

Artikel Engagement

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Building an Environment That Motivates Education Sustainability in Tumbang Habaon Village, Gunung Mas, Central Kalimantan Province, During Pandemic through Participatory Action Research between Parents, Schools and Church

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Abstract: An environment that does not motivate the sustainability of education is a central issue in Tumbang Habaon Village, Tewah District, Gunung Mas Regency. This issue is illustrated by the weak motivation of students to come to school to study, the lack of parental guidance for school-age children and the school's not being optimal in conducting effective learning for students especially during the pandemic. This community service of Christian Religious Education Study Program aims to empower education sustainability through Participatory Action Research (PAR) approach between parents, schools and also church. The problems were found then designed in several action plan including 1) Parent's role in fostering student motivation to continue their education through parenting seminar; 2) Fostering the motivation of Junior High School (SMPN 4 Tewah) to learn and directing them to have goals in their education process through "Kelas Inspirasi" activities; 3) Train teachers of SMPN 4 Tewah in Tumbang Habaon to be able to evaluate effective learning and have implications for student learning development through K13 Assessment Instruments Training; 4) Christian Education in GKE Kapania Congregation in Tumbang Habaon as an effort to urge residents about the importance of education through Sunday School (SHM) and Youth Service (SPRP). Participatory Action Research which has been done, were carried out between parents, students, congregation members and stake holder in Tumbang Habaon had a new perspective on the importance of education for children's future and also collaborative motivation between parents, schools and the community to support the sustainability of education for the children in Tumbang Habaon.

Keywords:

Church, Education, Kalimantan, Pandemic, Participatory Action Research (PAR)

Introduction

Tumbang Habaon is one of the village located in Tewah District, Gunung Mas Regency, Central Kalimantan Province. Tumbang Habaon has 108 km² area with a population density of 12/1 km². Latest data record Tumbang Habaon consists of 185 families. Geographical condition of its village, which located on the banks of Kahayan River, has begun abandoned because local villagers have moved and built settlements on provincial road area. Tumbang Habaon is bordered by Karason Raya Village on the north side, Kapuas Regency on the east side, Rungat Mihing Village on the south side and Taja Urap Village on the west side. Travel time spent about 5-6 hours driving from Palangka Raya.



Figure 1. Entrance Tumbang Habaon

Majority of Tumbang Habaon villagers' livelihoods are as gold miners, rubber tappers, farmers, fishermen, seller and fraction of them work as teachers. General condition in Tumbang Habaon has an electricity network installed, but to get a cellular phone or smartphone network it is still not evenly distributed. This condition is an obstacle for some school-age children to carry out learning during Covid-19 pandemic. Thus the learning situation during the pandemic takes place without face to face as usual in class but also without going through a network.

Tumbang Habaon has a large number of school-age children from primary and secondary levels in the number of family heads as many as 37 families. Current conditions as the results of early observations show that community's motivation to send their children to higher school is still lack. Although most of people in Tumbang Habaon have sent their children to school and some have even received higher education in provincial capital. However, the results of interviews with teachers who are also residents of Tumbang Habaon itself, there are still many students who are forced to not go to school on that day or certain days because their parents seek them to farming, mining for gold or tapping rubber. This was admitted by several residents interviewed by team when they met at Sunday Service in Kapuas Kalimantan Evangelical Church (GKE) in Tumbang Habaon.



Figure 2. Interview with villagers

In addition to problems related to educational environment which does not motivate students to study and continue their education to higher grade, students also have obstacles during pandemic learning because face-to-face meetings are not allowed. On the other hand, they are not yet supported by the availability of the internet network. Not to mention the condition of teachers who are not equipped with qualified skills to carry out online learning. So that during this learning takes place through assignments, students are welcome to take assignments to school and return them again within a predetermined period of time. This method was also discussed by Wulan and Novi in their research article, which stated that in online learning teachers more often provide material and assignments without giving explanations to students so that students tend to seek other assistance in order to get maximum results. In addition, from the teacher's point of view, they also experience difficulties in disciplining students, seeing student activity, seeing students' honesty, and having greater responsibility¹. If students are generally in a residential location that supports internet access, googling can be an option to help their assignments when online learning. However, schools in Tumbang Habaon do not have adequate digital infrastructure, it making more difficult for students to access extra materials than those obtained from teachers at the school.

From interviews result with teachers at SMPN 4 Tewah, which is right in Tumbang Habaon, the teacher revealed that effectiveness of learning during the pandemic tends to decrease. Even students' motivation also decreased because many parents could not help to guide their child while studying at home. This condition is similar to what Saumi stated that due to pandemic where students are required to study from home, many students are less motivated to learn. Because there is no direct face-to-face meeting between the teacher and the students, then the students' enthusiasm for learning decreases².

¹ Wulan Rahayu Syachbyani and Novi Trinawati. "Analisis Motivasi Belajar Dan Hasil Belajar Siswa Di Masa Pandemi Covid-19." *Primo Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021): 90-101.

² Nulisah Nur Saumi, Murtiono Murtono, and Eriz Aditia Ismaya. "Peran Guru Dalam Memberikan Motivasi Belajar Siswa Sekolah Dasar Pada Masa Pandemi COVID-19." *Jurnal Educatio FKIP UNMA* 7, no. 1 (2021): 149-155.

In Tumbang Habaon, the decline in students' motivation to learn is also motivated by their majority livelihoods who spend more time outside their homes all day farming, tapping rubber, mining gold or fishing. This causes parents tend to pay less attention to their children's activities while studying at home. No wonder students become out of control and forget their obligations to study.



Figure 3. Interview with teachers at SMPN 4 Tewah

From the teacher's point of view, learning during pandemic at SMPN 4 Tewah did not result in an effective and significant evaluation on students' cognitive, affective, and psychomotor development. Students learn with an assignment system without a structured evaluation. This condition causes no follow-up to appear, so it is necessary to strengthen students' learning motivation, which was previously said its getting weak and declining during the pandemic.

Covid-19 pandemic also had an impact on categorical congregational education services at local church, such as Sunday school and youth services. Indirectly, this service has an impact on the decline in quality of education for local congregation, especially school-age children who should require skills and competencies. Those skills and competencies which is obtained through educational process to equip their lives as Christian. Christian education church is expected to be able to strengthen students' beliefs and life goals to be able to live a better life with religious education that fills their spirituality.

Method

The method of implementing action in this Research-Based Community Service is Participatory Action Research (PAR). PAR emphasizes intervention and internalization of knowledge from the team so that it can be shared and applied by the community according to the analysis of the situation and problems faced.

Participatory Action Research (PAR) is a term that contains a set of assumptions that underlie the new paradigm of science and contradicts the traditional or ancient knowledge paradigm. These new assumptions underscore the importance of social

and collective processes in reaching conclusions about "what is the case" and "what are the implications of the change" that different people find useful in problematic situations, in leading to research beginning³.

Implementation of community service activities with the PAR method is based on the following stages:

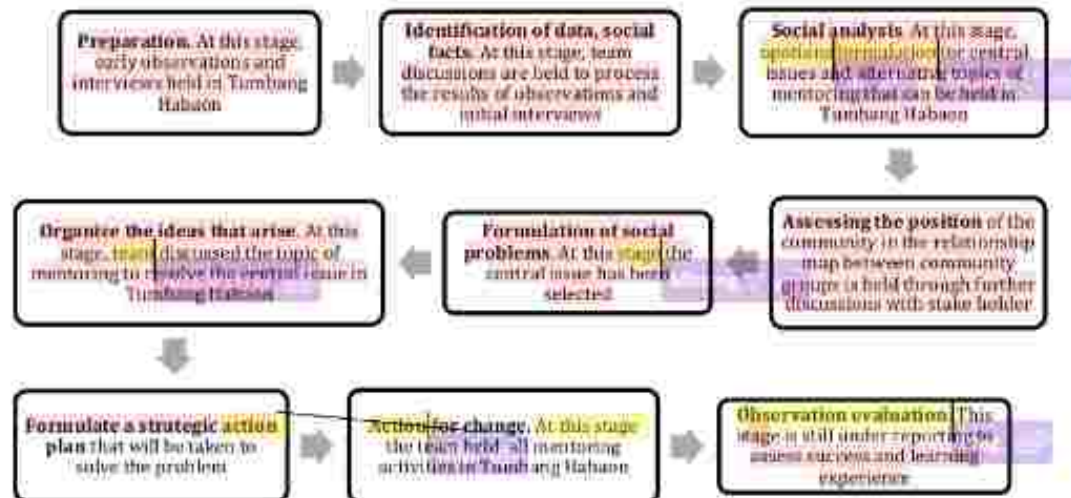


Figure 4. Action Plan in Tumbang Habaon

Analysis of the situation and condition of assisted communities in Tumbang Habaon encouraged the team to held research-based community service in the field of education by focusing on community empowerment activities to build motivating environment for school age sustainability education in Tumbang Habaon. Environment in question is school, family (parents) and community environment (congregation in Church and stake holder). Target of this community service activity as its analysis show are:

First, From lack of parents role in motivating their children to continue their education to next grade, it is hoped that mentoring action can strengthen public understanding about importance of education as an asset and a promising investment in the future. Instilling a mindset that education is an important and fundamental thing to strive for together even though there are limited access and tough economy. For this reason, the team held parenting seminars for parents or other family members.

Second, From lack of parents' role in motivating students to study during pandemic, in this case parents as breadwinners cannot be blamed when they prefer to take their children to work rather than school. Because this condition is the cause of

³ Agus Alandi, *Modul Participatory Action Research* (Surabaya: IAIN Sunan Ampel, 2013).

various aspects that are hampered, including economic adequacy. However, it is hoped that students will be more diligent and begin to realize their role as individuals who have an obligation to learn. Learning motivation needs to be done by training students to think about their life goals and goals in the future. Students are expected to be able to distinguish the resulting conditions when they choose school and when they choose to work. For this reason, the team held 'Kelas Inspirasi' activity to build students' motivation and awareness of their goals so that they could study hard and reach their goals to improve their lives for the better in the future.

Third, from teacher's condition in learning design during the pandemic which is considered not effective enough to support student development and motivate them to learn, it is hoped that the obstacles faced by teachers in making student learning evaluation instruments can be found, so that they can find solutions to choose evaluation instruments that are in accordance with learning objectives and the main implications for the development of students in terms of cognitive, affective and psychomotor. Of course, this assessment instrument is adapted to the situation analysis of teachers at SMPN 4 Tewah. For this reason, the team held teacher training activities on learning evaluation based on K13 curriculum by focusing on assessment instruments that teachers could use flexibly in monitoring student success in learning at SMPN 4 Tewah.

Fourth, specificity of research-based service activities with the field of Christian Education also directs the team to hold Sunday school, youth services and youth development, as well as fill in Sunday services while conveying several important things about the importance of education and its impact on improving the quality of Christian human resources in Tumbang Habaon.

Results

Implementation of this community service activity based on PAR methods consists of several stages as follows:

First, the preliminary survey follows with team introduction to the resident and stake holder, identification of data and social facts and scheduling a joint meeting with resident of Tumbang Habaon. This stage held in second week of September 2021;

Second, stage of observation and interview with the work stage of social analysis, formulating social problems and making alternative assistance actions or action plans. This stage is held from the completion of the early observations and interviews until the first week of October 2021. Results of the discussion were confirmed and discussed with stake holder in Tumbang Habaon;

Third, stage of action/implementation of mentoring activities. This stage of work is held in the third week of October;

Fourth, stage of observing and evaluating, the work stage in this section is a follow up to the mentoring activities that held. Observations and evaluations were carried out by representatives of the team to stake holder in Tumbang Habaon and teachers in SMPN 4 Tewah. This evaluation is held while preparation of a report, so that is considered not optimal. In the future a farther survey/interview stage will be held to assess the success of the mentoring activity.

Mentoring program with PAR methods that held in Tumbang Habaon Village are

Sunday School and Sunday Service/Worship

This program was held on the Sunday worship schedule at GKE Kapania at 09.00 WIB, while the Sunday School (SHM) activity started at 07.00. Students in the SHM activities by dividing small classes and large classes. Especially for large classes, besides students teaching about God's Word, they also asked about school conditions and learning experienced by children during the pandemic. Then in the form of informal chats and sharing experiences, SHM children are given an understanding of the need to grow confidence and hope as believers that God always helps people who are trying to achieve their goals for a better life in the future. Students as activity guides are equipped with a religious approach so that they can convey to children so that they are able to understand the importance of learning from the side of Christian spirituality and are more motivated to be enthusiastic about learning and continuing education.



Figure 5. Sunday School and Sunday Service/Worship

Parenting Seminars

This program was held in the afternoon Day 1 by gathering representatives of parents around GKE Kapania who still have school-age children. Activities in the form of seminars contain presentations on the importance of education for life. Education is a valuable investment for children's lives in the future. It was also conveyed about the role

that parents can do while at home to motivate and support children to be enthusiastic about learning. Parents are also given an understanding of their children's obligations to go to school, so it becomes a consideration if they prefer to take their children to work rather than let their children go to school. The seminar was held in the church room and an informal question and answer setting was made to accommodate parental complaints and also related to learning during the pandemic.



Figure 6. Parenting Seminar

'Kelas Inspirasi' for Junior High School Student at SMPN 4 Tewah

This program was held during school hours at SMPN 4 Tewah. Since at SMPN 4 Tewah the learning has taken place face-to-face. The team of lecturers and students involved 70 students from grades VII, VIII and IX to participate in this program. 'Kelas Inspirasi' is designed for students in SMPN 4 Tewah to direct them to be more diligent in studying and keep the spirit in achieving their goals. At the beginning, lecturer and students from Christian Religious Study Program gave a motivational video and held a sharing session about learning obstacles during the pandemic and the complaints of some students in learning. Most students are often seek by their parents to work rather than being encouraged to study and go to school. However, in this program the students are very enthusiastic and convey their hearts that they want to achieve their goals and go to school as high as possible. They have high hopes that they can change their family's life in the future. In this inspirational program activity, examples of several figures that can be used as role models by students in achieving a goal or ideal are given. Students also jointly to make a *portofolio* title 'Pohon Gita-cita'. The *portofolio* displayed in their teacher's room and classroom. This is intended to serve as a reminder and encouragement for students. The teacher can also remind them through this 'Tree of goals', when students start to lose their enthusiasm for learning, the presence of the 'Tree of ideals' which is their own work can be a trigger for their enthusiasm again. In this program, students also take pictures one by one and modify their photos in the form of frames entitled "Gita-citaku". Each student was given equipment to decorate the frames

they made from sticks. This activity aims to build a student's mindset that everything needs a process to achieve it. So that they do not forget every stage they experience in the learning process to achieve their goals.



Figure 7. 'Kelas Inspirasi' Program

R13 Assessment Instrument Training for Teachers in SMPN 4 Tewah

This program was held in classroom at SMPN 4 Tewah which was attended by 5 teachers as representatives to participate in this training. Teachers were given a module that had been prepared by the team, the module contained an explanation of the assessment instrument and variations of cognitive, affective, psychomotor assessment instruments which can be modified by the teacher according to the needs of learning objectives. Before delivering the material, the teacher is invited to discuss the extent of the assessment that has been applied for, especially during pandemic. The team also prepared an open questionnaire to include constraints and implementation of the assessment instruments that have been applied by teachers. Featureless, some teacher does not apply proper learning instruments, which include the cognitive, affective and psychomotor domains. During the pandemic, many students chose to ask the teacher for assignments. However, even these tasks cannot be measured in a systematic learning instrument made by the teacher, so that during the pandemic period it can be said that learning assessments are not running as they should. For this reason, the team presents several examples of online learning instruments, especially for the affective domain that can be applied with the help of parental supervision while students study at home. Besides that, it is also explained how to make an assessment instrument that is appropriate to the level of student development. Due to the fact that the teachers came from various subjects, several examples of assessment instruments for assignments and daily tests were also presented by the team to accommodate the flexibility of teachers in applying each instrument according to the characteristics.



Figure 8. Teachers Training and Module

From mentoring program that held by team responses of parents, teachers, students and the community in building an environment that motivates the sustainability of education in Tumbang Habaon have been partially achieved. Parents who have been mentored tend to have a new perspective on the importance of education. This is illustrated by their response at the end of seminar. Parents more aware about parental encouragement for their children to have a proper education and also live. Parents need to set a role in providing a better life for their future successors. This motivation also appears in students to be able to prioritize learning rather than working to help parents. Students at SMPN 4 Tewah can be directed to divide their time between study at home, coming to school to study and helping their parents work, so that everything goes hand in hand between schools and fulfills daily needs.

After "Kelas Inspirasi" mentoring program, there were several students who were very enthusiastic about continuing their education to the secondary and higher education levels. This moment was also used by the team to deliver educational scholarships at the Palangka Raya State Christian Institute (IAKN). The scholarships can be used by students in Tumbang Habaon Village who want to continue their education to higher education as pastors or teachers.

Hereupon, evaluation stage in general, the emergence of initiators who can become agents of change to build an environment that motivates the sustainability of education in Tumbang Habaon, however, some Christian Religious Education Study Program' students from its village are willing to consistently serve in the Church and actively engage in activities that held by community in Tumbang Habaon to support sustainability of the mentoring program. In the future, this program will be developed in stages in accordance with the roadmap of Christian Religious Education study program at IAKN Palangka Raya.

Discussion

Community empowerment is aimed not only at solving problems that occur in the community based on an analysis of conditions in the field. Activities in community empowerment should seek education that can have long-term implications for people's lives. That's why community empowerment needs to be done based on research based on community needs:

In this case, the team focuses on the scientific context they have, namely in the realm of education. For this reason, steps are held in accordance with research procedures in order to analyze social situations and plan actions as alternative solutions related to educational problems at partner locations. The team saw that the condition of education in Tumbang Habaon itself was quite good. Some families have been able to send their children to at least high school. Although the high school which is the goal of their continuing education is not located right in Tumbang Habaon. In addition, the team looked at the ability of parents from an economic perspective, including those in the middle to lower classes with livelihoods from farming, gold mining, rubber tapping and fishing, so that at least they can and are able to send their children to elementary and junior high schools.

However, several conditions were found that still needed to be developed and given guidance, including the role of parents in continuing education, the motivation of school-age children that needed to be strengthened and the ability of teachers to match the learning output. Through Participatory Action Research (PAR) method, the problems found are developed into an action plan that is implicative and has follow-up. In connection with the analysis of conditions and findings at partner locations, community empowerment for the Christian Religious Education Study Program carries the theme "Building an Environment that Motivates Education Sustainability in Tumbang Habaon Village, Tewah District, Gunung Mas Regency during the Covid-19 Pandemic" with the following scope of action plans

Parents Role in Fostering Student Motivation to Continuing Education in Tumbang Habaon

During early interview with the community, it was found that several parents still took their children to work during school hours. Especially during the pandemic, many parents don't know how the learning process is held by teachers at school. Because what they know is that schools are closed and students are studying at home. It is rare to find parents who actually guide their children to study at home during the pandemic. Because in Tumbang Habaon, on average, the parents is not at home for almost a full day. Either they go to farming or other livelihood activities. So that the learning process is getting out of control and students tend to put aside their task of studying at home during the pandemic.

This condition is as described in the assessment results which show that the inability of children to continue schooling is not only due to economic factors, but also due to the mentality of parents, the child's low motivation to learn, the influence of the social environment, and also the lack of role models to achieve goals through educational stage⁴. The mentality of parents ultimately becomes important as an element that supports the sustainability of children's education. Including in Tumbang Habaon, when parents pay more attention to their children for school and study diligently, the achievement of the education sustainability rate can increase and improve the quality of human resources.

Motivating Students of SMPN 4 Tewah in Tumbang Habaon to Learn and Directing Them to Have Goals in their Educational Process

Another fact was when **team** interviewed teachers at SMPN 4 Tewah, they said that many students did not go to school during the pandemic. Even if they are given an assignment, they rarely collect it. Teachers also find it difficult to contact them because many of the students do not have cell phones and sometimes the communication network is unstable. This also makes it difficult for teachers to assess students. Though this assessment is an important element in the learning process. Because even during the pandemic, the grades of students in schools must still be there and can be proven responsibly by the teacher. From this, the condition becomes relevant to students' learning motivation which has decreased during the pandemic. Assignments that are continuously given by the teacher make students tend to be less enthusiastic about learning, because these assignments must also be done at home. While at home, children in Tumbang Habaon more often help their parents with the work. Students also feel that what they are doing does not become a meaningful assessment, supported by a teacher assessment process that is not well designed. Teachers at SMPN 4 Tewah also feel the need to understand the condition of students who are constantly absent from school for reasons of helping their parents work rather than bringing them into order. However, the school's reprimands and summons are still carried out according to procedures.

To create a learning environment that supports the development of students' learning motivation, both during the pandemic and general motivation to continue their education to a higher level, parent's participation is needed to support their children in achieving their goals. "A conducive learning environment is a learning environment in schools in an atmosphere of ongoing learning interactions. This conducive learning situation needs to be created and maintained so that the growth and development of students is effective and efficient, so that the goals are achieved optimally⁵. Students

⁴ B. G. R. Putri, M. Irfan, and M. B. Santoso, "Upaya Peningkatan Kesadaran Pentingnya Melanjutkan Pendidikan Terhadap Anak Dan Remaja Putus Sekolah Di RT 04/RW 05 Kelurahan Kebon Kangkung Kota ...," *Focasi Jurnal Pekerjaan Sosial* 3, no. 2 (2020): 149-157.

⁵ Jurnawati Jurnawati and Nesityarni Suhaili, "Peran Seorang Guru Dalam Menciptakan

should also strive to practice independent learning. "The independent learning method, especially during the pandemic, is able to optimize the way of online learning in the midst of various existing limitations"⁵. Thus the independence of student learning can be formed. Parents can play a major role in creating a conducive learning environment for children. At least parents can tell that life is not only in this world but also there is life after death. Parents should also let them know that life is to worship as gratitude we have been in this world. "And children should be introduced to God's principles, because example is a foundation and the first door. If we want to produce straight children, then we must avoid bad behavior."⁷. Children are instilled in order to have a purpose for a better life.

Emphasis on parents' role and involvement in children learning will contribute positively to the level of sustainability of education. As stated by Hawes & Jesney⁸, **parents involvement** is defined as parental participation in education and experience of their children. This is also related to the social environment related to the patterns of interaction that occur around students, both between individuals and groups. This generally affects the learning conditions.

Teachers training of SMPN 4 Tewah in Tumbang Habaon to Conduct Effective Learning Evaluations and Have Implications for Student Learning Development

From interviews, the team found an unsupportive environment related to the learning process at school, especially during the pandemic. Although students of SMPN 4 Tewah are encouraged to meet face-to-face at school, there are still many students who do not attend so teachers are forced to implement an assignment system. Besides that, the motivation for continuing education in Tumbang Habaon is also categorized as still relatively lack with findings in the field during interviews with the community and parents, they are more likely to choose to seek their children to work than to motivate their children to go to school. Moreover, the reason for the pandemic is still logic because for parents schools are closed during the pandemic.

From the teacher's point of view, learning during pandemic at SMPN 4 Tewah did not result in an effective and significant evaluation on **students'** cognitive, affective, and psychomotor development. Students learn with an assignment system without a structured evaluation. This condition causes no follow-up to appear, so it is necessary to

Lingkungan Belajar Yang Kondusif." *Ensklopedia Education Review* 2, no. 3 (2021): 50-54.

⁵ Prasetyawati, Prasetyawati and Silvia Rahmelia, "IMPLEMENTASI SELF-DIRECTED LEARNING SISWA SMPN 7 PALANGKA RAYA DI MASA PANDEMI," *JURNAL PENDIDIKAN PEMBELAJARAN DAN PEMBERDAYAAN MASYARAKAT* 3, no. 2 (2021): 194-2015.

⁷ Mutik Hidayat, "Pengaruh Kebiasaan Belajar, Lingkungan Belajar, Dan Dukungan Orang Tua Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Pada Siswa Kelas Ix Ips Di Man Bangkalan," *Jurnal Ekonomi Penelitian Dan Kewirausahaan* 3, no. 1 (2017): 103.

⁸ J.F Padavick, "Parental Involvement with Learning and Increased Student Achievement" (Walden University Minneapolis, Minnesota, USA, 2015).

strengthen students' learning motivation, which was previously said its getting weak and declining during the pandemic. In fact, evaluation in learning should measure the success of students and at least provide continuous motivation in self-improvement of students. "Evaluation of student learning outcomes is held by educators to monitor the process, progress, and improvement of student learning outcomes on an ongoing basis".

The team considered that the teacher's problems in the learning process were not only related to the materials or models designed by the teacher while studying, but were also closely related to the evaluation instruments used by the teacher. "The relationship between assessment and education shows that assessment is also a system, just like education"⁹. Especially during the pandemic, teacher assessments are less effective and do not set a role in the development of student motivation. Whereas proper assessment and feedback on the work of students will make students feel happy if they are given an evaluation of their work.

Christian Education in GKE Kapania Congregation as an Effort to Encourage Community about the Importance of Education

Covid-19 pandemic also has an impact on categorical congregational education services in churches, including at GKE Kapania, Tumbang Habaon, as well as services for Sunday school children and youth services. Indirectly, this service also has an impact on the decline in the quality of education for the local congregation, especially school-age children who should require skills and competencies, one of which is taken through the educational process to equip their lives. Christian education in the church is expected to be able to strengthen students' beliefs and life goals to be able to live a better life with religious education that fills their spirituality.

Besides being taught in schools, Christian Religious Education also needs to be strengthened by the presence of the Church with various activities and interactions that take place in it. As it is said that "Christian Religious Education considers the elements of students, lecturers, educational institutions, institutional leaders, parents of students, churches and society"¹⁰. Christian education certainly set a big role in creating an environment that supports student motivation in learning and continuing education. Because the church also has an important task as an educational bridge in learning objectives to raise a generation that is like Christ and has a noble mind¹¹. For this

⁹ Departemen Pendidikan Nasional, *Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2006.

¹⁰ Noven Kusatomo, "Analisis Standar Penilaian Pendidikan Di Indonesia", *Jurnal Keislaman dan Kemasyarakatan* 4, no. 1 (2020): 134-154.

¹¹ Immanuel Tubulau, "Kajian Teoritis Tentang Konsep Ruang Lingkup Kurikulum Pendidikan Agama Kristen", *Jurnal Ilmiah Religiosity Entity Humanity (JREH)* 2, no. 1 (2020): 27-38.

¹² Arozatulo Telaumbanua, "Peranan Guru Pendidikan Agama Kristen Dalam Membentuk Karakter Siswa", *FIDEL: Jurnal Teologi Sistematis dan Praktika* 4, no. 2 (2018): 103-111.

reason, the team continues to strive so that Christian education through the presence of GKE Kapania in Tumbang Habaon can continue to set a major role.

Conclusion

Based on mentoring programs that have been held in the Participatory Action Research (PAR) stage, the problems in Tumbang Habaon Village related to the educational aspect indicate that attention and follow-up are needed in the following matters:

First, Parents role of in fostering student motivation to continue education in the Tumbang Habaon community. Through the seminar, parents are expected to be able to contribute in monitoring student development and instilling a mindset that leads to the importance of continuing children's education for a better life.

Second, Foster learning motivation for students at SMPN 4 Tewah, Tumbang Habaon in the midst of learning obstacles faced during the pandemic. Students are given motivation through 'Kelas Inspirasi' activities to be more motivated and diligent in learning to achieve their goals and have targets in the educational process.

Third, Teachers training in SMPN 4 Tewah Tumbang Habaon to conduct effective learning evaluations. The assessment instrument presented in the training can be an alternative for teachers in assessing learning during the pandemic. Thus the assessment is also not only at the conceptual-quantitative level but can actually have qualitative implications for the development of student learning.

Fourth, Christian Education in GKE Kapania Congregation Tumbang Habaon as an effort to encourage community about the importance of education. Through the categorical service activities that held, it is hoped that it can support the sustainability of the Christian education process in the Church so that it can set a role in strengthening education in terms of spirituality and Christian faith.

If analyzed with more depth feature, the four elements above will contribute to increasing access to education and quality learning processes in Tumbang Habaon. If all elements start from parents, students, teachers and the community in this case the church congregation environment, then an environment can be built that motivates the sustainability of education in Tumbang Habaon Village, Tewah District, Gunung Mas Regency, Central Kalimantan Province.

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PAGE 1

-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Possessive**
-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Article Error** You may need to use an article before this word.
-  **Missing ", "** Review the rules for using punctuation marks.
-  **Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.
-  **Article Error** You may need to use an article before this word.
-  **Missing ", "** Review the rules for using punctuation marks.

PAGE 2

-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Article Error** You may need to use an article before this word.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Article Error** You may need to use an article before this word.

- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.
- ETS** **Article Error** You may need to use an article before this word. Consider using the article **a**.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **Missing ", "** Review the rules for using punctuation marks.
- ETS** **Missing ", "** Review the rules for using punctuation marks.
- ETS** **Prep.** You may be using the wrong preposition.
- ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 3

- ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **Confused** You have used either an imprecise word or an incorrect word.
- ETS** **Missing Apos.** Review the rules for using punctuation marks.



Prep. You may be using the wrong preposition.



Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.



Missing ", " Review the rules for using punctuation marks.

PAGE 4



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Possessive



Confused You have used either an imprecise word or an incorrect word.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.

PAGE 5



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Missing ", " Review the rules for using punctuation marks.



Article Error You may need to use an article before this word. Consider using the article **the**.



Missing ", " Review the rules for using punctuation marks.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

- ETS** **Dup.** Did you mean to repeat this word?
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **Garbled** This sentence contains several grammatical or spelling errors that make your meaning unclear. Proofread the sentence to identify and fix the mistakes.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.
- ETS** **Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.
- ETS** **Prep.** You may be using the wrong preposition.
- ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.
- ETS** **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 5

- ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
- ETS** **Sentence Cap.** Review the rules for capitalization.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **Article Error** You may need to use an article before this word.

ETS **Article Error** You may need to use an article before this word. Consider using the article **the**.

ETS **Article Error** You may need to use an article before this word. Consider using the article **the**.

ETS **Article Error** You may need to use an article before this word. Consider using the article **the**.

PAGE 7

ETS **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

ETS **Prep.** You may be using the wrong preposition.

ETS **Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

ETS **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

ETS **Article Error** You may need to remove this article.

ETS **Article Error** You may need to use an article before this word.

ETS **Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

ETS **Confused** You have used either an imprecise word or an incorrect word.

ETS **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 8

ETS **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

ETS **Article Error** You may need to use an article before this word. Consider using the article **the**.

ETS **Article Error** You may need to use an article before this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 9



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Confused You have used either an imprecise word or an incorrect word.



Prep. You may be using the wrong preposition.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 10



Missing “,”



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.

- ETS** **Missing ", "** Review the rules for using punctuation marks.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **Prep.** You may be using the wrong preposition.
- ETS** **Article Error** You may need to remove this article.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **Article Error** You may need to remove this article.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **Article Error** You may need to use an article before this word.

PAGE 11

- ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
- ETS** **Article Error** You may need to use an article before this word.
- ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
- ETS** **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 12

- ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
- ETS** **Missing ", "** Review the rules for using punctuation marks.
- ETS** **Article Error** You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Prep. You may be using the wrong preposition.

PAGE 13



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.



Article Error You may need to remove this article.



Possessive

PAGE 14



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Confused You have used either an imprecise word or an incorrect word.



Sentence Cap. Review the rules for capitalization.



Article Error You may need to use an article before this word. Consider using the article **a**.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Proper Nouns You may need to use a capital letter for this proper noun.



Proper Nouns You may need to use a capital letter for this proper noun.

PAGE 15



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word.



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Article Error You may need to use an article before this word. Consider using the article **the**.



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