that *the goal itself is the primary source of a person's motivation*. This is related to what Sa'ud (2015, p. 63) explains that one of the strategies for implementing innovation is a facilitative strategy, meaning that to achieve the goals of social change that has been determined, the provision of facilities is prioritized so that the social change program will run easily and smoothly. . Furthermore, it is said that this strategy can be implemented properly if the client/teacher knows the problem at hand and realizes the need to find a target for change (goal).

Related to the views mentioned above, it is associated with the insignificance of the innovative character to motivation, it is possible because the ideas or ideas of the principal are weak in their application, due to the support of facilities, inadequate infrastructure. A good concept but not supported by infrastructure in its implementation will be less than optimal, especially if the goals to be achieved are not clear to the teacher.

The results of this study do not support the results of research by (Ferreira et al., 2018; Hardiansyah et al., 2020; Hernández-Perlina et al., 2019; Lintukangas et al., 2019) ; that there is a positive influence of innovation ability on performance. On the other hand, the results of this study are in line with research findings (Puryantini et al., 2017; Rofiaty et al., 2016) ; innovation does not affect organizational performance; (Indajang et al., 2020) ; The influence of organizational culture (one indicator is innovation) is not significant on teacher performance).

The principal's creative character in this study was built by three dimensions, namely (1) *intrinsic motivation to do the task* ; (2) *Skills in the*

*task domain* ; and (3) *Skills in creative thinking* . The results of this study are in line with research (Zhao & Guo, 2019) that the creative involvement of leaders is positively related to the creative performance of employees. The higher the value of the principal's creative character, the higher the teacher's performance, and vice versa, the lower the principal's creative character, the lower the teacher's performance. Therefore, if you want to improve teacher performance, the steps that can be taken by policy makers is how to optimize the creativity of the principal. Principals who involve themselves in work, not only ordering , will have an impact on teacher performance. Principals who have more curiosity will have a positive impact on teacher performance. Likewise, principals who enjoy the work they are doing will certainly provide positive energy for teachers. Leader attributes, specific behaviors, and psychological states can be transmitted from the leader level to the employee level in the organization (Ambrose et al., 2013) ; such as the leader's creativity *self-efficacy* (Huang et al., 2016) ; (Huang et al., 2016) work engagement (Ten Brummelhuis et al., 2014)

The principal's commitment character in this study was built by three dimensions, namely: (1) affective commitment; (2) continuance commitments; and (3) normative commitment. In the dimension of affective commitment built by indicators, 1 ) trust in the organization, 2) proud to be part of the organization, 3) willingness to contribute energy and thoughts to organizational goals. Furthermore, the dimension of continuance commitment is built by indicators, 4) losses if leaving the organization, 5) willingness to maintain themselves in the organization. Meanwhile, the normative commitment dimension is constructed by indicators, 6) belief in responsibility to the organization, 7) obligation to the organization.

According to the summary of the results of the SEM analysis on the direct effect, the critical ratio (CR) value for the influence of the commitment character variable on teacher performance is 3,254, which is greater than the t table value (1,960), the significance value is 0.001 0.05, and the coefficient value has a positive sign. This indicates that the kind of commitment influences teacher performance.

This study's findings are consistent with studies (Andrew, 2017; Budur, 2018; Loan, 2020) that demonstrates a substantial relationship between dedication and performance. Meyer et al. (1993) discovered, in explaining the link between organizational commitment and

performance, that personnel with greater organizational commitment had higher performance expectations, which turned out to be matched by higher actual performance. Principals with a high level of dedication tend to believe they can handle a greater workload. Dedicated principals do their duties more effectively than those who are less committed because they actively engage and consider the task at hand.

The latent variable of teacher motivation in this study was constructed by five dimensions, namely: (1) *goal content* ; (2) *goal intensity* ; (3) *magnitude* ; (4) *strength* ; (5) *generality*. In the dimension of *goal content* , the indicators are constructed by : 1 ) *Goal specificity/clarity* level of accuracy (clarity) with specific objectives, 2) *Goal difficulty* is the level of difficulty of the goal to be achieved. In the dimension of goal intensity constructed by indicators: 3) *goal intensity/persistence* (level of intensity how to achieve goals), 4) *goal commitment*, the level of commitment to achieve goals. The *magnitude* dimension is constructed by indicators: 5) individual's belief in his ability to the level of task difficulty, 6) behavior selection based on the obstacle or level of difficulty of a task or activity. On the dimension of *strength* constructed by indicators, 7) The level of strength of individual beliefs or expectations of their abilities. While the *generality dimension* is built by indicators, 8) individual beliefs about their ability to carry out tasks in various activities.

From the results of the hypothesis test the direct influence of motivation on the performance of SMK teachers in Soppeng Regency shows a *critical ratio value* of  $4.736 > t$  table 1.960 and a significance value of 0.000 less than 0.05 with a positive direction coefficient value. This indicates that the higher the latent variable of teacher motivation, the better the teacher's performance.

The results of this study are in line with research (Aji et al., 2019, p. 150; Khushk, 2021, p. 219; Muna & Yusuf, 2020, p. 126; Sharma & Sharma, 2017, p. 10) that motivation has a positive effect on performance. Regarding performance according to Purcell, J et al (2003) is a function of *ability + motivation + opportunity* (Armstrong, 2006, p. 131) . Thus performance is determined by how the individual's ability, how motivated the individual is and how much opportunity there is in him. Seeing the results of this study that motivation affects teacher performance at SMK Soppeng Regency with the manifest *self-efficacy variable* as the largest contribution to the latent variable of motivation,

it is in line with the opinion (Stajkovic & Luthans, 1998, pp. 240–261) that the strength of motivation with performance effects. The strongest is self-efficacy/competence, because people who feel confident from within tend to outperform those who doubt their abilities.

The results of this study are in line with the research of Amanda & Suryono (2018, p. 212) ; the higher the teacher's *self-efficacy* , the higher the teacher's performance, Berliana & Arsanti (2018, p. 158) ; The greater the *self-efficacy* possessed by a teacher in the learning and teaching process, the greater the performance that will be generated.

### **Conclusions**

Based on the proposed research hypothesis, several research conclusions were obtained as follows:

1. The principal's innovative character has no significant effect on teacher performance, either directly or indirectly.
2. The creative character of the principal has a significant effect on teacher performance, either directly or indirectly.
3. The principal's commitment character has a significant effect on teacher performance, either directly or indirectly.
4. Teacher motivation affects teacher performance.
5. Innovative, creative, and committed characters have a positive and significant effect simultaneously on teacher motivation.
6. Innovative, creative, commitment, and teacher motivation have a positive and significant effect simultaneously on teacher performance.

### **Suggestion**

Based on the conclusions of the research above, some suggestions can be made as follows:

1. To build an innovative character, the principal should sort out ideas/ideas, evaluate them for further implementation.
2. It is expected that the principals of SMK in Soppeng Regency, South Sulawesi, Indonesia, are expected to maintain active involvement in work and improve skills in task dimensions such as factual knowledge regarding facts, principles, opinions about various problems in carrying out tasks to solve problems. In addition, the principal should improve technical skills in solving problems at school.

3. To maintain the level of commitment of the principal in the school, it is expected to maintain the belief in responsibility for the organization, obligations to the school organization and put the interests of the school above personal interests.
4. To maintain and increase teacher motivation, the principal should maintain clarity of each goal to be achieved, increase teacher persistence and continue to increase teacher confidence in their ability to carry out tasks in various activities.
5. Teacher performance is a variable that is influenced by the variables of motivation and innovative, creative and commitment character. Therefore, to improve teacher performance, principals should trigger, stimulate, improve and maintain teacher motivation. Teachers who have been motivated ultimately have a positive impact on their performance.

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# Implementation of the Policy on Creating Shared Value (CSV) for Community Development Programs in Seko, Luwu Regency

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## ABSTRACT

This study aims to measure the implementation of the policy of creating shared value (CSV). The research approach is descriptive quantitative with non-probability sampling technique, the determination of the sample by purposive sampling is the determination of the sample with certain considerations as many as 95 respondents who are involved in three CSV community development programs in Seko Luwu Regency. The results of the study show that the current MSME development and assistance program is assessed by the community from the aspect so far the highest program impact is 32%, program actors are 24%, program conditions are 22%, and program implementation is 21%. Currently, the community assesses the aspect of program actors by 34%, program conditions by 28%, program implementation by 23%, and program impact by 16%. The herbal-based community-based health business program (UKBM) currently assesses the community from the aspect of program conditions 38%, program implementation 27%, program actors 20%, and program impact 16%.

Keywords: Implementation, Public Policy, Creating Shared Value (CSV).

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## Introduction

Corporate Social Responsibility (CSR) is the commitment of businesses or the business sector to contribute to sustainable economic development by concentrating on corporate social responsibility and a balance of attention to the economic, social, and environmental elements of a region (Yulia K. W, 2018, p. 260). Several laws and regulations govern the implementation of CSR in Indonesia, including Law Number 40 of 2007 regulating Limited Liability Companies (UUPT), which covers Corporate Social Responsibility (CSR). Corporate Societal Responsibility (CSR) is a company strategy that stresses the incorporation of social issues and requirements into the

development of a sustainable corporate strategy. CSV is a notion that demands businesses to perform a dual role in creating shared economic value and social value, without either being favored or excluded, but constantly working in concert to ensure firm sustainability (Pg. 262 ). Other considerations demonstrate (Fitrianti, 2017, p. 2) that commercial institutions and community social welfare are interconnected.

The implementation of Corporate Social Responsibility (CSR) is different from CSV which generally focuses on reputation and/or success. The CSV concept places the community including the company's stakeholders (suppliers) as partners, fellow "subjects". While the concept of CSR tends to place stakeholders as "objects". CSV is not the same as CSR even though both have the same foundation, namely doing well by doing good. The main difference between the two is that CSR talks about responsibility, while Corporate Social Responsibility (CSR) is already in the creation of a shared value proposition or creating value (Manan, A, 2021, p. 114). In principle, the design of the CSV is a combination of three components. First, social needs or certain economic, social and environmental needs faced by the community. Both business opportunities and challenges or business opportunities and challenges that arise from these needs. And thirdly, corporate assets and expertise or assets and expertise owned by companies that can be utilized to realize the community's needs become business opportunities (Susetio, & Jalal, 2019, p. 433).

A very important policy implication that can be recommended to increase the success of the CSV program is to consider the importance of the community development resource profile and strategy. The greater the contribution of the selected commodity to the community's household income sources, the higher the success rate of the CSV program will be. This is because the important value of these commodities will be even greater for the community, especially in developing people's living standards (Rofi, 2021, p. 174). Sustainable development requires qualified human resources. In addition to the development of adequate infrastructure for the community, it is not merely a complement, but participation in the development of the schools themselves that are included in the Bastem District of Luwu Regency needs to be an important concern in the implementation of CSV by the local government (Sungkono, 2015, p. 2).

Creating Shared Value (CSV), places more emphasis on the importance of including social problems and needs in designing company strategies and coordinating with local governments. Policies and practices of the business world must also be able to increase competitiveness, as well as promote the economic and social conditions of the communities in which they operate, taking into account the conditions of the community. As a form of commitment, PT Masmindo Dwie Area has a mission to transform natural resources into prosperity and sustainable development and to provide communities in Seko, Luwu Regency, to participate in implementing CSR. In carrying out its social responsibility PT. Masmindo, through various programs, has carried out efforts to support the government in overcoming social and environmental problems around employment issues, the household economy cycle. The social and environmental programs that have been run by PT. Masmindo is the main mission of the company and local government in changing the perspective of the people who have wanted to depend on the company for their life, through CSR funds, it is hoped that the community will be able to independently develop skills.

Various programs carried out by PT. Masmindo to support community development are as follows: Agriculture, fisheries and livestock programs, environmentally friendly healthy, program for developing superior products based on SMEs, Management of Non-B3 Waste into organic fertilizer, Herbal-based UKBM program sustainably and systematically. Through these programs, PT Masmindo has carried out sustainable capacity development and institutional strengthening targeting community needs and market access, developing quality and competitive advantages of business products as an effort to support the economic revival of local communities' households, supporting facilities and infrastructure to support program implementation. has been distributed to all program actors from various programs that have been implemented, collaboration and synergy between departments and institutions outside the company to fulfill the sustainable food product value chain as a step by the company in implementing the company's CSV to develop local communities.

Community development (Rahmadani, Raharjo, & Resnawaty, 2018, p. 206) development refers to efforts to increase people's knowledge and skills, so that the socio-economic conditions of the

community can improve from before. Community development can be carried out through the form of joint activities/businesses with each other both in a planned manner to improve the welfare and quality of human life. An independent community involved in the form of participation means opening up space and capacity to develop local potential, both local natural resources and community quality through strengthening skills, controlling the environment and its resources together and in a structured manner, solving problems independently involving all components and being transparent, and participate in determining the process of participation in regional development. The community participates in the development process and government both directly and through institutions.

Implementation of CSV policies, alignment of local governments with communities who have responsibility for profit, but are also responsible for improving the welfare of the surrounding community (people) and environmental sustainability (planet) (Ashari, Puspaningtyas, & Firaldy, 2021, p. 104 ). development program. CSV policy development has three stages, namely. First, looking back at the needs, products and consumers by doing 2 things, namely designing products and services to meet social needs and opening new markets by serving the needs of marginalized or underserved communities; the second stage, redefining productivity in the value chain by changing practices in the company's value chain to increase productivity through optimal utilization of resources, employees and partners; the third stage, activating the development of local clusters through improving existing skills, supporting existing institutions in the community where the company operates to increase productivity, innovation and community economic growth towards independence and socio-economic adaptation (Fitrianti, 2017, p. 5).

So far the local government's commitment to CSV has seen in several aspects, firstly the application of corporate governance principles that are aligned with the applicable legal system, rules or values, secondly, strengthening the competence of human resources both physically, mentally, intellectually and in action in order to facilitate relevant stakeholders in fostering knowledge, experience, skills, mental attitudes and industrial behavior to participate in, third Strengthening integrated community institutions to increase innovation and creativity, as well as providing incentives in supporting programs for stakeholders at the village, sub-district and

district levels, fourth Community empowerment to provide added value to people's lives related to the development of human resources, healthy communities, improvement of living standards and environmental sustainability, and the fifth Partnership involving various parties, both the government, regional governments, le non-governmental organizations, and local communities is a process of building communication or relationships, synergies, sharing ideas, information, and resources on the basis of mutual trust and mutual benefit between the parties who partner to achieve common goals.

Community empowerment activities carried out by the company towards community groups have more or less made changes and implications for people's lives, with this being able to provide positive things, both socially, culturally, and economically. Besides that, broad family empowerment provides changes, towards improving community welfare in the form of changes in the household economy of residents. This shows that the existence of an empowerment organization through corporate collaboration has a positive influence on community change (Sumanti, 2020, p. 4).

Previous research on the implementation of policies on the implementation of Corporate Social Responsibility (CSR) in community development research results (Zikrullah, Nuringwahyu, & Hardati, 2020, p. 454) reveals that the effectiveness of CSR is the basis for companies and local governments in developing the local community's economy as a form of accountability towards society to create a sustainable economy. Another study conducted by (Imroah, 2018, p. 1) explains that the implementation of the CSV program has a very large impact on changes in regional conditions in infrastructure and the pattern of people's economic life. Another study conducted by (Setiawan, 2017, p. 4) shows that with CSV the expectations of regional development with improving the quality of life of the community are directly proportional in terms of performance, time, to improving the quality of human resources.

## **Method**

The study was done in January 2022 in the Luwu Regency. The research approach is descriptive quantitative with the Non-Probability Sampling technique, and the determination of the sample by purposive sampling is the determination of the sample with certain considerations (Sugiyono, 2016). As many as 95 respondents who are



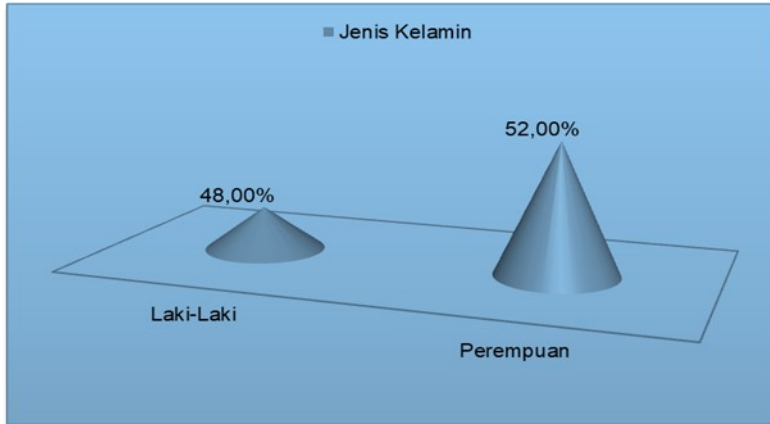
involved in community empowerment programs, including MSME development and mentoring program, Agriculture, Livestock, Environmentally Friendly Healthy Fisheries program (P3SRLB), and herbal-based community health program, were surveyed (UKBM Herbal) Secondary data gathering is a method (library research) that utilizes the literature of books, regulations, journals, and relevant research papers. Primary data collection involves observation and organized interview procedures led by questionnaires asked to respondents. Interviews were used to measure respondents' attitudes, perceptions, behaviors, and opinions, which were then analyzed using statistical figures and presented in the form of percentages based on three variables: economic needs, opportunities and challenges of the community, assets, and community expertise.

## **Results and Discussion**

Corporate Social Responsibility (CSR) is a type of commitment by a company or business world to contribute to the sustainable growth of a community's economy by focusing on economic, social, and environmental issues in a balanced manner. Research on the implementation of Corporate Social Responsibility (CSR) policies for community development programs in Seko, Luwu Regency, is an example of the companies' responsiveness to community development in terms of economic needs, opportunities and challenges of the community, community assets and expertise.

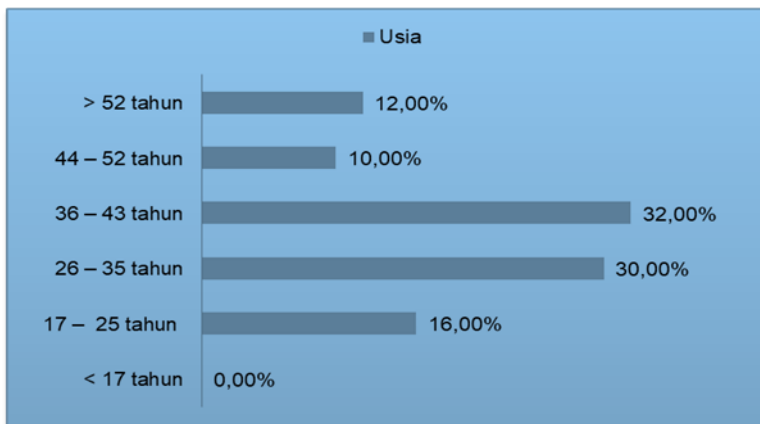
## **Respondent Profile**

In this study, the number of respondents who gave answers to the questionnaire given was 95 people where the respondents were program implementers involved in the development and assistance program of MSMEs, Agriculture, Livestock, Environmentally Friendly Healthy Fisheries (P3SRLB) programs, and community-based health business programs. herbs (UKBM Herbs). The characteristics of respondents based on gender, age, education can be seen in the following figure.



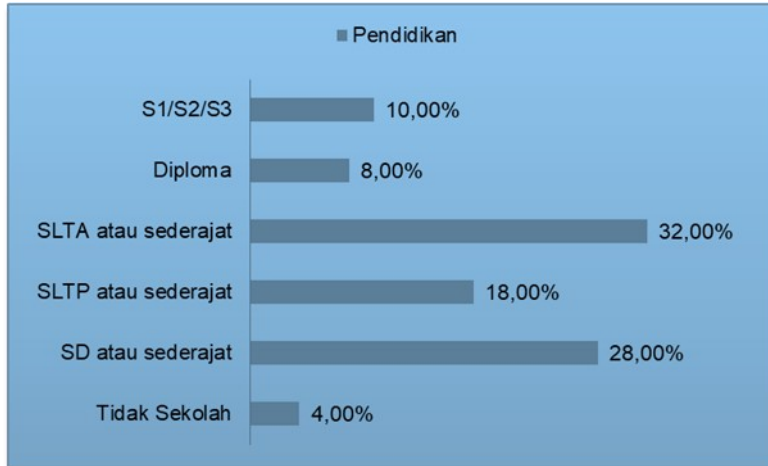
Picture 1 Respondents by Gender

Picture 1. shows that female respondents are 52.00% more than male respondents, which are only 48.00%.



Picture 2 Respondents by Age

In Picture 2. Shows that respondents based on age in order, from the largest to the smallest are ages between 36-43 years by 32.00% of respondents, then ages between 26-35 years by 30.00% of respondents, then ages between 17 -25 years of 16.00% of respondents, and ages between 44-52 years of 10.00% of respondents



Picture 3 Respondents Based on Education

In Picture 3. Shows that respondents based on education level in order from the largest to the smallest, namely high school education or the equivalent of 32.00% of respondents, then elementary education or equivalent is 28.00% of respondents, then junior high school education is equivalent to 28.00 % of respondents, then S1/S2/S3 education is 10.00% of respondents, and diploma education is 8.00% of respondents.

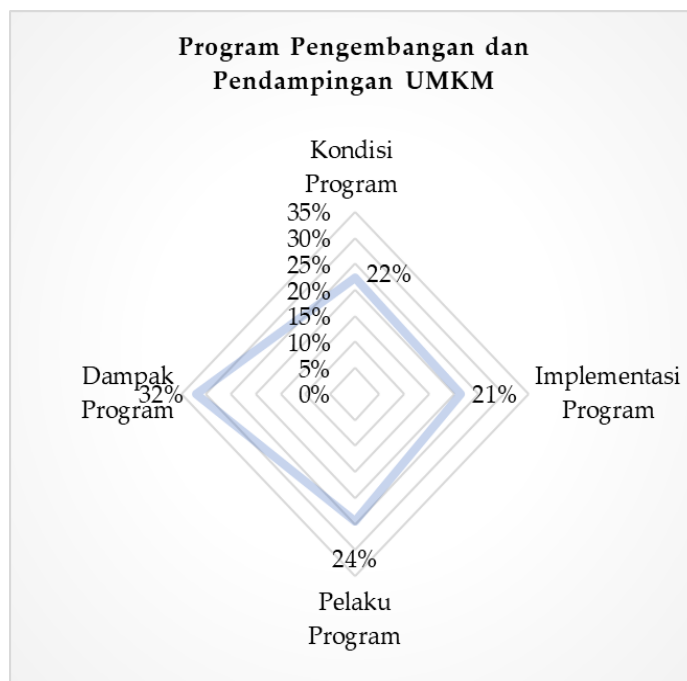
### **Implementation of Creating Shared Value (CSV)**

Implementation of Creating Shared Value (CSV) is data and information about the responsiveness of program actors obtained from the results of quantitative and qualitative measurements of people's opinions in obtaining the benefits of development with the various programs carried out originating from Corporate Social Responsibility (CSR) which consists of the program development and mentoring of MSMEs, programs for Agriculture, Livestock, Healthy Environmentally Friendly Fisheries (P3SRLB), and herbal-based community health business programs (UKBM Herbal) in Seko, Luwu Regency, are as follows below.

### **MSME Development and Assistance Program**

The program for developing and assisting MSMEs based on rural community superior commodities is one of the economic-based programs in supporting the success of the goal of implementing Creating Shared Value (CSV) to accelerate changes in the lifestyle of the Seko community, Luwu Regency. This program can also encourage

the creation of added value for small and medium enterprises (SMEs), and job opportunities for the local community. One of the objectives of the MSME development and mentoring program is to provide support for increasing the capacity and skills of MSME actors, market access, added value for village superior commodities through agro-industry and product diversification and support for institutional strengthening based on a sustainable economy. Various activities to increase the capacity of MSME actors and institutional strengthening have been carried out in the Luwu district seko in the empowerment area, including: Training on SME Management and Time Management in the implementation of household businesses; SME Institutional Strengthening Training; Training on types and materials of household product packaging; Training on Building Relationships and Business Networks at the local level; Communication Skill training for SMEs, Leadership and Team Work Building; Assistance, Work Study and Business Development Consultation for SME work; Establishment of a strong and stable and sustainable business model; and the establishment of community-based Sharia Microfinance Institutions (LKMS). To see the community's assessment of the implementation of CSV on the MSME development and assistance program, as follows.



Picture 4 MSME Development and Assistance Program

In Picture 4. Explains that the implementation of the Creating Shared Value (CSV) policy in the MSME development and assistance program so far, the community assesses that those involved in the program are 32% of the impact of the program, 24% of program actors, 22% of program condition assessment, and assessment of program implementation by 21%. The implementation of the MSME development and mentoring program is still standard with the assumption that the community has not been fully affiliated, only part of the community is affected by the program. The data above can be interpreted that the assessment aspect of the implementation of the community involved in the program is low on the implementation of Creating Shared Value (CSV) in the MSME development and assistance program.

The results of research conducted by (Sambuaga, 2020, p. 181) Using Economic Value Added as a Criteria in the Application of Creating Shared Value explains that, there is a positive correlation between the application of Creating Shared Value and the value of Economic Value Added in the community empowerment process. This is also indicated by companies that have positive Economic Value Added values tend to implement Creating Shared Value as a form of corporate strategy in synergizing with local governments to improve people's lives.

Paying attention to the implementation process of Creating Shared Value (CSV) is very important in people's lives as a form of responsiveness of companies and local governments. Research conducted by (Busori, & Sulisty, 2015, p. 1) Implementation of Badak LNG's Creating Shared Value in the Welder Capacity Building Program in Bontang City, explains that the local government of Bontang Regency is committed to as much as possible involve the local community in activities companies with community empowerment methods through forms of self-reliance programs. Therefore, the company feels the need to increase the capacity of the Bontang community so that they can fill positions in the company committed to synergizing, one of which is the need for welders. In addition, Badak LNG's creating shared value approach has not only succeeded in overcoming social problems in the form of the difficulty of the community's economic process, it also plays a role in providing a form of sustainable program, but at the same time also solves company problems in the form of guaranteeing the availability of welders who

meet oil and gas standards in the company. From the welder's perspective, there is an increase in the quality of the welding results (output) produced with the involvement of the community.

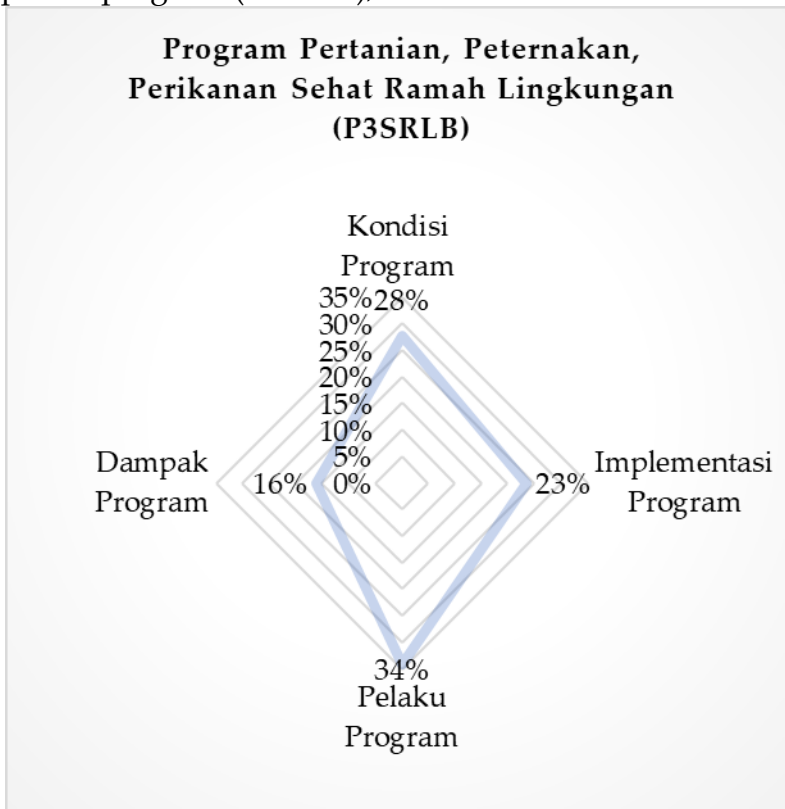
In addition to the implementation of Creating Shared Value (CSV), the impact of the program and program actors must be an important concern in the empowerment process as research conducted by (Chairunnisa, 2013, p. 1) a study of strategies and local community responses to corporate social responsibility of PT. Holcim Indonesia in the tuban area explained that the CSR strategy of PT. Holcim Indonesia uses a form of sustainable development strategy for empowering communities around (sustainable development) rooted in the triple bottom line, in addition to pursuing profit (profit), the company must pay attention to the environment (planet) of the affected community and be involved in fulfilling community welfare (people). PT. Holcim Indonesia in the Tuban area is a group of companies that affirm the form of PAD against the government implementing CSR strategies, namely ethical theories, CSR is implemented, as part of the company's ethical obligations to the region and all levels of local society.

### **Environmentally Friendly Healthy Agriculture, Livestock, Fishery Program (P3SRLB)**

The environmentally friendly healthy agriculture, animal husbandry and fishery development program (P3SRLB) is a program to encourage increased access to the basic needs of the community in healthy Seko, increase economic value and are environmentally friendly. This program can support the development of superior commodities in the Seko area of Luwu Regency based on agriculture, animal husbandry and fisheries. Implementation of environmentally friendly sustainable agriculture, animal husbandry and fisheries programs with a management model that seeks the intake of organic materials or compost from local nature, as a nutrient supply so that the dynamic balance of environmental and community ecosystems can be maintained, because the use of intake from inorganic materials has been avoided. use so far.

To encourage the implementation of this program, so that the community can independently farm, raise livestock and raise fish organically, various community capacity building activities are carried out, including for the implementation of other SRI Organic agricultural programs, such as: training to make compost and local microorganisms

(MoL); Mole Electrical Conductivity Test Practice for plants; Local Bernas Seed Test Training; Practice of the Milky Mentik Paddy Seed Nursery and Organic SRI Rice Seedling Nursery Age 7 DAS; Practice of Organic SRI Rice Planting Meanwhile for community capacity building activities, for the implementation of Herbal-Based UKBM programs, such as: Basic herbal training; Introduction of types of herbal plants; Healthy and environmentally friendly cultivation practices of medicinal plants; Training on making simplicia and processing herbal medicinal plants; Introduction of disease and herbal treatment; Introduction to herbal medicine and healthy home entrepreneurship; and local community-based herbal Posyandu. To see the community's assessment of the implementation of CSV on the environmentally friendly healthy agriculture, livestock and fisheries development program (P3SRLB), as follows.



Picture 5 Environmentally Friendly Healthy Agriculture, Livestock, Fishery Development Program (P3SRLB)

In Picture 5. Shows that the implementation of the Creating Shared Value (CSV) policy in the Environmentally Friendly Healthy

Agriculture, Livestock and Fisheries Development Program (P3SRLB), the community has assessed that so far, especially those involved in a program of Environmentally Friendly Agriculture, Livestock, Healthy Fishery Development Program (P3SRLB) is still normative, based on the data found in the research, namely aspects of program actors by 34%, aspects of program implementation by 23%, aspects of program conditions by 28%, and aspects of program impacts by 16%. So far, the implementation of Creating Shared Value (CSV), especially in the Environmentally Friendly Healthy Agriculture, Livestock, Fisheries Development Program (P3SRLB) with the assumption that this program field still has various obstacles, including the community so far has not been able to carefully manage the form of herbal agriculture, the article is management management. The main obstacle is the lack of land, containers, and community understanding which is the basic problem of the ineffectiveness of the Environmentally Friendly Healthy Agriculture, Livestock and Fisheries (P3SRLB) program.

Important attention in the implementation of Creating Shared Value (CSV) for community empowerment responsiveness, as research conducted by (Hasibuan, 2019, p. 1) Implementation of the CSR Program of PT. SMA in Improving the Regional Economy (Case Study of South Labuhan Batu Regency) revealed that paying attention to the implementation of Creating Shared Value (CSV) is very important for PT. Supra Matra Abadi (SMA), implements its CSR program by conducting outreach to the community within the company's environment to know what the community wants and identify the progress of the program that has been provided. With this, the company carries out step by step efforts to improve the economy of the community around the company, in synergy with the local government. Through the process of identifying, establishing and maintaining the relationship between the company and the community, which determines the success or failure of public relations in carrying out its CSR programs to improve the economy of the local community.

The implementation of Creating Shared Value (CSV) in the empowerment process is very important, as the results of research (Aditya, Gustiawan, & Drikarsa, 2022, p. 1) Implementation of Pineapple Cultivation Innovation by the Mekarsari Maju Farmers Group in Sarireja Village, revealed that to implement the program the responsibility Good corporate social responsibility must include



various stages, namely planning, implementation, evaluation, and publication. At the innovation stage, this program has carried out three innovations in the form of expanding agricultural land by utilizing critical land to productive land for the community to participate in the agricultural process as much as possible, in addition to using new technology, to increase agricultural yields with cropping schemes and fertilization methods will make it easier for the community. in the agricultural process, and create efficiency in agricultural activities, with diversification of processing and the establishment of community and regional-based social entrepreneurship institutions.

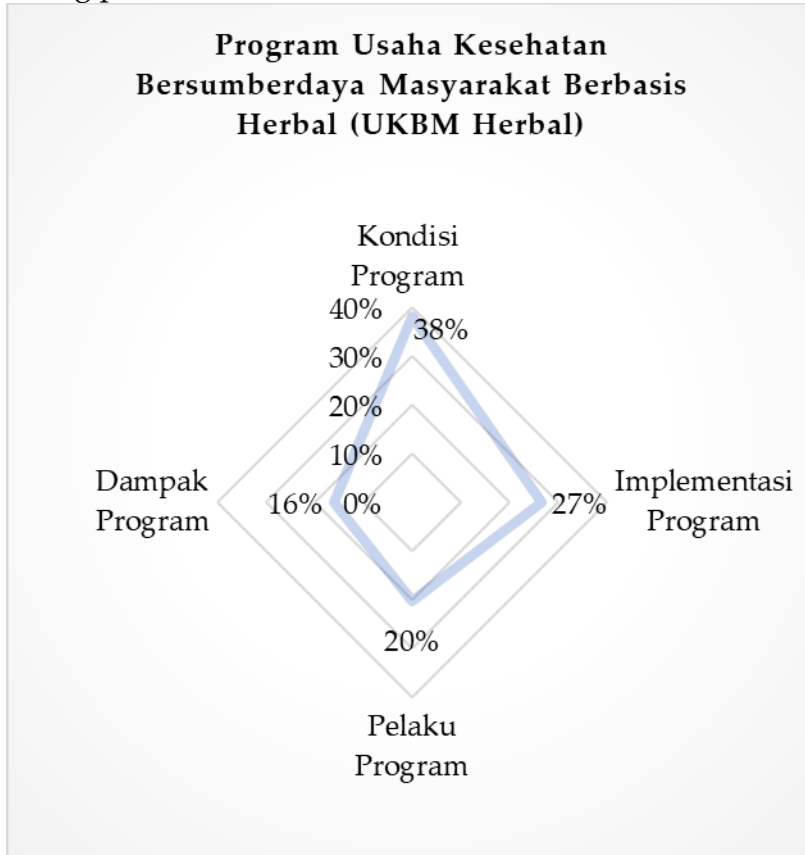
It should be noted that the implementation of Creating Shared Value (CSV) greatly impacts changes in the social economy of the community as research conducted by (Purnama, 2008, p. 31) analyzes the effect of economic value added, operating income and net income on stock returns of manufacturing companies on the stock exchange. Jakarta effect, shows that Economic value added is very influential on stock returns of manufacturing companies on the Jakarta Stock Exchange as well as people's lives, companies are very concerned about the company's operating income in predicting stock returns that will be obtained from the investments they make.

### **Herbal-Based Community-Based Health Business Program (UKBM Herbal)**

The herbal-based community-based health business program (UKBM) is an effort to improve the health status of local communities, by providing an understanding of the importance of health, as well as providing knowledge about medicinal plants that can be used to treat diseases commonly suffered by the majority of local people. This has been regulated in Law number 36 of 2009 concerning health in article 47 to encourage health efforts in the form of activities with promotive, preventive, curative and rehabilitative approaches that are carried out in an integrated, comprehensive and sustainable manner, as well as government policies to implement actions to protect the environment and reduce pollution.

The implementation of the strategic partnership program for the Luwu Regency local government together with the community has developed a herbal-based UKBM program in 4 regional sub-districts, this form of empowerment is carried out at Seko Luwu Regency. The actors and beneficiaries who have participated in this herbal-based

UKBM program include; Family Welfare Development (PKK) Bastem District, Independent Women Farmers Group (KWT) in Bastem District, Community Health Center staff in Bastem District empowerment area. The number of actors who have attended the training, and this activity is 34 people in 2022. Some of the activities and training processes that were followed, were carried out including:



Picture 6 Herbal-Based Community-Based Health Business Program (UKBM Herbal)

1) Basic herbal training for the community; 2) Cultivation of healthy and environmentally friendly medicinal plants; 3) Advanced herbal training and processing of herbal medicinal plants; 4) Introduction of diseases and herbal treatment for the community; 5) Entrepreneurship of herbal medicine and healthy home and massage for local communities; and 6) Herbal Posyandu activities throughout the Village/Kelurahan in Seko, Bastem District. To understand the community's assessment of the Community Based Health Business Program (UKBM Herbat), see below.

In Picture 6. Community assessments regarding the implementation of Creating Shared Value (CSV) policies in herbal-based community health business programs (UKBM Herbal) show that the program realization conditions are 38%, program implementation is 27%, program actors are 20%, and assessment of the impact of the program as much as 16%. From the data above, it can be interpreted that the implementation of Creating Shared Value (CSV), especially the herbal-based community health business program (UKBM Herbal) is still considered standard, this is because the assessment of program actors considers that there are still many problems that occur in the implementation of Creating Shared Value (CSV). such as the results of field observations that the UKBM Herbal program should provide a form of training for program implementers so that the community understands the context of herbal entrepreneurship well, besides that the community is also confused about the understanding of herbal plants and the efficacy of each type of plant.

The implementation of Creating Shared Value (CSV) for community development should be general in nature because CSV concerns community development priority programs carried out by local governments. Research conducted by (Azwar, Wijaya, & Radityorini, 2021, p. 16), the dimensions of social innovation in the pertaculture agricultural system of the advanced farmer 4.0 pertamina upstream Mahakam field BSP field, revealed that the dimensions of social innovation of herbal medicine farming systems. Pertaculture lies in the novelty of the soil and the condition of the seeds, being able to answer problems, making humans the main subject of institutionalized program recipients in community agricultural groups.

The implementation of Creating Shared Value (CSV) for local communities through various self-reliance programs is an effort by the local government to improve the social economy and household incomes for the residents of Seko, Luwu Regency, through research conducted by (Marwah, 2018, p. 114) community empowerment through programs Corporate Social Responsibility (CSR) Mandiri Together with Bank Mandiri in Mrican Umbulharjo, explained that the implementation of CSV was through urban agriculture development programs, Micro, Small and Medium Enterprises (MSMEs) at the community level, and the development of public facilities and facilities. Meanwhile, the results of physical empowerment are a form of creating a clean and beautiful environment in the life and

environment of the community, the realization of a community meeting hall, increasing equipment and community needs of all forms and in general, saving on spending, and creating an adequate community economic improvement. Non-physically is the formation of community awareness at the local level, increasing community knowledge in a complex manner, forming skilled mothers who can manage village potential and increasing skills, and creating community independence to manage needs together.

The implementation of CSV also makes a real contribution to improving community skills. It is known that the results of research conducted by (Kurniasari, 2015, p. 98) CSR programs based on community empowerment (To Increase Productivity of Micro, Small and Medium Enterprises in Madura) reveal that MSMEs in Madura include: Design managed by the community provides skill development to the community, capital and marketing are still the main problems. The appropriate CSR model is holding design training, providing capital and promotion (marketing) is very necessary. Another study was conducted by (Pujayanti, & Mashur, 2021, p. 115) community empowerment through the CSR program of PT. PJB UBJOM PLTU Tenayan in the industrial village of Tenayan (Community Empowerment Through CSR Program by PT PJB UBJOM PLTU Tenayan in Industry Tenayan Village) revealed that the implementation of community empowerment carried out by PT PJB UBJOM PLTU Tenayan, which has been realized into several stages of implementation. Beginning with public awareness through socialization activities, the verification stage by providing business management training to all program actors. However, each stage has not run optimally as a whole. The socialization activities carried out were only carried out once and were only attended by a few residents so that the implementation was not optimal. The implementation of the program has not been under the target target, namely, young people who have just graduated or are not working become the main focus in community development. The second stage is capacity building, namely business management training for all levels of society. After the two stages were implemented, only 7 people were aware of the potential of cultivation in the community development process using CSR. The driving factor in the implementation of community empowerment for earthworm cultivation in the Industrial Village of Tenayan, namely the support from stakeholders in synergy with all

parties. While the factors that hinder its implementation, namely the unavailability of supporting technology for making media and processing crops that are sustainable, of course, can be felt by the whole local community.

### **Conclusion**

Based on the results of research regarding the Implementation of Policy on Creating Shared Value (CSV) for community development programs in Seko, Luwu Regency, on three research variables, namely the MSME development and assistance program, the Agriculture, Livestock, Environmentally Friendly Healthy Fisheries program (P3SRLB), and the community-based health business program. herbal based (UKBM Herbal) concluded that.

1. The MSME development and assistance program is currently assessed by the community from the aspect that so far has the highest program impact at 32%, Program actors 24%, Program conditions 22%, and Program implementation 21%.
2. Environmentally friendly healthy agriculture, animal husbandry, fisheries (P3SRLB) programs currently assess the program actors aspect at 34%, program conditions at 28%, program implementation at 23%, and program impact at 16%.
3. The herbal-based community-based health business program (UKBM) currently assesses the community from the aspect of program conditions 38%, program implementation 27%, program actors 20%, and program impact 16%.

### **Acknowledgments**

The authors thank all respondents who were involved in research on the implementation of the Creating Shared Value (CSV) policy for community development programs in Seko, Luwu Regency, to previous authors, the National Unity and Politics of Luwu Regency for their assistance in providing research licensing services, as well as Makassar State University who held a national conference.

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## Utilizing GME in Learning General English to Enhance the Students' Oral Communication Achievement

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#### ABSTRACT

The lack of practice in daily conversation is one of the most significant issues affecting the communication of students. Occasionally, they feel inadequate in their ability to use the language as a means of communication. The research concludes that the use of GME course materials significantly improves the oral communication skills of students and seeks to determine whether or not students are interested in learning GME course materials. This study utilized a quasi-experimental design. This study's participants were third-semester AMI AIPI Makassar students in the academic year 2020/21. This study's sample consisted of 42 students from the third semester of the academic year 2020/ 2021. This study employed both cluster sampling and simple random sampling methods. Two types of instruments were used to collect the data: an oral communication test and a questionnaire regarding the students' interests. Students' oral communication data was analyzed using descriptive and inferential statistics, while their interest data was analyzed using the Likert scale. (1) GME course materials can improve the oral communication of third-semester AMI AIPI Makassar students; and (2) learners were interested in learning Maritime English with GME course materials. It can be concluded that the use of GME course materials in the teaching process is effective in terms of improving oral communication ability in terms of accuracy, fluency, and comprehensibility and that the learners have a high level of interest in the use of GME course materials in teaching English at a maritime academy.

Keywords: General Maritime English (GME), Oral Communication Apprehension

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#### **Introduction**

In Indonesia, teaching English as a communication tool has become a widely acknowledged goal of foreign language instruction. Pupils must consider this to speak English fluently. As English learners, the majority of Indonesian university students face numerous challenges in mastering English communicatively. One of the major issues that they frequently face is a lack of practice in regular speech. They might believe they cannot communicate effectively using the language. They may be able to understand English when others speak, write, or read it, but it can be difficult for them to articulate an idea that comes to mind, particularly in oral communication. It is necessary to use a specific method in this case.

Teaching requires mastery of English as a foreign language for communicative competence, which is not an easy task. Because it

requires certain abilities and skills to conduct the teaching process. According to James, Schriever, Jahangir, and Girgin (2018), the success of students in a foreign language depends on how and what the teacher does with students in the classroom. There are numerous methods or approaches for enhancing oral communication in English education. The application of learning materials in project-based learning is one of them. This method is deemed effective for enhancing the speaking skills of students. Because the primary objective of this strategy is to improve English communication skills.

Maritime English course materials as a vehicle for communication to ensure safety at sea; maritime vocabulary; mastery of register and genre skills in ship handling and navigation, spoken and written maritime communications.

According to Shi (2019), Maritime English was designed to help students develop their communicative competence in English to a level that would allow them to meet the STCW Code's English language competence requirements. The concept underlying the specific requirements of the STCW Code is that seafarers must be proficient in the professional use of English. Maritime English is the language utilized in all maritime-specific contexts.

Aeni, Fitriani, and Fitri (2019) stated that the students were captivated and motivated to speak English due to the diverse classroom interactions. They reported two factors that impede the students' ability to speak English: (1) psychological factors, such as the students' embarrassment and fear of making mistakes, and their perception that their friends are arrogant; and (2) a lack of practice, as the students rarely speak English in the classroom or outside of it. This made it difficult for the students to speak English. The objective of this research is not to implement a new method of teaching English in the classroom, but rather to determine the impact of a positive relationship between students and teachers through direct observation and self-report. It appears that there are numerous techniques and strategies for enhancing the speaking ability of students. The technique and medium employed to improve students' oral communication ability distinguish this study from those that came before it. Even though there have been numerous studies by researchers discussing oral communication achievement using a variety of techniques and strategies, none of these studies used GME as a teaching medium to improve students' oral communication achievement. This study investigated the use of GME

to enhance the oral communication skills of maritime academy students for these reasons.

### **Method**

In this study, the researcher utilized a quasi-experimental design with non-equivalent groups. Due to the non-random nature of group assignment, quasi-experimental designs with nonequivalent groups required significantly less time to study. In other words, the researcher did not control group allocations using random assignment. In the experiment, there were two groups: the experimental group and the control group. The experimental group was treated with GME, whereas the control group was instructed to read a specific text and then answer questions immediately. The control group is necessary for comparative purposes to determine if GME is effective at enhancing speaking ability. Both groups are given a pre-test and a post-test. Before beginning treatment, a pre-test is administered.

### **Results and Discussion**

#### **a. The Oral Communication Achievement**

The frequency analysis of students' oral language achievement in the Experimental and Control Groups during the pretest and post-test can be found in the tables below.:

The Frequency and Percentage of the Students' oral communication Achievement in Pretest

| Range of score | Classification | Experimental Group |    | Control Group |    |    |
|----------------|----------------|--------------------|----|---------------|----|----|
|                |                | F                  | %  | F             | %  |    |
| 86-100         | 6              | Excellent          | 0  | 0             | 0  | 0  |
| 71-85          | 5              | Very good          | 0  | 0             | 0  | 0  |
| 56-70          | 4              | Good               | 3  | 13            | 1  | 5  |
| 41-55          | 3              | Average            | 11 | 50            | 12 | 60 |
| 26-40          | 2              | Poor               | 6  | 27            | 4  | 20 |
| < 25           | 1              | Very poor          | 2  | 10            | 3  | 15 |

|       |    |     |    |     |
|-------|----|-----|----|-----|
| Total | 22 | 100 | 20 | 100 |
|-------|----|-----|----|-----|

The table above demonstrates that the majority of students in both the experimental and control groups were low achievers. The experimental group had 19 low achievers (87 percent) and 3 high achievers (13 percent), whereas the control group had 19 low achievers (95 percent) and only 1 high achiever (5%). Based on the frequency of both the experimental and control groups, low achievers were larger than high achievers. It indicates that both groups have room for improvement.

The Frequency and Percentage of the Oral Communication Achievement in Posttest

| Range of score | Classification | Experimental Group |     | Control Group |     |
|----------------|----------------|--------------------|-----|---------------|-----|
|                |                | F                  | %   | F             | %   |
| 86-100         | 6 Excellent    | 2                  | 10  | 0             | 0   |
| 71-85          | 5 Very good    | 10                 | 45  | 0             | 0   |
| 56-70          | 4 Good         | 8                  | 35  | 14            | 70  |
| 41-55          | 3 Average      | 2                  | 10  | 4             | 20  |
| 26-40          | 2 Poor         | 0                  | 0   | 2             | 10  |
| < 25           | 1 Very poor    | 0                  | 0   | 0             | 0   |
| Total          |                | 22                 | 100 | 20            | 100 |

The table above demonstrates that after training, the student's oral communication achievement improved in both the Experimental and Control Groups. The fraction of students who excel at oral communication in both groups tend to cluster in the high achiever category. The Experimental Group had 20 kids classified as high achievers (90 percent) and two students classified as low achievers (10 percent), whereas the Control Group had 14 students classified as high achievers (70 percent) and six students classified as poor achievers (40 percent).

The change between the pretest and the posttest may be seen in the distribution of the students' oral communication achievement scores for the Experimental and Control groups. Both groups improved after

the treatment, however, the experimental group outperformed the control group in terms of performance.

Both the Experimental Group and the Control Group were given a pretest before the writer conducted the therapy to determine the students' prior understanding of speaking skills. Furthermore, the test was used to determine whether the experimental and control groups were on the same level, and a posttest was administered following the therapy to determine whether the students' oral communication abilities improved or not.

The following table mean and standard deviation of the students' verbal communication performance in the pretest and post-test for the Experimental and Control Groups:

The Mean Score and Standard Deviation of the Students' oral communication achievement in Pretest and Posttest

|          | Group              | Mean   | Standard deviation |
|----------|--------------------|--------|--------------------|
| Pretest  | Experimental Group | 2.6818 | .83873             |
|          | Control Group      | 2.5500 | .82558             |
| Posttest | Experimental Group | 4.5455 | 80043              |
|          | Control Group      | 3.5500 | .68633             |

The preceding table displays the difference in mean score and standard deviation between the pre-and post-tests for both groups. Using SPSS 16.0, the data were derived through computation.

Before the treatment, the mean scores of the Experimental Group and the Control Group were nearly identical, as shown in the preceding table. Following treatment, the posttest scores of the Experimental and Control Groups revealed a difference in mean scores. It indicates that there was an improvement as a result of the treatment. The mean pretest score for the experimental group was 2.6818, with a standard deviation of .83873, while the mean pretest score for the control group was 2.5500, with a standard deviation of .82558. After receiving the intervention, the mean score of each group was distinct. After treatment, the average posttest score of the experimental group was 4.5455 with a standard deviation of 80043, while the average posttest score of the control group was 3.5500 with a

standard deviation of 68633, indicating that the experimental group's mean score was higher than the control group's (4.5455 > 3.5500).

Using inferential analysis, the hypotheses were tested. In this instance, the author used a t-test (testing significance) for an independent sample test, i.e., a test to determine the significance of the difference between the experimental and control groups' pre-and post-test mean scores.

Assuming that the significance level ( $\alpha$ ) = 0.05 is the only requirement; the degree of freedom (df) = 40, where  $N_1 + N_2 - 2 = 40$  (t table = 2.021); then the t-test result is presented in the table below.

Probability Value of the T-Test for the Oral Communication Achievement of Experimental and Control Group Students

| Variables                                      | t statistic | P-Value | Remarks                     |
|------------------------------------------------|-------------|---------|-----------------------------|
| Pretest of the experimental and control group  | 0.526       | 0.602   | Not Significantly Different |
| Posttest of the experimental and control group | 15.553      | 0.000   | Significantly Different     |

The writer discovered that the t-statistic is lower than the t-table (0.526 < 2,021) and the probability value is higher than the level of significance (0.602 > 0.05) based on the results of data analysis reported in the table above on the pretest of Experimental and Control Group.  $H_0$  has been approved, but  $H_1$  has been rejected. In other words, before the therapy, there was no significant difference in the students' speaking skills between the experimental and control groups. When variables have equal intervals, it is considered that the difference between near scores is roughly the same, according to Gay (2006:124).

While the data on the posttest of the control and experimental group showed that the t-statistic is higher than the t-table (15.553 > 2,021) and the probability value is higher than the level of significance (0.000 < 0.05). It indicated that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that the application of the Discussion Method improves the students' speaking skills.

It indicated that the posttest results as a final result showed a considerable improvement. It was found that the use of oral communication might contribute more to the teaching of English, particularly in the teaching of oral communication skills.

The students were given a questionnaire to determine their interest in learning GME in the third semester of AMI APII Makassar. The following tables detail the students' questionnaire score intervals:

The Percentage of the Students' Interest in Team Teaching in Teaching Speaking

| Interval Score | Category    | Team Teaching in Teaching Speaking |     |
|----------------|-------------|------------------------------------|-----|
|                |             | F                                  | %   |
| 85-100         | 5 Very high | 15                                 | 68  |
| 69-84          | 4 High      | 7                                  | 32  |
| 53-68          | 3 Moderate  | 0                                  | 0   |
| 37-52          | 2 Low       | 0                                  | 0   |
| 20-36          | 1 Very low  | 0                                  | 0   |
| Total          |             | 22                                 | 100 |

The data of the students' interval scores based on the questionnaire in the table above magnifies that the use of Oral Communication shows that 15 students (68 percent) strongly agreed which is categorized as very high interest, and 7 students (32 percent) of the students agreed which is categorized as high interest, and none of the students felt undecided, disagree and strongly disagree.

The mean score and standard deviation of the students' interest

| Group | Mean  | Standard deviation |
|-------|-------|--------------------|
| GME   | 73.72 | 6.93               |

The table above showed that the mean score of Team Teaching was 73.72 and the standard deviation was 6.93 which is categorized as *high interest*. It means that the student's interest in the use of GME in teaching maritime English had high interest. The students' had a high interest in joining Maritime English class, it was 73.72 and it was classified as a very high score.

It was in line with the findings by Alibakhshi, G., Nezakatgoo, B., & Bahremand (2021), who found that completing duties in current academic and target circumstances, maritime engineering students must be proficient in receptive and productive language skills. The findings can be used by ESP educators, university administrators, and



other stakeholders, as well as policymakers and administrators in the field of engineering, to increase the English proficiency of marine students and the community. Thus, using the learning materials which is suitable to the students' needs can enhance the students' learning achievement and interest.

### **Conclusion and Suggestion**

The use of GME in teaching speaking improved students' oral communication skills in terms of accuracy, fluency, and comprehensibility, as evidenced by the students' mean posttest score in the experimental group being higher than the pretest (4.5455 > 2.6818). and the experimental posttest mean score was higher than the control group (4.5455 vs. 3.5500). (2) The use of oral communication piqued students' interest in enrolling in the speaking class, with a mean score of 73.72, which was considered very high. As a result, it was determined that the pupils are particularly interested in oral communication through GME. It is highly recommended that the use of GME to teach speaking in terms of accuracy, fluency, and comprehensibility be continued not only in English classes but also in other subjects. And, as the author indicated in the research scopes, GME was solely utilized to educate oral communication in terms of accuracy, fluency, and comprehensibility. As a result, the author advises future researchers to perform a study utilizing a comparable teaching methodology, namely GME input, in various skills.

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## SYNOPSIS

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

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



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