

The Analysis of Students' Attitudes Construction Based on Pancasila Profile to be Integrated with Teacher's Lesson Plan in Junior High School in Pandemic Era

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ABSTRACT

This study aimed to investigate the construction of Pancasila-profile-based attitude reinforcement integrated into lesson plan by teachers for junior high school students during online teaching. It used descriptive-quantitative approach. The sample of this study consisted of 278 junior high school. The instrument of this study consisted of questionnaire and lesson plan. The collected data was analyzed using SPSS 24.0. As the result, the output of SPSS 24.0 showed that the Sig. (2 tailed) score of being faithful, pious to The One Almighty God, noble, globally harmonious in diversity, mutually cooperative, autonomous, critical thinking, and creative was $0.000 < 0.005$. It indicated a significant correlation among them. The construction of lesson plan by teachers should have either modification or addition on their indicators, objectives, and basic competence that students expected. Furthermore, teachers were expected to be able to do self-internalization in order to support their students' development integrated to lesson plan.

Keywords: *Attitude, Pancasila Profile, Lesson Plan*

1. INTRODUCTION

Lesson plan is definitely inseparable with the process of learning in class. It is useful as reference for teachers to manage their class, students, and the process of teaching and learning itself thoroughly. During pandemic Covid-19, the process of teaching and learning has changed from having face-to-face (offline) meeting to online one. Therefore, teachers are required to do some changes as well, including their lesson plan. [1] suggested that lesson plan played an important role in exploring class activities, experiences of learning, and technique of assessment. Hence, it could improve the quality of teaching and students' active involvement. Furthermore, lesson plan was an important process for teachers in reflecting what they would teach, how to teach, and how to evaluate them all [2][3]. Thus, the process of constructing lesson plan was a big challenge for teachers.

One aspect of teachers' lesson plan is assessment of students' attitudes or *affective*. This assessment should be well designed in order to have a comprehensive illustration about the development of students' attitudes. Currently, developing students' attitudes is considered urgent, useful, yet challenging for every community of school. They may encourage students and their other community to develop personal relationship, intra-personal in order to understand their characters. In addition, they may build a community which has care to one another [4]. However, teachers sometimes cannot implement their lesson plan optimally, especially in assessment. Lesson plan was fundamental for improving the quality of teaching, and the capacity of learning [1]. In its implementation, however, it was seldom applied in class. Whereas, the aspect of assessment, in particular to students' attitude, was the benchmark for teachers' performance in constructing their students' characters. What was in line with character building was national movement as an attempt to create and raise young

generations with good characters through role models, teaching. It needs pro-active participation from schools, society, and government to embed the values of good characters about caring, honesty, fairness, responsibility, and esteem to self and others[5][6].

The Ministry of Education and Culture [7], under their authority, committed to create Pancasila Students as Indonesia long life learners with global competences and Pancasila-based attitudes. The profile of Pancasila Student as the reinforcement of character building that consisted of some values including: (1) be faithful, pious to The One Almighty God, and noble, (2) globally harmonious in diversity, (3) mutually cooperative, (4) autonomous, (5) critical in thinking, and (6) creative. Some indicators embedded in the values of Pancasila profile are: (1) *be faithful, pious to The One Almighty God, and noble* emphasizes on understanding morality, spirituality, and good ethics, and those all are the result of character building; (2) *globally harmonious in diversity* emphasizes on loving the variety of cultures, religions, and races inside or outside their country, and also defines them as global citizen; (3) *mutually cooperative* emphasizes on having competence of collaboration for teamwork; (4) *autonomous* emphasizes on being independently motivated to improve their competences; (5) *critical in thinking* emphasizes on having competence for problem solving; and (6) *creative* emphasizes on creating new things, innovating autonomously, and loving arts and cultures. To optimally embedding those values, it needs habituation, students' coaching, school management, and teaching. Therefore, every unit of education does planning, implementation, and assessment appropriately in order to reach the profile of Pancasila students.

Since pandemic Covid-19 came, it requires every unit of education, from elementary to advanced level, to do online teaching and learning. The Ministry of Education and Culture [7] stated that learning had several characteristics including (1) learners should be able to construct and build autonomously (constructivism); (2) collaboration between learners should happen to develop their insights and collectively solve problems (social constructivism); (3) an inclusive community of learners should be made; (4) implementing and utilizing websites through internet access, virtual and/or digital class; and (5) inter-activities, autonomy, accessibility, and enrichment.

Hence, this study aimed to analyse the assessment of attitudes by students during online learning that teachers had constructed. Besides, it also analyzed the junior high school teachers' lesson plan related to the aspect of attitude assessment integrated with Pancasila profile. It could be useful as reference for teachers to develop such a reliable and proper lesson plan which made them able to do appropriate and measured assessment on their students' attitudes.

2. RESEARCH METHOD

2.1. Research Design

The research design of this study was descriptive-quantitative, which data was collected from questionnaires distributed to the sample of this study. In addition, we analysed teachers' lesson plan as well. [8] suggested that quantitative research referred to a study which data was in the form of scores, and it was analyzed statistically. Descriptive statistic was applied to explain the research object.

2.2. Participants

The respondent of this study consisted of 278 junior high school students in East Java. More specifically, they were from SMP Negeri 1 Gresik, SMP Islam Roushon Fikr dan SMP Negeri 2 Mojokerto. 172 students (61.9%) were in 7th grade and 106 students (38.1%) were in 8th grade. In terms of gender, 137 students (49.3%) were males and 141 students (50.7%) were females. They filled in the questionnaires of attitude assessment they got online through Google Form.

2.3. Questionnaire and Coefficient of Reliability

The instrument of this study was questionnaire that consisted of 20 items of questions that aimed to identify the attitude assessment by teachers. It referred to six values of attitudes including (1) be faithful, pious to The One Almighty God, and noble; (2) globally harmonious in diversity; (3) mutually cooperative; (4) autonomous; (5) critical in thinking; and (6) creative. Every statement in the questionnaire consisted of three options: *never*, *sometimes*, and *always*. The conversion of each of those options was: 1 for *never*, 2 for *sometimes*, and 3 for *always*.

Dimension of being *faithful, pious to The One Almighty God, and noble* had 5 indicators in Table 1.

Table 1. Dimension and Indicator

Dimension of Pancasila Profile	Indicator	Code
Being faithful, pious to The One Almighty God, and noble	Attitudes in religion	1A
	Personal attitude	1B
	Attitudes to human	1C
	Attitude to the nature	1D
	Attitude to the nation	1E
Being globally harmonious in diversity	Recognizing and appreciating cultures	2F
	Intercultural communication skills in interaction with others	2G
	Reflection and	2H

Dimension of Pancasila Profile	Indicator	Code
	responsibility to the experience of being harmonious in diversity	
Being mutually cooperative	Collaboratuon	3I
	Caring	3J
	Sharing	3K
Being autonomous	Self-awareness	4L
	Encountered situation as well as self-regulation	4M
Being critical in thinking	Collecting and processing information and ideas	5N
	Analyzing and evaluating any logical reasoning	5O
	Reflecting the thoughts and the process of thinking	5P
	Making conclusion	5Q
Being creative	Generating genuine ideas	6R
	Creating works	6S
	Taking original actions	6T

2.4 Technique of Data Analysis

The result of questionnaires previously filled in by 278 respondents was then processed using SPSS 24.0. Meanwhile, descriptive-statistic was for analysing the lesson plan that teachers had designed during their online teaching. It aimed to identify how the integration of each attitude that teachers had designed corresponded to the indicators of Pancasila profile. For data analysis, we used r-test in accordance to the dimension and indicators of each attitude through SPSS 24.0.

3. RESULT

A survey had been distributed to 278 students of junior high school. It related to students' attitude reinforcement that teachers had constructed during online teaching. The attitudes involved being *faithful and noble*, *globally harmonious in diversity*, *mutually cooperative*, *autonomous*, *critical in thinking*, and *creative*. Figure 1 presented the mean score of each of those attitudes according to the result of the questionnaires that respondents had filled in, as follow. According to Figure 1, the mean score of *being faithful, pious to The One Almighty God, and noble* attitude was 2.65. Next, the mean score of *being globally*

harmonious in diversity was 2.64. The mean score of *being mutually cooperative* attitude was 2.40. The mean score of *being autonomous* attitude was 2.85. The mean score of *being critical in thinking* attitude was 2.70, while the mean score of *being creative* was 2.87. Overall, the mean score of the entire attitudes was 2.69.

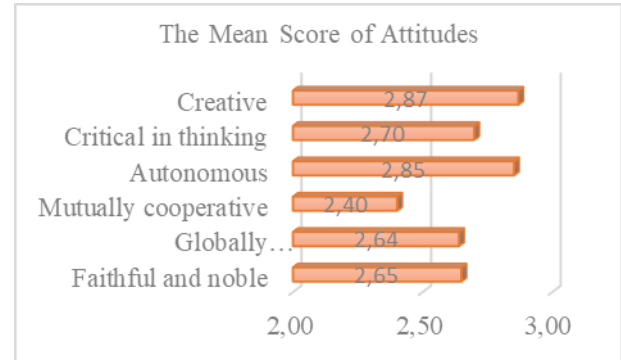


Figure 1. The mean score of attitudes

The attitudes with higher mean score were *being autonomous* and *creative*, while the attitude with lower mean score was *being mutually cooperative*. It indicated that teachers had reinforced the students' attitudes of *being autonomous* and *creative* well during online teaching. The assessment of those two attitudes referred to the information that students collected to support their learning. However, the assessment of *being mutually cooperative* attitude could not be optimally reinforced due to the restriction during pandemic period.

Next, Figure 2 presented the result of the students' responses on each statement in the questionnaires, as follow.

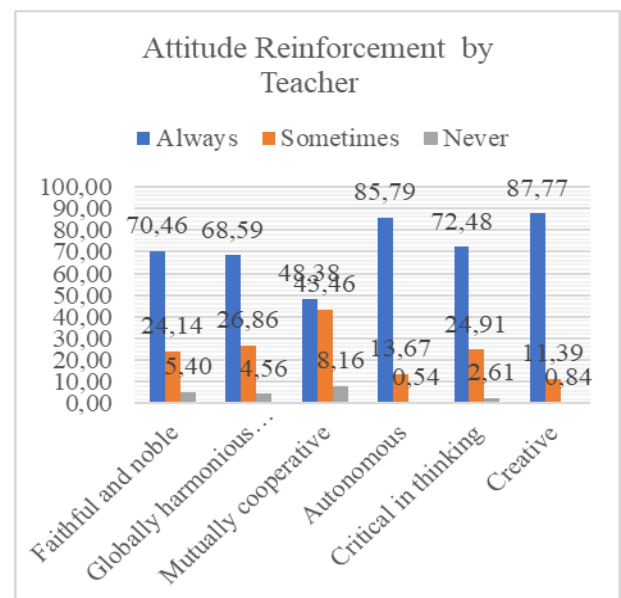


Figure 2. Attitude Reinforcement by Teacher

According to Figure 2, the assessment percentage of *being faithful, pious to The One Almighty God and noble* attitude was 70.46% for **always**, 24.14% for **sometimes**, and 5.40% for **never**. Towards *being globally harmonious in diversity*, it was 68.59% for **always**, 26.86% for **sometimes**, and 4.56% for **never**. Towards *being mutually cooperative* attitude, it was 48.38% for **always**, 43.46% for **sometimes**, and 8.16% for **never**. Towards *being autonomous* attitude, it was

percentage while *being creative* had the lowest one. In **never** option, *being mutually cooperative* was the highest, while *being autonomous* was the lowest.

Next, Table 2 presented each aspect of attitude integrated with Pancasila profile. The table showed that *being creative* attitude, in particular to *taking original actions*, reached the highest score with 252 students. On the other hand, *being mutually cooperative* attitude, in particular to *collaboration*, reached the lowest approval

Table 2. Mean Score of Each Dimension and Indicator

Dimension of Pancasila Profile	Indicator	Code	Always	Sometimes	Never	Mean
Being faithful, pious to The One Almighty God, and noble	Attitudes in religion	1A	220	50	8	2,76
	Personal attitude	1B	168	93	17	2,54
	Attitudes to human	1C	219	55	3	2,77
	Attitude to the nature	1D	141	93	43	2,35
	Attitude to the nation	1E	230	44	4	2,81
Being globally harmonious in diversity	Recognizing and appreciating cultures	2F	195	71	12	2,66
	Intercultural communication skills in interaction with others	2G	242	36	0	2,87
	Reflection and responsibility to the experience of being harmonious in diversity	2H	135	117	26	2,39
Being mutually cooperative	Collaboration	3I	108	142	27	2,29
	Caring	3J	138	122	18	2,43
	Sharing	3K	157	98	23	2,48
Being autonomous	Self-awareness	4L	246	31	1	2,88
	Encountered situation as well as self-regulation	4M	231	45	2	2,82
Being critical in thinking	Collecting and processing information and ideas	5N	223	55	0	2,80
	Analyzing and evaluating any logical reasoning	5O	200	69	9	2,69
	Reflecting the thoughts and the process of thinking	5P	150	109	19	2,47
	Making conclusion	5Q	233	44	1	2,83
Being creative	Generating genuine ideas	6R	250	26	2	2,89
	Creating works	6S	230	45	3	2,82
	Taking original actions	6T	252	24	2	2,9

85.79% for **always**, 13.67% for **sometimes**, and 0.54% for **never**. Towards *being critical in thinking*, it was 72.48% for **always**, 24.91% for **sometimes**, and 2.61% for **never**. Last, towards *being creative* attitude, it was 87.77% for **always**, 11.39% for **sometimes**, and 0.84% for **never**. Looking into these results, it found that students mostly took **always** option for each of the attitude assessment their teacher showed during online teaching, and thus, it had the highest percentage for each assessment. More specifically, *being creative* had the highest score in **always** option, while *being mutually cooperative* was the lowest. Otherwise, in **sometimes** option, *being mutually cooperative* had the highest

with 108 students. For **sometimes** category, the highest score with 142 students went to *being mutually cooperative*, in particular to *collaboration*, while the lowest score with 24 students went to *being creative* attitude, in particular to *taking original action*. For **never** category, the highest score with 43 students went to *being faithful, pious to The One Almighty God, and noble* attitude, in particular to *attitudes to the nature*, while the lowest one went to *being globally harmonious in diversity* attitude, in particular to *intercultural communication skill in interaction with others*. Next, the mean score of each indicator was 2.67. However, the lowest mean score which was 2.29 went to

collaboration, while the highest one went to *taking original action*. According to the result of assessment above, some attitudes that teachers should improve more were attitudes to the nature, reflection and responsibility to the experience of being harmonious in diversity, collaboration, caring and sharing, reflecting the thought and the process of thinking.

According to the result of the questionnaire, it found correlations between dimensions of attitude assessment integrated with Pancasila student profile. The correlations aimed to identify the significance and effect of each dimension. Table 3 presented these correlations.

indicated a positive correlation in which the higher the faithful and noble attitude, the higher the attitude of being globally harmonious in diversity would be. The correlation between *being faithful and noble* and *mutually cooperative* attitudes was $0.000 < 0.05$. It indicated a positive correlation as well. Next, the correlation between *being faithful and noble* and *being autonomous* was $0.000 < 0.05$. It indicated a positive correlation. The correlation between *being faithful and noble* and *critical thinking* was $0.000 < 0.05$, indicating a positive correlation. The correlation between *being faithful and noble* and *being creative* was $0.001 < 0.05$, indicating a positive correlation. The output of SPSS

Table 3. Correlation between dimension of attitude

		Faithful	Globally harmonious in diversity	Mutually cooperative	Autonomous	Critical in thinking	Creative	Mean
Faithful	Pearson Correlation	1	.463**	.427**	.408**	.457**	.193**	.771**
	Sig (2-tailed)		.000	.000	.000	.000	.001	.000
	N	278	278	278	278	278	278	278
Globally harmonious in diversity	Pearson Correlation	.463**	1	.422**	.359**	.435**	.210**	.693**
	Sig (2-tailed)	.000		.000	.000	.000	.000	.000
	N	278	278	278	278	278	278	278
Mutually cooperative	Pearson Correlation	.427**	.422**	1	.330**	.507**	.188**	.727**
	Sig (2-tailed)	.000	.000		.000	.000	.002	.000
	N	278	278	278	278	278	278	278
Autonomous	Pearson Correlation	.408**	.359**	.330**	1	.433**	.404**	.624**
	Sig (2-tailed)	.000	.000	.000		.000	.000	.000
	N	278	278	278	278	278	278	278
Critical in thinking	Pearson Correlation	.457**	.435**	.507**	.433**	1	.428**	.794**
	Sig (2-tailed)	.000	.000	.000	.000		.000	.000
	N	278	278	278	278	278	278	278
Creative	Pearson Correlation	.193**	.210**	.188**	.404**	.428**	1	.508**
	Sig (2-tailed)	.001	.000	.002	.000	.000		.000
	N	278	278	278	278	278	278	278
Mean	Pearson Correlation	.771**	.693**	.727**	.624**	.794**	.508**	1
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	278	278	278	278	278	278	278

** Correlation is significant at the 0.01 level (2-tailed)

According to the output of SPSS 24.0, it found that the sig (2-tailed) score of *being faithful and having lofty moral, globally harmonious in diversity, mutually cooperative, autonomous, critical thinking, and creative* was $0.000 < 0.05$. This result indicated a significant correlation between *being faithful and having lofty moral* attitude and *being globally harmonious in diversity* attitude. Next, the output of SPSS 24.0 it found that the sig (2-tailed) score of *being faithful, noble, pious to The One Almighty God* and *being globally harmonious in diversity* attitude was $0.000 < 0.05$. It

24.0, it found that the sig (2-tailed) score of between *being globally harmonious in diversity* and *being mutually cooperative* attitudes was $0.000 < 0.05$, indicating a positive correlation between them. Next, the correlation between *being globally harmonious in diversity* and *being autonomous* was $0.000 < 0.05$, indicating a positive correlation as well. The correlation between *being globally harmonious in diversity* and *critical thinking* was $0.000 < 0.05$, indicating a positive correlation as well. The correlation between *being globally harmonious in diversity* and *being creative*

attitude was $0.001 < 0.05$, indicating a positive correlation as well.

The output of SPSS 24.0 it found that the sig (2-tailed) score of *being autonomous* and *critical in thinking* resulted in $0.000 < 0.05$, which indicated a positive correlation between them. The same thing did happen to *being autonomous* and *creative* attitude. Their correlation score was $0.000 < 0.05$, indicating a positive correlation between them.

The output of SPSS 24.0, it found that the sig (2-tailed) score of *being critical in thinking* and *creative* attitude resulted in $0.000 < 0.05$, indicating a positive correlation between them. Hence, the more critical in thinking, the more creative the students would be.

Teachers integrated their lesson plan, especially in the aspect of attitude assessment, with the profile of Pancasila, and it was presented in the following figure 3.

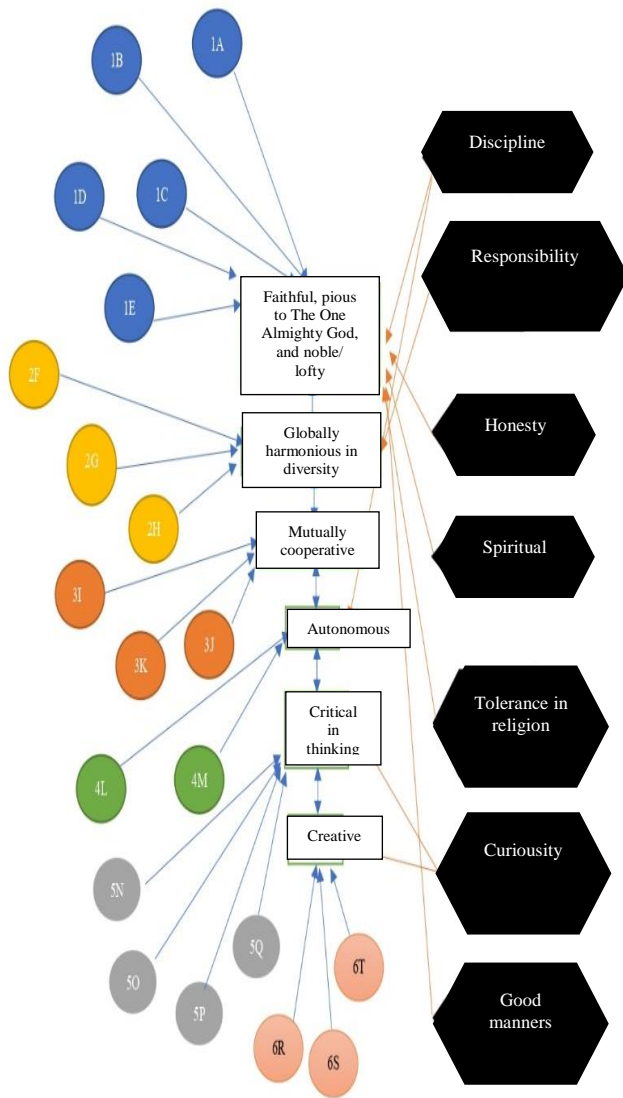


Figure 3. The Integration of Lesson Plan related to Attitudes into the Profile of Pancasila

According to Figure 3, attitudes that teachers tried to show in their lesson plan could not be thoroughly integrated with the profile of Pancasila, yet. They only put some values adopted from character values which referred more to the dimension of *being faithful, pious to The One Almighty God, and noble/lofty* attitude. For dimension of *being globally harmonious in diversity* attitude, however, it was merely integrated with *responsible* character. Unfortunately, dimension of *being mutually cooperative* was not integrated with character values that teachers tried to show in their lesson plan. On the other hand, dimension of *being autonomous* attitude was integrated with *responsible* character. Next, dimension of *critical thinking* was integrated with responsibility and curiosity. Last, dimension of *being creative* was integrated with *curiosity*.

Some attitudes embedded in lesson plan were discipline, responsibility, honesty, spirituality, tolerance in religion, curiosity, and good manners. Teachers put these attitudes as reference to give assessment on students' attitudes during the process of teaching. In relation to the profile of Pancasila, these attitudes intersected to one and another as its description. However, teachers mostly knew the implementation between lesson plan and the process of teaching.

During online teaching, teachers gave a standard of attitude assessment adjusted to their students' condition. Yet, it had no clear indicators about how to implement the assessment during the teaching process. Even worse, the attitude assessment they had designed in their lesson plan did not match to the learning objectives. Hence, it indeed affected the result of the assessment which became less optimal and less comprehensive. Teachers merely gave scores for the attitudes they had attached to their lesson plan without considering the sustainability and achievement of the entire attitudes.

In relation to the character values that government had designed, teachers definitely had more extensive illustration about attitude assessment. In fact, they were still less optimal in seeing their students' attitude, especially during the online teaching. The attitude of *being autonomous* which was not yet integrated with some values of characters as well as the attitude of *being creative* that teachers should explore to develop students' competence, especially in technology, was one of the actual examples. Teachers could ask their students to utilize any relevant information that might support their online learning. Furthermore, the attitude of *being mutually cooperative* could be integrated with the value of *cooperation* character, especially through discussion during online learning. Teachers could utilize various media of online teaching by modifying them in such a way to reveal and develop their students' cooperation in every meeting.

4. DISCUSSION

In designing lesson plan, teachers needed to consider some aspects, especially the criteria of attitude assessment, which instrument should be modified in such a way to measure their students' attitude well. The modification could be in the indicators, teaching objectives, and up to basic competences which students would have and be integrated with the values of attitudes that should develop. Furthermore, teachers could identify each value of attitude adjusted to their assessment. [9][10][11] argued that teachers needed to modify their assessment techniques to either develop or measure the development of their students' attitude during the process of teaching.

Developing students' attitudes should be balanced with teachers' attitude development as well. Teachers were expected to be able to have self-internalization that supported their students' attitude development. This was in line with that teachers were required to have some characters in order to internalize education with good manners. One of those characters was *being competent*, in which teachers were capable to organize a course and solve various problems to reach their teaching objectives. Next, [12] [13] [14] suggested that education was the heart of national development and was fundamental for people. Therefore, the process of teaching should be centred and useful for students in order to develop their competences optimally. Teachers should apply contextual-based teaching strategies that allowed students to have insights and skills from various learning sources. Hence, teachers should be able to develop an innovative lesson plan using various approaches to develop their students' competences.

Lesson plan definitely affected the teaching and learning process in class, including in online course, as teachers could reflect each of their activities, especially those dealing with assessment system. [15] [16] [17] argued that lesson plan was an important process for teachers in reflecting what they would teach, how to teach, and how to evaluate their teaching. Thus, the process of constructing a lesson plan was a big challenge for every teacher.

5. CONCLUSION

In constructing lesson plan, attitude reinforcement that students would receive during online teaching needed to be modified, from direct observation to online form. The assessment of attitudes that should be improved referred to the value of *being mutually cooperative* attitude by involving students' active participation to work together during group discussion. Besides, teachers needed to thoroughly integrate Pancasila-based attitudes with character values in their lesson plan. Additionally, a clear and measureable instrument was definitely required for assessment.

AUTHORS' CONTRIBUTIONS

The authors' contributions corresponded to their field and proficiency. Author 1 contributed to conceptualizing and analysing the lesson plan that teachers had designed. Author 2 contributed to numeric analysis and making questionnaire. Author 3 contributed to technology that supported the study.

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