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ABOUT JOURNAL

Journal of Humanities, Community Service, and Empowerment (JHCSE) is a peer-reviewed journal published by Global World Scientific. It is at the national and international level that covers a lot of common problems or issues related to humanities, community services, development, strengthening, and empowerment. This journal accepts articles on research results in development, empowerment, and community strengthening and the consequences of activities or practical implementations of community service, empowerment, or strengthening that are problem-solving, comprehensive, meaningful, and sustainable, with clear goals. Various community service and empowerment activities must have novelty (innovation and creativity) so that they do not just replicate the same actions in different places, have measurable results and impacts on society, and support achieving the goals outlined in the Sustainable Development Goals (SDGs). SDGs are a global action plan agreed by world leaders to end poverty, reduce inequality, and protect the environment. The SDGs contain 17 Goals and 169 Targets, so each article must be linked to these goals and targets (as stated in the contribution statement). Therefore, the Journal of Humanities, Community Service and Empowerment accepts articles from Indonesian authors and other countries that have not been offered for publication elsewhere. The first issued in February 2024, the Journal of Humanities, Community Service and Empowerment publishes new editions fourth a year. Journal of Humanities, Community Service and Empowerment has published electronic (PDF) versions.

EDITOR'S INTRODUCTION

Dear readers,

Journal of Humanities, Community Service, and Empowerment (JHCSE) is published fourth a year, in January, April, July, and October. JHCSE is published with reference to the Periodical Accreditation Guidelines (Permenristek Dikti RI No. 9 Tahun 2018) as well as the JHCSE Article Writing Guidelines included at the end of this journal. JHCSE aims as a media of information and exchange of scientific articles between teaching staff, alumni, students, practitioners and observers of science that covers a lot of common problems or issues related to humanity, community service, and empowerment. Therefore, the Journal of Humanities, Community Service and Empowerment accepts articles from Indonesian authors and other countries that have not been offered for publication elsewhere. The first issued in February 2024, the Journal of Humanities, Community Service and Empowerment publishes new editions fourth a year. Journal of Humanities, Community Service and Empowerment has published electronic (PDF) versions.

Journal of Humanities, Community Service, and Empowerment (JHCSE) Volume 1, Issue 1, January 2024 published nine scientific articles on various interesting topics with quantitative analysis and teoritical review. Journal topics published in this number consist of The Influence of Competitive Prices and Product Quality on Purchase Decisions of Cabbage Vegetables in Wuasa Village, North Lore District, Poso Regency; Wuasa Village Financial Management Analysis; The Role of Village Government in Increasing the Potential of the Village to Become an Independent Village; Empowerment of Sigi Regency Community Human Resources through the LIREPDA Work Program by Islamic Relief; Building Entrepreneurial Character and Marketing Talents In Primary School Students Through the Market Day Program; Analysis of the Application of Technology to the Learning Process of Elementary School Students in Facing the Computer-Based National Assessment Examination (CBNA); Market Penetration Strategy in Direct Sales in Achieving Sales Targets for Candied Fruit Products (Case Study of Inavbaf Fruit's Business in Palu City); Implementation of The Pancasila Student (P5) Profile Strengthening Project in Forming Students' Entrepreneurial Character at Poboya State Primary School; Factors Influencing Teacher Performance at SDN 10 Pantaloon Palu.

Journal of Humanities, Community Service, and Empowerment (JHCSE) is in the process of being indexed by crossref, SINTA Riset Dikti, IPI, GoogleScholar, and Directory of Open Access Journals (DOAJ), Dimension, Road, One Search. We are waiting for the participation of readers to submit the best articles for us to publish in subsequent editions.

Happy reading,

Editorial Team

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The Influence of Competitive Prices and Product Quality on Purchase Decisions of Cabbage Vegetables in Wuasa Village, North Lore District, Poso Regency

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A R T I C L E I N F O	A B S T R A C T
  Corresponding Author: Krisdian Arianto email: diaenafdloka@gmail.com	This research aims to determine and analyze the influence of price and product quality simultaneously and partially on the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency. The type of research used is descriptive verification research. The population of this study isThe exact number of cabbage buyers in Wuasa Village, North Lore District, Poso Regency. The sampling technique in this research used purposive sampling, with a sample size of 60 respondents. The data collection techniques used were observation, questionnaires and documentation. The scale used in this research is a Likert scale and the analytical tool used is multiple linear regression analysis. The results of this research show that price and product quality influence the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency. Price influences the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency. Product quality influences the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency

INTRODUCTION

Vegetable agribusiness is a source of cash income for rural farmers and a source of family income, because it is supported by land and climate potential, human resource potential and very large domestic and international market opportunities. Like other vegetable commodities, the price of cabbage fluctuates from time to time, depending on the amount of supply from production areas and demand in consumption areas. The low price of cabbage is caused by abundant production and poor quality of cabbage, while high prices of cabbage usually occur at times outside the cabbage growing season so that the supply of cabbage is reduced.

Purchasing decisions made by customers involve customer confidence in a product so that a feeling of confidence arises in the correctness of the actions taken. The customer's confidence in the purchasing decision they make represents the extent to which the customer has confidence in their decision to choose a product. Muhammad (2021) states that consumer purchasing decisions for a product are basically closely related to consumer behavior. The purchasing decision is the

stage of the decision making process until consumers actually buy Sangadji and Sopiah products(Fadillah et al., 2019). Kotler and Armstrong inNasution et al. (2019) suggests that consumer purchasing decisions are to buy the most preferred brand. Kotler and Keller inRorong et al., (2021) states that purchasing decisions are consumer decisions regarding preferences for brands in a collection of choices.Kotler and Keller inMeidi et al. (2022)suggests that the stages of a purchasing decision consist of: attracting attention, attracting interest, arousing desire and causing action, this model is known as the AIDA model.

The first factor that can influence purchasing decisions is price.Price plays an important role in influencing buyers' choices in purchasing goods and services. Kotler in(Sari & Prihartono, 2021)explained that price is a measure of the cash that is attached to goods, services or a measure of the value of cash purchased for some use since the purchase of the goods or services.Price is a measure of consumer interest in buying and is the basis for a number of sacrifices made to obtain a combination of goods and services. In making decisions, price is an important consideration, because consumers certainly expect the money they spend to match what they get. It is important for companies to set prices that are appropriate or reasonable for the value of their products.Satdiah et al., (2023)Price is the value of money that must be paid by customers to sellers and buyers of the goods they buy. In other words, price is the value of an item determined by the seller. As for what states the meaning of price, namely the value of money charged to buyers in order to obtain benefits through a product (service or goods) purchased from a producer or seller.(Gloria et al., 2018). Kotler and Armstrong in(Haque, 2020)Price is how much money is paid for services or how much value is traded by buyers to gain profits from purchasing or using goods and services. Whereas,Pasaribu & Hidayat (2023)explains that in the context of services marketing, price refers to monetary units as well as non-monetary aspects which include utility or special uses required to obtain an item.Kotler and Keller in(Naufal & Kramadibrata, 2022), states that the price dimension consisting of: Price List, Discount, and Allowance.

The second factor that influences purchasing decisions is product quality. Quality has a direct impact on product or service performance, therefore quality is closely related to customer value and satisfaction, so companies are required to offer quality products and have added value, so that they appear different from competitors' products. Product quality that can attract consumer attention is a strength in achieving competitive advantage. Therefore, products that have value in the minds of consumers will return to make purchases.Kotler and Armstrong inSyahri & Putri (2022)states that product quality is a characteristic of a product or service that depends on its ability to satisfy stated or implied customer needs. In order to create customer satisfaction, the products offered by the organization must be of high quality. A product's ability to operate its functions, overall durability, reliability, accuracy, ease of operation, and ease of repair are all examples of product quality. (Kotler and Armstrong inCahya et al., (2021).

Lupiyoadi inMelpiana & Sudarajat (2022)states that product quality is the consumer's sense of satisfaction with a product when evaluating the product. Kotler inTiting et al. (2022)states that product quality is the overall characteristics of a product or service in terms of its ability to satisfy stated or implied needs. Kotler & Keller inIrdhayanti, (2020)argued that product quality must be able to be improved so that companies can stimulate sales. From the opinions of experts, it can be concluded that product quality is the level of quality of a good or service that can be offered to consumers.Kotler and Keller inHariadi et al. (2021)There are aspects of product quality, which include: shape, features, performance, suitability, durability, reliability, style, ease of repair.

This research model tests and analyzes the influence of price and product quality on purchasing decisions for cabbage in Wuasa villageNorth Lore District. This research model can be seen in Figure 1 Conceptual Framework.

Information :

——————⟶ = Simultaneous Influence

– – – – – – –⟶ = Partial Influence.
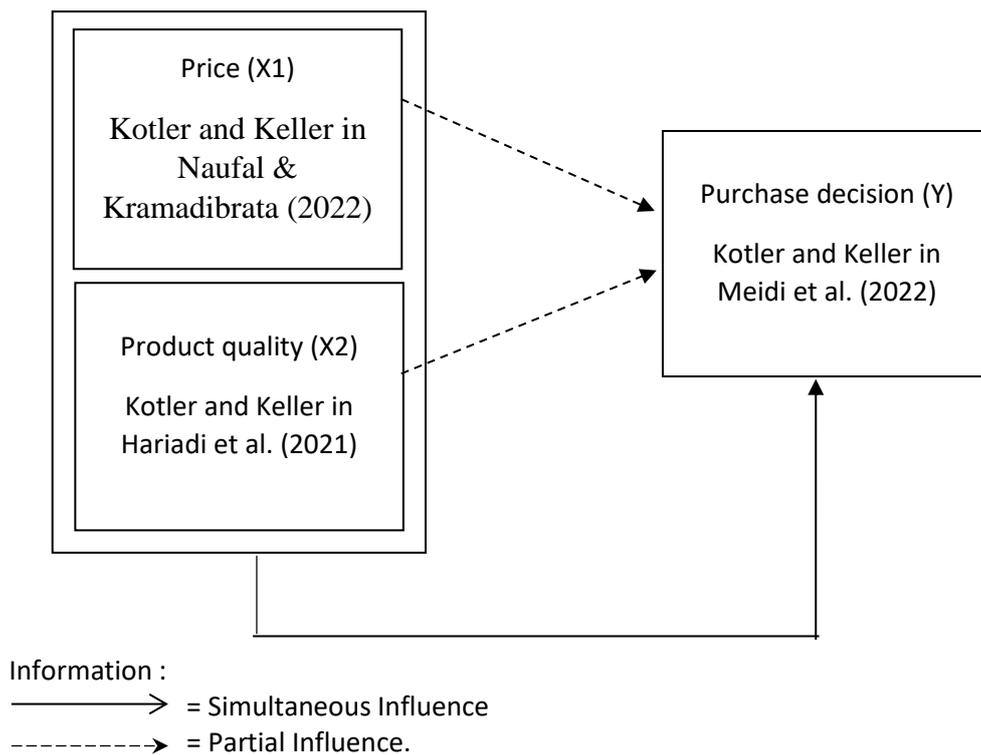
Figure 1 Conceptual Framework

Based on the description and conceptual framework, the following research hypothesis can be formulated:

Hypothesis 1 : Priceinfluence the decision to purchase cabbagein Wuasa Village North Lore District

Hypothesis 2 : Quality influences the decision to purchase cabbage in Wuasa Village North Lore District

RESEARCH METHOD

This research is associative descriptive research, data collection was carried out using a questionnaire. The population in this study were cabbage buyers in Wuasa Village, North Lore District, the exact number of which is not known. The sample was taken based on Roscoe's quoted opinionSugiyono (2020)as follows: data analysis in this research was carried out using multiple regression analysis with a minimum number of sample members 10 times the number of variables studied, 60 people as respondents.

RESULTS AND DISCUSSION

Respondent Characteristics

Based on the results of descriptive analysis, the characteristics of respondents based on gender can be identified. 48.80 percent of the respondents were male, and 12.20 percent of the respondents were female. The characteristics of respondents based on gender can be seen in Figure 2.
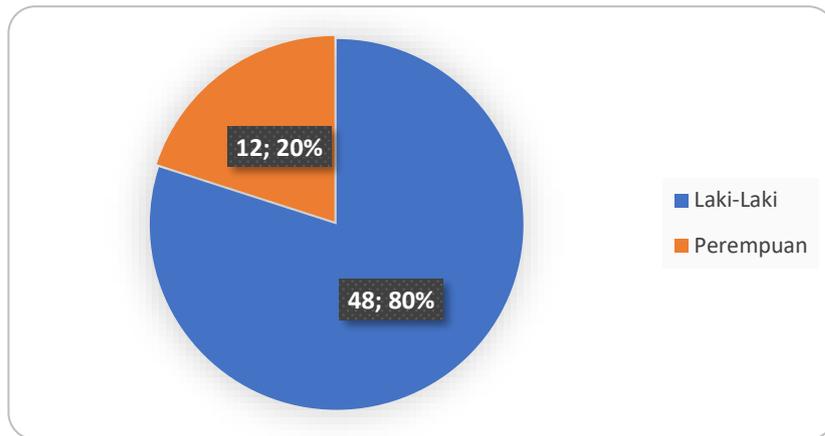
Source: Reprocessed Primary Data
Figure 2 Characteristics of Respondents Based on Gender

Based on the results of the responses of 60 respondents selected as samples in this study, it can be seen that in terms of age, respondents who bought a Honda can be seen in Figure 3 below.
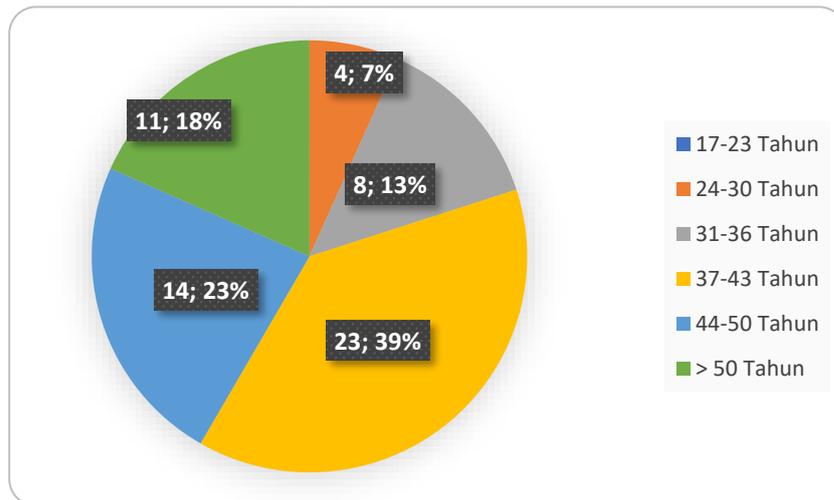
Source: Reprocessed Primary Data
Figure 3 Characteristics of Respondents Based on Age

Figure 3 shows that respondents aged 24-30 years were 4 people or 7%, aged 31-36 years were 8 people or 13%, aged 37-43 years were 23 people or 39%, aged 44-50 years as many as 14 people or 23% and aged over 50 years as many as 11 people or 18%.

Based on the results of the responses of 60 respondents selected as samplesinthis research, it can be seen that the respondent's education is in Figure 4. Data in Figure 3 show thatThe education level of respondents varies as follows. There were 6 respondents with a bachelor's education level, 23 respondents with a high school education level, 14 respondents with a junior high school education level, 12 respondents with an elementary school education level, and 5 respondents with an education level who had not completed elementary school.
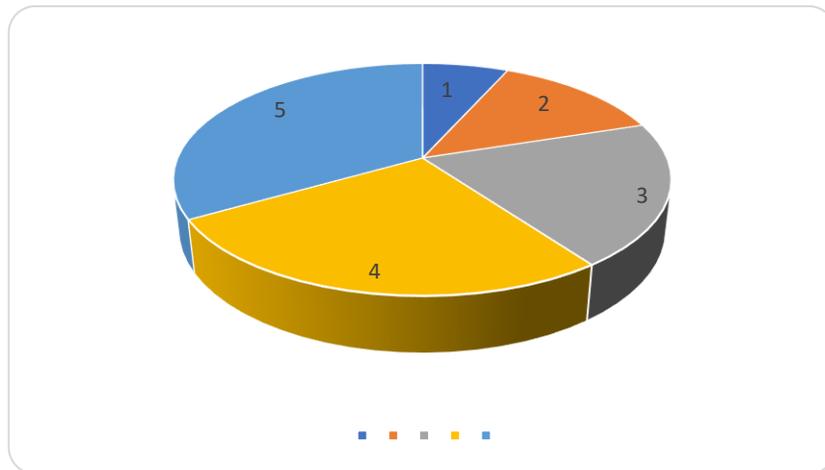
Source: Reprocessed Primary Data

Figure 4 Characteristics of Respondents Based on Education

Results of Multiple Linear Regression Analysis

In this research, hypothesis testing was carried out using multiple linear regression analysis tools. Where multiple linear regression analysis is used to find out how the dependent variable can be predicted using two or more independent variables as predictor factors. This research tries to see how much influence the price and product quality variables have on purchasing decisions. The results of testing the influence of product price and quality on purchasing decisions can be seen in Table 1 below.

Table 1 Results of Multiple Linear Regression Analysis

No	Independent Variable	Dependent Variable Y = Purchase decision			
		Regression Coefficients	t-count (t-test)	Sig t	Information
1.	Constant	0.066			
2.	Price (X1)	0.282	2,057	0,000	Significant
3.	Product quality (X2)	0.423	3,086	0,000	Significant
	Multiple R	0.648		Sig. F	0.000
	R. Square	0.420			
	Adjusted R. Square	0.399			
	α	0.050			

Source: Results of statistical testing of research variables

Based on the results of statistical testing in Table 1, the regression equation in this study is as follows:

$$Y = 0.066 + 0.282X1 + 0.423X2$$

The equation above explains the influence of the independent variables, namely price and product quality, on the dependent variable, namely purchasing decisions.

a. The constant value of a is 0.066 indicating the purchasing decision value if the independent variables, namely price and product quality, are constant. This means that if it is assumed that the price and quality of the product do not change/constant (X=0) then the purchasing decision is 0.066.

b. The regression coefficient b1 value of 0.282 indicates that if the price increases by one unit, purchasing decisions will increase by 0.282.

c. The regression coefficient value b2 is 0.423, indicating that if product quality increases by 1 unit, purchasing decisions will increase by 0.423.

To determine the level of closeness of the relationship between the two independent variables studied on purchasing decisions, it can be seen from the correlation coefficient (Multiple R), which is 0.648. If this value is confirmed using the correlation coefficient interpretation guide, it appears that this value indicates that product price and quality have a strong relationship with purchasing decisions.

DISCUSSION / DISCUSSION

The Influence of Price on the Decision to Purchase Cabbage in Wuasa Village, North Lore District, Poso Regency

The research results show that price has a positive effect on purchasing decisions. This is because according to several consumers the price of cabbage in Wuasa Village is cheaper than in traditional markets. Most of the respondents who bought cabbage in Wuasa Village were traders who would resell the vegetables at traditional markets in Palu City and its surroundings. These results are consistent with the research results(Hariadi et al., 2021)And(Cypert et al., 2019), states that the price variable has a positive effect on purchasing decisions.

The Influence of Product Quality on the Decision to Purchase Cabbage in Wuasa Village, North Lore District, Poso Regency

The research results show that product quality has a positive effect on purchasing decisions. This shows that the respondent's assessment of the high quality of cabbage causes high purchases of cabbage. This is in accordance with Kotler and Keller's theory inIwan Sahara & Adi Prakoso (2020), which states that the higher the quality of a product, the higher the satisfaction and consumer purchase demand for that product. Consumers think that the quality of cabbage vegetables sold in Wuasa Village is good. These results are supported by research results(Hariadi et al., 2021)And(Cypert et al., 2019), states that the product quality variable has a positive and significant effect on purchasing decisions. A purchasing decision will never be reached if it is not supported by a good product.

CONCLUSION

Based on the analysis and discussion of the results of hypothesis testing that has been carried out, it can be concluded that hPrice and product quality have a positive influence together on the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency. Price has a positive influence on the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency. Product quality has a positive influence on the decision to purchase cabbage in Wuasa Village, North Lore District, Poso Regency. Traders should always pay attention to the quality and price of cabbage offered to consumers.

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Wuasa Village Financial Management Analysis

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A R T I C L E I N F O	A B S T R A C T
  Corresponding Author: Moh. Gazali email: 29alghazali@gmail.com	This research aims to determine how the financial management process in Wuasa Village, North Lore District, Poso Regency, is by Minister of Home Affairs Regulation Number 20 of 2018 concerning Village Financial Management from 2021 to 2023. This type of research is descriptive qualitative with primary data, namely direct observation and interviews related to APBdes planning and accountability in Wuasa Village. In contrast, the secondary data used are APBdes reports for 2021, 2022, and 2023. This research uses data analysis techniques by collecting, grouping, and analyzing data so that Conclusions are drawn regarding the research objectives to be achieved. This research shows that the village fund management system, from planning to accountability, carried out by the Wuasa Village government, is governed by applicable regulations both technically and administratively. However, the amount of village funds received tends to decrease every year. This is caused by several factors: The poor population has decreased, and the status of the village has improved.

INTRODUCTION

Villages are the smallest element in government administration. Villages are characterized by increasingly homogeneous types of work, which tend to be high. The current position of the village is quite strong; the authority of the village has the authority to regulate and manage government affairs, the interests of the local community based on community initiative, origin rights, and traditional rights that are recognized and respected in the government system of the Unitary State of the Republic of Indonesia as stated in the Regulations. Government Substitute Law of the Republic of Indonesia Number 2 of 2022 concerning Job Creation Article 117. Even though development activities have been carried out in villages, many villages still need to catch up in terms of the availability of facilities and infrastructure. Apart from that, villages have a qualitatively lower

level of socioeconomic welfare in rural areas compared to urban areas (Nain, 2021: 23). Village development is an absolute thing in the sense that village development is an effort to improve the quality of life and life for the greatest welfare of village communities. Village community development is carried out based on 3 principles: the principle of integral development, the principle of one's strength, and the principle of mutual consensus (Tjokrowinoto, 2007, p. 36). The 3 (three) principles are: First. The principle of integral development is the balanced development of all aspects of village society (agriculture, education, health, housing, and so on), thereby ensuring a harmonious and impartial development. However, it is important to remember that the emphasis must primarily be placed on economic development for the initial period. Second. The principle of self-strength is that every business must first be based on the strength or ability of the village itself, without waiting for grants from the government. Third. The principle of collective agreement means that development efforts must be carried out in areas that are truly felt to be needed by the village community concerned. At the same time, the decision to implement the project is not based on one person's or several people's wishes.

In its implementation, village development requires costs. Therefore, villages are given the authority to manage village finances, which means all village rights and obligations that can be valued in money, as well as things in the form of money and goods related to implementing village rights and obligations. Wuasa Village is one of the villages in North Lore District, Poso Regency. The village's budget revenue in 2021 is IDR. 1,686,572,210, in 2022 it will be 1,555,823,600, and in 2023 it will be Rp. 1,477,897,691 of these funds tend to decrease yearly, so they become a matter of public concern regarding the management of funds carried out by the Village Government, whether or not they are by the village financial management policy.

Village Financial Management has a management scope similar to the financial management of the central government and provincial, regional, and city governments. By disbursing a large amount of funds to be managed by the Village and the limited capacity of human resources to manage Village Finances, the management of Village Finances should be made as simple as possible but maintain the principles of transparency and accountability. The Village Government and Village Consultative Body must also be responsive to financial management and community needs, which need to be supported with funding. Of course, not all community needs will be funded because there are so many. At least one thing that needs to be considered in the responsiveness framework is that the Village Government and the Village Consultative Body must be responsive to the urgent priority needs of the community (Hanif, 2011).

Based on initial observations made, village financial management has been running well. However, revenues and realization tend to fall and change every year, raising questions about whether the management carried out is according to community needs and the principles of village financial management. Therefore, the researcher took the theme of financial management in Wuasa Village.

RESEARCH METHOD
Types of research

Qualitative research examines the condition of natural objects, where the researcher is the key instrument (Moleong, 2013). The difference with quantitative research is that this research starts from data, utilizes existing theory as explanatory material, and ends with a theory. The qualitative research method is a descriptive research method that uses analysis, refers to data, utilizes existing theory as supporting material, and produces a theory. Another opinion says that qualitative research is a type of social science research that collects and works with non-numerical data and seeks to interpret the meaning of this data so that it can help us understand social life through the study of targeted populations or places. Qualitative research methods are subjective

from the participant's perspective in a descriptive manner, so the results cannot be generalized. In other words, this research method provides a clear picture of a problem by the facts in the field (Sugiyono, 2006).

Research Subjects

The research subjects in this study were several village officials and several documents regarding finances in Wuasa Village, North Lore District, Poso Regency.

Data Types and Sources

Sources of research data come from library data and field data. Meanwhile, the types of data consist of primary data and secondary data. The types of data used in this research are primary and secondary.

1. Primary data is research data obtained directly from sources (not through intermediary media). Special primary data collected by researchers to answer research questions, in this case, is the result of in-depth interviews with village fund management officials.
2. Secondary data is data whose source of research data is obtained by researchers indirectly through intermediary media (obtained and recorded by other parties). Secondary data comprises evidence, notes, or historical reports compiled in published and unpublished archives (documentary data). The secondary data from this research are village fund management documents (Sugiyono, 2006).

Technical Data Analysis

The data analysis technique used in this research is qualitative analysis. Qualitative analysis is a method of selecting data that produces descriptive data (Moleong, 2013). The available secondary data became the basis for the research and was connected to primary data, which included the results of observations and interviews and then analyzed qualitatively. More details regarding these three flows are as follows:

1. Data reduction
2. Data Presentation
3. Draw a conclusion

RESULTS AND DISCUSSION

Village Planning and Budgeting Cycle

In Wuasa Village, Village Fund Financial Management Planning is carried out by the village government through a deliberation for each hamlet and then outlined at the village deliberation to prioritize activities needed by the village. Then, another village deliberation is held by inviting the Wuasa Village Deliberative Body, Community Deliberative Institution, Community Shop, Traditional Shop, etc., related to the village in order to follow the preparation of the Village Fund Budget according to village priorities, which will then be stated in village documents in the form of RPJMDesa, RKPDesa, and APBDesa.

Village Fund Implementation Cycle

The Village Fund planning cycle in Wuasa Village is carried out by the areas of activity stated in the Village APBDes. In 2023, the implementation of Village Fund Finance in Wuasa Village will be carried out in 5 (five) areas of activity, namely the Village Government Implementation Sector, Village Development Implementation Sector, Village Community Empowerment, Village Community Development, and disaster, emergency, and sudden disaster management.

Administration

The financial administration of village funds in Wuasa village records all receipts and expenditures using the general cash book, tax assistant book, and bank book. The Village Financial Management Team performs the recording, namely the Village Treasurer and Wuasa Village Secretary. The Wuasa Village Government, at the end of each fiscal year, reports the village's assets

and makes a budget realization report for each activity that has been carried out, which will be submitted to the regent through the sub-district and the Poso Regency BPMPD service.

Calculation and presentation of Village Funds in Wuasa Village, North Lore District

Based on Minister of Home Affairs Regulation no. 20 of 2018, the Village Head submits a report on the realization of APBDes implementation to the Regent/Mayor via the sub-district head in the form of a report for the first semester and an accountability report at the end of the year. The first-semester report is a report on the implementation of the Village APBD. The report on the realization of APBDesa implementation will be submitted by the second week of July of the current year. Meanwhile, the year-end report is submitted by the end of 3 months after the fiscal year. Revenue received by the village comes from central government transfers through the Village Fund Budget. Total revenue from 2021 to 2023 has decreased from year to year, where revenue in 2021 is IDR. 1,686,572,210, in 2022 it will be 1,555,823,600, and in 2023 it will be Rp. 1,477,897,691. An illustration of the receipt of village funds by Wuasa Village can be seen in Figure 1.

Figure 1. Graph of Village Fund Receipts for Wuasa Village from 2021 to 2023.

In terms of expenditure realization, the presentation of Village Funds received by Wuasa Village, North Lore District, Poso Regency from 2021 to 2023 can be seen in the table below:

Table 1. Report on the Realization of Village Fund Budget Implementation in Wuasa Village, North Lore District, Fiscal Year 2021

Year	Total income	Description	Budget (Rp)	Realization (Rp)	More/ Less (Rp.)	Effectiveness Level (%)	Criteria
2021	1,669,014,152	Field of village government administration	588,851,126	588,851,126	-	100%	Effective
		Field of implementation of village development	207,075,000	207,075,000	-	100%	Effective
		Community development sector	51,196,000	51,196,000	-	100%	Effective
		Community empowerment sector	229,785,000	229,785,000	-	100%	Effective
		Disaster, emergency, and sudden management sector	639,245,000	639,245,000	-	100%	Effective
	Amount of Shopping		1,733,713,177	1,733,713,177			
	Surplus / (DEFICIT)		(47,137,967)	(47,137,967)			

Source: Wuasa Village, 2021.

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From Table 1 above, it can be seen that in 2021, Wuasa Village received an APBN Fund allocation of Rp. 1,669,014,152,-, with the distribution of Rp. 588,851,126,- for the Village Government Administration Sector, Rp. 207,075,000,- for Village Development Implementation activities, 51,196,000.- for community development activities, 229,785,000.- for community empowerment activities, and Rp. 639,245,000- for the field of disaster, emergency, and sudden response.

Table 2. Report on the Realization of Village Fund Budget Implementation in Wuasa Village, North Lore District, Fiscal Year 2022

Year	Total income	Description	Budget (Rp)	Realization (Rp)	More/ Less (Rp.)	Effectiveness Level (%)	Criteria
2022	1,554,823,600	Field of village government administration	584.146.240	584.146.240	-	100%	Effective
		Field of implementation of village development	327,477,360	327,477,360	-	100%	Effective
		Community development sector	50,100,000	50,100,000	-	100%	Effective
		Community empowerment sector	167,500,000	167,500,000	-	100%	Effective
		Disaster, emergency, and sudden management sector	424,600,000	424,600,000	-	100%	Effective
	Amount of Shopping		1,553,823,600	1,553,823,600			
	Surplus / (DEFICIT)		(9,000,000)	(9,000,000)			

Source: Wuasa Village, 2022.

From Table 2, it can be seen that in 2022, Wuasa Village will receive an APBN Fund allocation of Rp. 1,554,823,600,-, with the distribution of Rp. 584,146,240,- for the Village Government Administration Sector, Rp. 327,477,360,- for Village Development Implementation activities, 50,100,000.- for community development activities, 167,500,000.- for community empowerment activities, and Rp. 424,600,000- for disaster, emergency, and sudden response.

Table 3. Realization Report on Village Fund Budget Implementation in Wuasa Village, North Lore District, Fiscal Year 2023

Year	Total income	Description	Budget (Rp)	Realization (Rp)	More/ Less (Rp.)	Effecti veness Level (%)	Criteria
2023	1,477,897,691	Field of village government administration	587,977,890	587,977,890	-	100%	Effective
		Field of implementation of village development	560,493,000	560,493,000	-	100%	Effective
		Community development sector	103,240,000	103,240,000	-	100%	Effective
		Community empowerment sector	81.106.291	81.106.291	-	100%	Effective
		Disaster, emergency, and sudden management sector	93,600,000	93,600,000	-	100%	Effective
Amount			1,477,897,691.00	1,477,897,691.00			

Source: Wuasa Village, 2023.

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From Table 3, it can be seen that in 2023, Wuasa Village will receive an APBN Fund allocation of Rp. 1,477,897,691,-, with a percentage distribution of 39.78% or Rp. 587,977,890,- for the Village Government Administration Sector, 37.93% or Rp. 560,493,000.- for Village Development Implementation activities, 6.99% or 103,240,000.- for community development activities, 5.49% or 81,106,291.- for community empowerment activities, and 6.33% or Rp. . 93,600,000,- for the field of disaster, emergency and sudden response.

From the graphs and tables above, several information can be obtained, namely:
1. Wuasa Village's revenues from APBN transfers tend to decrease yearly.
2. The largest budget absorption is the implementation of the Village government.
3. The biggest difference in fund absorption in 2021, which was placed in the disaster/emergency/sudden sector, was caused by the handling of COVID-19
4. Funds for community empowerment and development are small.

Factors that cause a decrease in the APBDes budget in Wuasa Village.
According to the results of interviews conducted with APBDes fund managers, information was obtained that the decline in APBDes revenues from transfer sources was:
1. Reduced poverty levels
2. Change in village status, increasing from Advanced Village to Independent Village.

DISCUSSION / DISCUSSION
The Influence of Price on the Decision to Purchase Cabbage in Wuasa Village, North Lore District, Poso Regency

The research results show that price has a positive effect on purchasing decisions. This is because according to several consumers the price of cabbage in Wuasa Village is cheaper than in traditional markets. Most of the respondents who bought cabbage in Wuasa Village were traders who would resell the vegetables at traditional markets in Palu City and its surroundings. These results are consistent with the research results(Hariadi et al., 2021)And(Cypert et al., 2019), states that the price variable has a positive effect on purchasing decisions.

The Influence of Product Quality on the Decision to Purchase Cabbage in Wuasa Village, North Lore District, Poso Regency

The research results show that product quality has a positive effect on purchasing decisions. This shows that the respondent's assessment of the high quality of cabbage causes high purchases of cabbage. This is in accordance with Kotler and Keller's theory inIwan Sahara & Adi Prakoso (2020), which states that the higher the quality of a product, the higher the satisfaction and consumer purchase demand for that product. Consumers think that the quality of cabbage vegetables sold in Wuasa Village is good. These results are supported by research results(Hariadi et al., 2021) and (Cypert et al., 2019), states that the product quality variable has a positive and significant effect on purchasing decisions. A purchasing decision will never be reached if it is not supported by a good product.

CONCLUSION

Based on the research that has been carried out, it is concluded that applicable laws and regulations have been implemented for the financial management of Wuasa village from 2021 to 2023. Wuasa Village APBDes revenues from 2021 – 2023 tend to decline; several factors influence this: reducing poverty rates and changing the status of villages from developed to independent villages. Village fund expenditure from 2021 – 2023 is divided into five areas, namely: in the field of village government administration, in the field of village development, in the field of community empowerment, in the field of community development, and the field of disaster/emergency/urgent management.

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Peraturan Kepala Desa Wuasa Kecamatan Lore Utara Kabupaten Poso Nomor 03 Tahun 2023 tentang Anggaran Pendapatan dan Belanja Desa Tahun Anggaran 2023.

The Role of Village Government in Increasing the Potential of the Village to Become an Independent Village

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A R T I C L E I N F O	A B S T R A C T
   Corresponding Author: Nadi Iswandi email: nadiiswandi@gmail com	This research was conducted to find out the role of the Wuasa Village government, North Lore subdistrict, and Poso Regency in creating a developed and independent village, as well as the factors that influence it. This type of research is descriptive research with a qualitative approach. Data was collected using field observation, interviews, and documentation methods. The results of this research show that the role of the village government in realizing a developed and independent village in Wuasa Village, Lore Utara subdistrict, Poso Regency, is to process the village's potential well. Village officials collaborate with local communities to cultivate existing village potential.

INTRODUCTION

Village governments play an important role in realizing an independent village, where they are responsible for economic progress, infrastructure, development, and education. The good and bad of development in an area can be seen from the implementation and benefits of government programs in the field of education and infrastructure development, which have an impact on economic growth. The village government, as the representative of the central government in the village, ensures that programs are implemented that can encourage economic growth for the benefit of the community in the village. Thoha insideSyafitri & Sadad (2022) state that a role is a set of behaviors a person carries out based on his or her character. This situation can be motivated by a person's psychology to take the desired action in his heart, whereas according to Soekanto inMajdi et al. (2020), Role is a dynamic aspect of function (status); if someone fulfills his duties by his function, then he plays a role. Implementing government programs is the government's duty to serve the community to create a prosperous and peaceful society.

Siagian stated that the role of village government or village institutions in national development in Syafitri & Sadad (2022) is that the government plays a dominant role in the development process. The roles identified are stabilizers, innovators, modernizers, pioneers, and

self-executors of certain development activities. These roles are explained in detail as follows: 1) Stabilizer. The village government acts as a stabilizer that can reduce changes that cause social unrest, especially those threatening the integrity of the nation and its unity; 2) Innovator. Government must be the source of new things; 3) Modernizer. The village government encourages its villages to become strong, independent, and treated as equals by other villages through sustainable development programs. 4) Pioneer. The village government's role as a pioneer must be a role model for the entire community. 5) Executor. The village government plays a role as the implementer of development programs.

The potential possessed by the village also determines the acceleration of village development. Potential, according to today (2020), is abilities that have the possibility of being developed, such as strength, ability, and power that can be developed to become greater. The term potential is indicated for humans and other entities, such as regional potential, tourism potential, and so on. Meanwhile, according to Soleh (Endah, 2020), village local potential is the power, strength, and ability possessed by a village, which has the possibility of being developed in order to improve community welfare.

Wuasa Village is in the Northern Lore, Poso, Central Sulawesi, Indonesia subdistrict. It has an area of 113.11 km^2, and Wuasa Village will have 3,470 residents in 2024. Located in Napa Valley, 105 km south of Hammer, Wuasa Village is connected to the provincial capital via Trans Sulawesi National Road. As the sub-district capital and connecting point between Poso and Palu, Wuasa Village has more economic, social, and administrative activities than the surrounding villages. Despite its administrative status and relative economic prosperity, Wuasa has all the characteristics of a village built by the government, such as other transmigrant and resettlement villages throughout Indonesia. A quick survey of the public facilities owned by this village gives a good impression of this village.

The phenomenon in Wuasa Village is that Wuasa Village has become an independent village; this is proven by the 2023 Development Village Index, where the value obtained is 0.8284 or is in the independent village category. The development infrastructure in Wuasa Village is very supportive of becoming an independent village because the layout of the development in Wuasa Village is almost the same as that of the City Regency. In social sciences, independence (resilience) is often equated with autonomy, not dependence or freedom, managing oneself, and self-sustainability. Meanwhile, according to Verhagen inEndah (2018), If you look at the perspective of community development, community independence is a certain state or condition that an individual or group of people wants to achieve and is no longer dependent on the help of third parties in securing their interests. Law Number 6 of 2014 concerning Villages, and Government Regulation Number 43 of 2014 concerning instructions for implementing Law Number 6 of 2014 concerning villages, where it is explained that active community involvement, participation, and empowerment are the main factors in implementing village autonomy (explanation Law Number 6 of 2014 concerning Villages). In this law, the Village Government has an important role in exploring the assets and potential that exist in the village for the successful implementation of the Village Government, which impacts improving community welfare.(Syaifudin & Ma'ruf, 2022).

An independent village is a village that can meet its own needs without depending on government assistance. Several factors influencing a village towards becoming an independent village are human resource potential, natural resource potential, buyer (market) potential, institutions, and local culture.(Fatmawati et al., 2020). An independent village is a village that can meet its needs, and if there is assistance from the Government, this assistance is only stimulating. Independent village development includes development planning activities that are participatory, transparent, accountable, and detailed. These activities go through a series of stages: planning and preparation, general village identification, village asset analysis, and village development plan deliberations (musrenbangdes). (Kushartono, 2018). The concept of village independence or independent villages mandated in the Village Law is certainly something that has been introduced previously. This non-political concept has been known since 1993 and has become an icon and micro-local movement in various places. Many institutions (government, regional government,

state-owned companies, companies, donor agencies, NGOs, and universities) are busy discussing and mobilizing independent villages. Village independence certainly does not stand alone. However, it is very important to look at the relationship between villages and the state, including the government's approach to villages. Village solitude shows the isolation of villages, so it is natural that thousands of villages are labeled as underdeveloped villages(Ar & Rohaeni, 2023).

RESEARCH METHOD

This research was carried out by observation, namely conducting direct observations of the activities of the Wuasa Village governmentsubdistrictNorthern Lore, Poso, Central Sulawesi, so that researchers can find out how the Wuasa Village government activities. The data collection technique in this research was carried out in stages from observation, data collection, documentation, and interviews with several informants whom the researcher had chosen as sources in this research. There were 3 informants or sources in this research: the Wuasa Village Head, the Wuasa Village Secretary, and the Wuasa Village Treasurer.

RESULTS AND DISCUSSION

In researching the role of Village government in increasing the potential of Villages to become independent Villages in Wuasa Village sub-district Northern Lore, Poso, Central Sulawesi. The role of the government is to bring about change in societal unrest, especially those that can threaten the integrity and unity of the nation. The efforts made by the Wuasa Village government to make the Village independent include providing support to existing institutions in the Village, transparency of Village finances, improving the quality of human resources, and conducting outreach to the Village community. The aim of implementing the Village government is to improve the community's welfare so that the village government's task is to provide services and empowerment, as well as the development that is entirely aimed at the interests of the community. In this way, the Village Government can encourage the Village to become an advanced or independent village by providing more support to the Village community through existing stakeholders. An independent Village is a Village that has the availability and access to adequate basic services, adequate infrastructure, and accessibility/transportation, which is easy, good public services, and good government administration.

The village government supports institutions to maintain integrity and stability towards a developed and independent village. The aim is to provide space for people to improve their skills.

Table 1 Potential and Infrastructure Report for Wuasa Village, North Lore District, Poso Regency

Village Potential	Infrastructure
Mountains	Public health center
Lake	Education
Forest	Police
River	Danramil
Hot water	Worship place
Waterfall	Alfamidi
History and religion	BRI
Tradition and art	Subdistrict office
Wuasa Farms	Pertamina

Source: Development Village Index 2023

The Wuasa Village government is very active and enthusiastic in helping the community directly and in activities for the benefit of the village. The activities carried out by the Wuasa Village government include community collaboration, community service every Saturday, prioritizing greening, fair distribution of aid in the form of Raskin, and being active in the field of sports for young people and creating programs or activities aimed at developing the Village and later supporting the economy of the community in the Village. Business management training functions to improve the community economy and organize everything in running the business to achieve the expected goals.

The development of village potential that the Wuasa Village government has carried out is as follows:

1. Socialization of potential development through village meetings attended by village officials, Village Consultative Body, Village Community Empowerment Institution, Community Association (RW) Leaders, Neighborhood Association (RT) Leaders, village institutions, and community leaders. In this socialization, it is necessary to convey the intention of developing the village potential of each RT, then collect it at the RW meeting to be sent to the village government.

2. Village data collection and community needs by each RT

3. The village government collects and records village potential and community needs from each RT/RW and institutions' input.

4. Village meetings formulate village potential to be developed based on needs, costs, and benefits from development results. This deliberation also formed development teams according to their needs and expertise.

5. Each development team conducts field surveys and assessments to formulate a development priority scale to implement effectively and efficiently.

6. The survey and study results are presented at the village meeting, to be agreed upon as a village development program, and included in the Medium Term Development Plan and Annual Program documents.

7. Implementation of village potential development is carried out by a team formed at a village meeting involving the community.

Based on the research results, it can be seen that in the process of increasing the status of a village from a developed village to an independent village, the village government must play an optimal role in improving services to the village community and be able to provide changes in performance for the benefit of the village so that the village can turn into an independent village. The government's efforts to advance villages result from synergy between the government, the development team, and community empowerment in village development.

In pushing the village forward to become an independent village, the Wuasa Village government is making efforts to provide support to the community through support both in action and in the service sector, which will then be able to function according to its function and improve the quality of human resources by following the rules in the process of change and being able to make human resources better. The village government's utilization and development of the village's potential are very good. The community generally accepts it very well because managing the village's potential is truly intended for the community's welfare.

Independence in Wuasa Village is also obtained from managing BUMDes and exploiting the potential in the form of natural resources and human resources. Village-owned enterprises (BUMDes) also foster local social values and provide support and care for marginalized groups, thereby making communities more creative and efficient.

CONCLUSION

Based on the observations and discussions, it can be said that the government plays a very important role in training and motivating the community so that the community can be enthusiastic about every village activity. The success of the Wuasa village government in supporting village development must be connected to work programs that empower the local

community. The role of BUMDes in encouraging village development has increased the empowerment of local communities in contributing to village development. The Village Government provides training and assistance to the community in developing businesses and improving the quality of their products.

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Empowerment of Sigi Regency Community Human Resources through the LIPERDA Work Program by Islamic Relief

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A R T I C L E I N F O	A B S T R A C T
	This research investigates the empowerment of human resources implemented by Islamic Relief through the LIPERDA (Livelihood recovery in the post-disaster area) program as a response to the earthquake's impact. The main objective of this research is to analyze the empowerment of human resources in the Sigi Regency carried out by Islamic Relief and its impact on economic recovery in disaster-affected areas. The research method used is descriptive with a qualitative approach. The research results show that Islamic Relief has empowered human resources through the LIPERDA program for post-disaster economic recovery by providing skills training, business assistance, and distributing aid funds. Islamic Relief has succeeded in empowering existing human resources despite still needing to be implemented. The impact of this program is the restoration of livelihoods and positive changes in social conditions in society. Further analysis revealed factors influencing the program's success, including active community participation, cooperation with related parties, and full support from the government. This research provides insight into the important contribution of human resource empowerment in post-disaster economic recovery. It contributes to understanding how institutions such as Islamic Relief can effectively overcome challenges in the context of natural disasters.

INTRODUCTION

Empowerment of Human Resources, or HR Empowerment, is a very important aspect because HR comes from human abilities, which will run other sources in management. Sedarmayanti (2000:123) stated, "Human Resource Empowerment is one of the efforts that must be made to create quality human resources, who have the ability to utilize, develop and master science and technology as well as management abilities."

The humanitarian organization Islamic Relief aims to empower community human resources to restore the economy of disaster-affected areas in the Sigi Regency. Sigi Regency is a district in Central Sulawesi Province, Indonesia. The capital is Bora in Sigi Kota District. This district was formed based on Law Number 27 of 2008, an expansion of Donggala Regency. After the expansion of the Sigi Kota sub-district, on September 14, 2020, Sigi district consisted of 16 sub-districts and 177 villages with an area of 5,196.02 km² and a population of 247,057 people with a population distribution of 47 people/km². Sigi Regency was one of the areas worst affected by the disaster in 2018, apart from Palu City, Donggala Regency, and Parigi Moutong. It is not surprising that this incident caused many deaths, injuries, and even residents who suffered loss of property.

Islamic Relief collaborates with the educational institution Tadulako University which involves lecturers and students in the Fisheries and Animal Husbandry, Economics, and Business and Agriculture departments; in this case, the students are Islamic Relief's right hand in carrying out programs starting from collecting data on disaster-affected residents to distributing aid funds and field supervisors.

Islamic Relief Worldwide is a non-governmental organization that operates in the field of community development due to natural disasters and also operates humanitarian efforts to eradicate poverty in the world, especially in countries where the majority of the population is Muslim. IslamicRelief Worldwide is based in the city of Mosley, Birmingham, England. This organization has many branches around the world, especially in Indonesia. Apart from assisting countries affected by poverty, this NGO also handles disaster victims, distributes funds to poor communities, and strengthens communities.

This research was conducted to explore information on how Islamic Relief empowers the human resources of the people of Sigi Regency for economic recovery in disaster-affected areas through the LIPERDA (Livelihood recovery in the post-disaster area) work program. The LIPERDA work program itself is divided into 3 parts: the fisheries program, the livestock program, and MSME programs, all of which aim at economic recovery for communities in disaster-affected areas.

Writing this research can also be useful for readers or Islamic Relief itself because, in this research, several models of human resource empowerment are presented, which may be used or exploited by certain parties to serve as a reference in planning or empowering human resources in the community. It can also be useful for conducting further research.

RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. According to Creswell (in Raco, 2010, p. 7), a qualitative research method is an approach or investigation to explore and understand a central symptom. The qualitative research method is used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are combined, and data analysis is inductive. Qualitative research results emphasize meaning rather than generalization. In this research, the descriptive method uses words and pictures and does not use data in the form of numbers. The results of this research are based on the data and theory used, namely the theory according to Khan (1997, in Kadarisman, 2012: 260). It offers an empowerment model that can be developed in an organization to ensure the success of the HR empowerment process in an organization. The empowerment model is desire, trust, self-confidence, credibility, accountability, and communication.

In qualitative research methods, data is usually collected using several qualitative data collection techniques, namely interviews. According to Berger (in Kriyantono, 2020, p. 289), an

interview is a conversation between a researcher (someone who wants to get information) and an informant (someone who is considered to have important information about an object). With interviews, the researcher will know more in-depth about the informant in interpreting situations and phenomena that occur, then the second is observation. According to Mills (2003), observation is a planned and focused activity to see and record a series of behaviors or the course of a system with a specific purpose and uncover what is behind the emergence of behavior and the basis of a system. Then the last one is documentation/library review. According to Kriyantono (2020, p. 308-309), this method can be used for qualitative and quantitative research. This documentation method can explore past data systematically and objectively, framing, semiotics, discourse analysis, and qualitative content analysis. Documentation can also be interpreted as collecting documents/secondary data in writing, such as regulations, journals, and other scientific writings. Pictures of notes related to the research problem can support the data and results of interviews or observations.

The data analysis technique used in this research is an interactive model developed by Miles and Huberman (2014), namely data reduction, data obtained while in the research field is expressed in a detailed and simplified description or report without reducing the data. It has been obtained, then the report is reduced, and the data is selected, then relevant data is selected to be studied based on the focus of the research. Then, present the data that describes the whole research. The data studied in the research is adjusted to data in the field and information obtained through information. Lastly, data verification/concluding is part of a complete configuration activity (Miles & Huberman, 2007, p. 18) or is an outline (short, concise, and clear) explanation of the research results carried out from the start of the research directly so that In the end, this conclusion is drawn by looking for relationships between relevant data and the research focus which is then improved in the conclusion.

RESULTS AND DISCUSSION

Based on the results of observations and direct experience in the field, the empowerment of human resources in the Sigi district community carried out by Islamic Relief through the LIPERDA program is the first in terms of desire (desire). The first and main factor influencing the implementation of Human Resource Empowerment in Sigi district is desire; stepping from the vision and mission of the Islamic Relief institution, namely to help areas affected by disasters, assistance was given to several disaster-affected villages in Sigi Regency. As long as the activities carried out by Islamic Relief are ongoing to empower human resources, it is already visible. Islamic Relief is the pioneer of this empowerment activity by collaborating with several villages in the Sigi Regency affected by the disaster for economic recovery. Islamic Relief functions as an institution that helps Economic recovery and human resource empowerment have been carried out properly, involving every administrator in preparing programs that will be implemented later in several villages in Sigi Regency. Islamic Relief's desire to empower human resources in disaster-affected areas for economic recovery is very big; it can be seen from several programs that have been and will be running; by inviting Tadulako University educational institutions to collaborate with Islamic Relief, it will be easier to run and monitor ongoing programs. So far, the desire to empower the village government and related parties or government agencies who have stepped in directly to help with economic recovery still needs to be improved.

The second factor in implementing empowerment is trust. Building trust between members is very important so that the organization runs well. Trust between members is necessary for effective cooperation to be created. Therefore, trust must be built, in this case, trust between the provider of aid (Islamic relief) and the recipient of aid (community), as well as Islamic relief trust in students as parties invited to collaborate to help and supervise the community receiving aid. The

trust given to the community recipients of aid from Islamic Relief and Tadulako University students as a partnership in running the LIPERDA program is very fully given to manage the injection of funds given to community groups in the amount of 4 million per individual in one group. However, the supervisory/control function remains carried out by students who come directly to accompany and supervise the purchases of goods made by the community receiving aid.

The third factor in implementing empowerment is growing self-confidence. A pleasant and conducive working climate or atmosphere is always created to foster self-confidence. This can be applied in giving orders, instructions, and the like without highlighting the attitudes of superiors and subordinates, in this case, Islamic relief to students and students to the community. This method is used to avoid tension and create a sense of friendship or kinship without ignoring the authority of a leader. In this way, the parties concerned or the community receiving assistance, as well as Islamic Relief students and employees, do not feel intimidated, so they can express what is on their minds regarding the duties and responsibilities they receive. Self-confidence is influenced by the situation and conditions that are occurring. Self-confidence will not arise if there is pressure and an authoritarian attitude. The emergence of an attitude of self-confidence will open up useful access. The self-confidence of Islamic Relief is already visible because they can process and distribute aid in a real way and attract the attention of educational institutions at Tadulako University to collaborate; however, what is of concern to Islamic Relief and the local government is that creativity and innovation must be further improved. So far, no new breakthroughs have been made to optimize the potential in the Sigi Regency villages.

The fourth step is to maintain credibility by encouraging awards and developing a work environment that encourages healthy competition to create an organization with high performance. Credibility is the quality, capability, or power to inspire trust. Islamic Relief, as the implementer of the human resource empowerment program in the community, is required to complete the work as best as possible and be able to carry out the program at the institution for the economic recovery of communities in disaster-affected areas, as well as students who go directly to the field as supervisors and partners must also carry out their duties as best they can. In this case, Islamic Relief is to strengthen community trust; they provide support in the form of funds for each region in Sigi Regency in carrying out human resource empowerment for economic recovery in disaster-affected areas through the LIPERDA program; not only that, Islamic Relief collaborates with the educational institution Tadulako University To help empower human resources and distribute funds to the community, Islamic Relief also does not hesitate to bring in experts to assist the community in providing training in the fields of fisheries, animal husbandry, and agriculture which are the main focus of this LIPERDA program. Credibility is a measure of the progress of an organization. It can be seen from the credibility that Islamic relief has so far been running well and smoothly. The expected target has yet to be fully implemented due to delays in the distribution of aid funds in several villages, so human resource empowerment has not been fully implemented. However, this is not a problem as long as the people assisted do not suffer losses and the Islamic relief program continues after reaching the target.

Then the next thing is that accountability embodies Islamic Relief's obligation to take responsibility for success or failure in implementing human resource empowerment in Sigi Regency. Islamic Relief's accountability regarding authority and responsibility has been going well, but this could not be good if not supported by the environment and environmental human resource empowerment activities here in the community. Responsibility here is not only from Islamic Relief or students as its partnership but from the community; most importantly, the responsibility in question is the management of aid funds provided by Islamic Relief where the funds are intended to manage businesses that have become an agreement between Islamic Relief and the community for their economic recovery, in implementing this empowerment, Islamic Relief provides funds on

the condition that the community must carry out their business until completion, without problems, for example using aid funds for other needs outside the agreement to run their business for economic recovery, they will be subject to sanctions in the form of a full refund. Full of what they have used. According to Islamic Relief, accountability can work well if it is supported by public awareness to use the funds provided to manage the business in accordance with the agreements that have been determined.

The last factor, which is important in creating a good working atmosphere, is good communication between members. At Islamic Relief, one way to create good communication between them and students as a partnership and with the community is by visiting students who are placed there. Villages that receive assistance and visit the local village government to listen to the obstacles the community and students have in carrying out the programs they provide. Later, these complaints will be looked for solutions to improve them; in this case, the communication that Islamic Relief builds in community empowerment has gone well. Good communication aims to provide information, build relationships, and smooth the implementation of human resource empowerment in Sigi Regency.

CONCLUSION

Islamic Relief's success in empowering human resources through the LIPERDA program has been going well. The agency's desire to help communities affected by disasters is very great, as proven by the existence of the Lireda (Livelihood recovery in a post-disaster area) program. However, there still needs to be more government role in this matter. To empower existing resources for economic recovery, Islamic Relief in empowering human resources in Sigi Regency places trust in the community to manage the aid funds provided under the supervision of students as a partnership from Islamic Relief, these funds will later be used by the community to start businesses in accordance with with an agreement with Islamic Relief starting from fisheries, animal husbandry and also MSMEs, the empowerment of existing human resources is not only about distributing funds to the community but also providing training for the community to manage their businesses, for example for Islamic Relief's fish cultivation business with students and experts provide training to the community on fish cultivation procedures, from fish care to marketing, facilitated by Islamic Relief, however in several villages in Sigi Regency they still need special attention from Islamic Relief due to delays in the process of distributing funds so that the community has not running his business.

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Building Entrepreneurial Character and Marketing Talents In Primary School Students Through the Market Day Program

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A R T I C L E I N F O	A B S T R A C T

The aim of this research is to determine the benefits of character building and developing the entrepreneurial spirit of students at SD Inpres 3 Ulatan in the Market Day program. The Market Day program is an entrepreneurship program to develop students' character. Within the scope of education, students must always be directed to change themselves through a creative and innovative spirit through quality superior programs. In elementary schools, this concept is important in suppressing the flow of entrepreneurship and creating superior competitive people. The research method used is a descriptive qualitative method. Data collection was carried out using primary data collection techniques; namely, the researcher directly took data from the field relating to implementation problems by directly reviewing the planning and implementation activities of market day at school, conducting interviews with school principals, teachers, parents, and students, as well as taking documentation in the form of supporting photos during Market Day activities. The informants in this research were students who were involved as buyers, teachers, parents, students, and school principals. The research results show that the implementation of Market Day is one of the programs implemented at SD Inpres 3 Ulatan, Parigi Moutong district to develop students' entrepreneurial spirit and mentality. In addition, teachers use contextual activities to improve students' skills.

INTRODUCTION

Elementary school is the earliest educational stage where students gain knowledge and character formation. Primary school education is the education of children aged 7 to 13 years as education at the basic level developed by educational units, regional potential and socio-culture. In elementary school, students are required to master all fields of study and how to solve problems in their environment.

Character is the basic element that exists in humans, which has a person's psychological characteristics and behavior, which are special characteristics of each individual. Character is the basic values a person manifests in their attitudes and behavior in everyday life (Hamid & Sudira, 2018). Character development is an effort made by schools to shape students' character (Marzuki et al., 2011). In character building, students must strengthen their mental and psychological abilities and skills to develop their potential to become creative, independent, and responsible.

Entrepreneurship is a creative and innovative ability that is carried out to create something new and useful. Entrepreneurship must develop from various sectors, including educational institutions, to provide entrepreneurial competencies such as productive activities to students, making them effective figures in life. Entrepreneurial character is a person's characteristics or entrepreneurial values (Raharjo, 2012). Entrepreneurship is generally often interpreted as being a business person, even though entrepreneurship is an attitude, spirit, and ability to create something new that is very valuable and useful for oneself and others. Entrepreneurship is a mental and spiritual attitude that is always active and creative, empowered, inventive, creative, modest, and trying in order to increase income from business activities. Meanwhile, entrepreneurs are people who are skilled at taking advantage of opportunities to develop their businesses, which aims to improve their lives (Ministry of National Education, 2010); 15-17

In entrepreneurship, there must be a marketing process carried out because marketing is an activity or process of creating, communicating, delivering, and exchanging offers of goods that are of value to customers and society. Marketing is carried out to fulfill human needs, which will grow into human desires. Philip Kotler and Gary Armstrong (2021) state that marketing is a social and managerial process by which individuals or organizations obtain what they need and want through creating and exchanging value with others. Marketing is the implementation of business activities that direct the flow of goods and services from producers to consumers to satisfy consumers as best as possible and realize company goals (Habibi et al., 2022).

The Market Day program is a program that is run to develop students' entrepreneurial character in which training is held to market a product in the buying and selling process by students. The Market Day program is an entrepreneurial activity that involves the entire school community. According to Ghozali & Apridayanti (2022), Market Day is an entrepreneurship program that fosters the values of independence, creativity, courage to take risks, leadership, action, and hard work in students' souls. Students at the elementary school age level like things that are fun and contextual because, at this time, students still like to move actively, like play, have high imaginations, and learn things with concrete things (Dwinat et al., 2022). Student characteristics like this need to be utilized in creating activities that equip children with useful abilities for their future. Business development in the Market Day program is a way or method of improving business processes by increasing quality and quantity as an expansion of the business so that it can develop (Sutomo, 2023).

Through the presentation of the theories and concepts previously explained, there is an interesting phenomenon that one school implements a market day program to develop entrepreneurial character in students. The school is SD Inpres 3 Ulatan in Ulatan village, Palasa subdistrict, Parigi Moutong district. This school is one of the targets of the Tadulako University Teaching Campus MBKM activities in collaboration with the Ministry of Education, Culture, Research, and Technology.

Students at SD Inpres 3 Ulatan, Parigi Moutong district, are the young generation who are expected to become entrepreneurs who have the potential to move the wheels of the economy in Indonesia. Students are directed to be more active, creative, and innovative in developing entrepreneurial potential and can also build student character in carrying out tasks in Market Day

activities. Through the market day program, it is hoped that they will be able to develop an entrepreneurial spirit that changes students' mindsets so that when they grow up, they are oriented towards making themselves productive people and effective figures in life.

RESEARCH METHOD

The implementation was carried out at SD Inpres 3 Ulatan using descriptive qualitative methods. According to Moleong (2016), qualitative research intends to understand phenomena about what research subjects experience, for example, behavior, perceptions, motivations, actions, etc., holistically, using descriptions in the form of words and language in a context. Specifically natural ones, and by utilizing various scientific methods. Data collection was carried out using primary data collection techniques; namely, the researcher directly took data from the field related to the problem of the research by directly reviewing the planning and implementation of Market Day activities at school, conducting interviews with school principals, teachers, parents and students, and taking documentation, in the form of supporting photos during Market Day activities. The implementation was carried out at SD Inpres 3 Ulatan, located in Palasa sub-district, Parigi Moutong district. The sample used in the implementation was random: students involved as buyers, teachers, parents, students, and school principals (Moleong, 2016).

RESULTS AND DISCUSSION

The results show that the implementation of Market Day is one of the programs implemented at SD Inpres 3 Ulatan, Parigi Moutong district, to develop students' entrepreneurial spirit and mentality, starting from small things, namely the buying and selling process. Based on the results of interviews with the principal and teachers at SD Inpres 3 Ulatan, it was explained that carrying out market day activities held on Saturdays, this activity lasted for 3 months by looking at students' abilities in entrepreneurship and increasing the potential that students had in the buying and selling process. This activity involved all students from grades 1 to 4. In the production process involved were students from grades 5 and 6, with one student bringing 5 products to sell, such as fried noodles, grilled pistol, sausages, nuggets, chocolate ice, bread, mini martabak, rolled omelet, dumplings, and others. In addition, teachers use contextual activities to improve students' skills.

Based on observation and documentation studies, it is interesting that when an entrepreneurial spirit is instilled from an early age, the following characteristics will emerge:

Creative and innovative

The implementation of Market Day is carried out to require students to be creative with something different from their friends, so there will be many types of merchandise at Market Day activities. Students can also hone their creativity in decorating their respective places when selling so they can compete with others. This can be seen in the image below.

Figure 1. Student Creativity and Innovativeness

Responsibility

Implementing Market Day can also train students to be responsible by always looking after their merchandise. The products that students sell to consumers are safe and suitable for consumption. However, students must always take care of their merchandise so that it is not damaged or lost, and have the courage to provide compensation if the buyer experiences a loss; for example, the goods purchased are damaged and not ready to be used and consumed. This can be seen in the image below.

Figure 2. Example of a Student's Sense of Responsibility

Collaboration

The implementation of the Market Day program is reflected in the sense of cooperation in selling merchandise; students sell together without being influenced by their desire to win. Collaboration is needed by students in fostering brotherhood between students of various types of character.

Figure 3. Example of student collaboration process

Be Confident

Self-confidence arises when a child can intensively carry out the buying and selling process during Market Day activities; students are trained to sell their wares to consumers through activities. Students are trained to convince consumers that the products sold are safe for consumers to consume and of guaranteed quality. So that it can foster mental self-confidence, and students must leave behind their shyness in front of buyers.

Figure 4. Example of Student Self-Confidence

Apart from the findings from the various explanations previously explained, based on the results of interviews with Mrs. Rinawati, the person who is always responsible for running the market day program explained that there were obstacles in implementing the market day program, including:

1. The student's parents had been informed in advance about the food being brought for sale, such as salty and spicy food, but what was brought was sweet-tasting food, such as donuts, bread, and rolled omelets, which were widely sold and left, so here the teacher took the initiative to buy them.

2. The teacher should have informed the students before the activity started so that students could buy all the food being sold, which was not only focused on one selling place so that there was a crowd in just one place.

3. The uniqueness of the market program is that it uses four languages in its transaction patterns. However, buying and selling activities using these four languages are still not fluent because there is still vocabulary that students do not know and understand.

Entrepreneurship education is one of the leading and most interesting activities in developing students' potential for creativity and innovation. According to (Wales, 2016) entrepreneurial potential leads to building one's character intelligently and productively to achieve a prosperous quality of life. Therefore, entrepreneurship in building personal character towards prosperity becomes an important perspective in building expertise, life skills, competencies, and skills. Reflecting on the world of education, these orientations should be built into building an intelligent and productive culture that schools can implement through innovative programs, creative scientific design, or even creating job opportunities independently.

In particular, in elementary schools, entrepreneurship education is an important program in fostering creativity, innovation, and the courage to take risks. The entrepreneurship program that is run to foster the entrepreneurial spirit of school residents is market day. Wiyono and Wu (2022) explain that the market day program is an entrepreneurship program that aims to provide a relatively comprehensive understanding and awareness of life, form a more conducive emotional structure and mentality, and build a brighter daily attitude from time to time. In the marketing program, students are taught how to market products to friends, teachers, employees, and the community around the school.

Market Day is an activity where children are taught how to market products to friends, teachers, or outside parties. This activity is usually carried out as a bazaar or market organized by the school. This activity usually involves all school components. Visitors from outside the school were also invited during the Market Day activities. Students have been involved in preparing their trading plans for a long time. Not only teachers but parents are also involved in preparing merchandise, especially with women who are in charge of making food or drinks to sell. Generally, the buyers are students, teachers, and parents. Each class generally has its stall, and each class presents its unique theme and merchandise.

During Market Day activities, student products can also be displayed and sold to the audience present. During Market Day, the atmosphere becomes cheerful. Several artistic attractions or student performances were also displayed. There are students whose job is to sell merchandise, students who serve purchases, and some who receive payments. On that day, most students were given more pocket money than usual. This lets students shop for food, drinks, souvenirs, or toys sold on Market Day. After the sale is complete, the money obtained will usually be used as funds to finance class activities, and some can also be put into the savings of the children at school.

With market activities, students will be taught early how to build character values and cross-language transaction patterns. Siwiyanti (2017) explains that if the market day program runs optimally, various benefits for the benefit of the school can be achieved. Confirmed by research (Heinonen & Hyitti, 2016) explains that if schools can implement entrepreneurship programs optimally, then in terms of their mission, they can secure economic growth that is socially and ecologically sustainable. It is confirmed by research (Cho & Lee, 2018) that cultivating an entrepreneurial spirit can be done through formal education which must be results-oriented and forward-looking. This process is essential, especially in the elementary school (SD) environment as a form of positive activity by generating ideas and works to create opportunities that are formed through entrepreneurship education. Entrepreneurship education is very effectively taught and

instilled in elementary school. Entrepreneurial attitude, mentality, and character play a role and equip students with skills that can be applied when they grow up. On the other hand, through entrepreneurship education, students will find solutions if they face life difficulties in the future.

The results of the ongoing Market Day activities have shown that several students persist with their determination to always sell from the beginning until now, and their sales also vary. Indeed, few survive. This condition can indicate the emergence of an entrepreneurial spirit in children from an early age due to implementing Market Day program activities. What these students can show is a sense of responsibility for maintaining cleanliness by collecting packaging waste and throwing it in the trash, the emergence of an honest attitude, calculation skills related to adding and subtracting money to be spent, and sales results.

CONCLUSION

Based on the explanation above, fostering elementary school students' entrepreneurial character and marketing talents through the Market Day program can increase students' abilities in intensive entrepreneurship. This can be obtained from the interesting finding that characters will emerge when an entrepreneurial spirit is instilled from childhood, including honesty, innovation, creativity, responsibility, and self-confidence. The method of developing entrepreneurial character carried out at SD Inpres 3 Ulatan, Parigi Moutong district, is carried out contextually with students being able to follow the process according to the teacher's directions and carry out the process of making food products, arranging them, and selling them. By integrating entrepreneurship education into the learning process, including planning, implementing, and evaluating learning in every aspect taught at school, students will have entrepreneurial values well into adulthood.

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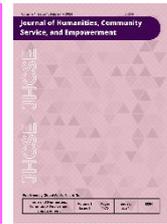
Analysis of the Application of Technology to the Learning Process of Elementary School Students in Facing the Computer-Based National Assessment Examination (CBNA)

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A R T I C L E I N F O	A B S T R A C T
	This research was conducted to find out and analyze the application of technology to the learning process of elementary school students facing the CBNA (Computer-Based National Assessment) government program, which aims to map the quality of primary and secondary school education in Indonesia. This research aims to determine students' readiness to face CBNA and what factors are obstacles in preparing to face CBNA. This type of research is qualitative, with a case study approach regarding students' readiness to face CBNA. Preparations made by students facing CBNA include following socialization by teachers who serve as proctors and technicians. Then students take part in computer use training accompanied by a teacher, carried out after school. During this training, the teacher also provides motivational support to students so that they remain enthusiastic and not worry about facing CBNA. There are several obstacles to students' readiness in facing CBNA, namely, students have low technological literacy, limited computer equipment available, limited electricity sources as a resource for using computer devices, and limited internet networks, causing students not to be able to take part in the simulation on the CBNA page. Even though it is accompanied by If there are obstacles during the preparation process, students have good readiness to take part in the implementation of CBNA, which can be proven by the implementation of CBNA well.

INTRODUCTION

Technology plays an important role in progress in all areas of life. Currently, all aspects of life cannot be separated from the role of technology, which provides information more easily. With one touch, several things can be done easily because technology makes all forms of work easier. Technology has also changed many aspects of life; in fact, only a few areas are in contact with

technology. Likewise, in the teaching and learning process, the role of technology is also very necessary, namely to expand information about lessons that can be accessed easily by teachers and students. This technology can positively impact education in Indonesia with the various conveniences available. Technology in learning can improve the quality of learning and make it easier for students to accept learning material. In the form of measuring students in the learning process, according to Bennet and Gitomer (2009), it is differentiated as a tool for detecting learning difficulties (assessment as learning), assessment of the learning process (assessment for learning), and assessment to measure the achievement of learning outcomes (assessment of learning). Anggraeny et al, (2020).

Education in Indonesia aims to create a capable nation that believes in one God and has good knowledge and national insight. To measure the success of our educational efforts, it is very important to have a system that assesses achievements for this goal at the national and local levels. Realizing the importance of evaluation and assessment in education, the Indonesian minister of education has proposed a new national approach to eliminating the National Examination (UN) and replacing it with a Computer-Based National Assessment (CBNA). CBNA, which stands for Computer-Based National Assessment, is an educational acronym. CBNA is a program organized by the Ministry of Education, Culture, Research and Technology, Ministry of Education and Culture as an alternative to traditional national exams. The CBNA website launched by the Ministry of Cultural Education explains the evaluation program organized by the Ministry of Education and Culture. The main aim of CBNA is to improve the quality of education by capturing various aspects of learning, including input, process, and output, in all educational institutions. CBNA is carried out through 3 instruments: Minimum Competency Assessment (MCA), character survey, and learning environment survey. AKM aims to measure reading literacy num,eracy mathematics literacy, while character surveys measure attitudes, values, beliefs, and habits that reflect student character.

Meanwhile, learning environment surveys can measure input at the class and educational unit level as well as the quality of the teaching process of CBNA participants. These are students in grades 5.8 and 11 randomly selected by the government, teachers, and principals of various educational units. Specifically in the welfare program, students who take part in the National Assessment are in the final stages of their study program. CBNA is one of the 4 policies of the independent learning program, designed to measure students' thinking and reasoning abilities when reading literacy texts or working on questions or problems requiring mathematical numeracy knowledge, such as knowing the participants' literacy, numeracy, and character abilities. The results of implementing CBNA will be used for evaluation to improve the quality of student learning and teacher teaching (Farolai & Nurjannah, 2022).

There are several points from this research regarding the impact of technology on learning and how the use of technology can improve the quality of education by CBNA's objectives. Faster and wider access to information: Technology opens the door to access to wider and more diverse educational resources. With the help of the internet, students and teachers can access various learning materials, research, and educational resources. Interactive learning: Technology makes learning more interactive and interesting. Apps, educational software, and online learning platforms can create more engaging learning experiences that help students become more engaged and understand the material better. Developing digital skills: Using technology in learning provides opportunities for students to develop digital skills. This is important when the ability to utilize technology is a key competency in the world of work. Adapt to individual learning styles: Technology allows learning models to be adapted to individual learning styles. This helps students at different learning speeds stay focused and understand the material in a way that works best for them.

Formative assessment: Technology can provide an ongoing formative assessment that allows teachers to track student progress in real-time. This is by the CBNA concept, which focuses on assessing the learning process. Increased parental involvement: With the implementation of technology, teachers can communicate with parents more easily through online platforms. This creates a closer connection between school and home, supporting students' development outside

the school environment. They increased Administrative Efficiency. The application of technology can also help increase administrative efficiency in education management, including implementing CBNA. More efficient administrative processes can free up teachers' time to focus on learning. Sitiwati (2020) said that using digital media is a new habit for people, especially in learning. Therefore, before sharing and disseminating information to students, teachers must first understand the information.

In technology learning, several impacts can strengthen the argument regarding the importance of applying technology in education, especially in the CBNA context: more accurate and objective assessment accuracy and objectivity. Computer systems can assess student answers consistently without bias, reducing the potential for subjective assessment errors. Adapting to individual needs, CBNA technology can provide more personalized assessments based on the needs and abilities of each student. This can help understand each student's level of understanding and provide appropriate feedback. Comprehensive data collection The CBNA technology system can comprehensively collect learning process data, including input and output. This can provide insight to policymakers regarding improving the quality of education. Use data for continuous improvement, through comprehensive data collection, CBNA can provide a basis for continuous improvement in the learning process. Teachers and management can analyze data to identify weaknesses and take corrective action. More active student involvement technology in CBNA can encourage student involvement by providing interactive assignments, game-based exams, or other interesting formats. This can make learning more interesting and effective. Increased efficiency and reduced costs in exam administration, especially in printing and distributing exam materials. This is in line with the efficiency of the CBNA program. Increasing performance measurability, technology-based CBNA makes measuring and analyzing student and teacher performance assessments easier. Measurable results can be used to plan and implement further improvements. Utilizing technology as a learning tool and applying technology in CBNA can also form students' habits in using technology in everyday learning. This creates a more modern learning environment and aligns with current technological developments. Showing these impacts can strengthen the argument about the importance of technology in education, especially in implementing CBNA.

From the explanation above, the researcher concludes that the importance of applying technology to the learning process in elementary schools to face the Computer-Based National Assessment Examination (CBNA), namely that technology is very important in learning to create or change various aspects of life there is not a single area that is not in contact with technology. Likewise, the role of technology is also very necessary in the teaching and learning process. So, this research aims to determine the application of technology to students and the level of knowledge of students and teachers in using technology in the implementation of CBNA. Since this program is new, researchers observed the target schools. They asked about the program's implementation from the planning stage, implementation stage and results (Wuwur, 2023).

RESEARCH METHOD

The research method used was descriptive qualitative by collecting data and information about the implementation of CBNA technology in elementary schools. The data sources and types of data collected and how to obtain the data are explained through primary data obtained from interviews with the principal of SD Inpres Malakantu and taking 3 students to find out what the student's abilities are regarding the ability to use computer technology and the student's readiness to take the exam. CBNA. This research was located at SD Inpres Malakantu District. Tanahbulava, Kab. Sigi, Central Sulawesi Province. Tools used include computers or laptops (Amanda & Nurjannah, 2022).

RESULTS AND DISCUSSION

The application of technology in the implementation of CBNA at SD Inpres Malakantu was carried out in stages; preparations were carried out approximately two months before CBNA was implemented. The students who took part in CBNA were class V elementary school students; the

number of students was 15, and the 2 reserve students were substituted for students who could not participate in CBNA at school. The 2021 National Assessment used to map the quality of education in Indonesia consists of three parts: the National Assessment of Minimum Competencies (AKM), the Character Survey, and the Learning Environment Survey (Santoso, 2021). Before implementing CBNA, the teacher council needs to prepare the things that need to be implemented in CBNA, such as software and networks. Apart from that, there needs to be a proctor and officers in implementing CBNA. According to Wenang Manguni (2022), in implementing CBNA, technicians and proctors are prepared who understand and can help accompany teachers and students in the CBNA process (Rahim & Rusman, 2022).

Steps in the Assessment Implementation Process No:030/H/PG.OO/2021 Article 3 Scope of POS AN regarding the implementation of the 2021 national assessment explains that 6 indicators must be met in implementing CBNA, namely 1) The room used for CBNA is in room class V, 2) Supervisor, Proctor, and Technician, 3) Supervisor's task, namely supervising students when carrying out CBNA, 4) Proctor's task, namely connecting all equipment to 1 computer, 5) Technician's task, namely preparing the computer and network, 6) Management Orderliness of Supervisors, Proctors and Technicians. 6 indicators are steps in implementing CBNA; in this case, the implementation of CBNA at SD Inpres Malakantu shows that the implementation is carried out by the steps, namely the AN Room for Students is by AN implementation standards with facilities. adequate computer according to standard specifications, internet network with good speed. Supervisors who come from other educational units, Proctors and Technicians who have been given tasks based on a Decree (SK) as well as supervisory duties of proctors and technicians which have been carried out in accordance with the technical guidelines for implementing CBNA activities as well as the rules and regulations that are adhered to by all elements of CBNA implementation at SD Inpres Malakantu.

Before implementing CBNA activities, schools make special preparations where students are prepared to understand reading and numeracy through lesson material provided by the teacher. Also, let us look at the overall implementation of the CBNA at SD Inpres Malakantu by national policies and technical instructions. This is due to the school report, which is the final result of the CBNA. In this research regarding interventions that can be carried out to implement CBNA at SD Inpres Malakantu, teachers can carry out class assessments, and this is done to improve student learning processes and develop critical thinking and attitudes towards these problems; teachers synchronize each student's homework data. Each teacher evaluates the results of students' homework by observing students' understanding of the next stage of implementing CBNA. Teachers can provide gradual training to students who still need to become proficient in using computers, or teachers can also assist with computer management during the implementation of CBNA (Purwati et al, 2021).

Based on the results obtained from the implementation of CBNA carried out by SD Inpres Malakantu school, it can be concluded that there are limitations in students being unable to use computers or Chromebooks, therefore there is a need for practice using computers, and CBNA simulations must be held. Apart from that, before implementing CBNA, students are expected to be able to take part in the CBNA simulation first so that students know how to use a computer device or chromebook. It is known that there needs to be more numeracy knowledge among students. Before carrying out CBNA, students are introduced to a computer or laptop device and trained on how to use it, so that when carrying out CBNA, students are used to facing a computer or laptop. Getting used to introducing the forms of literacy and numeracy questions so that students begin to recognize and know the forms of questions (Dewi Purwati et al, 2021) needs to study questions about literacy and numeracy. The implementation of CBNA runs safely, orderly, and smoothly. The implementation process is also taking place according to the schedule that has been set. Still, there are obstacles, namely the lack of computer or Chromebook facilities and network problems that are sometimes unstable.

Applying Technology to Students

Application of computer technology The use of technology is not only used in a few sectors or fields of life. One sector that plays an important role in the use of technology is the education sector. The use of technology in this sector indirectly requires every school member, namely the principal, teachers, and students, to be sensitive to technological developments. The use of technology is also carried out in creating teaching media and carrying out CBNA exams, such as the use of technology at the Malakantu Inpres Elementary School where the CBNA exam was carried out where some of the teachers still needed to be able to use technology and teaching media theory. Apart from that, many students still cannot operate a computer due to the lack of knowledge about technology among students at SD Inpres Malakantu. So, schools and teachers need to introduce students to the use of technology. According to CNN Indonesia by Yohanie (2015), the use of technology in schools is seen as important as one of the skills of the 21st century. However, it experiences problems in several ways, such as a lack of teacher training, adequate electricity and equipment maintenance support, or the availability of complete infrastructure. According to Jamil (2019), one effort to improve the quality of education is by utilizing controlled computer technology in the form of supervision, supervision, and appropriate use in education and learning.

The application of computer technology in the Computer-Based National Assessment (CBNA) can provide several significant benefits in the student evaluation process. First, computer technology allows the use of questions and exams that are more dynamic and interactive. This can create a more engaging and immersive exam experience for students. In addition, interactive features can help evaluate student understanding more accurately, measure critical thinking skills, and apply knowledge in real contexts. Second, the application of technology in CBNA can increase the efficiency of exam management and supervision. Computerized systems allow exam administrators to easily manage large amounts of data, including settings and scoring. This can also help in preventing cheating and ensuring exam security. In addition, computer technology allows for adaptive learning, where exams can be adjusted to the student's ability level. This provides a fairer and more relevant exam experience based on each student's needs. However, it should be remembered that applying technology in CBNA also raises several challenges, such as the need for adequate infrastructure, teacher training, and data security. Therefore, implementing computer technology in CBNA must be planned carefully. Thus, CBNA is an evaluation tool and a driver of change towards a more innovative and inclusive education system. Regarding operational efficiency in improving learning outcomes, CBNA significantly positively contributes to shaping the future of education in Indonesia (Sultan, 2023).

However, even though the Computer-Based National Assessment (CBNA) provides great benefits, some drawbacks must be considered. One is dependence on equipment, such as computers, which can be a barrier in areas less touched by technological infrastructure. In addition, implementing CBNA requires an adequate computer lab, which may not be accessible to all schools, especially in rural areas. Therefore, this challenge shows that further efforts must be made to ensure access and equality in implementing CBNA so that the benefits can be felt evenly across all levels of society (Widiawati, 2020).

Level of Student Knowledge in the Use of Technology in Implementing CBNA

Knowledge in implementing CBNA, which is carried out at the Inpres Malakantu Elementary School. Several tests are given to students to determine their understanding of using computer devices and   fill it in on the answer sheet during the exam. Tests carried out include 1) Test of mastery of hardware such as mouse, keyboard. 2) How to type on the keyboard and direct the mouse. After completing these two stages, students are then asked to practice logging into the account provided by the Ministry of Education and Culture as a practice process. The account provided is pusmenjar.kemdikbud.go.id, the application students will use during CBNA. The account obtained is given to students to fill in based on the username and password that the school has obtained as practice material. After successfully logging in to the account, students are asked to work on the practice questions that have been prepared on the account, taking into account the

time allowed. The time given is 1 (one) hour for working on numeracy and literacy questions. The level of success observed and taken into account in this service activity includes: 1) The success of all students in entering their username and password. 2) Successfully entering the required personal identification before entering the question given. 3) Successfully entering tokens. 4) completing questions before the specified time limit. Based on the results of the activities, it can be identified regarding the level of understanding of students and teachers in mentoring.

The level of students' knowledge in using technology in implementing CBNA at SD Inpres Malakantu can be measured through several stages of technology competency tests. Initially, students are tested regarding mastery of hardware such as the mouse and keyboard. Next, they were tested regarding their ability to type on a keyboard and direct a mouse. After the test stage, students log in to the pusmenjar.kemdikbud.go.id account, an application that will be used during CBNA implementation. This training process involves using a username and password provided by the school. The results of this activity show that 100% of students succeeded in entering their identification and tokens required before starting to work on the questions. In implementing CBNA, students are also tested regarding their success in completing questions before the specified time limit, with a processing time of 1 hour for numeracy and literacy questions. Observation results show that all students were successful in this stage. Through this activity, students at SD Inpres Malakantu understand the use of technology in CBNA. The smooth process of implementing the CBNA followed by class V reflects the level of understanding of students and teachers in preparing CBNA independently and fully online. However, problems were found related to internet interference, which slowed down the CBNA process, as Hildegardis et al. (2022) reported. This can be a focus for improvement to ensure the smooth implementation of CBNA.

CONCLUSION

Based on the explanation above, it can be concluded that the application of technology to the learning process in elementary schools facing CBNA is very important for students to know more about how important the application of technology is to learning and the application of technology, all students are expected to be able to keep up with existing technological developments. Because as time goes by, the activities carried out in schools will be related to existing technological developments, such as implementing the Computer-Based National Assessment. As for the implementation of CBNA, it is hoped that the teacher council will prepare students to carry out CBNA socialization and carry out training on the use of computer equipment, and students will also receive support and motivation from teachers. In preparation for CBNA, several obstacles were also found, namely the limited ability of students to use computer devices, the availability of a very limited number of computers in schools, limited electricity sources, and limited internet networks. Even though there were obstacles during the preparation process, students at SD Inpres Malakantu were well-prepared to participate in the CBNA implementation. This can be proven by the successful implementation of CBNA for SD Inpres Malakantu students.

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Market Penetration Strategy in Direct Sales in Achieving Sales Targets for Candied Fruit Products (Case Study of Inavbaf Fruit's Business in Palu City)

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A B S T R A C T

The research aims to determine the application of market penetration strategies in the sales of candied fruit products and to find out why Inavbaf Fruit uses market penetration strategies. Descriptive qualitative research method. This research uses primary data. Primary data was obtained from interviews, observation, and documentation. The data collection process has been carried out for 4 (four) months, starting from September 2023 to December 2023. The research location was conducted at the Inavbaf Fruit business in Jl. Mango No.02 RT/RW 001/001, Labuan Lelea Village. Regency. Donggala, Central Sulawesi.

The market penetration strategy in Inavbaf Fruit's Business is included in marketing that uses the Rapid Penetration Strategy. This strategy is carried out by setting low product prices and high promotional activities. The research results show that Inafbav Fruit's market penetration strategy in terms of promotion has been promoting through social media, Facebook, WhatsApp, and advertising via Instagram by distributing real videos, distributing brochures to Tadulako University students, and advertising used by Inavbaf Fruit for direct sales of candied fruit products. It can help in achieving the sales target of 300 packs per month.

INTRODUCTION

Many business actors compete to offer their products through price, product quality, and service quality. Business people must also have a strategy to encourage consumers to buy the products offered. One way is to increase sales with the least risk of failure, namely a market penetration strategy. According to Sofjan Assauri (2017: 193), market penetration strategy theory is a strategy carried out by a company to increase its sales of available products and markets through more aggressive marketing efforts to achieve market share growth by attracting more customers in familiar markets.

Assauri (2017:193) states that a company carries out a market penetration strategy to increase its sales of available products and markets through aggressive marketing efforts. Assauri (2017: 193) states that market penetration can be divided into three forms: (1) companies can try to stimulate consumers so that they increase their purchases, (2) companies can increase their business by attracting or influencing rival consumers. (3) Companies can improve their business by attracting non-users or potential consumers in their market environment.

According to Assauri (2017: 194), companies use several market penetration strategies to simultaneously increase market control and sales. 1) Rapid Skimming Strategy, namely a strategy carried out by setting sales price levels and high levels of promotional activities; 2) Slow Skimming Strategy, namely this strategy, is carried out by setting high sales prices and low promotional activities. 3) Rapid Penetration Strategy, namely, this strategy is carried out by setting low product prices with high promotional activities. 4) Slow Penetration Strategy, namely, this strategy is implemented by setting low selling prices and low promotional activities.

Kotler and Armstrong (2012: 432) state that direct selling is a relationship between business actors and the target community as consumers. This aims to obtain direct responses and build good, close relationships with consumers. According to Kotler and Keller (2016), direct selling is a marketing method that utilizes one or more advertising media to influence every response or transaction in every place. According to Kotler and Armstrong (2008: 117), direct sales are carried out with direct relationships with each customer, which are carried out carefully with the aim of obtaining a response and fostering mutually beneficial relationships with customers. Saladin (2006:191) defines direct selling as a marketing process that uses one of the advertising media to obtain a response or transaction that can be measured in a location.

Direct sales aim to grow market share by attracting many customers to achieve the desired targets. Astuti et al. (2022:142) state that a sales target is the number of goods or services a company determines to sell within a certain period. The number of goods or services expected to meet the sales target or as determined. Mardia et al. (2021:85) state that direct selling is a marketing strategy where sellers sell their products directly to consumers. This method involves direct interaction between sellers and buyers, often carried out face-to-face or through direct communication channels such as telephone or video calls. Companies can sell their products or services directly or sell online. Based on data from the Central Statistics Agency, there are 2,681 stalls or food stalls and 6,144 shops or grocery stalls in Palu. Each business has its own sales strategy, one of which is Warung Makan Ma'in. The strategy used is direct sales and promotion via social media, Facebook.

One of the food stalls in the city of Palu is Warung Ma'in. The hot weather in Palu City has encouraged Warung Ma'in to release a new product, candied fruit, under the Inavbaf Fruit brand. This candied fruit product is a refreshing dish. With a refreshing dish, candied fruit can be used as a complementary food consumed after the main food, rice.

Business competition in Palu City makes it difficult for Inavbaf Fruit's business to achieve sales targets. To achieve the sales target for candied fruit products in the Inavbaf Fruit business, designing a market penetration strategy with direct sales is necessary. With direct sales, Inavbaf Fruit's products are marketed directly to consumers without involving intermediaries such as retail shops.

Because this business was already running when carrying out MBKM Entrepreneurship activities, sales data from September to December 2023 was compiled to achieve the target. Following:

Table 1.1
Number of Sales of Candied Fruit Products at Inavbaf Fruit's Business
(September-December 2023)

No	Month	Sales	Total Sales
1.	September	121	IDR 1,048,000.00
2.	October	114	IDR 1,140,000.00
3.	November	341	IDR 3,410,000.00
4.	December	369	IDR 3,690,000.00

*Source: Sweet Product sales data*2023

Based on the description that has been presented, a conceptual framework can be built in this research as follows.

Market Penetration Strategy *Assauri* → Increase Sales → *Rapid Penetration Strategy* → Direct Sales So that Achieved Sweets Sales Target
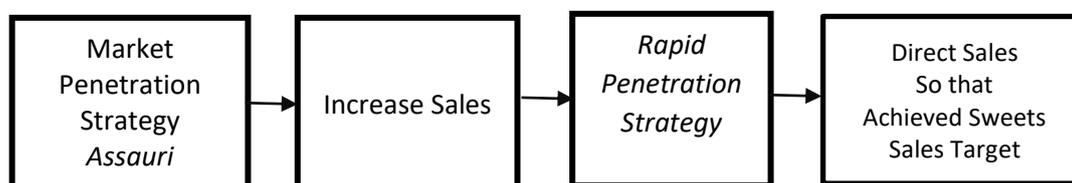
Figure 2. Conceptual Framework

What market penetration strategy is used to increase market share for candied fruit products so that sales targets are achieved with direct marketing efforts carried out by Inavbaf Fruit's business?

RESEARCH METHOD

This research uses descriptive qualitative research methods. The aim of choosing this method is so that the research can describe activities and events in the field in depth and detail. This research uses primary data obtained from interviews, observations, and documentation. The data collection process has been carried out for 4 (four) months, starting from September 2023 to December 2023. The research location was conducted at the Inavbaf Fruit business in Jl. Mango No.02 RT/RW 001/001, Labuan Lelea Village. Regency. Donggala, Central Sulawesi.

Data analysis is used in qualitative research using the Miles and Huberman Model (Sugiyono, 2022, p. 321), which is carried out during data collection and after completion of collection. Qualitative data is carried out interactively and continues until completion so that the data is saturated. The steps in data analysis are as follows:

1. Data collection
   Data was collected at the Inavbaf Fruit's business by conducting interviews with business owners, observing business activities carried out by business owners, and documenting the process of direct sales activities.
2. Data reduction
   After collecting data on Inavbaf Fruit's business, which is quite large, it is necessary to carry out a careful and detailed recording process.
3. *Displays*Data

Presenting data is done by understanding what happened in the Inavbaf Fruit's business and then planning further work based on processes or methods that are better understood.

4. Conclusion/verification

The conclusion from the data analysis process on the navbar Fruit business could be a new finding that has never existed before.
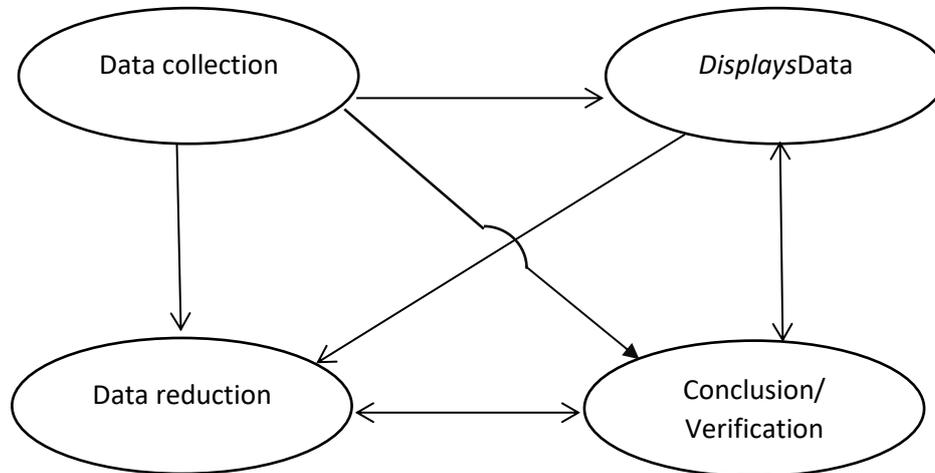

Figure 2. Steps in Data Analysis

RESULTS AND DISCUSSION

Market Penetration Strategy for Direct Sales in Achieving Sales Targets for Inavbaf Fruit's Candied Fruit Business

Marketing not only refers to the product, product price, and product distribution but also includes efforts to promote the product to the public so that the product is known and ultimately purchased by consumers. For this reason, promotion is needed; promotion is the activity of a business to sell the products it offers so that consumers can easily see them, and also, with certain offers and deals, the product will attract attention to buy.

Facing tight competition with other businesses, especially in the Donggala Regency area, Inavbaf Fruit must try to organize its marketing in the promotional sector so that the public can widely know it. Inavbaf Fruit implements a market penetration strategy by selling candied fruit products through promotions, advertising, and distribution. Several market penetration strategies are used by Inavbaf Fruits in an effort to increase market control and, at the same time, increase sales. Inavbaf Fruit business organizes its marketing activities in the form of strategies in the market penetration strategy, one of which is the Rapid Penetration strategy, which is a strategy carried out by setting low product prices and high promotional activities.

The promotional strategy carried out by Inavbaf Fruit's business is to promote through social media, Facebook, WhatsApp, and Instagram by distributing real videos to attract buyers. Also, distribute brochures to Tadulako University students because sweet shops are in Kab. Donggala, but there are also in the Faculty of Economics and Business. I also pasted product stickers at the Ma'in Food stall, Labuan Lelea Village.

By carrying out high promotional activities. Namely, when selling confectionery products, they offer offers at relatively cheap prices,

1. Initial Rp. 8,000/package for purchasing two packs; the price is IDR. 15,000
2. Rp. 10,000/Pack for purchasing more than one free choice of unlimited dips.

   Two prices and various kinds of discounts are made to attract buyers

So, the sales target is achieved through direct sales carried out by the Inavbaf Fruit business, with a fruit candied sales target of 300 products per month, which can be achieved in the next three months.

At the beginning of September, there were still 121 products because initial sales were still selling in the markets in the Labuan and Tawaeli areas. Meanwhile, in October, sales of 114 products were due to an urgent event, so they could not sell on the market. It only sells through three social media accounts: Facebook, WhatsApp, and Instagram. (Not yet reached target)

In November, sales were 341 products because the Inavbaf Fruit business had started selling in markets in the Tawaeli and Labuan areas, selling online and storing products at kiosks in the Labuan, Wani, Pantoloan, Wombo, Tawaeli to Kayumalue areas. At the end of November, Inavbaf Fruit's Business accepted resellers as additional sweets sales processes.

In December, sales exceeded the target of 369 products due to online sales and product storage at kiosks in the Labuan, Wani, Pantoloan, Wombo, Tawaeli, and Kayumalue areas. Then Inavbaf Fruit also consigned products to Warung Ma'in and carried out online and reseller sales so that sweets sales reached sales targets.

Reasons for Inavbaf Fruit's implementing a market penetration strategy in direct sales to achieve sales targets for candied fruit

The market penetration strategy in terms of promotion and advertising used by Inavbaf Fruit's business for direct sales of sweet products can help achieve targets in terms of promotion so that consumers are more interested in buying. Moreover, advertising is carried out on selling candied fruit by distributing Real Instagram Videos to make it easier for consumers to find and get to know candied fruit products through social media.

Social Media Facebook	Brochure	Video Reels

Figure 3 Promotion and Advertising for Candied Fruit Products

Interview Results with Customer Respondents

Customers chosen as respondents stated that they bought sweet products because Inavbaf Fruit uses the direct sales market penetration method, so they are interested in trying before buying, so they know the taste of the candied fruit. Most consumers like candied fruit's fresh, salty, and spicy taste. It can be seen from several responses from customers below:

Figure 3 Customer Response Results

CONCLUSION

The market penetration strategy at Inavbaf Fruit uses promotional and advertising strategies, and in terms of distribution, it has not yet been implemented. The market penetration strategy in Inavbaf Fruit's business is included in the form of marketing that uses strategy Penetration; this strategy is carried out by setting low product prices and high promotional activities.

The market penetration strategy in terms of promotion and advertising used by Inavbaf Fruit for direct sales of candied fruit products can help achieve the sales target of 300 packs per month. Several promotional strategies through social media, Facebook, Whatsapp, and Instagram advertising with the distribution of real videos to attract buyers. Apart from that, I distributed brochures to Tadulako University students and pasted product stickers at Ma'in Food stalls, Labuan Lelea Village. Prices start from Rp. 8,000 to change to Rp. Ten thousand to make direct sales from selling in market areas, via social media, selling at Ma'in stalls, storing products at kiosks, and accepting resellers.

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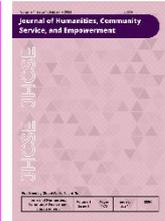
Implementation of The Pancasila Student (P5) Profile Strengthening Project in Forming Students' Entrepreneurial Character at Poboya State Primary School

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A R T I C L E I N F O	A B S T R A C T
	The Project to Strengthen the Pancasila Profile (P5) is an educational initiative that aims to introduce the concept of entrepreneurship to students. This article aims to fill the knowledge gap and contribute to understanding how P5 can effectively shape the entrepreneurial character of students in primary schools. The type of research used in this research is qualitative research methods. The research location that the researcher used as the object of this research was SD Negeri Poboya, located at Jl. Pue Salanga No. 36, Poboya District. Mantikulore, Palu city, Central Sulawesi. Data collection techniques in this research were through observation and interviews. The data source for this research is the driving teacher at Poboya State Elementary School. The research results show that P5 has a significant influence on forming the entrepreneurial spirit of students. The role of P5 in education is very supportive in forming students' entrepreneurial character. With a long duration of 7 hours a day, students can express their entrepreneurial abilities.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state regarding the system. National Education (Indonesia, 2003). Education is also a key factor in creating a capable and competitive generation. In Indonesia's education context, there are ongoing efforts to improve the quality of learning and develop students who are independent

and able to face future challenges. One of the latest efforts is to develop an independent P5 curriculum.

The independent P5 curriculum with the theme of entrepreneurship is a teaching method that was initiated with the aim of encouraging students' independent learning at the elementary school (SD) level. This method encourages the development of students' independence; they seek initiative in searching for learning materials, managing time, and solving problems independently. With the entrepreneurship theme, students can develop initiative, the courage to take risks, creativity, and responsibility.

Entrepreneurial character is a characteristic or form of character, pattern of behavior, or unique signs inherent in every entrepreneur managing his business to achieve the expected goals (Sinaga et al., 2017). The characteristics and character of entrepreneurship must be self-confidence and optimism, result-oriented, daring to take risks and have challenges, a leadership spirit that adapts quickly to other people, open to suggestions and criticism, innovative, creative, flexible, and future-oriented. Meanwhile, according to(Iffan et al., 2023), entrepreneurial motivation and entrepreneurial intention are the main determinants of success factors in entrepreneurial success. According to Suryana and Bayu (2015), an entrepreneur's characteristics are creating a new business by taking risks and uncertainty to achieve profit and growth by identifying significant opportunities and combining the necessary resources so that these resources can be capitalized.

The Project aims to strengthen the Pancasila profile (P5) in general interdisciplinary learning by observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila student profile. According to Satria et al. (2022) The Pacasila or P5 profile strengthening Project is one means of achieving the Pancasila learning profile by providing opportunities for students to "understand knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment.

Through the Project to strengthen the Pancasila profile (P5) with the theme of entrepreneurship, it is hoped that it can shape the entrepreneurial spirit and character of students so that it can increase students' interests, aspirations, and learning achievements. It can also increase student participation in school (idayat et al., 2018). According to Pinayani, (2005) entrepreneurial learning aims to create opportunities and face challenges. Implementing the Project to strengthen the profile of Pancasila Students (P5) is carried out flexibly in terms of content, activities, and implementation time. This Project is designed separately from the core curriculum. This Project to strengthen the profile of Pancasila has begun to be implemented within the scope of formal education levels. Using the independent P5 curriculum with the theme of entrepreneurship, it is hoped that it can encourage independent learning for students at the Poboya State elementary school level.

The relevance of entrepreneurship to future needs is very important in the context of education in elementary schools, especially at SD Negeri Poboya. In an increasingly complex and global era, entrepreneurial skills are the key to competing and adapting. Society needs individuals who are not only skilled in academics but also have entrepreneurial skills to create opportunities and face challenges.

Through entrepreneurship learning, students can develop innovative and adaptive strategic thinking skills to help them succeed in work and society. Based on observations by researchers at SD Negeri Poboya, the Project to strengthen the Pancasila profile (P5) has been implemented through the theme of entrepreneurship. Thus, it is hoped that the results of this research will provide information and input for operational management working groups at school, city/district, provincial, and central levels in cultivating an entrepreneurial spirit through projects to strengthen the profile of Pancasila students.

RESEARCH METHOD

The type of research used in this research is qualitative research methods. The research location the researcher used as the object of this research was SD Negeri Poboya, located at Jl. Pue Salanga No. 36, Poboya District. Mantikulore, Palu city, Central Sulawesi. Data collection techniques

in this research were through observation and interviews. The data source for this research is the driving teacher at Poboya State Elementary School. In the first stage, the researcher carried out observations that were directly involved with activities to strengthen the Pancasila student profile project on the object being observed, and in the second stage, the researcher used unstructured or semi-structured interviews.

RESULTS AND DISCUSSION
Describe the Influence of P5 on Students' Entrepreneurial Character

This Project to strengthen the Pancasila profile, abbreviated as P5, provides new experiences for teachers and students to build an atmosphere of formal, permanent, and interactive learning activities. To improve various abilities and skills of students. Students participate directly in their environment, so this Project leaves behind the popularity of P5 in developing the learning activities carried out (Asiati & Hasanah, 2022).

The Merdeka Curriculum was implemented at the beginning of 2021 at Poboya State Elementary School. The Project to strengthen the profile of Pancasila students (P5) began to be implemented in the second year and was divided into two stages. The first stage was implemented in classes I and VI. The second was implemented in classes II and V. As time went by, the development of the Project to strengthen the profession of Pancasila teachers (P5) experienced excellent development; where when it was implemented in early 2021 teachers -teachers still felt confused about the flow of the independent curriculum and the Project to strengthen the profession of Pancasila teachers (P5) itself. Many teachers must learn how to apply the P5 independent curriculum to student report cards. As time went by, and with various efforts made, teachers finally began to understand the flow of P5 and how to implement it with students. At the beginning of the third year of implementing P5 in grades III and VII, the independent curriculum was implemented at Poboya State Elementary School, using P5 report cards based on the independent curriculum.

The first stages of the Project to strengthen the Pancasila teaching profession (P5) at Poboya State Elementary School were the introduction stage, followed by initial planning, and then carrying out entrepreneurship. In the entrepreneurship theme, students are divided into phases: Phase A, students sell green bean ice, fruit ice, and kul-kul ice; Phase B, students make moringa leaf chips; and Phase C, students make Carrabba drinks or herbal drinks. To shape students' character in entrepreneurship, students must know the techniques used in selling a product. The techniques used in this entrepreneurship are marketing or promoting techniques. In line with the promotional techniques used, Laksana Wood (2018) believes that promotion is communication between sellers and buyers that comes from the correct information which aims to change the attitudes and behavior of buyers who previously did not know them, become familiar so they become buyers and still remember the product. Rohaeni in Arieca (2002) said that promotion is essential in introducing a product and also attracting consumers' interest in buying the product. Every student from phase A to phase C is allowed to promote the products they sell, for example, by saying, "Hello, we from phase A are selling ice kulkul; the price is cheap, only 2000 rupiah. If you are interested, please come to our sales place." Likewise, phases B and C both promote their sales. When promoting their sales, without realizing it, students have formed an entrepreneurial character, capable of entrepreneurship and able to become good marketers in marketing the products they sell. From this, the independent curriculum brings further progress in education, forms an independent spirit in students, and directs students in a much better direction. Therefore, it can get for Strengthening the Pancasila Profile (P5) dramatically influences the entrepreneurial character of students at Ngeri Poboya Elementary School.

Describe the Role of P5 in Shaping Students' Entrepreneurial Character

Efforts to implement the Project to strengthen the Pancasila profile (P5) are carried out separately from the existing internal curriculum. The objectives of project-based learning activities

and content are not necessarily tied to the extracurricular learning materials or objectives that already exist at school. Project-based classroom learning aims to achieve learning outcomes that the government has designed. Meanwhile, project-based learning activities in P5 activities aim to increase the competency profile of students related to Pancasila. Organizing projects to increase students' visibility regarding Pancasila is a good idea because allocating individual time can allow teachers to plan more creative projects based on existing options. This certainly creates a new learning atmosphere in Indonesian education today (Rachmawati et al., 2022).

The Project to Strengthen the Pancasila profile (P5) certainly has a constructive role in shaping the entrepreneurial character of students because in implementing P5, a time slot of 7 hours a day is given, with a long duration of time so that the Project can run well and students can easily create whatever they want. The implementation of entrepreneurship certainly has obstacles in developing students' character, but these obstacles are felt by students who do not desire to become entrepreneurs. As time goes by, students can carry out project activities to strengthen the Pancasila profile (P5) with the theme of entrepreneurship, thanks to the encouragement of students' creative and innovative thinking in forming an entrepreneurial character. This, of course, depends on whether the students are motivated to implement it or not, because basically because P5 is formed in each group, each group of students is encouraged to be fully active in implementing the entire series of P5 that has been mutually agreed upon, for example starting from providing materials, in working or mix the food and drinks they make then they market and promote.

CONCLUSION

Implementing the P5 project emphasizes Pancasila values as the basis of education. The Pancasila values are then explained, including creativity, critical thinking, independence, and cooperation. Implementing the P5 project curriculum in co-curricular activities can foster entrepreneurial values and students' interest in entrepreneurship, not only by transferring theoretical knowledge. The entrepreneurship theme in the independent curriculum, when applied in the implementation of P5, can increase values in accordance with the independent curriculum and generate interest in entrepreneurship for students. This interest is encouraged through several means, such as support from the environment, encouragement from teachers and friends, and children's innate interest in entrepreneurship.

The Project to Strengthen the Pancasila profile (P5) certainly has a constructive role in shaping the entrepreneurial character of students because in implementing P5, a time slot of 7 hours a day is given, with a long duration of time so that the Project can run well and students can easily create whatever they want. The implementation of entrepreneurship certainly has obstacles in developing students' character, but these obstacles are felt by students who do not desire to become entrepreneurs. As time goes by, students are able to carry out project activities to strengthen the Pancasila profile (P5) with the theme of entrepreneurship; this is thanks to the encouragement of students' creative and innovative thinking in forming an entrepreneurial character.

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Factors Influencing Teacher Performance at SDN 10 Pantaloon Palu

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A R T I C L E I N F O	A B S T R A C T
	This Research investigates the impact of work motivation and stress on teacher performance. Through a search using the keywords "motivation," "stress," and "teacher performance" in the period 2020 to 2023, this Research produced 20 relevant articles. The literature review study method is used in the Indonesian context. The research results show that motivation and stress significantly contribute to teacher performance directly. These findings confirm that work motivation and stress are essential in influencing teacher performance. Other factors influencing teacher performance in educational institutions include job satisfaction, teacher compensation, and teacher competency. Therefore, school leadership management, discipline, working conditions, teacher productivity, rewards, and organizational culture can minimize this negative impact. It is hoped that further Research will be more in-depth, especially in exploring the education sector in Indonesia.

INTRODUCTION

Work motivation is a condition that encourages someone to carry out tasks or work according to their respective functions(Albert & Widjaja, 2021). Motivation can be defined as a process that triggers, directs, strengthens, and maintains individual behavior to achieve desired goals (Ye et al., 2022). When employees have excellent work motivation, this can develop their creativity and activeness in the classroom to produce more extraordinary achievements (Suratman et al., 2020). Therefore, this can affect a person's work and relationships in their work environment, including in the world of education, namely the motivation found in teachers.

When discussing teacher motivation, most Research focuses on teachers' initial motivation, namely why they chose to be teachers (Ye et al., 2022). Because the teaching

profession is considered an "unsung hero," its material and non-material welfare is still questionable. The paradigm regarding teachers developing in society, even by some teachers themselves, is that teacher salaries must first be increased (Yusvenda et al., 2023). Therefore, poor working environmental conditions can cause a decrease in work performance, including in the teaching profession (Ndandara et al., 2023), which can cause work stress.

Work stress is an imbalance between the job demands given and the abilities possessed, which causes pressure (Albert & Widjaja, 2021). Job stress can trigger teachers to have difficulty thinking processes and increase emotional tension and chronic anxiety (Wulandari et al., 2020). This is supported by many previous studies that reveal that teaching is a profession/job that causes the most stress compared to other professions/jobs (Asaloei et al., 2020), for example, poor working conditions. Teachers who experience levels of stress tend to experience decreased work performance. Work stress can be seen in unstable emotions, feelings of unease, like being alone, difficulty sleeping, excessive smoking, inability to relax, anxiety, tension, nervousness, increased blood pressure, and digestive disorders (Leonardi & Astuti, 2023).

The Self-Determination Theory (SDT) emphasizes that a work environment that supports basic psychological needs contributes positively to employee motivation, performance, and well-being while providing benefits for the continuity of the organization (Chiu, 2022). Therefore, based on SDT, three general motivations are essential in teaching motivation in the literature: intrinsic, extrinsic, and altruistic (Ye et al., 2022). So, there are several things to raise motivation in employees; in this Research, it is teachers. Therefore, motivation will help teachers to increase enthusiasm for work, increase discipline, create a good working atmosphere, and many other good things.

Teachers are one of the strategic factors in determining the success of education because they lay and prepare the foundation for the development of student's potential for the nation's future (Mumtaz et al., 2023). Based on SDT, teachers are responsible for motivating themselves to stay enthusiastic and inspiring students to increase their enthusiasm for learning and achievement at school (Chiu, 2022). However, some teachers face stress in reality due to the burden of heavy teaching assignments.

Being a teacher in an educational institution carries quite a heavy burden, which can cause stress. This can occur due to teachers' heavy workload being disproportionate to their salary, lack of appreciation, lack of work motivation, and environmental conditions that are not conducive to causing work pressure or stress on teachers (Madigan & Kim, 2021). Stress related to work or position is considered the biggest problem in the work environment. Job stress is associated with adverse impacts on employees' psychological and physical well-being (Ekawarna, 2020). The resulting stress on teachers will subconsciously affect teacher performance in schools.

Performance management is a crucial element of Human Resource Management (HRM) and is the primary foundation for achieving individual performance (Van Waeyenberg et al., 2022). Employee performance is critical for a company to achieve its operational targets (Surya et al., 2022). However, to assess teacher performance, increasing teacher professionalism is done through a certification process that aims to provide teachers with knowledge and technology and form attitudes and character that can survive in the era of hypercompetition (Sudirman et al., 2021). Therefore, performance appraisal aims to assess a person's skills in their work, demonstrate confidence, and obtain standards and success in achieving goals (Albert & Widjaja, 2021). In Indonesia, teachers are expected to have educational values, competence, certification, physical and mental health, and be able to achieve national education goals (Sudirman et al., 2021).

Several studies have been conducted on work motivation, work stress, and performance (Asaloei et al., 2020; Sudirman et al., 2021; Suratman et al., 2020; Van Waeyenberg et al., 2022). For example, Suratman et al. (2020) found that teacher motivation in Indonesia influences teaching performance. However, this Research does not investigate how work

stress affects teachers in Indonesia. Then, Research by Asaloei et al. (2020) found that stress can influence performance and effectiveness in teaching. Meanwhile, this Research did not investigate the influence of motivation on teachers in Indonesia. Research by Rosyadi (2020)also stated that work motivation and stress positively and significantly impacted teacher performance at Gondang Pekalongan Vocational School by 91.6%, and the most influential variable was work motivation.

In SDT's view, this Research suggests that workplace frustration experiences correlate with increased levels of work-related stress, which is linked to several indicators of poor health at work (Chiu, 2022). This approach provides in-depth insight into the impact of the work environment on employee well-being and notes its implications for organizational productivity and sustainability. The Research also supports the idea that work stress is one of the variables that influences teacher performance at SDN 10 PANTOLOAN PALU. Work discipline and work environment variables support teacher productivity at SDN 10 PANTOLOAN PALU(Wulandari et al., 2020). There are gaps in research findings, so it is essential to investigate the impact of urgency on teacher motivation, job stress, and performance. Research on teacher performance factors is essential, especially in Islamic educational institutions. This is because very little Research was conducted in 2020-2023. Hopefully, this Research will inspire researchers to conduct more profound Research on the factors that influence teacher performance.

RESEARCH METHOD

This Research uses a literature review or Research as the type and method. This Research uses the Literature Review (LR) method. They start with a literature search process from research articles or articles on the same topic. This Research includes a review of various research articles that have been published. Researchers choose the suitability of research articles based on the source, background of the article, research methods, results discussed, discussion, and conclusions. In this Research, the data source used is a secondary data source.

In the first step, researchers used the Lens.org website to conduct a literature search with the keywords "motivation," "stress," and "teacher performance" for the years 2020 to 2023. As a result, there were 61 articles found. Then, the researchers used the keyword "work motivation," and there were 10,386 articles. Then, the keyword "work stress" contains 2,498 articles. Moreover, the keyword "teacher performance" contains 5,206 articles.

Then, the researcher turns to analysis to determine the quality of the article or journal after completing the inclusion and exclusion procedures. Research methods and analysis methods are all components of methodological quality assessment. The next stage is analyzing five articles matching the keywords using the Literature Review method.

RESULTS AND DISCUSSION
Results

Four articles meet the criteria and are the researcher's objectives for searching literature on the impact of work motivation and stress on school teacher performance. The four articles identified were research articles covering the last four years. Peer-reviewed journals are the only journals that publish Research conducted in schools. The four selected journals will be summarized to find out about the research location, sample size, design, instruments, and research results in Table 1 below.

Table 1. Literature review

Author/Year	Research Title	Research design	Research result
Imam Rosyadi, Indonesian Journal of Strategic Management, Vol 3, No 1,2020	InfluenceStressWork, Motivation Work, Training WorkOn Teacher Performance	- Use quantitative methods - Independent variables are work stress, work motivation, and training - The dependent variable is teacher performance - Data analysis With analysis Linear regression multiple, t-test, f-test, and correlation test	- It is known that the variable work stress, work motivation, and training have a significant effect of 91.6% on the performance of Gondang Vocational School teachers. - The work motivation variable is considered to have the most influence on teacher performance
Heni Fitri Ratna Sari, Ekawarna and UripSulistiyo, Educative: Journal of Educational Sciences, Vol 4, No 1, 2022	Effect of Job Stress, Motivation Work and Job Satisfaction on Teacher Performance	- Use quantitative methods - Take population with Technique*probabilitysampling* - Test the hypothesis using the personally administered technique *questionnaires* using Smart PLS 3.2.7 Software	- There is an influence of work stress on job satisfaction of 62.4% - There is an influence of work stress on teacher performance at 56.8% - There is an influence of motivation on job satisfaction of 85.2% - There is an influence of motivation on teacher performance of 37.9% - There is an influence Job satisfaction with teacher performance was 15.7%
Munawar, Sri Mifayetti and Zainuddin, Visipena Journal, Vol 11, No 2,2020	Influence of Principal Leadership, Work motivation, Job Stress on Public High School Teacher PerformanceBireuen Regency	- Use quantitative methods - Taking the population using a proportional random sampling technique - Data analysis with SPSS and path analysis	- Leadership headschoolhas a direct positive effect on work motivation - Leadership headschoolhas a direct positive effect on work stress - Leadership headschoolhas a direct positive effect on teacher performance - Work motivation has a positive effect on performance - Work stress has an influence

Author/Year	Research Title	Research design	Research result
			negative impact on performance
Ratri Widya Wulandari, Umi Farida, Adi Santoso, ASSET: Management Journal And Business, Vol 3, No 1, 2020	Influence of Work Discipline, Non-Physical Work Environment, and Job Stress on Teacher Work Productivity in Vocational SchoolsPonorogo Service	-Use quantitative methods -Data analysis With multiple linear, t-test, f-test, and correlation test	-DisciplineWorkpositive and significant effect on teacher work productivity -The non-physical work environment has a positive and significant effect on teacher work productivity -Work stress has a negative and significant effect on teacher work productivity -Discipline work, non-physical work environment, and work stress influence teacher work productivity -Variable work environment is the variable that has the most dominant influence on teacher work productivity

Source: Primary data, 2024

The four reviewed articles included quantitative Research with various methods, such as simple linear regression analysis, personally administered questionnaires, path analysis, t-test, f-test, and correlation test. Each article contains several research variables. Work motivation and work stress variables, with the contribution of teacher performance variables, are the instruments used in the four articles.

For example, Research conducted by Rosyadi (2020) regarding teacher performance (Y) influenced by work stress (X1), work motivation (X2), and training (X3) has four hypotheses. The analysis used is multiple linear regression, t-test, f-test, and correlation test. The results of research tests show that teacher performance is significantly influenced by motivation and work stress, with a significance level of 91.6%. This shows that teacher performance greatly influences teacher motivation and stress variables. Therefore, the proposed hypothesis is accepted.

Then, the results of further Research conducted byMunawar et al. (2020) found the

influence of principal leadership (X1), work motivation (X2), and work stress (X3) on teacher performance (Y) at Bireuen State High School. This Research uses five hypotheses, which will be analyzed using path analysis. The linearity test produces a significant status for all variables. The research findings show that teacher motivation and stress are the variables that have the most influence on teacher performance. It can be concluded that to improve teacher performance, you must increase motivation and minimize work stress.

Discussion

Based on four previous studies, Research on teacher performance is entirely accurate in terms of work motivation and work stress. This conclusion is also supported by the contribution of several variables, including job satisfaction, teacher compensation, teacher competency, principal leadership, discipline, work environment, and teacher productivity. These are all several variables that have been proven to influence Research to improve teacher performance.

Work performance also means realizing an obligation with results that can be appreciated by the individual(Asaloei et al., 2020). Teachers must educate and provide students with knowledge, skills, manners, and good things. So, it is appropriate for teachers to appreciate the results of their efforts or performance. However, teachers are not perfect beings. Teachers also need motivation to build and increase their enthusiasm for teaching at school. Motivation is influenced by several factors, such as job success, rewards, obligations, and development(Mumtaz et al., 2023). Motivation and performance are variables that are related to each other. If teachers can build good motivation, then teacher performance will increase. One of the factors that can improve teacher performance is motivation.

Another variable that is no less important is work stress. In the Research conducted by Widjaja (2021)regarding the influence of stress, motivation, and job satisfaction on employee performance, it was concluded that stress has quite a significant influence. This is due to high demands from the company and makes employees experience stress while working. Likewise, teachers in educational institutions are likely to experience stress due to the many demands placed on them by the school principal. From here, the principal can take a positive note: It is essential to maintain the emotional level of teachers so that they do not experience stress while working.

Work stress experienced by teachers can also occur because the teacher feels disappointed with the attitude of the school principal, who likes to differentiate between teachers. The salary received needs to be commensurate with what is done, and there are additional tasks outside of the teacher's primary duties. Stress that cannot be adequately handled will hinder a person's ability to interact positively in and outside work environments (Fahmi et al., 2022). It is said to be positive if stress can make people increase their productivity at work. On the other hand, it can be damaging if it causes a decrease in the quality of a person's performance in the short or long term.

This opinion is supported by Research et al. (2022), which states that work stress is used to indicate the state of stress experienced by a person, which is caused by certain conditions or situations that occur in the work environment. Apart from that, positive stress can also be an opportunity to increase work motivation, which impacts good performance(Ramlawati et al., 2021). Therefore, it is impossible for a teacher not to experience stress. What can be done is to give appropriate assignments and appreciation to teachers so they do not experience excessive stress.

CONCLUSION

Teacher performance is influenced by motivation and work stress. Motivation and work stress cannot act independently. Examining the Research that has been carried out, the findings obtained regarding the description of influence motivation and work stress among teachers in Indonesia are considered unable to work alone. Many other factors influence teacher performance in educational institutions, such as job satisfaction, teacher compensation, teacher

competency, principal leadership, discipline, work environment, teacher productivity, awards, organizational culture, etc. Giving assignments outside the main tasks is considered quite influential in increasing teacher motivation. Good teacher performance is influenced by high teacher motivation and low teacher stress levels. Therefore, it is hoped that company managers and leaders of any institution, especially in the world of education, that providing work motivation will have a significant influence on the teacher's psychology. The aim is, among other things, to improve teacher performance in schools. Apart from that, leaders must also be fair by assigning tasks according to their respective portions so that employees or teachers do not experience excessive stress because stress is considered to have a negative influence on teacher performance.

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