

**CEPAT MAHIR**  
***SIMILARITY CHECKER***  
**BERBASIS TURNITIN**

Salah satu dasar kebudayaan akademik adalah tradisi menghormati hak pemilikan terhadap gagasan dimana gagasan dianggap sebagai properti intelektual sehingga setiap penulis (dosen/mahaSiswa atau Mahasiswa) tidak diijinkan untuk menggunakan karya orang lain tanpa memberikan pengakuan terhadap karya orang lain. Penggunaan kata-kata dari penulis lain, mengharuskan seorang penulis untuk menghargai penulis aslinya dengan cara menyebutkan dengan teknik pengutipan yang benar. Demikian juga saat menggunakan ide dari penulis lain dengan parafrasa (paraphrase) maka penulis harus menghargai penulis yang menjadi sumber idenya dan jika tidak, maka penulis telah melakukan kejahatan akademik yang serius, yaitu plagiarisme. Plagiarisme adalah mengambil (mencuri) gagasan, kata-kata, kalimat atau hasil penelitian orang lain dan menyajikannya seolah-olah sebagai karya sendiri. Plagiarisme dan berbagai bentuk kecurangan akademik dilarang di universitas karena kebenaran dalam ilmu pengetahuan tidak boleh dirusak, dan bagi ilmuwan, kebenaran inilah yang membuat seluruh pekerjaan ilmuwan menjadi berharga.

Bentuk paling umum dari kecurangan akademik (academic fraud) adalah mencontek atau menggunakan kertas contekan dalam ujian atau tindakan lain seperti menggunakan peralatan yang tidak diijinkan dalam ujian (kalkulator, handphone, buku, outline, catatan dan sebagainya), mencoba membaca apa yang ditulis peserta lain selama ujian, atau bertukar informasi saat ujian, menggunakan identitas orang lain, memiliki soal ujian yang akan dikerjakan sebelum jadwal ujian dilaksanakan, memalsukan atau membuat-buat jawaban wawancara atau survei atau data riset.

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Yusup Maulana

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**Cepat Mahir *Similarity Checker*  
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**Buku ini penulis persembahkan untuk:**

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5. Tempat mengabdikan FKIP Universitas Pasundan,
6. Pembaca buku yang budiman dan dikasihi oleh Alloh SWT,

**Dua buah kata-kata mutiara penyemangat pengembangan:**

“Ambillah risiko yang lebih besar dari apa yang dipikirkan orang lain aman. Berilah perhatian lebih dari apa yang orang lain pikir bijak. Bermimpilah lebih dari apa yang orang lain pikir masuk akal”, “ Jangan tanyakan pada diri Anda apa yang dibutuhkan dunia. Bertanyalah apa yang membuat Anda hidup, kemudian kerjakan. Karena yang dibutuhkan dunia adalah orang yang antusias”.

**- Claude T. Bissell - Harold Whitman -**

## KATA PENGANTAR

Segala puji dan syukur kami panjatkan ke Hadirat Tuhan Yang Maha Esa, karena berkat limpahan Rahmat dan Karunia-Nya sehingga saya dapat menyusun dan menyelesaikan buku ini tepat pada waktunya. Buku ini membahas tentang Cepat Mahir *Similarity Checker* Berbasis Turnitin. Buku ini disusun agar pembaca dapat memperluas ilmu tentang Turnitin yang kami sajikan berdasarkan pengamatan dari berbagai sumber.

Kami tidak lupa mengucapkan terimakasih pada pihak-pihak yang telah membantu menyelesaikan buku ini. Terutama kepada Rektor Universitas Pasundan, Dekan FKIP Universitas Pasundan, dan semua pihak yang terkait. Dalam penulisan buku ini kami merasa masih banyak kekurangan baik pada teknis penulisan maupun materi, mengingat akan kemampuan yang kami miliki. Untuk itu kritik dan saran yang membangun dari semua pembaca sangat kami harapkan demi penyempurnaan pada tugas buku kami berikutnya. Terimakasih.

Bandung, 1 Juli 2020

Salam hormat,

Penulis

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# BAB I

## PENDAHULUAN

### A. Pengantar

Bagian tulisan ini diambil dari sejumlah sumber dimana sebagian paragraf dalam pengantar berasal dari [1]. Sub-bab mengenai "plagiarisme sebagai bentuk kecurangan akademik" merupakan ekstrak dari "*Regulations Governing Fraud and Plagiarism for Uva students*" [<http://www.ishss.uva.nl>]. Sumber yang dipergunakan pada bagian tentang kutipan dan parafrase berasal dari catatan pra-kuliah di Australian National University (ANU), Canberra tahun 1998 yang tidak bisa ditelusuri sumbernya, dan disertakan dalam bagian ini karena dianggap penting untuk diketahui, meskipun sudah menjadi pengetahuan umum di kalangan akademisi. [1]

Salah satu dasar kebudayaan akademik adalah tradisi menghormati hak pemilikan terhadap gagasan dimana gagasan dianggap sebagai properti intelektual sehingga setiap penulis (dosen/mahaSiswa atau Mahasiswa) tidak diijinkan untuk menggunakan karya orang lain tanpa memberikan pengakuan terhadap karya orang lain. Penggunaan kata-kata dari penulis lain, mengharuskan seorang penulis untuk menghargai penulis aslinya dengan cara menyebutkan dengan teknik pengutipan yang benar. Demikian juga saat menggunakan ide dari penulis lain dengan parafrasa (*paraphrase*) maka penulis harus menghargai penulis yang menjadi sumber idenya dan jika tidak, maka penulis telah melakukan kejahatan akademik yang serius, yaitu plagiarisme.

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Bentuk paling umum dari kecurangan akademik (*academic fraud*) adalah mencontek atau menggunakan kertas contekan dalam ujian atau tindakan lain seperti menggunakan peralatan yang tidak diijinkan dalam ujian (kalkulator, *handphone*, buku, *outline*, catatan dan sebagainya), mencoba membaca apa yang ditulis peserta lain selama ujian, atau bertukar informasi saat ujian, menggunakan identitas orang lain, memiliki soal ujian yang akan dikerjakan sebelum jadwal ujian dilaksanakan, memalsukan atau membuat-buat jawaban wawancara atau survei atau data riset.

Sementara plagiarisme sebagai bentuk kecurangan akademik dalam menyusun sebuah tulisan atau karya ilmiah meliputi tindakan sebagai berikut [2]:

1. Menggunakan atau mengambil teks, data, struktur, gagasan utama, materi audio atau visual orang lain, materi tes, *software* dan kode program atau gagasan orang lain tanpa memberikan pengakuan terhadap sumber secara benar dan lengkap.
2. Tidak menunjukkan secara jelas dalam teks, misalnya dengan tanda kutipan atau penggunaan *lay-out* tertentu, bahwa kutipan *literal* atau yang mendekati *literal* telah dimasukkan dalam karya tulis.



3. Memparafrase (mengubah kalimat orang lain ke dalam susunan kalimat sendiri tanpa mengubah idenya) isi dari teks orang lain tanpa rujukan terhadap sumber.
4. Menggunakan teks yang pernah dikumpulkan sebelumnya, atau menggunakan teks yang mirip dengan teks yang pernah dikumpulkan sebelumnya untuk tugas sebuah mata kuliah.
5. Mengambil karya sesama mahaSiswa atau Mahasiswa dan menjadikannya sebagai karya sendiri.
6. Mengumpulkan *paper* yang dibuat dengan cara membeli atau membayar orang lain untuk membuatnya.

Dosen yang mendeteksi plagiarisme dalam perkuliahan atau penelitian seharusnya mengingatkan mahaSiswa atau Mahasiswa bahwa jika *draft* itu dikumpulkan sebagai teks definitif (resmi sebagai tugas kuliah) maka mahaSiswa atau Mahasiswa mungkin akan menghadapi masalah hukum pidana di kemudian hari. Plagiarisme dalam tahap persiapan (sebelum teks definitif), yang berhasil dideteksi dan mahaSiswa atau Mahasiswa melakukan perbaikan, mengindikasikan mahaSiswa atau Mahasiswa tidak secara sengaja melakukan plagiarisme. Ini dikategorikan sebagai plagiarisme tidak sengaja (*inadvertent plagiarism*), yaitu plagiarisme karena ketidaktahuan (*ignorancy*) metode dokumentasi, mengutip dan melakukan parafrase. Plagiarisme tidak sengaja dapat dicegah dengan menunjukkan cara menghindari plagiarisme namun plagiarisme tidak sengaja adalah tetap tindakan plagiarisme dan pelakunya dapat dikenai sanksi seperti halnya plagiarisme yang sengaja (*deliberate plagiarism*).

Plagiarisme sengaja adalah plagiarisme dengan niat jahat untuk mencuri atau secara sengaja menjiplak karya orang lain demi kepentingan diri sendiri dan umumnya untuk kepentingan jangka pendek, misalnya, agar cepat lulus. Pelaku plagiarisme sengaja diberi hukuman yang sepadan sesuai dengan aturan universitas.

Salah satu cara untuk mengetahui tingkat kemiripan suatu teks yaitu dengan menggunakan *software* turnitin, penggunaan *software* ini akan memberitahukan secara detil dan transparan serta komprehensif mengenai tingkat kemiripan dengan karya orang lain dan ditandai dengan artikel, buku, paper, makalah, dan hal lainnya dalam segi kesamaanya. Oleh karena itu penggunaan *software* ini mutlak sangat diperlukan sebagai upaya untuk pencegahan plagiarisme dikalangan civitas akademika Universitas Pasundan salah satunya Fakultas KeDosen atau Guruan dan Ilmu Pendidikan. Namun, dalam implementasinya kerap kali ada beberapa hal yang tidak semestinya mengenai pengecekan plagiarisme tersebut, oleh karena itu untuk melakukan penertiban dalam segi proses pengecekan tingkat kemiripan karya maka dibuat SOP (Standar Operasional Prosedur).

## **BAB II**

### **SOFTWARE TURNITIN (*SIMILARITY CHECKER*)**

#### **A. Tentang Turnitin**

Turnitin adalah layanan deteksi plagiarisme komersial Amerika berbasis internet yang merupakan anak perusahaan dari Advance. Didirikan pada tahun 1997, universitas dan sekolah menengah biasanya membeli lisensi untuk menggunakan perangkat lunak sebagai situs web layanan (SaaS), yang memeriksa dokumen yang diajukan terhadap basis datanya dan konten situs web lain dengan tujuan mengidentifikasi plagiarisme. Hasilnya dapat mengidentifikasi kesamaan dengan sumber yang ada, dan juga dapat digunakan dalam penilaian formatif untuk membantu Siswa atau Mahasiswa belajar menghindari plagiarisme dan memperbaiki tulisan mereka [3]

Siswa atau Mahasiswa atau mahaSiswa atau Mahasiswa diminta untuk menyerahkan Tugas Mereka kepada Kampus atau Sekolah untuk dideteksi tingkat kesamaannya menggunakan software Turnitin sebagai persyaratan untuk Lulus, mengambil kelas tertentu, atau persyaratan dalam perombaan. Ada beberapa Siswa atau Mahasiswa atau mahaSiswa atau Mahasiswa yang menolak untuk menyerahkan hasil tugasnya, dikarenakan mereka takut ketahuan telah melakukan plagiarism. Beberapa kritikus menganggap bahwa penggunaan perangkat lunak seperti ini melanggar privasi pendidikan dan juga hukum kekayaan intelektual internasional, dan mengeksploitasi karya Siswa atau Mahasiswa untuk tujuan komersial dengan menyimpannya secara permanen di dalam basis data pribadi Turnitin.

Perusahaan induk Turnitin, iParadigms LLC, menjalankan situs informasi plagiarism.org dan juga menawarkan layanan pendeteksi plagiarisme serupa untuk editor surat kabar dan penerbit buku dan majalah yang disebut iThenticate. Alat lain yang disertakan dengan Turnitin suite adalah Grade Mark (penilaian online dan umpan balik) dan PeerMark (layanan peer-review). Turnitin merilis *Write Cycle Suite* pada tanggal 3 Februari 2009, yang menggabungkan layanan Pengecekan Orisinalitas dengan alat bantu penilaian online GradeMark dan alat PeerMark. [Jargon] Turnitin merilis Turnitin2 pada 4 September 2010, membatalkan nomenklatur "WriteCycle". . Pada bulan Maret 2019, Advance mengakuisisi perusahaan sebesar US \$ 1,75 miliar. [4]

## **B. Kegunaan**

Perangkat lunak Turnitin memeriksa konten yang mungkin tidak orisinal dengan membandingkan makalah yang dikirimkan ke beberapa database menggunakan algoritma yang dimiliki oleh Turnitin atau dengan website, serta Jurnal yang ada. Perangkat ini memindai basis datanya sendiri dan juga memiliki perjanjian lisensi dengan basis data akademik yang besar.

### **1. Student-Paper Database**

Esai yang diajukan oleh Siswa atau Mahasiswa disimpan dalam database yang digunakan untuk memeriksa plagiarisme. Ini mencegah Siswa atau Mahasiswa yang satu untuk menggunakan karya Siswa atau Mahasiswa lain, dengan mengidentifikasi teks yang cocok antara tugas yang satu dengan tugas yang lain. Selain terdiri dari tugas-tugas Siswa atau Mahasiswa, database berisi

salinan data Internet yang dapat diakses publik, hal ini berkat kerja sama dengan beberapa browser web untuk terus menambahkan konten ke arsip database Turnitin. Dalam database ini juga mengandung halaman komersial dan / atau hak cipta dari buku, surat kabar, atau jurnal [5].

## *2. Classroom Integration*

Siswa atau Mahasiswa biasanya mengunggah makalah atau tugas mereka langsung ke layanan untuk diakses oleh Dosen atau Guru. Dosen atau Guru juga dapat mengirimkan makalah atau tugas Siswa atau Mahasiswa ke Turnitin.com sebagai file individual, unggahan massal, atau sebagai file ZIP. Dosen atau Guru juga dapat menetapkan opsi analisis tugas sehingga Siswa atau Mahasiswa dapat meninjau "laporan orisinalitas" yang ditampilkan sistem sebelum mereka menyelesaikan tugas mereka mereka. Opsi peer-review juga tersedia.

Beberapa Aplikasi Pembelajaran virtual dapat dikonfigurasi untuk menggabungkannya dengan Turnitin, sehingga tugas Siswa atau Mahasiswa dapat secara otomatis diserahkan untuk analisis. Beberapa aplikasi yang dapat diintegrasikan diantaranya yaitu: Blackboard, MOODLE, ANGEL, Instructure, Desire2Learn, Pearson Learning Studio, Sakai, and Studywiz telah dapat diintegrasikan [6]

## *3. Admissions applications*

Pada tahun 2019, Turnitin mulai menganalisis bahan aplikasi penerimaan melalui perangkat lunak mitra, Kira Talent. [7]

## **C. Reception**

### **1. Privacy**

Mahasiswa di Universitas Dalhousie telah mengkritik penggunaan Turnitin di universitas-universitas Kanada karena pemerintah Amerika mungkin dapat mengakses surat-surat yang dikirimkan dan informasi pribadi dalam database di bawah Undang-Undang PATRIOT USA. [8] Mount Saint Vincent University menjadi universitas Kanada pertama yang melarang layanan Turnitin sebagian karena implikasi dari Undang-Undang tersebut. [9]

### **2. Copyright Violation Concerns**

Pengacara untuk perusahaan mengklaim bahwa pekerjaan Siswa atau Mahasiswa dicakup dalam teori lisensi tersirat untuk dievaluasi, karena tidak ada gunanya untuk menulis esai jika hal tidak untuk dilakukan penilaian. Izin tersirat itu, menurut pengacara, dengan demikian memberikan izin kepada Turnitin untuk menyalin, mereproduksi, dan melestarikan karya. Pengacara dari perusahaan selanjutnya mengklaim bahwa disertasi dan tesis juga memiliki izin tersirat untuk mengarsipkan dalam koleksi yang dapat diakses publik seperti perpustakaan universitas. [10]

Profesor Sekolah Hukum Universitas Minnesota Dan Burk menyatakan bahwa penggunaan k oleh perusahaan mungkin tidak memenuhi uji penggunaan wajar karena beberapa alasan:1) Perusahaan menyalin seluruh dokumen, bukan hanya sebagian Karya Siswa atau Mahasiswa seringkali orisinal, interpretatif, dan kreatif, dan bukan sekadar kumpulan fakta yang sudah ada bahwa Turnitin adalah perusahaan komersial [11]

Ketika sekelompok Siswa atau Mahasiswa mengajukan gugatan terhadap Turnitin atas dasar itu, di *Vanderhye et al. v. iParadigms LLC*, pengadilan distrik mendapati bahwa praktik tersebut layak digunakan; pada saat naik banding, Pengadilan Banding Amerika Serikat. [12]

### **3. Presumption of Guilt**

Beberapa Siswa atau Mahasiswa berpendapat bahwa mengharuskan mereka untuk menyerahkan tugas atau makalah kepada Turnitin akan membuat mereka menjadi bersalah, yang dapat melanggar kode disiplin akademis dan hukum setempat serta praktik yudisial yang berlaku. Beberapa Dosen atau Guru dan profesor mendukung argumen ini ketika mencoba untuk mencegah sekolah mereka bergabung dengan Turnitin. [13]

### **4. Write Check**

iParadigms, perusahaan di balik Turnitin, menjalankan situs web komersial lain yang disebut WriteCheck, di mana Siswa atau Mahasiswa membayar biaya untuk memiliki paper yang diuji terhadap database yang digunakan oleh Turnitin, untuk menentukan apakah kertas itu akan terdeteksi sebagai plagiarisme ketika Siswa atau Mahasiswa mengajukan bahwa paper ke situs web Turnitin utama melalui akun yang disediakan oleh sekolah. Diumumkan bahwa produk WriteCheck ditarik pada tahun 2020 tanpa langganan baru yang diterima terakhir yaitu bulan November 2019. [12] Ekonom Alex Tabarrok mengeluh bahwa sistem Turnitin "are warlords who are arming both sides in this plagiarism war". [15]

#### **D. Litigation**

Dalam satu perselisihan yang dipublikasikan tentang pengajuan Turnitin, Jesse Rosenfeld, seorang Mahasiswa di Universitas McGill menolak, pada tahun 2004, untuk menyerahkan karya akademisnya ke Turnitin. Senat Universitas akhirnya memutuskan bahwa penugasan Rosenfeld harus dinilai tanpa menggunakan layanan Turnitin. [16] Tahun berikutnya, Mahasiswa McGill lainnya, Denise Brunson, menolak untuk menyerahkan tugasnya ke Turnitin.com dan memenangkan putusan serupa dari Komite Senat tentang Keluhan Mahasiswa tersebut. [18]

Beberapa universitas Kanada lainnya saat ini [kapan?] Sedang dalam proses larangan total atau sebagian dari layanan ini. Pada tanggal 6 Maret 2006, Senat di Universitas Mount Saint Vincent di Nova Scotia melarang pengajuan karya akademik Siswa atau Mahasiswa ke Turnitin.com dan perangkat lunak apa pun yang mengharuskan karya Siswa atau Mahasiswa untuk menjadi bagian dari database eksternal di mana pihak lain mungkin memiliki akses ke itu. [18] Keputusan ini diberikan setelah gabungan siswa atau Mahasiswa memberi tahu komunitas universitas tentang masalah hukum dan privasi mereka terkait dengan penggunaan Turnitin.com dan perangkat anti-plagiarisme lain yang mendapat keuntungan dari karya akademik Siswa atau Mahasiswa. Ini adalah larangan pertama di seluruh kampus dan yang sejenisnya di Kanada, [19] mengikuti keputusan dari Princeton, Harvard, Yale dan Stanford untuk tidak menggunakan Turnitin. [20]

Di Ryerson University di Toronto, Siswa atau Mahasiswa dapat memutuskan apakah akan menyerahkan karya mereka ke



Turnitin.com atau membuat pengaturan alternatif dengan instruktur. [21] Kebijakan serupa diterapkan di Universitas Brock di Saint Catharines. [22]

Pada 27 Maret 2007, dengan bantuan seorang pengacara kekayaan intelektual, Mahasiswa dari McLean High School di Virginia (dengan bantuan dari Committee For Students 'Rights) dan dua Mahasiswa yang menghadiri Desert Vista High School di Phoenix, Arizona, mengajukan gugatan di Pengadilan Amerika Serikat (Distrik Timur, Divisi Alexandria) menuduh pelanggaran hak cipta oleh iParadigms, perusahaan induk Turnitin. [23] Hampir setahun kemudian, Hakim Claude M. Hilton memberikan ringkasan penilaian tentang gugatan Mahasiswa yang mendukung iParadigms / Turnitin, [24] karena mereka telah menerima perjanjian Click-Wrap di situs web Turnitin. Para Mahasiswa mengajukan banding atas putusan tersebut, [23] dan pada tanggal 16 April 2009, Pengadilan Banding Amerika Serikat untuk menegaskan keputusan Hakim Hilton yang mendukung iParadigms / Turnitin. [26]

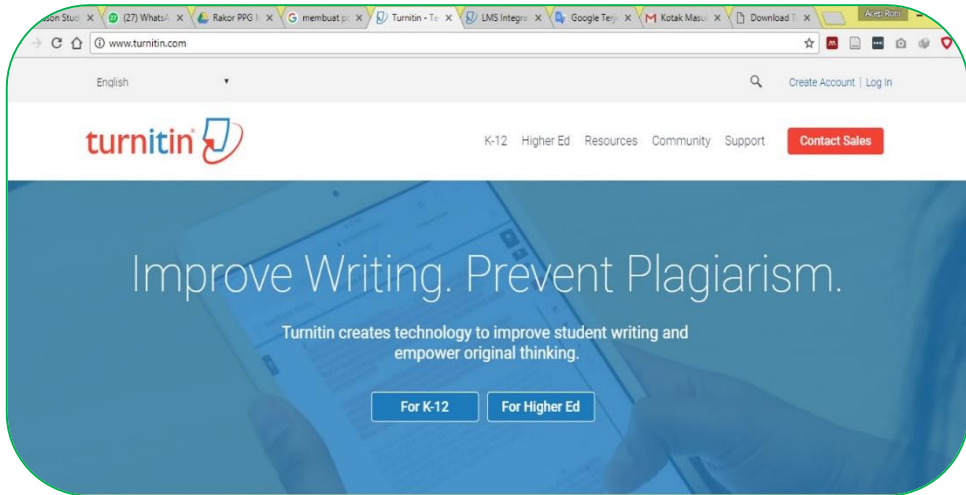
Dari berbagai gugatan tersebut sebenarnya beberapa mahasiswa atau siswa merasa ketakutan tindakan plagiarisme mereka akan ketahuan, apabila melakukan pengutifan sesuai dengan seharusnya, maka tidak perlu mengalami ketakutan.

## BAB III

### PENGGUNAAN SOFTWARE TURNITIN

#### A. Cara Masuk

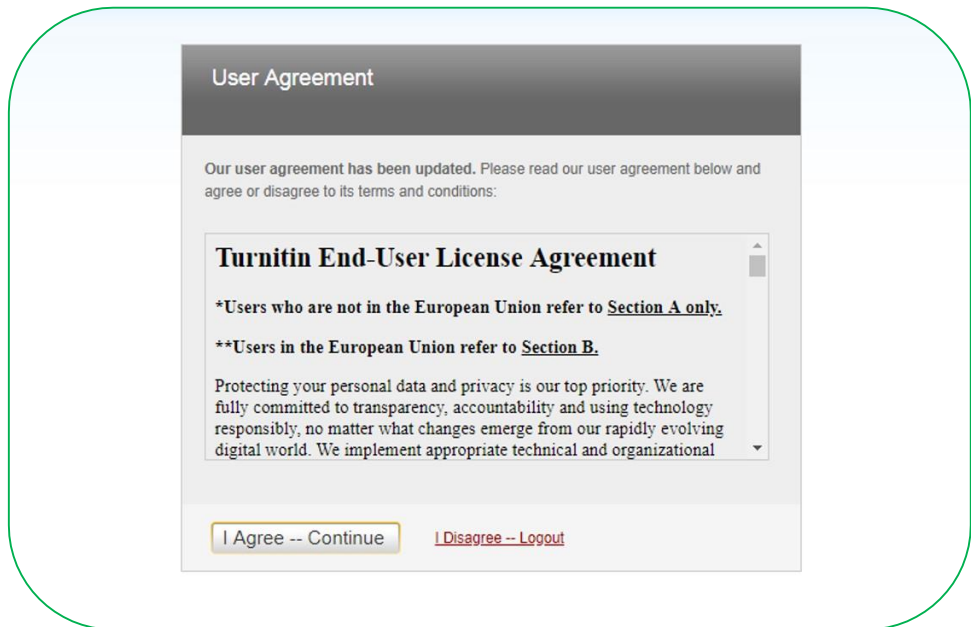
1. Untuk dapat melakukan cek plagiat hal pertama yang dilakukan yaitu Anda mengakses laman [www.turnitin.com](http://www.turnitin.com)



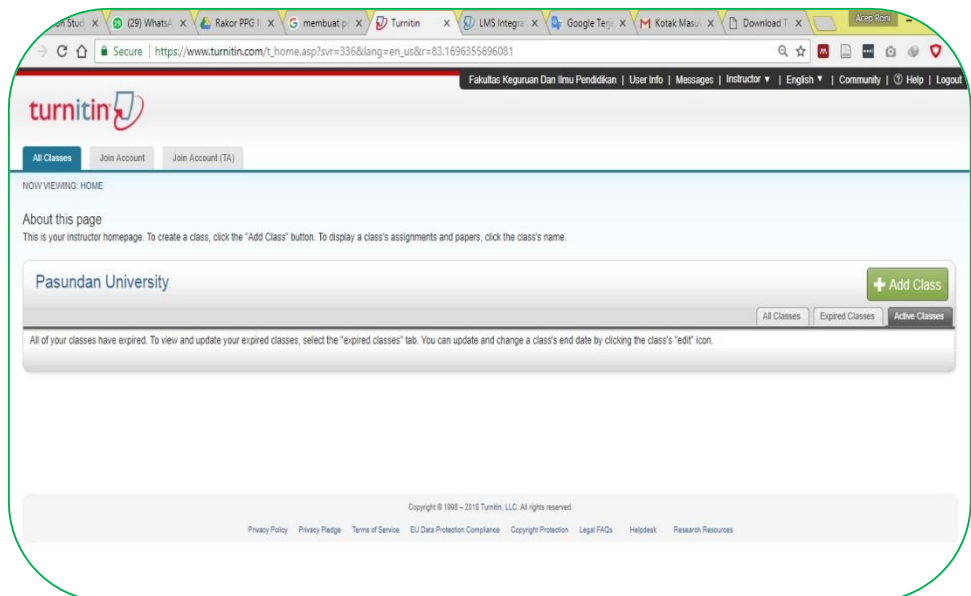
2. Kemudian Anda klik login, maka Anda akan dimasukkan ke laman login seperti di atas.
3. Masukkan user dan password yang sudah diberikan ke masing-masing program studi.



4. Apabila Anda pertama kali masuk, maka akan masuk ke halaman *User Agreement*, apabila Anda setuju dengan semua perjanjian tersebut, klik *I Agree – Continue*

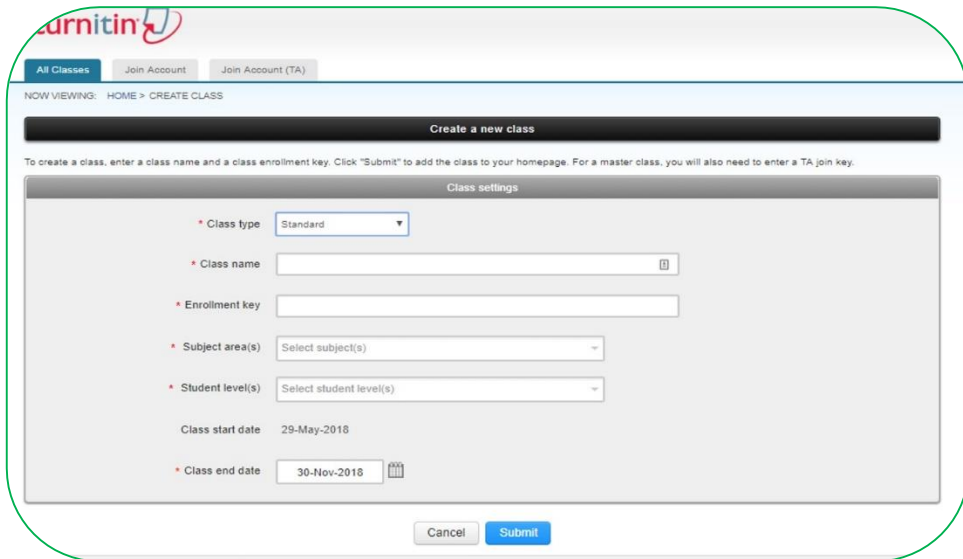


5. Setelah Anda klik *I Agree – Continue*, maka Anda akan masuk ke laman pembuatan kelas seperti gambar di atas.



## B. Membuat Kelas di Turnitin

1. Setelah Anda masuk ke laman awal turnitin, lakukan pembuatan kelas.
2. Untuk membuat kelas klik *Add Class* pada pojok kanan, sehingga tampilannya seperti di atas.

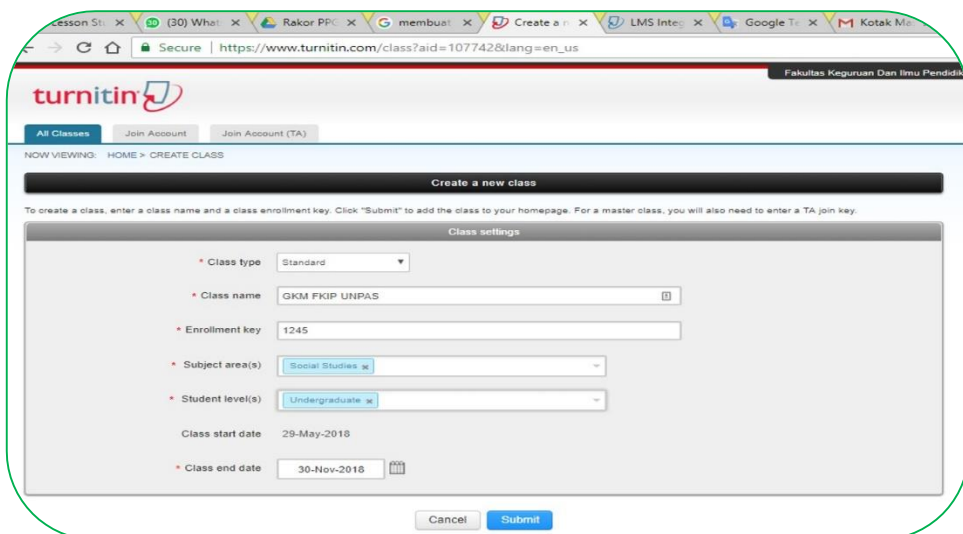


The screenshot shows the Turnitin 'Create a new class' interface. The page title is 'Create a new class'. Below the title, there is a sub-header 'Class settings'. The form contains the following fields:

- Class type: Standard (dropdown menu)
- Class name: (empty text input field)
- Enrollment key: (empty text input field)
- Subject area(s): Select subject(s) (dropdown menu)
- Student level(s): Select student level(s) (dropdown menu)
- Class start date: 29-May-2018
- Class end date: 30-Nov-2018 (calendar icon)

At the bottom of the form, there are 'Cancel' and 'Submit' buttons.

3. Isilah data dengan lengkap mengenai kelas yang akan dibuat.

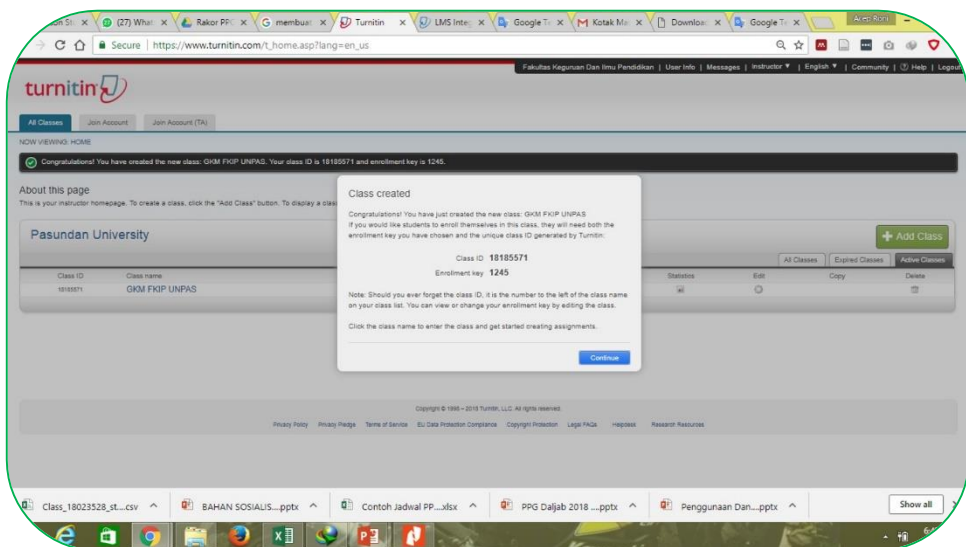


The screenshot shows the Turnitin 'Create a new class' interface with the form filled out. The page title is 'Create a new class'. Below the title, there is a sub-header 'Class settings'. The form contains the following fields:

- Class type: Standard (dropdown menu)
- Class name: GKM FKIP UNPAS (text input field)
- Enrollment key: 1245 (text input field)
- Subject area(s): Social Studies (dropdown menu)
- Student level(s): Undergraduate (dropdown menu)
- Class start date: 29-May-2018
- Class end date: 30-Nov-2018 (calendar icon)

At the bottom of the form, there are 'Cancel' and 'Submit' buttons.

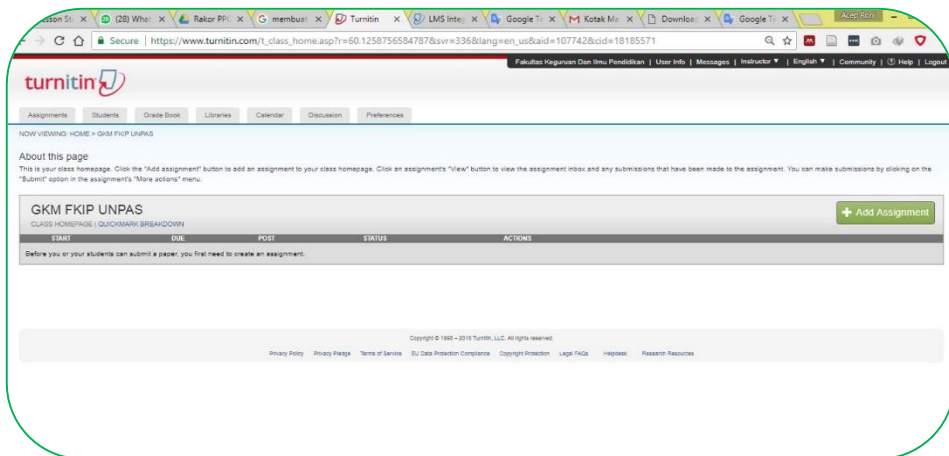
4. *Class Type* : pilih standar, *Class Name* : isi dengan nama kelas (Mata Kuliah dan Tahunnya) , *Enrollment Key* : isi dengan password yang diinginkan, *Subject Area* : diisi dengan bidang ilmu kelas yang dibuat, *Student Level* : diisi dengan status jenjang pendidikan mahasiswa, *Class End Date* : diisi dengan tanggal berakhirnya kelas. Kemudian klik *Submit*.



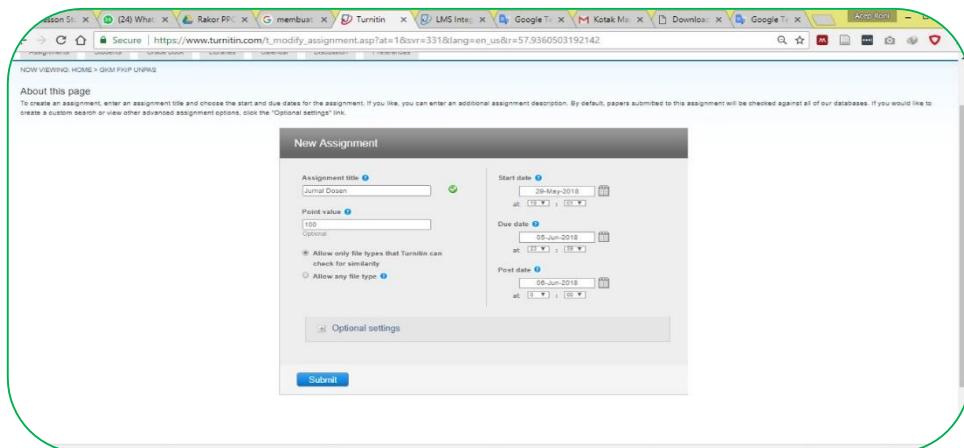
4. Setelah Anda mengklik *Submit* maka akan muncul tampilan seperti di atas.
5. Dari gambar tersebut terlihat ada *Class ID* dan *Enrollment Key*. (Harap kedua hal tersebut dirahasiakan dan hanya mahasiswa serta Anda sendiri yang tahu)
6. Kemudian klik *Continue*, setelah di klik maka kelas sudah selesai Anda buat.

### C. Membuat tugas

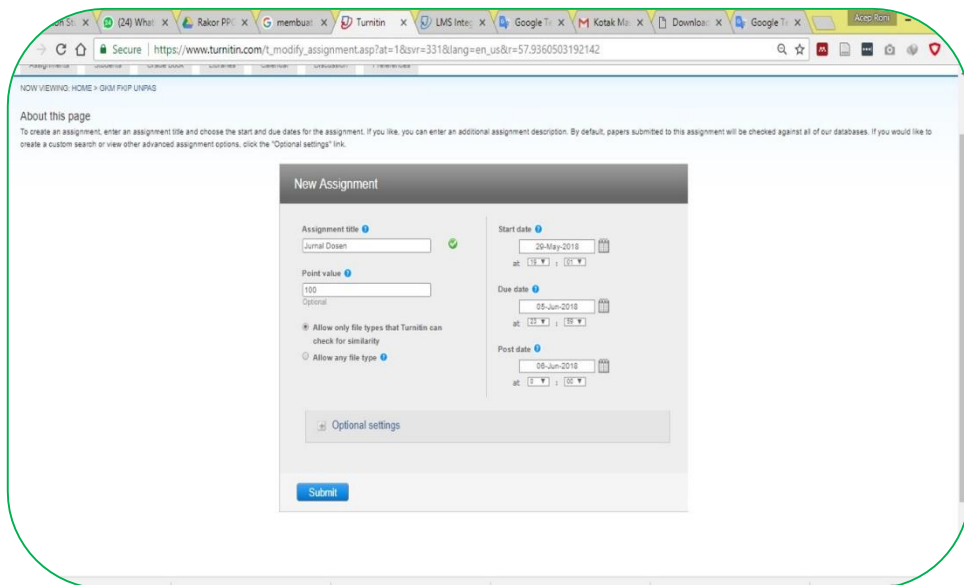
1. Klik nama kelas yang akan isi dengan tugas, sehingga muncul tampilan seperti pada gambar berikut. Kemudian klik *Add Assignment*.



3. Setelah di klik Add Assignment, maka akan ada tampilan seperti pada gambar di atas. Isilah data dari tugas tersebut.
5. Assignment title : diisi dengan dengan judul kehadiran, Point Value : diisi dengan point nilai yang diinginkan, Start date : diisi dengan tanggal mulainya tugas, Due date : diisi dengan jatuh tempo (tanggal akhir tugas), Post date : diisi dengan tanggal feedback yang bisa diberikan oleh Instruktur.

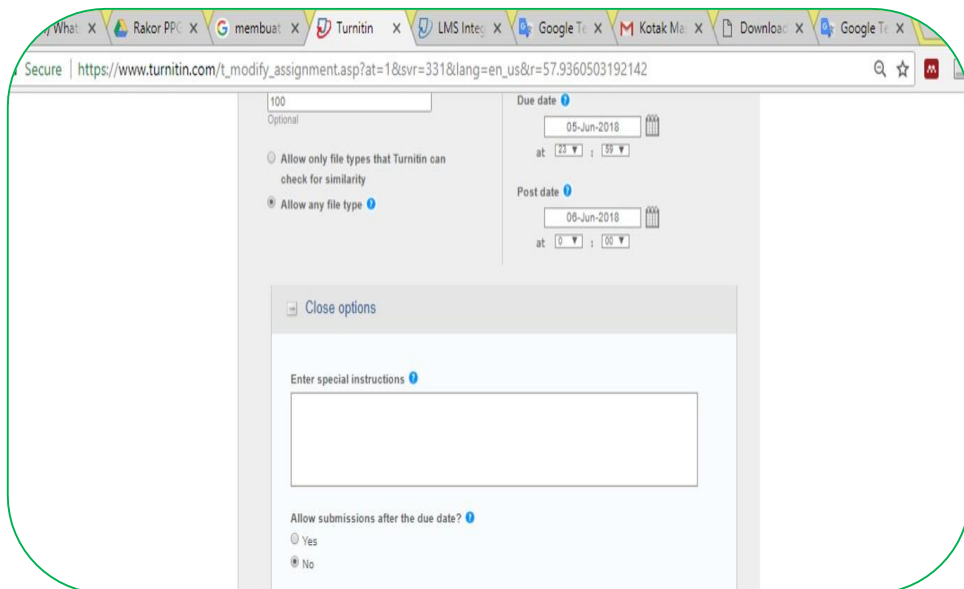


6. Pilih *Allow only file types that Turnitin can check for similarity* (Jika Anda hanya ingin menampilkan file yang diizinkan oleh turnitin saja, yaitu format :Microsoft Word ® (DOC dan DOCX), Corel WordPerfect ®, HTML, Adobe PostScript ®, Plain text (TXT), Rich Text Format (RTF), Portable Document Format (PDF), OpenOffice (ODT), Hangul (HWP))
7. Pilih *Allow any file type*, jika ingin menyertakan pula dalam satu folder zip format file yang tidak bisa dideteksi *similarity* nya

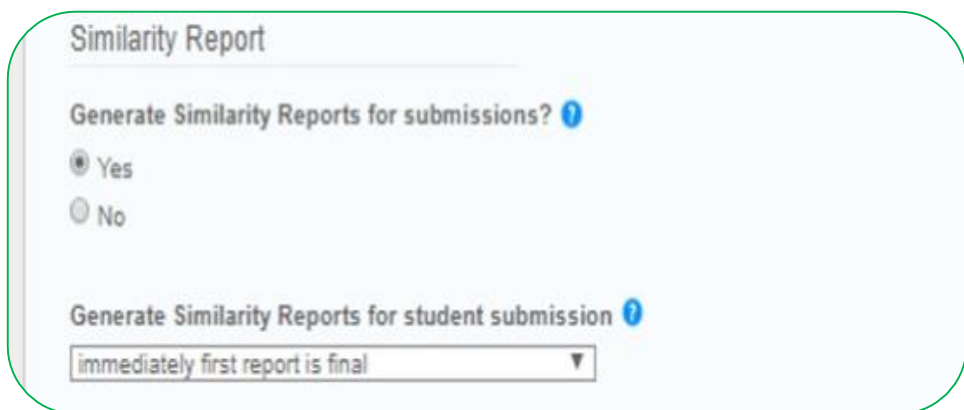


8. Klik *Optional Setting* untuk melakukan pengaturan lebih lanjut, sehingga tampilannya seperti gambar di atas.
9. Lakukan pengaturan sesuai keinginan Anda. *Enter special instructions*: diisi dengan intruksi khusus yang ingin diberikan kepada mahasiswa. *Allow submissions after the due date: jika Yes*, artinya mengizinkan mahasiswa mengumpulkan tugas walaupun sudah berakhir waktunya, namun akan ditandai, jika *No* maka sama sekali tidak mengizinkan untuk mengumpulkan tugas setelah jatuh tempo. Dan siswa tidak bisa menyimpannya apabila tanggal jatuh tempo telah dilewati.





10. Lakukan pengaturan sesuai keinginan Anda. *Generate Similarity Reports for submissions?*, jika dipilih *Yes*, maka akan dilakukan perubahan tingkat kemiripan setiap kali pengiriman, Jika dipilih *No*, maka tidak akan diberikan perubahan dan tidak ada kebijakan revisi.



11. *Generate Similarity Reports for student submission*, terdiri dari tiga pengaturan sebagai berikut: *immediately first report is final*: jika menginginkan agar mahasiswa hanya satu kali mengirimkan naskah dan dianggap selesai (bisa resubmission jika dihapus

oleh instruktur). *immediately (can overwrite report until due date)*: memungkinkan siswa untuk mengganti tugas yang dikumpulkan dengan laporan yang berbeda, jika melakukan revisi 3 kali, maka harus menunggu waktu 24 jam untuk mendapatkan laporan). *On due date*: apabila menginginkan sebanyak apapun mahasiswa melakukan perbaikan sampai tugas beres dan memenuhi keinginan.



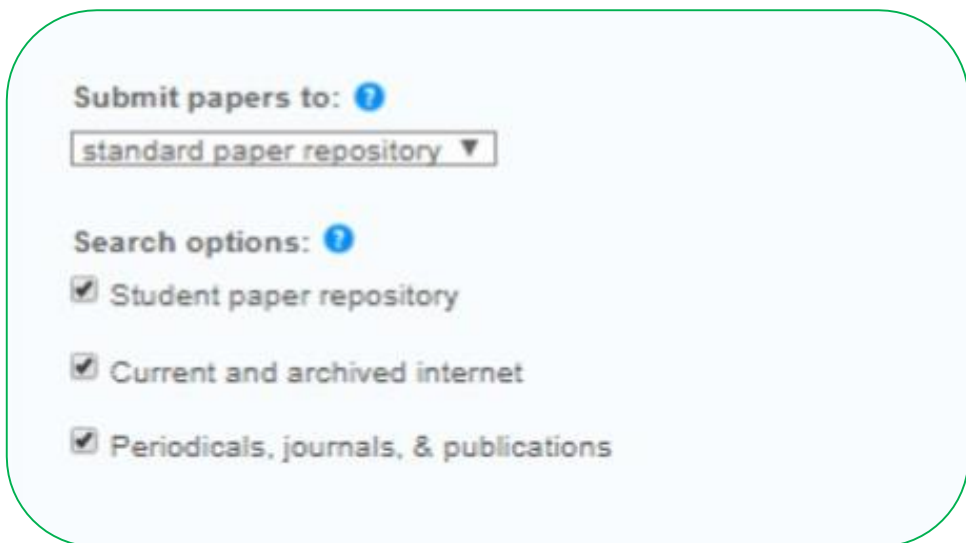
The image shows a screenshot of a quiz interface with four questions, each with radio button options for 'Yes' and 'No'. The questions are:

- Exclude bibliographic materials from Similarity Index for all papers in this assignment? (No is selected)
- Exclude quoted materials from Similarity Index for all papers in this assignment? (No is selected)
- Exclude small sources? (No is selected)
- Allow students to see Similarity Reports? (No is selected)

12. *Exclude bibliographic materials from Similarity Index for all papers in this assignment?* Jika dipilih Yes, maka akan mengeluarkan daftar pustaka dari pengecekan tingkat kemiripan, jika dipilih No, maka akan disertakan daftar pustaka untuk di cek tingkat kemiripannya.
13. *Exclude quoted materials from Similarity Index for all papers in this assignment?* Jika dipilih Yes, maka teks yang ada kutipannya akan dimasukkan ke pengecekan kemiripan, jika No, maka tidak akan diikutkan ke pengecekan.
14. *Exclude small sources?* Jika dipilih Yes, maka program akan mengabaikan kemiripan yang sedikit, jika No, maka software

akan mengikutsertakan pemeriksaan walaupun kemiripannya kecil. Jika dipilih Yes, maka akan ada pengaturan jumlah kata dan presentasinya.

15. *Allow students to see Similarity Reports?* Jika dipilih Yes, maka memungkinkan mahasiswa untuk melihat hasil pengecekan, jika dipilih No, mahasiswa tidak dapat melihat hasil pengecekan.

A screenshot of the Turnitin submission settings interface. It features a light blue background with rounded corners. At the top, there is a section titled "Submit papers to:" with a blue help icon. Below this is a dropdown menu currently set to "standard paper repository". Underneath, there is a section titled "Search options:" with a blue help icon. This section contains three checked checkboxes: "Student paper repository", "Current and archived internet", and "Periodicals, journals, & publications".

16. *Submit papers to:*, terdiri dari berbagai pengaturan. *standard paper repository*: memungkinkan hasil pengecekan disimpan di dalam database turnitin, *no repository*: tidak memasukan tugas yang dikumpulkan dalam database turnitin. (Pilih yang ini agar untuk pengecekan menjadi aman)
17. *Search options*: terdiri dari, *Student paper repository*: memasukan tugas mahasiswa, *Current and archived internet*: memasukan arsip dan yang ada di internet saat ini. *Periodicals, journals, & publications*: memasukan jurnal dan publikasi periodic lainnya.

18. Attach a rubric/form to this assignment : ada dua pilihan, apabila no rubric maka itu tidak ada rubric penilaian, jika dipilih maka akan ada rubrik penilaian.

Online grading

Attach a rubric/form to this assignment ⓘ

Note: students will be able to view the attached rubric/form and its content prior to submitting.

Persuasive Paper ▾ Launch Rubric/Form Manager

Find a rubric that's right for your assignment in Turnitin Teaching Tools

ETS® e-rater® Settings

Enable grammar checking using e-rater® technology? ⓘ

Yes

No

Note: Turnitin for iPad® doesn't currently support ETS® e-rater®. All viewing and management of ETS® e-rater® results must be completed through Turnitin directly.

Would you like to save these options as your defaults for future assignments?

19. Enable grammar checking using *e-rater®* technology? Jika dipilih Yes, maka akan mengaktifkan pengecekan Grammar, apabila No tidak akan ada pengecekan grammar, yang dicek yaitu : Spelling, Grammar, Usage, Mechanics, Style
20. Would you like to save these options as your defaults for future assignments? Jika dicentang maka akan mengaktifkan pengaturan yang kita lakukan sebagai pengaturan *default*.

Online grading

Attach a rubric/form to this assignment ⓘ

Note: students will be able to view the attached rubric/form and its content prior to submitting.

Persuasive Paper ▾ Launch Rubric/Form Manager

Find a rubric that's right for your assignment in Turnitin Teaching Tools

ETS® e-rater® Settings

Enable grammar checking using e-rater® technology? ⓘ

Yes

No

Note: Turnitin for iPad® doesn't currently support ETS® e-rater®. All viewing and management of ETS® e-rater® results must be completed through Turnitin directly.

Would you like to save these options as your defaults for future assignments?

21. Sekarang sudah ada tugas dengan pengaturan yang kita inginkan. Apabila pengaturan tugas ingin diubah klik *more action* pilih *Edit Setting*.

The screenshot shows the Turnitin interface for a class named 'GKM FKIP UNPAS'. The navigation menu includes Assignments, Students, Grade Book, Libraries, Calendar, Discussion, and Preferences. The current page is 'NOW VIEWING: HOME > GKM FKIP UNPAS'. Below the navigation, there is a section 'About this page' with instructions. The main content area displays the assignment 'Jurnal Dosen' with a table of submission details.

	START	DUE	POST	STATUS	ACTIONS
<b>Jurnal Dosen</b>					
PAPER	25-May-2018 20:38PM	05-Jun-2018 22:08PM	06-Jun-2018 00:00AM	1 / 2 submitted	View <span>More actions ▾</span>
					<a href="#">Edit settings</a> <a href="#">Submit</a> <a href="#">Delete assignment</a>

22. *Setting* kembali sesuai keinginan, apabila sudah sesuai, kembali klik *Submit*.

## D. Memasukan Siswa ke Kelas

1. Setelah selesai membuat tugas, sekarang kita akan memasukan siswa, untuk memasukan siswa ada 3 cara.

The screenshot shows the Turnitin interface for the 'Students' page of the 'GKM FKIP UNPAS' class. The navigation menu includes Assignments, Students, Grade Book, Libraries, Calendar, Discussion, and Preferences. The current page is 'NOW VIEWING: HOME > GKM FKIP UNPAS > STUDENTS'. Below the navigation, there is a section 'About this page' with instructions. The main content area displays the 'Students' page with buttons for 'Add Student', 'Upload Student List', and 'Email All Students'. A table header is visible with columns for 'Enrolled', 'Student name', 'User ID', 'Email address', and 'Drop'. A 'Welcome!' message is displayed below the table header.

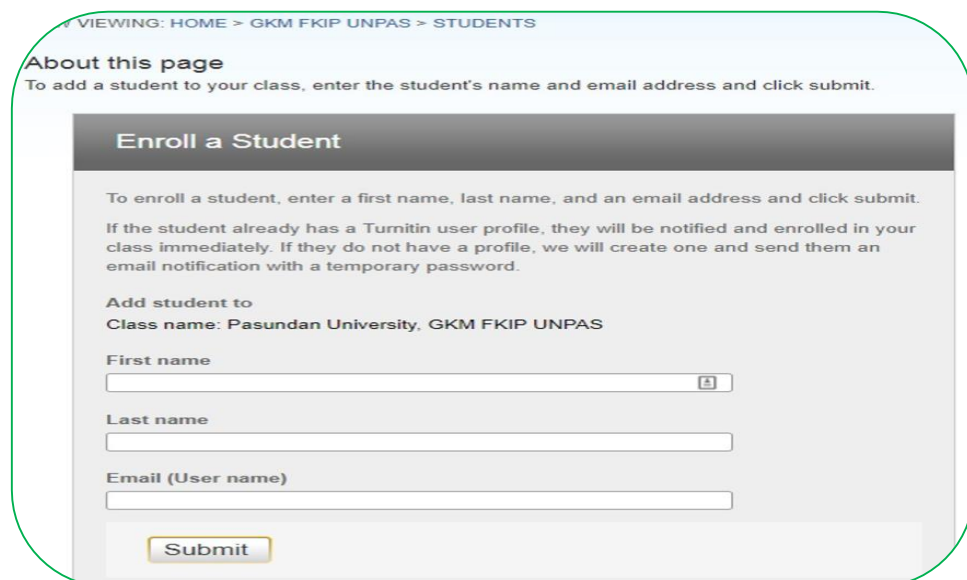
**Students** Add Student Upload Student List Email All Students

Enrolled	Student name	User ID	Email address	Drop
----------	--------------	---------	---------------	------

**Welcome!** Currently, there are no students enrolled in this class. We recommend you have your students enroll themselves, using the class ID and class enrollment key you created. If you prefer, you can also enroll students in your class manually. To enroll your first student, click [here](#). To add additional students, click "add student" above.

## a. Cara Manual

1. Setelah tampilan muncul seperti halaman sebelumnya, klik Add Student, sehingga tampilannya seperti pada gambar di atas.



VIEWING: HOME > GKM FKIP UNPAS > STUDENTS

**About this page**  
To add a student to your class, enter the student's name and email address and click submit.

### Enroll a Student

To enroll a student, enter a first name, last name, and an email address and click submit.  
If the student already has a Turnitin user profile, they will be notified and enrolled in your class immediately. If they do not have a profile, we will create one and send them an email notification with a temporary password.

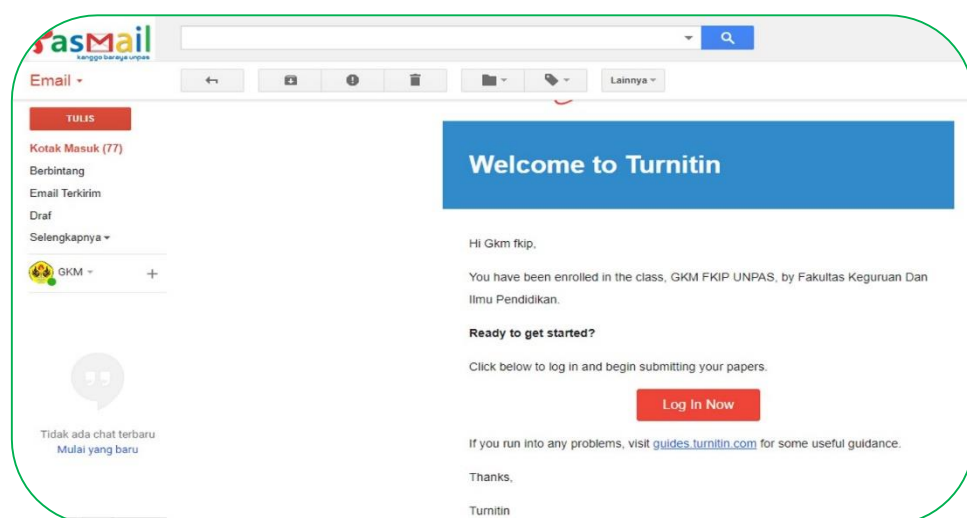
**Add student to**  
Class name: Pasundan University, GKM FKIP UNPAS

**First name**

**Last name**

**Email (User name)**

2. Isi kotak First Name: nama pertama, Last name: nama akhir, dan email (user name): dengan alamat e-mail yang aktif dan dapat digunakan.
3. Klik Submit apabila sudah selesai.



**asmail**  
sanggubanyu.unpas

Email -

**TULIS**

Kotak Masuk (77)  
Berbintang  
Email Terkirim  
Draf  
Selengkapnya ▾

GKM - +

Tidak ada chat terbaru  
Mulai yang baru

## Welcome to Turnitin

Hi Gkm fkip,

You have been enrolled in the class, GKM FKIP UNPAS, by Fakultas Keguruan Dan Ilmu Pendidikan.

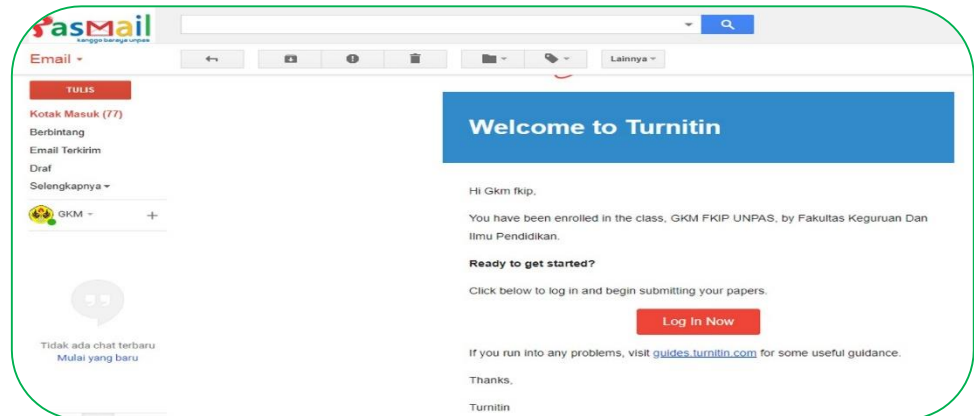
**Ready to get started?**

Click below to log in and begin submitting your papers.

If you run into any problems, visit [guides.turnitin.com](https://guides.turnitin.com) for some usefui guidance.

Thanks,  
Turnitin

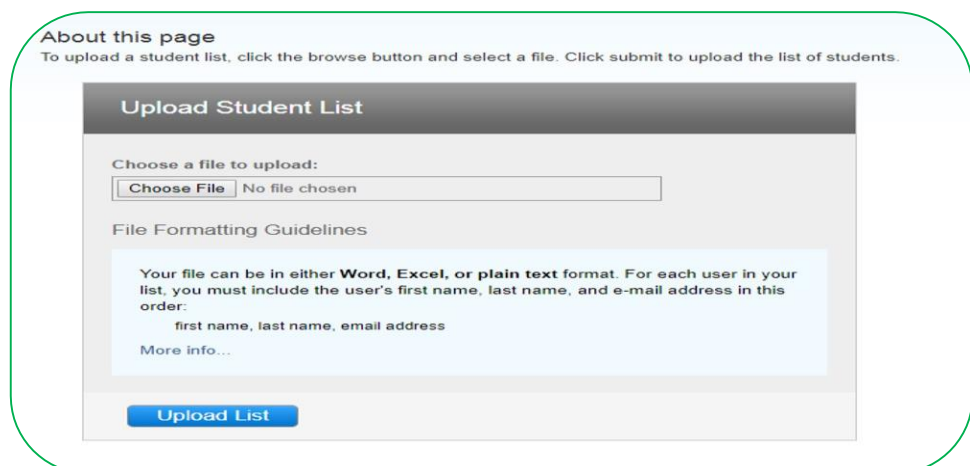
4. Setelah siswa didaftarkan, mereka diinstruksikan untuk membuka e-mail yang sudah didaftarkan.



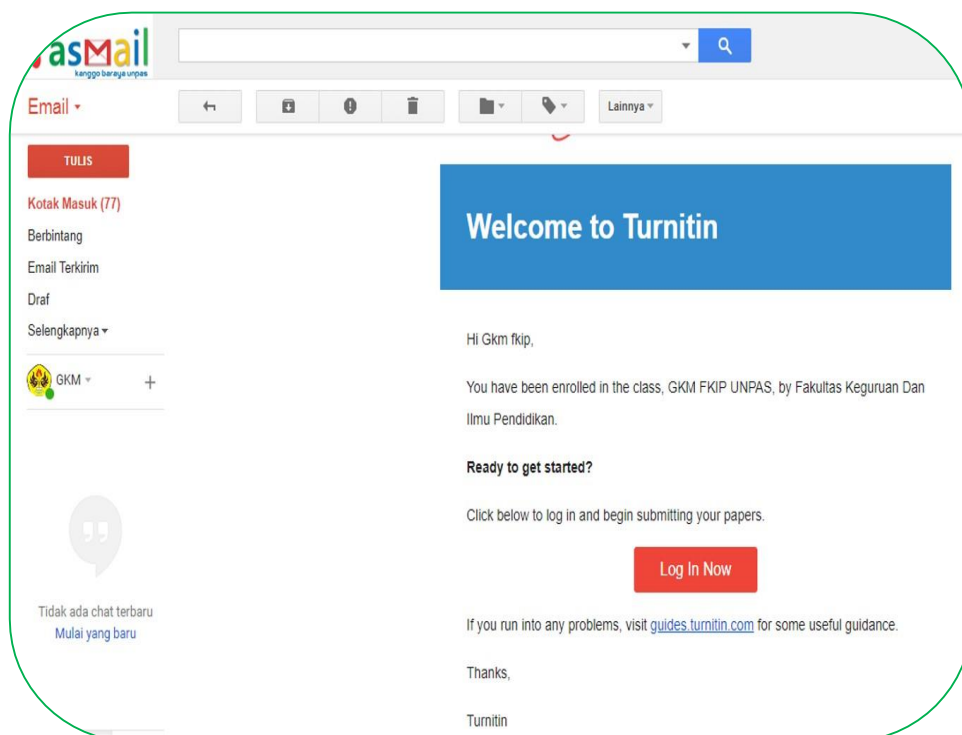
5. Mereka akan mendapatkan e-mail yang berisi konfirmasi pendaftaran, seperti gambar di atas.
6. Klik *Log in now*, apabila Anda pertama kali mendaftarkan mereka, maka akan ada konfirmasi pengisian *password*, namun apabila sudah didaftarkan sebelumnya pada kelas yang berbeda, maka mereka tinggal *Login* saja.

## b. Mengunggah Daftar Siswa

1. Setelah tampilan muncul seperti slide sebelumnya, klik *Upload Student List*, sehingga tampilannya seperti pada gambar di atas.



2. Download format pengisian student list pada laman:  
<http://gkm.fkip.unpas.ac.id/materi-pelatihan-turnitin/>
3. Isi file excel tersebut dengan aturan sebagai berikut, kolom pertama untuk nama pertama, kolom kedua untuk nama akhir, kolom ketiga untuk alamat e-mail.
4. Apabila sudah selesai simpan file tersebut, kemudian pilih Choose File seperti gambar di atas, dan cari posisi file yang tadi di simpan, apabila sudah ketemu Klik Open, kemudian klik Upload List. Sehingga data siswa masuk ke kelas.



5. Setelah siswa didaftarkan, mereka diinstruksikan untuk membuka e-mail yang sudah didaftarkan.



6. Mereka akan mendapatkan e-mail yang berisi konfirmasi pendaftaran, seperti gambar di atas.
7. Klik *Log in now*, apabila Anda pertama kali mendaftarkan mereka, maka akan ada konfirmasi pengisian *password*, namun apabila sudah didaftarkan sebelumnya pada kelas yang berbeda, maka mereka tinggal *Login* saja.

## E. Mendaftar Mandiri

1. Siswa disuruh untuk mengakses laman [www.turnitin.com](http://www.turnitin.com)

com/newuser\_type.asp?lang=en\_us

### Create a User Profile

Have You Ever Used Turnitin?

If you've used Turnitin before, you can use the same email and password to log in. You can keep all your papers and grades together, even if you're now in a different class or a different school!

Email address

fkip.turnitin@unpas.ac.id

Password (Login to Turnitin)

.....

Forgot your password? [Click here.](#)

[Create a New Account](#)

Please select whether you will be using the service as an instructor or a student.

Student

Instructor

Teaching assistant

Login

Privacy Pledge | Privacy Policy | Terms of Service | EU Data Protection Compliance | Copyright Protection | Legal

2. Kemudian klik *Create New Account* yang ada di pojok kanan atas, sehingga tampilannya akan berubah seperti gambar di atas.

3. Masukkan data yang diperlukan sampai beres. Class ID: adalah no ID kelas yang muncul ketika pembuatan kelas, Class *Enrollment key*. *Password* yang digunakan untuk kelas.

**Create a New Student Account**

**Class ID Information**

All students must be enrolled in an active class. To enroll in a class, please enter the class ID number and class enrollment key that you were given by your instructor.

Please note that the key and pincode are case-sensitive. If you do not have this information, or the information you are entering appears to be incorrect, please contact your instructor.

Class ID

Class enrollment key

**User Information**

Your first name

Your last name

4. *Password HARUS* terdiri dari 6 – 12 karakter, sengan aturan huruf besar, kecil, dan angka. Contoh : Fkip12345

**User Information**

Your first name

Your last name

Display names as

- First name (Space) Last name (example: John Smith)
- Last name (Space) First name (example: Smith John)
- Last name(No space)First name (example: SmithJohn)

Email address

Confirm email address

**Password and Security**

Please keep in mind that your password is case sensitive (for example, paSS123 would be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security).

Enter your password

## 5. Kalau sudah diisi semua, klik *I Agree – Create Profile*

Confirm your password

Next, please enter a secret question and answer combination. You will be asked for this combination if you ever forget your password and need to reset it.

Secret question  
What was the name of your childhood best friend?

Question answer

**User Agreement**  
Please read our user agreement below. Select 'I agree' to complete your user profile.

**Turnitin End-User License Agreement**  
\*Users who are not in the European Union refer to [Section A only](#).  
\*\*Users in the European Union refer to [Section B](#).

Saya bukan robot reCAPTCHA

[I Agree – Create Profile](#) [I Disagree – Cancel Profile](#)

## F. Mulai Mengumpulkan Tugas

1. Siswa disuruh untuk mengakses laman [www.turnitin.com](http://www.turnitin.com)
2. Kemudian klik *Log In* yang posisinya berada di pojok kanan atas.
3. Kemudian masukan E-mail Address dan Password yang sudah didaftarkan dengan berbagai cara di atas.

turnitin

Accep roni hamdani | User Info | Messages | Student | English | Help

All Classes | Enroll in a Class | What is Plagiarism? | Citation Help

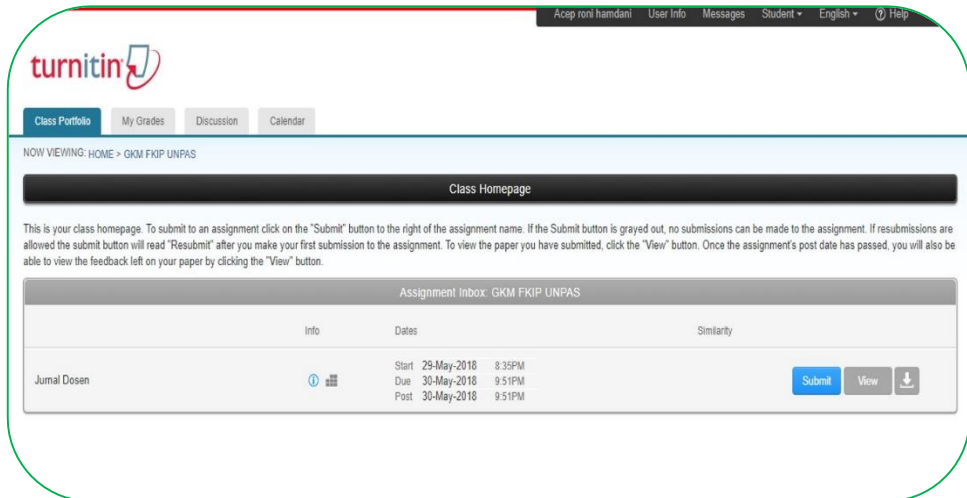
NOW VIEWING: HOME

**About this page**  
This is your student homepage. The homepage shows the classes you are enrolled in. To enroll in a new class, click the enroll in a class button. Click a class name to open your class homepage for the class. From your homepage, you can submit a paper. For more information on how to submit, please see our help page.

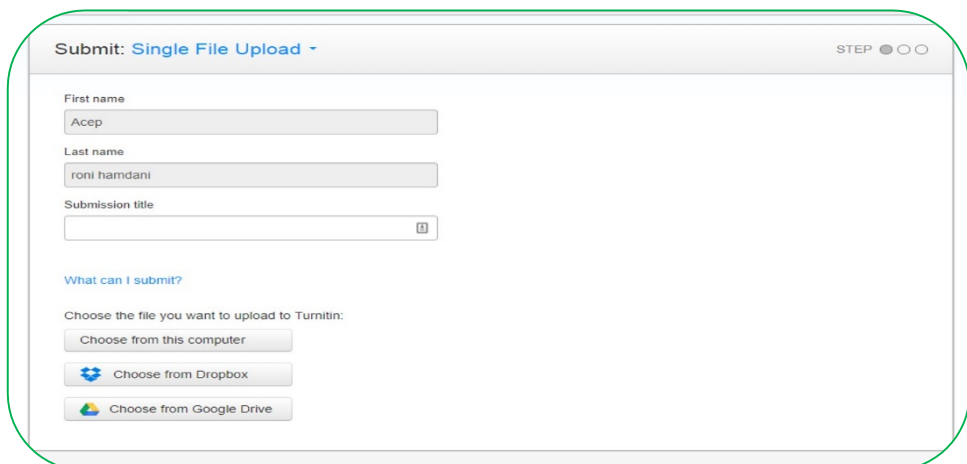
**Pasundan University**

Class ID	Class name	Instructor	Status	Drop class
18168571	GKM FKIP UNPAS	Fakultas Keguruan Dan Ilmu Pendidikan	Active	

4. Klik kelas yang sedang aktif Anda ikuti, sehingga tampilannya akan seperti gambar di atas.

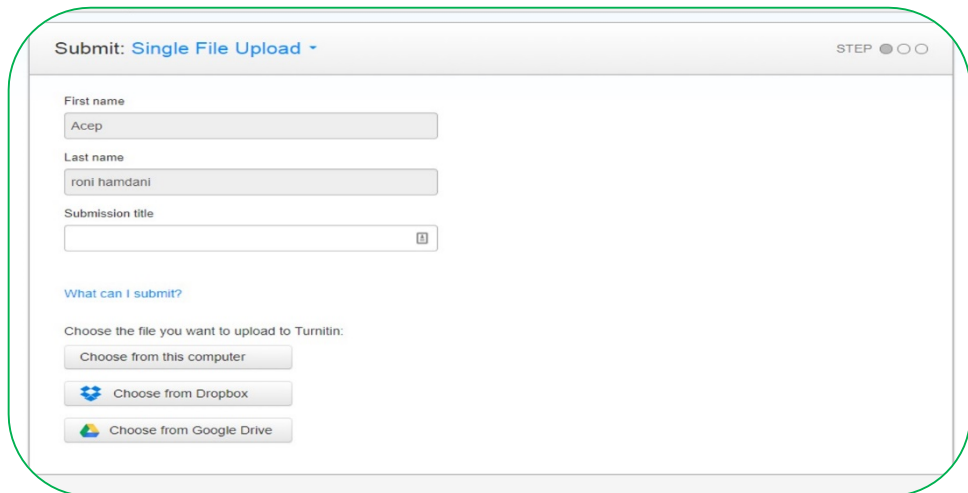


5. Kemudian klik *Submit*, sehingga tampilannya seperti pada slide berikutnya.



6. Isi Submission Title dengan nama tugas yang hendak dikumpulkan.
7. *Choose the file you want to upload to Turnitin: Choose from this computer.* Apabila file yang hendak di Upload dan di cek ada di

komputer. *Choose from Dropbox*: Apabila file yang hendak di *Upload* dan di cek ada di *Dropbox*. *Choose from Google Drive*: Apabila file yang hendak di *Upload* dan di cek ada di *Google Drive*.



Submit: **Single File Upload** ▾ STEP ● ○ ○

First name  
Acep

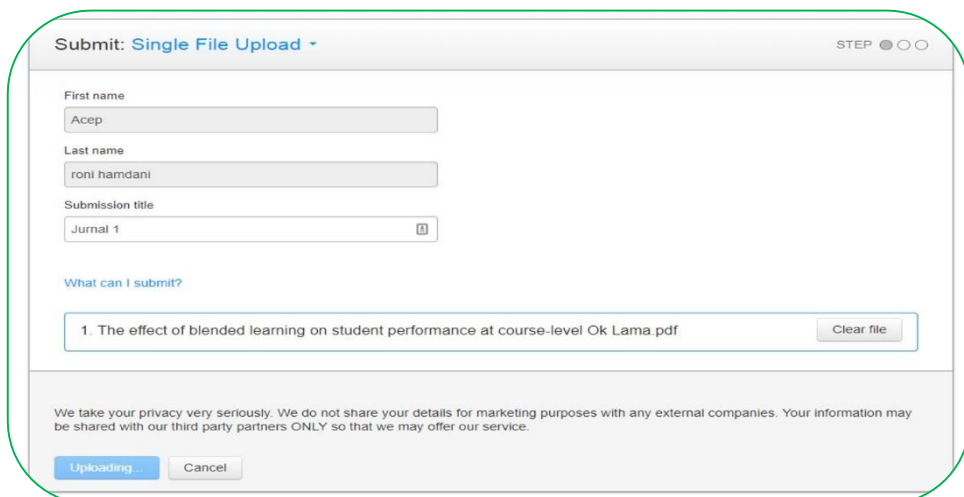
Last name  
roni hamdani

Submission title

What can I submit?

Choose the file you want to upload to Turnitin:

8. Setelah dipilih posisi *file*, contohnya di komputer.
9. Anda cari posisi *file* yang hendak Anda periksa tingkat kemiripannya menggunakan software Turnitin.
10. Kemudian setelah file ketemu, klik *Open*, sehingga tampilannya menjadi seperti di atas, tunggu beberapa saat sampai tampilannya seperti pada slide berikutnya.



Submit: **Single File Upload** ▾ STEP ● ○ ○

First name  
Acep

Last name  
roni hamdani

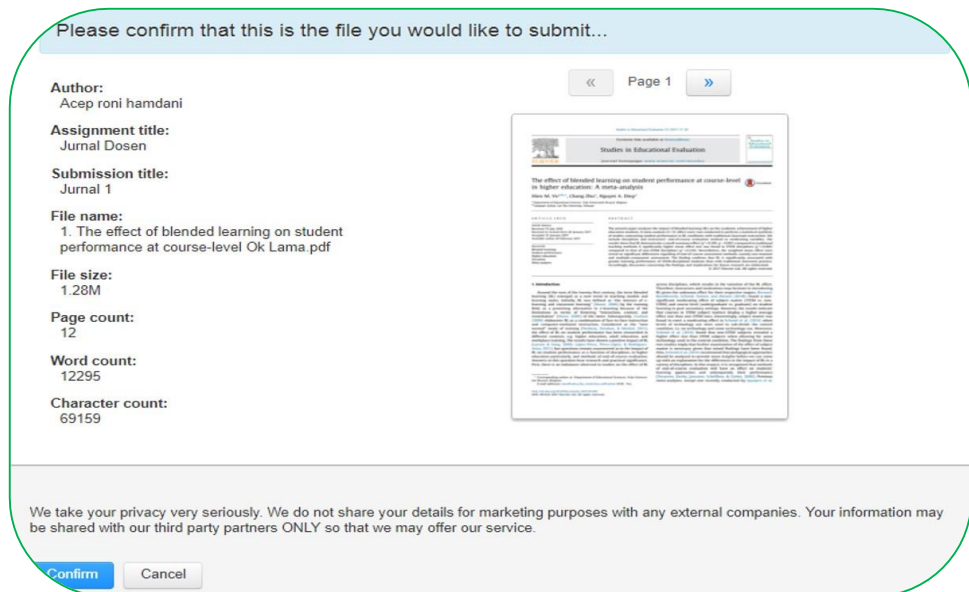
Submission title  
Jurnal 1

What can I submit?

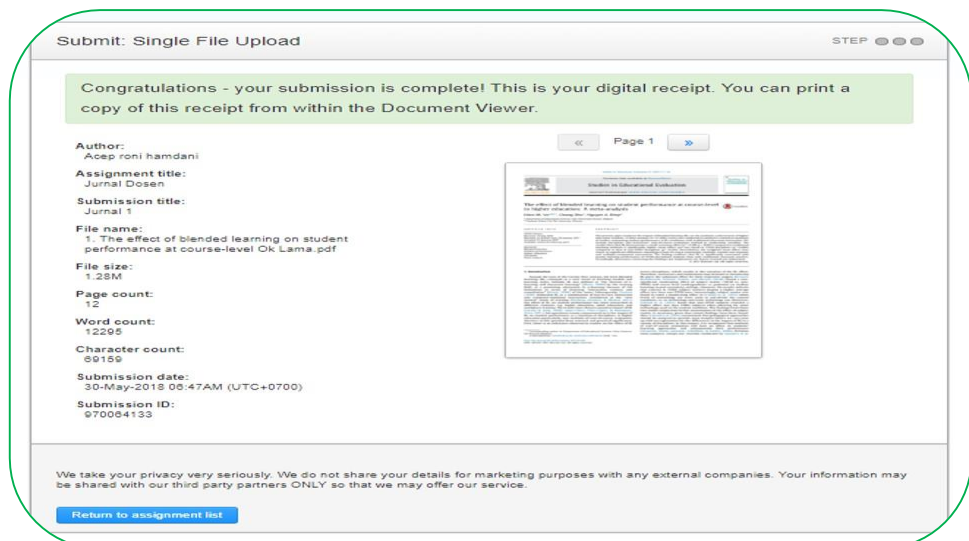
1. The effect of blended learning on student performance at course-level Ok Lama.pdf

We take your privacy very seriously. We do not share your details for marketing purposes with any external companies. Your information may be shared with our third party partners ONLY so that we may offer our service.

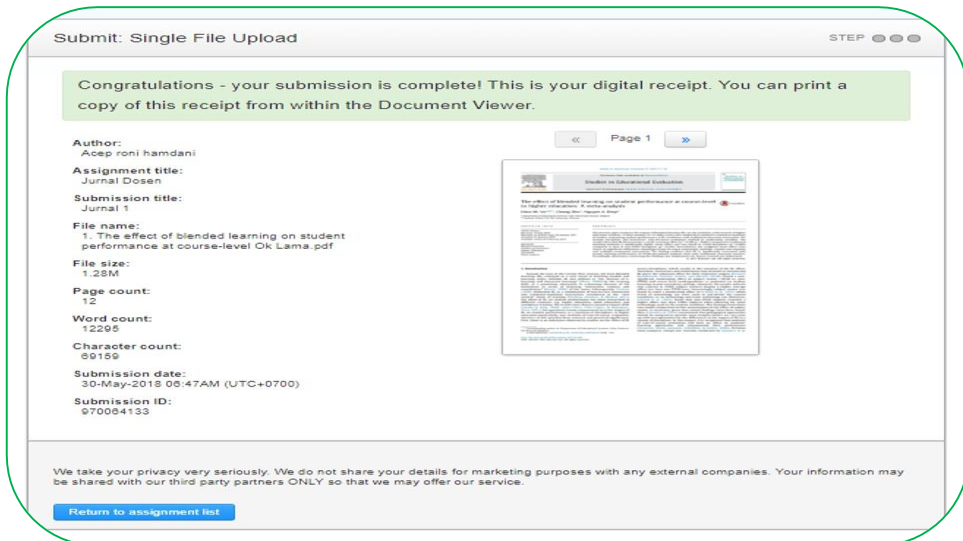
11. Setelah tampilan berubah seperti gambar di atas, yang berisi identitas dari *file* yang di *upload*.
12. Tunggu sejenak, kemudian Anda klik *Confirm* yang menandakan bahwa *file* yang di *Upload* benar.



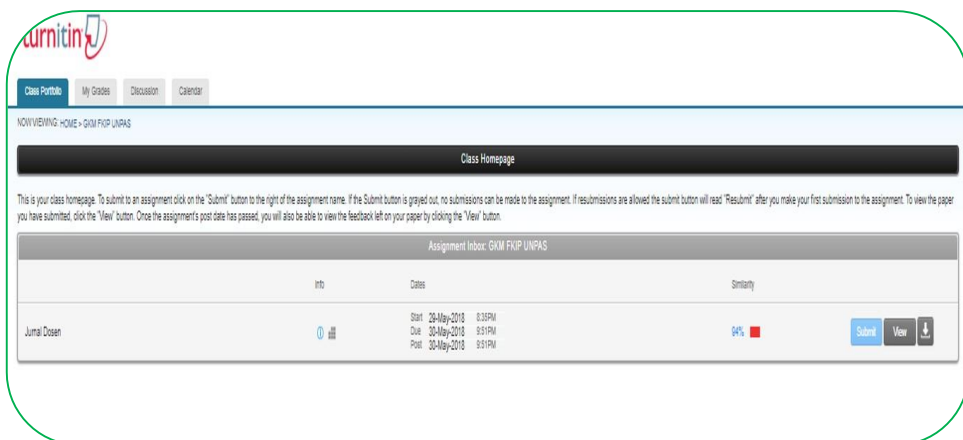
13. Tunggu sejenak, sampai tampilannya seperti pada *slide* berikutnya.



14. Selamat siswa Anda sudah mengumpulkan tugas pengecekan, hasil dapat diterima siswa jika tanggal dan waktu *Post Date* pada pengaturan kelas telah dilewati.
15. Feedback yang diberikan kepada siswa dapat dilihat pula setelah waktu dan tanggal *Post Date* dilewati pula.



16. Hasilnya akan dapat dilihat sebagai seperti gambar di berikut.



17. Jurnal tersebut karena sudah dikirimkan oleh penulisnya ke salah satu pengelola jurnal, maka dapat dilihat tingkat kesamaannya yaitu 94%.

## G. Mengirim Pesan Ke Semua Siswa

1. Klik tab *Student* pada menu kelas.
2. Klik *E-mail All Student*

VIEWING: HOME > GKM FKIP UNPAS > STUDENTS

About this page  
Enter the message you would like to send your students and click submit.

**email students**

Your email address will be disclosed when emailing students, and they will be able to reply back to you.

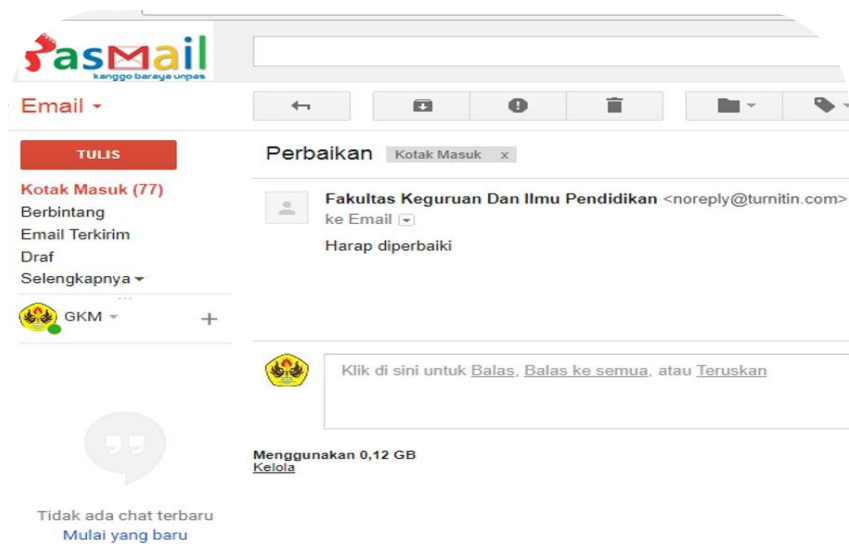
class: Pasundan University, GKM FKIP UNPAS

Enter the subject line of your message:

Enter your message:

Include me

3. Masukkan *subjek e-mail* dan isi *e-mail*, kemudian klik *Send*.



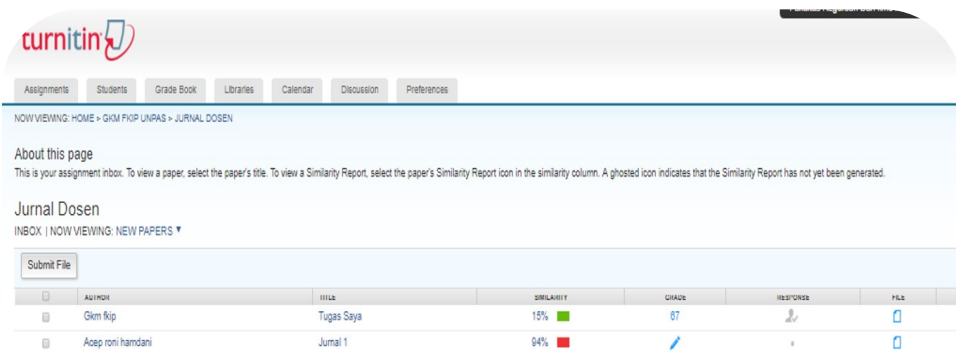


4. Pesan sudah masuk ke semua siswa.

## G. Memberi Nilai

1. Masuk ke laman [www.turnitin.com](http://www.turnitin.com), kemudian Anda masuk.

2. Masuk ke kelas yang Anda buat, kemudian masuk ke Assignment yang Anda buat, sehingga tampilannya menjadi seperti gambar di atas.



The screenshot shows the Turnitin interface. At the top, there is a navigation bar with tabs for Assignments, Students, Grade Book, Libraries, Calendar, Discussion, and Preferences. Below this, the current page is identified as 'NOW VIEWING: HOME > GKM FKIP UNPAS > JURNAL DOSEN'. A section titled 'About this page' explains that this is the assignment inbox and provides instructions on how to view a paper or generate a similarity report. Below this, there is a section for 'Jurnal Dosen' with a 'Submit File' button. A table lists the assignments:

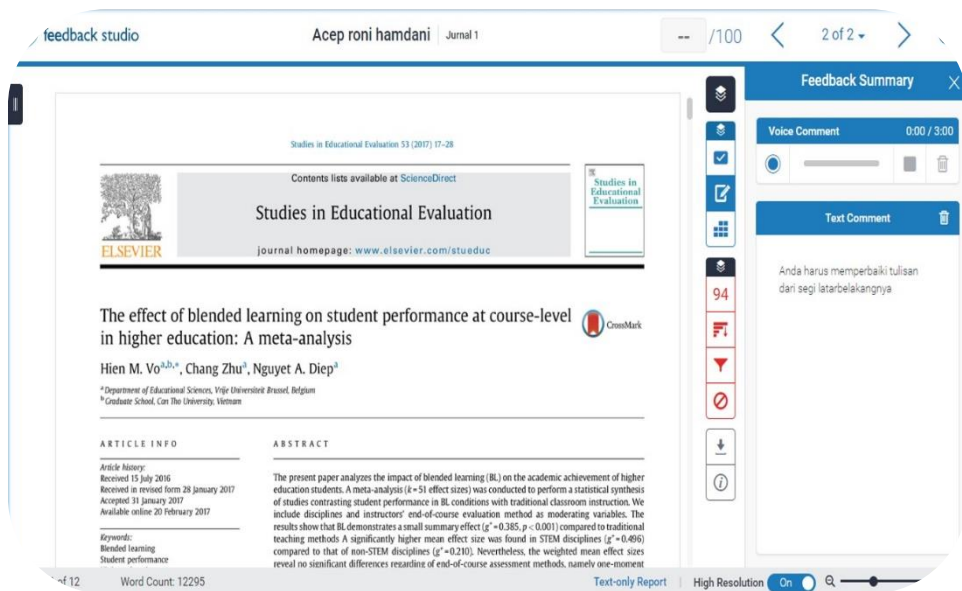
	AUTHOR	TITLE	SIMILARITY	GRADE	RESPONSE	FILE
<input type="checkbox"/>	Gkm fkip	Tugas Saya	15% <span style="color: green;">■</span>	07		
<input type="checkbox"/>	Acep roni hamdani	Jurnal 1	94% <span style="color: red;">■</span>		*	

3. Kemudian klik gambar pensil atau balpoin pada kolom Grade, sehingga tampilannya seperti pada slide berikutnya



The screenshot shows the Turnitin feedback studio interface. At the top, it says 'feedback studio' and 'Acep roni hamdani | Jurnal 1'. The main content area displays a similarity report for a paper titled 'The effect of blended learning on student performance at course-level in higher education: A meta-analysis' by Hien M. Vo, Chang Zhu, and Nguyet A. Diep. The paper is from 'Studies in Educational Evaluation' (Volume 53, 2017, pages 17-28) published by Elsevier. The similarity score is 94%. The interface includes a navigation bar at the top with a progress indicator '2 of 2' and a sidebar on the right with various icons for navigation and actions.

4. Setelah di klik tanda pena atau pensil tadi, kemudian akan terbuka halaman baru yang berisi karya yang kita masukan, sehingga tampilannya akan seperti gambar di atas.
5. Klik icon disamping kanan yang tandanya ada pena dan ada seperti kertas di belakangnya, sehingga tampilannya akan menjadi seperti gambar pada slide berikutnya.

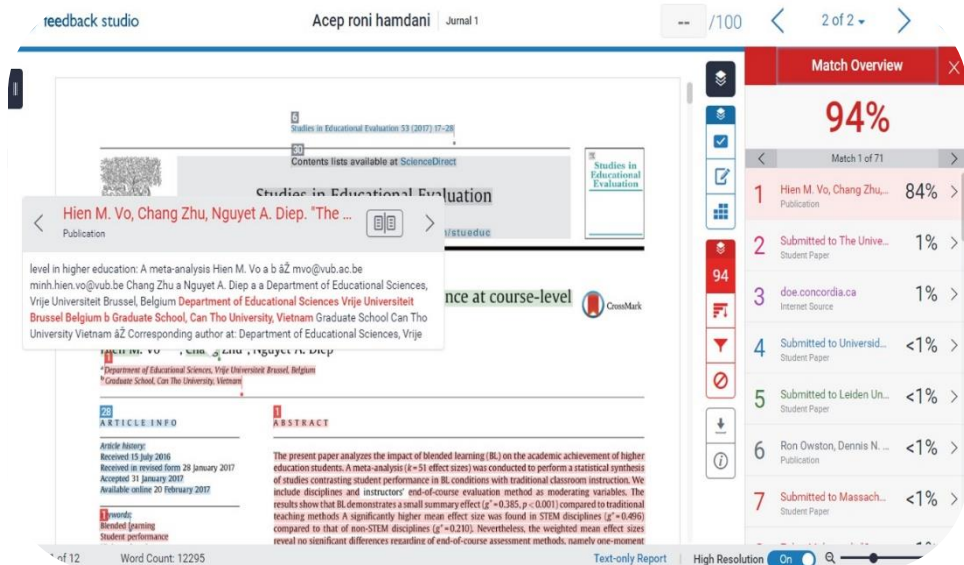


5. Setelah di klik icon pada slide sebelumnya, maka akan tampil seperti pada gambar di atas.
6. Silahkan rekam komentar dengan klik voice Comment, apabila Anda ingin memberikan komentar dalam bentuk suara, namun apabila ingin teks, silahkan Anda ketikkan feedback dalam bentuk tulisan pada kotak Text Comment.
7. Sekarang Anda sudah memberikan *Feedback* terhadap karya mahasiswa

8. Selain memberikan feedback, kita juga dapat menilai keseluruhan karya mahasiswa berdasarkan rubric penilaian yang kita buat pada pembuatan tugas.



9. Cara memberikan penilaian klik Icon Bata tesusun pada bagian kanan di bawah icon feedback, sehingga tampilannya seperti gambar di atas.



10. Selain memberikan nilai dan feedback, seorang dosen juga dapat melihat kemiripan persentase dengan dokumen mana, klik icon persentas, dalam hal ini 94, sehingga tampilannya seperti di atas.
11. Ketika di klik 94% maka akan muncul dengan dokumen mana miripnya, posisi dokumennya ada di sebelah kanan, kemudian klik nama dokumen tersebut, sehingga muncul kalimat mana yang samanya.

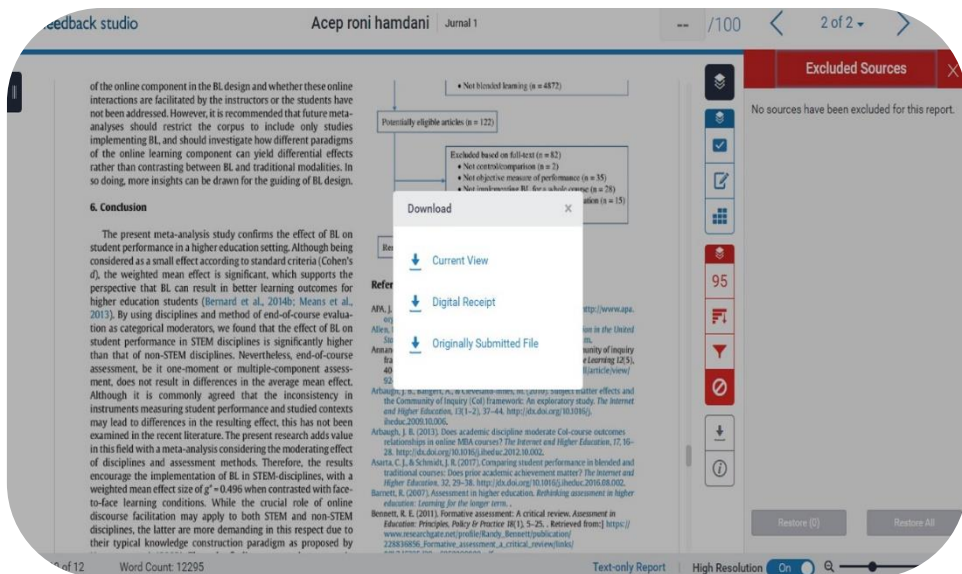
The screenshot shows a web interface for a research article. The article title is "The effect of blended learning on student performance at course-level in higher education: A meta-analysis". The authors are Hien M. Vo, Chang Zhu, and Nguyet A. Diep. The abstract discusses the impact of blended learning (BL) on academic achievement. On the right side, there is a sidebar with a search bar and a list of sources. The top source is "Hien M. Vo, Chang Zhu, ..." with a 92% match. Below it, "link.springer.com" is listed with 14% match. A red box highlights the number "94" in the sidebar, indicating the percentage of matches for the selected source.

12. Apabila ada yang dianggap sama, namun sudah sesuai kaidah dikutifnya maka dokumen tersebut dapat diabaikan dengan mengklik icon di bawah angka tadi, sehingga tampilannya seperti gambar di atas.
13. Pilih dokumennya, kemudian klik *Exclude Sources*.

14. Anda juga dapat melakukan filterisasi dengan mengklik icon Corong di samping kanan, sehingga tampilannya seperti gambar pada slide berikutnya.

The screenshot displays the 'feedback studio' interface. At the top, it shows 'Acep roni hamdani | Jurnal 1' and a progress indicator '100'. A 'Filters and Settings' panel is open on the right, showing options like 'Exclude Quotes', 'Exclude Bibliography', and 'Exclude sources that are less than:'. The main content area features a flowchart illustrating the selection process: 'Excluded based on title/abstract (n = 10895)' leads to 'Potentially eligible articles (n = 122)', which then leads to 'Excluded based on full-text (n = 82)', resulting in 'Remaining article (n = 40)'. Below the flowchart is a 'References' section with several academic citations.

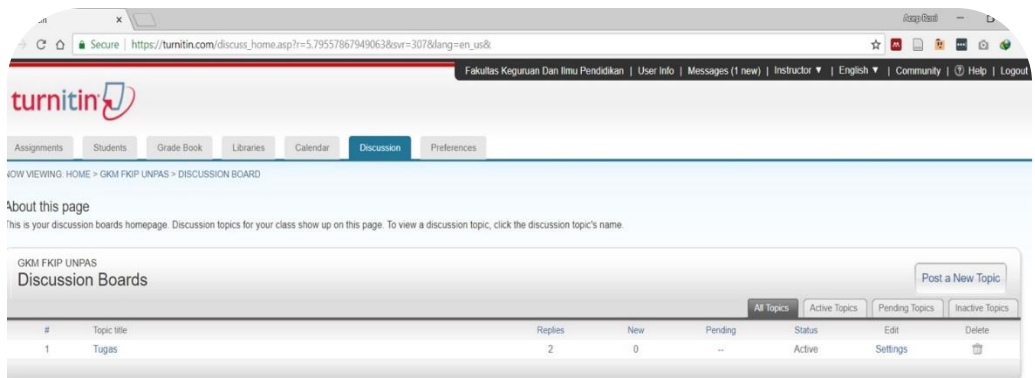
15. Anda dapat melakukan pengaturan pengaturan filterisasi yaitu seperti: Exclude Quotes: tidak menghitung kemiripan apabila ada tanda kutif. Exclude Bibliography: tidak menghitung kemiripan dari daftar pustaka. Atau Anda bisa juga melakukan pengaturan persentase dan jumlah kata yang dianggap mirip dengan mengisi, isian: *Exclude sources that less than*: pilih jumlah kata, atau persentase.



16. Setelah sesuai dengan kehendak, Anda dapat mendownload hasilnya dalam bentuk PDF. Untuk mendownloadnya klik icon panah ke bawah, sehingga tampilannya menjadi seperti gambar di atas.
17. Klik Current View apabila ingin mendownload sesuai gambar, yaitu ada tanda kemiripan dengan berbagai warna sesuai dokumen.
18. Klik Digital Receipt apabila ingin mendownload receipt digital pengiriman dokumen.
19. Klik Originally Submitted File apabila ingin mendownload file asli yang dikirimkan.

## H. Membahas Satu Topik Tertentu

1. Langkah pertama klik *Discussion*, kemudian nanti tampilannya akan seperti gambar di atas!
2. Klik *post a new topic* untuk membuat topik baru.



3. Sehingga tampilannya seperti pada slide berikutnya!

### Post a New Discussion Topic

**Topic title**

**Start date**

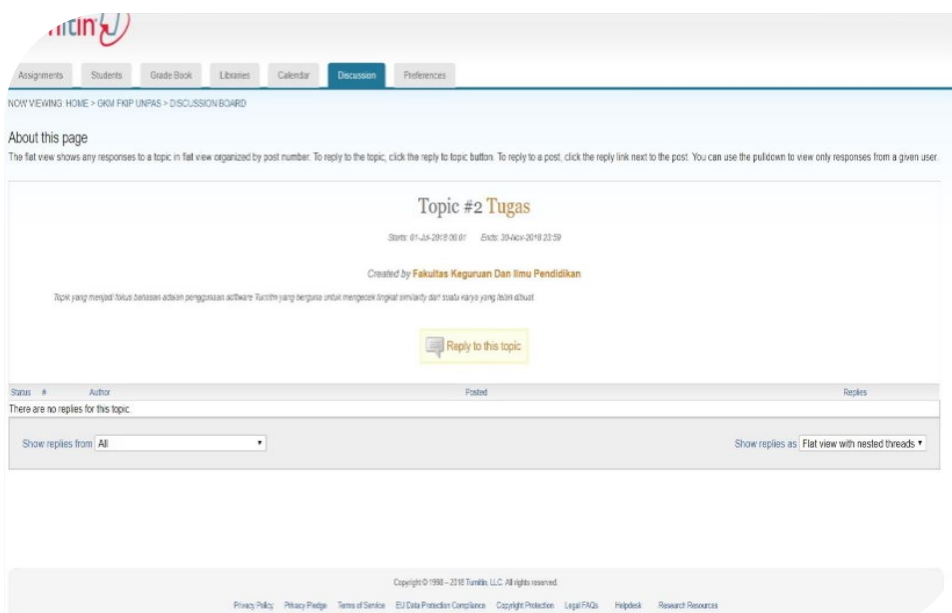
**End date**

**Moderator**

**Anonymous replies**

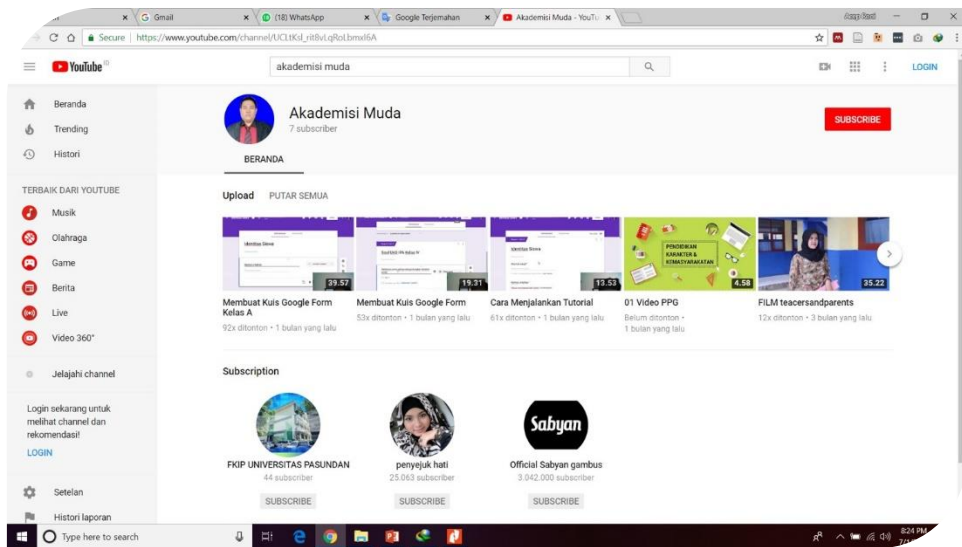
**Topic description**

4. Isi *Topic Title* dengan judul topic.
5. *Start Date* diisi dengan tanggal mulainya diskusi.
6. *End Date* diisi dengan tanggal selesainya diskusi.
7. *Moderator* diisi jika topik ini membutuhkan seorang moderator untuk mengatur jalannya diskusi.
8. *Anonymous Replies* jika mengizinkan peserta diskusi tanpa nama untuk membalas.
8. Isi *Topic Description* dengan deskripsi topik yang akan dibahas.
9. Klik *Submit* jika pengaturan sudah selesai dilakukan.



10. Klik *Reply to this topic*, untuk memulai percakapan dengan peserta atau siswa di kelas yang Anda bina.
11. Jika Anda mengaktifkan pilihan moderator maka jalannya diskusi dapat diatur oleh moderator





13. Apabila Bapak/Ibu ada hal-hal yang belum dipahami, Bapak dan Ibu dapat melihat tutorial penggunaan Turnitin di Chanel Youtube Akademisi Muda, atau dapat menghubungi di e-mail : [acepronihamdani@unpas.ac.id](mailto:acepronihamdani@unpas.ac.id)
14. Terima kasih atas perhatian Bapak/Ibu.

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## LAMPIRAN

# Lampiran Hasil Pemeriksaan Artikel

*by* Acep roni hamdani

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**ANALYSIS LEARNING SOCIAL SCIENCE CHARGED THE VALUES OF  
ENTREPRENEURSHIP IN PRIMARY SCHOOL  
(Case Study in Social Science Education in Class IV SDPN Pajagalan 58 Bandung)**

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**ABSTRACT**

Entrepreneurship education is a government program that is conducted every level of education. Implementation of the values of entrepreneurship learning in primary schools is an effort to promote entrepreneurship, so that people can develop into a reliable personal and be the generation that can create jobs. This study aims to assess the extent to which the learning of Social Sciences can provide space in growing the value of entrepreneurship in primary school students. This research was conducted in SDPN Pajagalan 58 with qualitative approach case study method. The subject is the person responsible for entrepreneurship education program, one teacher of Social Sciences and seventeen students of class IV. Based on the survey results revealed that entrepreneurship education program has been designed as possible into school programs that are implemented on an ongoing basis. The values of entrepreneurship has been published in school activities such as extracurricular activities, events and activities programmed habituation. Planning learning Social Sciences laden entrepreneurial values starting from the manufacture of the syllabus and lesson plans. Implementation of classroom learning is done in accordance with the lesson plan gives more space for students to develop a personality. Assessment of learning laden entrepreneurial values is done through observation and checks on student attendance. At the time of the learning takes place, the student has demonstrated an attitude / entrepreneurial character that is honest, self-discipline, confidence, leadership, creative, independent, hard work, responsibility, curiosity, communicative, and cooperation. The main problem is the plan that is prepared teacher is not maximized and not yet fully apply in learning. From the results of this study are expected to provide benefits for the development of entrepreneurship education in primary schools, especially in SDPN Pajagalan 58 and become material for the evaluation of Bandung City Education Department.

Keywords: Learning Social Sciences, Entrepreneurship Education, Elementary School

**A. Introduction**

Education is a conscious and planned effort in the process of coaching and learning for individuals to grow into a human, independent, responsible, creative, knowledgeable, healthy

and moral (character) noble. In Law No. 20 Year 2003 on National Education System Section 3, states that:

"national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and accountable."

One part of the national education system announced by the government is an entrepreneurial education program. The program is conducted from early childhood, elementary, middle, and high school and even up to the university. This is in line with the grain of national policies in the field of education contained in the document of the National Medium Term Development Plan (RPJMN) 2010-2014, realms 2, namely: increased access to quality education, affordable, relevant, and efficient towards the lifting of the welfare of the people, independence, nobility of character, and a strong national character.

Furthermore, with regard to entrepreneurial system Suryana (2011: 37) explains that;

In entrepreneurship, pragmatic primary value system can be seen from the character, spirit, and behavior, for example, always working hard, firm, prioritizing achievement, courage to take risks, productivity, creativity, innovation, quality of work, commitment, and ability to find opportunities. Furthermore, moralistic values include the belief or the confidence, respect, trust, cooperation, honesty, exemplary, and virtue.

Thus the entrepreneur has a goal-oriented progress to obtain the material, with the characteristics: risk-taking, open to technology, and prioritizing material (Chakravarthy and Lorange, 2008). Besides, entrepreneurs have a goal-oriented progress but not to pursue the matter (Chesbrough, 2012). For entrepreneurs like this just want to create a sense of responsibility, service, positive attitude, and creativity, and just based on the habits of existing ones, such as venture with the calculation of horoscope, other calculations, and fengshui order to succeed (Henry, Hill, & Leitch, 2005).

Elementary School as a most basic level of formal education in Indonesia is expected to provide space in the development of entrepreneurship education as part of government efforts to promote entrepreneurship in education. Learning system in elementary school is now guided by the curriculum of 2006 (KTSP) which contains the terms of reference in which includes content standards.

There are a number of subjects in charge of the curriculum is taught in primary schools, which are the subjects of Social Science Knowledge. The learning objectives Social Science



Knowledge in primary schools is oriented to three aspects of cognitive, affective, and psychomotor. Knowledge in the Social Sciences learning in primary school during this cognitive and psychomotor achieved well but the affective aspect is still less than the maximum because the learning system only finishing material. According to Nana Supriatna, et al (2009:9) :

“affective aspect relates to attitudes, values and morals of the students, which, by giving those three aspects are expected students to become a whole person, so that through the study of Social Science Knowledge students were able to answer the issues that are national and global, including in terms of development in Indonesia”.

Each of the subject matter in primary school has strived to be filled with the charge value, be it the character and values of entrepreneurship. Included in the subjects of Social Sciences Knowledge entrepreneurial values implemented at all levels, ranging from low grade to high grade. This is in line with the issuance of an invitation to promote entrepreneurship at all levels of education, from early childhood to university. Learning Knowledge of Social Science in primary school aims to form citizens who have social skills and be confident in his own life in the midst of physical strength and social, which in turn will become good citizens and responsible (Kind, Genrich, Sodhi, & Chretien, 2010).

Problems that occur during this time that the learning process Knowledge of Social Sciences at the elementary school experience problems in achieving the learning objectives. Planting the value of entrepreneurship in the learning of Social Science Knowledge has yet to show the maximum results (Niemi, 2002). Besides, teachers are sometimes still dominant in learning makes students simply become less active listener and in practice learning materials directly. This causes the students experiencing saturation in the learning process.

Besides learning the charged value of entrepreneurship in primary schools is still difficult to implement. Freight value of entrepreneurship in primary schools are also less attention, both by education and the general public (William Lee, Harrison, & Black, 2004). In the world of education, very few teachers who cared noticed growth entrepreneurial character and behavior of learners. In general, the educators were oriented to prepare the workforce instead of setting the entrepreneur (Gartner & Vesper, 1994).

Social Science Knowledge Education in Elementary School has a goal of helping students to develop value / democratic attitudes in public life (Levine, Prosser, Evans, & Reicher, 2005). The value in the learning intended as Knowledge of Social Science a set of beliefs or principles

that have personal behaviors in students that can be revealed through thoughts and actions (McClintock & Allison, 1989). Sapriya (2011: 55), suggests that:

"Knowledge of Social Sciences learning program should provide the opportunity for students to express, reflect and articulate the values espoused". This process depends on the values of procedural class.

This suggests that learning Social Science Knowledge provides space for the planting of values to every child, including the value of entrepreneurship (Finkle & Deeds, 2001). For planting or learning the value of entrepreneurship in schools was not necessarily done separately, but the values that are taught inherent in any learning materials that have been in school (Draycott & Rae, 2011).

Based on information from Bandung City Education Department in getting information about institutions into pilot schools (*Pilot Project*) government in developing the educational program the values of entrepreneurship at primary school level. The school is SDPN Pajagalan 58 Bandung. From interviews with Mr. Eko Setiawan researchers as deputy head SDPN Pajagalan 58 and also in charge of Entrepreneurship Education program, the researchers obtained information that:

Values education program of entrepreneurship in SDPN Pajagalan 58 has been implemented from the academic year 2010/2011, 2011/2012 and 2012/2013 academic year. Planting the values of entrepreneurship in students SDPN Pajagalan 58 already obtain satisfactory results, but still continue to be developed to obtain better results again.

Based on this information, researchers conducted a study of the extent to which SDPN Pajagalan 58 make room for values education in learning entrepreneurship in Social Science Knowledge, as part of government efforts to promote entrepreneurship.

## **B. Methods**

Analysis of Social Knowledge Learning Sciences charged the values of entrepreneurship in primary school students is a research using a qualitative approach with case study method. A qualitative approach has implications for the use of standard size and qualitative and conducted through case studies (Thomas, 2006). The case study aims to gain a deep understanding of the objective conditions in the elementary school students familiarize civilize entrepreneurial values in students' everyday lives.

This research was conducted in a natural setting that is not in a setting that is designed in such a way as is done in quantitative research. In practice, researchers mingling with students, teachers and the elements of the other schools to get the data and information needed. Researchers trying to blend directly in social situations in the environment SDPN Pajagalan 58.

Subjects in this study are the stakeholders who have different characteristics, elements, and the value associated with the understanding of the values of entrepreneurship contained in Social Science Knowledge learning in primary schools. Therefore, the subjects in this study were teachers who numbered one person and grade IV/A, amounting to thirty-four. Of the thirty-four students have then taken the sample (respondents) in an effort to facilitate and focus the observation research. At the preliminary study stage, the determination of the subject of research done by purposive Sampling (Zainal Arifin, 2012: 221) subjects who have considered able to provide information relevant to the values of entrepreneurship. They consist of the principal, who is responsible entrepreneurship programs, teacher of Social Science Knowledge and graders IVA seventeen students were given a short code Students in SW (SW 1 to SW 17).

The main data sources are the words and actions of those who observed or interviewed in the neighborhood SDPN Pajagalan 58, recorded through written notes, recording video and taking pictures with a camera and or HP. Sources of data in addition to the words and actions in this study, also sentences, paragraphs and discourse found in the literature or documentation related to the values of entrepreneurship.

Making primary source of data conducted by researchers at the top in line with the opinion of Sugiyono (2012: 309), that

"... When viewed in terms of how or techniques of data collection, data collection can be done by observation (observation), interview (interview), documentation and combined / triangulation."

The data were analyzed with the following steps: reducing the data, perform data presentation, and draw conclusions from these studies (Miles, M.B. & Huberman, 1994).

### **C. Results and Discussion**

Curriculum SDPN Pajagalan 58 as part of the planning process of learning and teaching within a school year covers a number of subjects whose breadth and depth is the burden of learning for students and local content material. Consists of mandatory subjects: religious

education, civic education, the Indonesian language, math, science, Knowledge Science Social, cultural arts and physical education, sports and health.

Selected local content defined by characteristic, potential and advantages of the region, as well as the availability of land, infrastructure, and educators. Target local content lessons is the development of entrepreneurship and the cultivation of cultural values in accordance with the environment. The values of entrepreneurship being developed include innovation, creativity, critical thinking, exploration, communication, independence, and work ethic. Cultural values in question include honesty, responsibility, discipline, sensitivity to the environment, and cooperation. Planting entrepreneurial values and culture are integrated in the learning process that is conditioned so that these values can be attitudes and behavior in everyday life (Gelman, 2013)

**Table 1**  
**Achievement Indicators Values Entrepreneurship Education in Primary Schools**  
**Entrepreneurship in Education Guidelines, (Curriculum Center, 2010):**

Values Entrepreneurship	Achievement indicators		
	Individual	Class	School
<b>Honest</b>	<ol style="list-style-type: none"> <li>1. Produce something with their own ideas</li> <li>2. Did not cheat other people's work</li> <li>3. Answering a question the teacher about something based on what it knows</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating a learning environment that fosters honesty in words and actions</li> </ol>	Creating a school situation to build an honest attitude
<b>Creative</b>	<ol style="list-style-type: none"> <li>1. Make a literary / art from materials available</li> <li>2. Make a variety of new sentence with words alone</li> <li>3. Propose a new activity in the classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Create learning situations that encourage thinking and acting creatively</li> <li>2. Giving a challenging task emergence of new the works either authentic or modification</li> </ol>	Creating a school situation that fosters creative thinking and acting power.
<b>Confidence</b>	<ol style="list-style-type: none"> <li>1. Dare to appear in front of the class</li> <li>2. Dare to explain the</li> </ol>	Creating a learning environment that gives students the chance to	Creating an atmosphere of schools that foster a sense of

Values Entrepreneurship	Achievement indicators		
	Individual	Class	School
	subject matter in front of the group	appear confident	confidence
<b>Mandiri</b>	<ol style="list-style-type: none"> <li>1. Able to perform tasks without the help of others</li> <li>2. Being able to search for learning resources in the library itself</li> <li>3. Able to work on own exam</li> </ol>	Create learning environment give chance on learners to work independently	Create situations that build self-reliance school students and the school community
<b>Communi- cative</b>	<ol style="list-style-type: none"> <li>1. Listening to the opinions of others are actively</li> <li>2. Give opinions in the group work in the classroom</li> </ol>	Building a communicative learning environment	Create feel schools that establishes communication between the citizens who are active in school
<b>Discipline</b>	<ol style="list-style-type: none"> <li>1. Go to class on time</li> <li>2. Complete the task on time</li> <li>3. Comply school rules orderly dress</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating a learning environment that enables students to discipline ourselves</li> <li>2. Make order class</li> </ol>	<ol style="list-style-type: none"> <li>1. Make the school rules</li> <li>2. Creating a school environment that makes the school community to be disciplined</li> </ol>
<b>Responsi- ble</b>	<ol style="list-style-type: none"> <li>1. Being able to carry out tasks that become obligations</li> <li>2. Do all the tasks ith earnest</li> </ol>	Creating a learning environment that makes students responsible	Creating an atmosphere of schools that show a high sense of responsibility
<b>Hard work</b>	<ol style="list-style-type: none"> <li>1. Seek information from sources beyond textbooks</li> <li>2. Using most of the time in the classroom and outside the classroom to learn</li> </ol>	<ol style="list-style-type: none"> <li>1. Create classroom situations so that learners looking for resources</li> <li>2. Assign tasks to students to explore reading sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Facilitating the school community for learning activities</li> <li>2. Providing facilities and infrastructure that support learners to find the source of reading</li> </ol>
<b>Leadershi- p</b>	<ol style="list-style-type: none"> <li>1. Could coordinate the friends in the group</li> <li>2. Being able to accept criticism from friends</li> <li>3. Able to accept advice from your friends</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish an atmosphere of class discussions</li> <li>2. Form a class president in turns</li> </ol>	Creating an atmosphere of democratic school

Values Entrepreneurship	Achievement indicators		
	Individual	Class	School
<b>Curiosity</b>	1. Asked the teacher and friend of the subject matter 2. Ask questions or read the source beyond textbook material related to subjects 3. Ask about anything related to the subject matter but beyond that discussed in class	Building a learning atmosphere that can provoke the curiosity of students	Facilitating the school community to have the curiosity of students

As a pilot piloting schools Culture and National Character Education, Entrepreneurship and Creative Economy designated by the Curriculum Center, SDPN Pajagalan 58 task severe enough to produce students who have the character and values of culture and entrepreneurship. Piloting responsibility as a school to make all elements of the school to work together to realize the achievement of objectives of the program. The first thing that is visible curriculum SDPN Pajagalan 58 which had been adjusted with the task as piloting school in it states clearly the character and values of entrepreneurship.

Documentation of the results found that the value of entrepreneurship has been included in the school curriculum as a whole and in the syllabus and lesson plans contained suitable themes of learning (SK and KD). But as the school Piloting SDPN Pajagalan 58 designing and prioritize four values that will be implemented and developed in the school program that is religious value, care for the environment, communicative and innovative. This is done in an effort to not just load these values into the learning but rather the civilizing values in the student (Authors, 2012). With four prioritize these values in the learning process teachers are expected to provide conclusions / considerations expressed in a qualitative statement to each student as follows:

1. BT: Not Seen (if the students do not show early signs of behavior that is expressed in the indicator).
2. MT: Start Seen (if the students are already starting to show early signs of behavior that is expressed in the indicator but not consistently)
3. MB: Start Developing (if the students are already showing signs of behavior that is expressed in the indicator and start consistently)

4. MK: entrenched (if the students continuously exhibits behavior consistently expressed in the indicator)

In the learning that takes place in the classroom, the teacher's role is also very helping students to cultivate an entrepreneurial attitude. There is also the contribution of teachers in teaching Social Sciences Knowledge charged entrepreneurial values can be seen in the following table:

**Table 2**

**Teacher's Role In Learning Sciences Social Knowledge Charged Values Entrepreneurship Students of Class IV in SDN 58 Pajagalan**

No.	Aspects observed	Observations About the Role of Teachers
1.	<b>Honest</b>	1. Creating a learning environment that makes students able to express their opinions honestly 2. Teacing and supervise the students not to cheat when the daily quiz
2.	<b>Discipline</b>	1. Coming to school on time 2. Log in to class on time 3. Familiarize students to the discipline at the time of the division of the group in a class by dividing the group until all students get a group
3.	<b>Hard work</b>	1. Prepare course material before learning takes place 2. Setting up and showed pictures of the means of production to students
4.	<b>Creative</b>	1. Giving freedom to the students to choose and decorate their own image 2. Giving the task of finding a picture of transport by air, land and sea 3. Deliver the students examples of people who are creative and innovative (the inventor of the telephone, etc.) 4. Give examples of the inventors of sophisticated tools for example spacecraft
5.	<b>Innovative</b>	1. Give confidence to the students to determine the name of the group itself according to the agreement the group 2. Facilitate the students to come up with new ideas orally and in writing
6.	<b>Independently</b>	1. Prepare their lessons well 2. Setting up the image to be made of instructional media
7.	<b>Responsible</b>	1. Master the learning material with good 2. Facilitating the students to present the results of their work both individually and in groups
8.	<b>Cooperation</b>	1. Thanking the students who have helped put up the picture for learning

No.	Aspects observed	Observations About the Role of Teachers
		2. Facilitate students to be work together through group discussion
9.	<b>Leadership</b>	1. Teaches students to dare to appear in front of his friends 2. Entrust students to create groups independently 3. Providing opportunities for students to express their opinions 4. Provides the opportunity for students to ask questions when there are groups that work results present 5. Providing opportunities for students to answer questions before described back
10.	<b>Ductile</b>	1. Explain the subject matter very well until the students understand the material
11.	<b>Dare to Risk Bear</b>	1. Providing a challenging task to the students as well as teaching students to take responsibility for the results of his work
12.	<b>Commitment</b>	1. Keep an appointment with the students about the activities to be implemented in learning 2. Delivering picture poses that learning will be done
13.	<b>Realistic</b>	1. Shows consistency in thought and action
14.	<b>Confidence</b>	1. Familiarize students to answer questions themselves are not together 2. Provide questions to the students according to last week's lesson
15.	<b>Curiosity</b>	1. creating learning curious students will ask questions
16.	<b>Communicative</b>	1. Greet students at the time of entry into the classroom by giving greetings 2. Accustom students to give and returned the greeting
17.	<b>Rewarding achievement</b>	1. Congratulated the students who gained achievements in interschool competitions

Aside from the role of teachers in instilling the values of entrepreneurship in Social Science Knowledge learning in class IV, of the findings of researchers in the field that the school also take a role in facilitating the learning environment to help students in the application of the value of entrepreneurship in the school environment.

**Table 3**

**Role in Learning Social Sciences Knowledge School of Enterprise Charged Values in Class IV in SDPN Pajagalan 58**

No.	Aspects observed	Observations About the Role of School
1.	<b>Confidence</b>	1. Put up posters giving an invitation to the school wrga to appear more confident 2. Creating activities that make students always dared to appear in



No.	Aspects observed	Observations About the Role of School
		public so that foster self-confidence of students
2.	<b>Discipline</b>	<ol style="list-style-type: none"> <li>1. Putting up posters that gives solicitation materials for all citizens of the school discipline, such as:               <ol style="list-style-type: none"> <li>a. I am ashamed to come late\</li> <li>b. Discipline unsupervised</li> <li>c. Discipline ranging from self</li> </ol> </li> <li>2. Implement school activities on time, such as flag ceremonies, habituation and other activities</li> <li>3. Setting up bins in every classroom to encourage students to dispose of waste in place</li> </ol>
3.	<b>Honest</b>	<ol style="list-style-type: none"> <li>1. Make honesty canteen that will familiarize students to shop alone without supervision, so that students will be accustomed to honest</li> <li>2. Creating a market day activity that will familiarize students to be honest in buying or selling</li> <li>3. Make a box for storing items it finds students and all citizens of the school, so for the loss of goods can be viewed and took his own in the box</li> </ol>
4.	<b>Mandiri</b>	<ol style="list-style-type: none"> <li>1. Put up posters that read "Work without in order" which provides a call to the school community to become independent</li> </ol>
5.	<b>Creative</b>	<ol style="list-style-type: none"> <li>1. Facilitating students for working, for example, carrying out of competitions in each specific days and provide opportunities for students and teachers to participate in competitions both at school and at other schools</li> <li>2. Putting up posters that attract so easily read and understood the message delivered</li> <li>3. Putting up posters for a contest that could be followed by students, good for the scope of the school and outside school</li> </ol>
6.	<b>Responsible</b>	<ol style="list-style-type: none"> <li>1. Creating a school environment that is clean, beautiful and comfortable</li> <li>2. Setting up of school facilities as a form of responsibility of the school to meet the needs of students in the learning process, such as language labs, computer labs, science labs, art room, library, infirmary, Mosque, toilet etc.</li> </ol>
7.	<b>Leadership</b>	<ol style="list-style-type: none"> <li>1. Installing a wide variety of posters in which includes various solicitation is better to keep the school environment, discipline and so on.</li> </ol>
8.	<b>Hard work</b>	<ol style="list-style-type: none"> <li>1. Put up posters reading invitation to work hard</li> </ol>
9.	<b>Curiosity</b>	<ol style="list-style-type: none"> <li>1. Creating a new activity on a regular basis so as to motivate students to always want to know what activities will be done</li> </ol>
10.	<b>Communicative</b>	<ol style="list-style-type: none"> <li>1. Putting up posters of congratulations came in front of school</li> <li>2. Creating a school environment that is friendly to refract 5S, Smile, Greeting, Sapa Polite, Polite, so as to create a school environment</li> </ol>

No.	Aspects observed	Observations About the Role of School
		that communicative
11.	<b>Would appreciate Achievement</b>	1. Creating programs to reward top students at the end of each semester and also gives awards to students who obtain achievements in extracurricular school activities
12.	<b>Realistic</b>	1. Running regulations / school discipline as well as possible in accordance with what has been previously made
13.	<b>Innovative</b>	1. Creating programs or extracurricular activities that help students to be able to solve the problem
14.	<b>Ductile</b>	1. Putting up posters that indicates a call to all citizens to give up school
15.	<b>Dare to Bear the Risk</b>	1. Create and implement programs Market Day, where students will be given the opportunity to sell snacks and student work. Here students are taught to be ready to profit and loss, so ready to accept the risks when selling they do not run out or not sell
16.	<b>Cooperation</b>	1. Program the students to take turns to work together to clean the environment around the school
17.	<b>Commitment</b>	1. Put up posters that read "Failure in the struggle does not mean failure" which will provide a boost to the student's commitment to learning and commitment of teachers in performing their duties as a teacher

From the findings in the field, then the researcher makes an indicator of achievement of each of the values of entrepreneurship contained in SK and KD that is based upon guidelines for entrepreneurship education of Curriculum Centre and also by the values of entrepreneurship that appear in students for researchers to follow the learning process in SDPN Pajagalan 58 contained in the tables that had been presented earlier observations. Indicators of achievement can be seen in the following table:

**Table 4**

**Achievement Indicators Values Entrepreneurship In Learning Sciences Social Knowledge  
Class IV Semester II**

Standard of Competence: mengenal natural resources, economic activity and technological advances in the district / city and province			
Meeting	Basic competencies	Enterprise value	Achievement indicators
I - IV	Getting to know the economic activities related to natural	Discipline	1. go to class on time, 2. dress neatly, 3. abide by the rules in the classroom.

	resources and other potentials in the region	Creative	<ol style="list-style-type: none"> <li>1. making handicrafts from used goods (waste),</li> <li>2. propose activities related to economic activity, and so on.</li> </ol>
		Hard work	<ol style="list-style-type: none"> <li>1. students seeking information about economic activity in the environment around them then communicate during the learning.</li> <li>2. make a list of the work environment around utilizing natural products.</li> </ol>
V - VIII	Recognize the importance of cooperatives in improving the welfare of society	Honest	<ol style="list-style-type: none"> <li>1. making the work itself without cheating others, buying and selling in the cooperative school properly,</li> <li>2. answered questions of teachers in accordance with what he knows.</li> </ol>
		Creative	<ol style="list-style-type: none"> <li>1. capable of making handicrafts from waste material / waste can be sold in a cooperative school,</li> <li>2. provide proposals on cooperative activities in school</li> </ol>
		Hard work	<ol style="list-style-type: none"> <li>1. seek and mentions the types of cooperatives in the surrounding neighborhood students,</li> <li>2. noting the activities of what is being done in the cooperative.</li> </ol>
		Discipline	<ol style="list-style-type: none"> <li>1. carry out the task of the teacher related to the subject matter,</li> <li>2. adhere to the school rules and regulations in the classroom.</li> </ol>
		Confidence	<ol style="list-style-type: none"> <li>1. dare to appear in front of the class</li> <li>2. able to do the work themselves without fear</li> </ol>
IX - XIII	Know the development of production technology of communication and transport as well as experience using	Creative	<ol style="list-style-type: none"> <li>1. bring images of the means of communication and transportation,</li> <li>2. placed pictures of communication and transportation in making class</li> </ol>
		Hard work	<ol style="list-style-type: none"> <li>1. the task of teachers to completion,</li> <li>2. search for images of transport and communications to be collected in class.</li> </ol>
		Communicative	<ol style="list-style-type: none"> <li>1. giving and returned the greeting before and after learning</li> <li>2. provide answers / opinions regarding production technology,</li> </ol>

			transport and communications
XIV XVII	- Getting to know the social problems in the region	Creative	1. carrying pictures / photos about the social problems in the region
		Leadership	1. Ability to lead a group of friends in a discussion
		Hard work	1. seeking and communicating about social problems in the neighborhood where he lived, 2. the task of teachers according to subject matter,
		Cooperation	1. completing the task group of teachers together with the group's friends
		Confidence	1. dare to appear in front of the class to express their opinions about the outcome of the discussion group

The value of entrepreneurship in teaching Social Sciences Knowledge is intended as a set of beliefs or principles that have mempribadi behaviors in students that can be revealed through thoughts and actions. Sapriya (2011), suggests that;

program learning Knowledge of Social Sciences should provide the opportunity for students to express, reflect and articulate the values that dianutnyaa. This process depends on the values of procedural class.

From these explanations it appears that learning Social Science Knowledge provides space for the planting of values to every child, including the value of entrepreneurship (McClintock & Allison, 1989). For planting or learning in school grades were not necessarily done separately, but the values that are taught inherent in any learning materials that have been in school (Chang Kao, Chu, & Chiu, 2009).

The values of entrepreneurship in science learning in class IV Social Science Knowledge can be seen as a good teacher teaching staff, as well as to students as learners. In planting the value of entrepreneurship, the teacher shows the attitudes that correspond to the value of entrepreneurship, for example, disciplined, creative, leadership and other values. Of the students also appear to be so, that shows the attitude of discipline, hard work, teamwork, leadership, honest, creative, self-confident, independent and attitude / other value. These values can be seen through observation, interviews and discussions by researchers during field with teachers and students in the class.

But at the level of implementation of learning in SDPN Pajagalan 58 there are some things that still need to get more attention from the parties involved, in particular Puskur and Responsible Entrepreneurship Program Pendidikan. Things researchers found that the curriculum, syllabus and RPP in SDPN Pajagalan 58 which have been made yet sikron with real learning is good. Although at this stage of implementation in the classroom students have shown an attitude that shows entrepreneurial souls. But attitudes / values that will be embedded properly planning really focused and observed continuously.

#### **D. Conclusion**

After doing research on learning Knowledge Social Science charged entrepreneurial values in the fourth grade of elementary school students, including lesson planning, implementation of learning, assessment, and problems and solutions faced in the study, the researchers draw the following conclusion:

1. entrepreneurship education programs in SDPN Pajagalan 58 have executed well in the overall school environment through habituation and extracurricular programs implemented continuously every week according to the schedule specified.
2. Development of entrepreneurship education programs in primary schools if continuously improved to be able to equip learners from scratch and mold them to have entrepreneurial spirit to achieve public welfare and good economic growth.
3. Social Sciences Knowledge Learning has provided room for the development of entrepreneurship in primary school grades so that students are more active during the learning progresses and more teachers become facilitators for students.
4. Planning Knowledge Learning Social Studies class IV uncharged elementary school entrepreneurial values carried through the following steps:
  - a. Assess Competency Standards (SK) and the Basic Competency (KD) to determine whether the values of entrepreneurship is included therein.
  - b. Lists the values of entrepreneurship that have been listed in SK and KD into the syllabus.
  - c. Developing a learning step active learners enable learners have the opportunity to integrate values and show it in behavior.

- d. Incorporate step integrated active learning entrepreneurial values into the RPP that is disciplined, creative, hard working, honest, confident, communicative, leadership and cooperation.

#### **E. Recommendations**

Based on the research findings and conclusions above, it proposed several recommendations were as follows:

1. Program the values of entrepreneurship education at primary school level, in particular in the Knowledge Sciences Social learning can be implemented optimally by creating a customized learning plan with the instructions of entrepreneurship education guidelines and further developed by the teacher, so that learning becomes more meaningful ,
2. From the findings in the field of researchers found that values entrepreneurship is already contained within each primary school students, so that the necessary planning better teaching and learning process to explore the values that already exist.
3. From the level of entrepreneurship education programs in SDPN Pajagalan 58 within the scope of the school as a whole, the researchers conclude that the school can become an example for entrepreneurship education at primary school level in Bandung even national level. While at the level of learning in SDPN Pajagalan 58 still need growthup again both in loading the values of entrepreneurship in the syllabus and lesson plans, as well as in the implementation of learning teachers are expected to use learning methods are varied so that students are more receptive to the lessons and values of entrepreneurship can be entrenched in students.
4. Achievement of entrepreneurship education in general in elementary schools can be realized with the support of various parties Puskur, SD Supervisor, Principal, Responsible Program KWU and teachers in each subject.
5. However, further research can be conducted based on the findings in this study. Scope of this research is very limited so it is still necessary to study more broadly to reveal the extent to which the loading value-nilain entrepreneurial learning, specifically in learning Knowledge of Social Sciences at the elementary school.

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