Application of Interactive-Based Classroom Management Model as Efforts to Eliminate Student Fameta Bahulu Participation Due to the Covid-19 Pandemic at FIP State University of Medan

Yasaratodo Wau [1], Robenhart Tamba[2] Fauzi Kurniawan [3]

{yasaratodo@gmail.Com[1], robenhart@gmail.com[2], fauzi_k50@yahoo.com[3]}

The Community Education Undergraduate Program of Universitas Negeri Medan,

Indonesia 20221

Abstract. This study analyzes (1) students' Fameta Bahulu Participation behavior during the Pandemic, (2) an Interactive-based Classroom Management model that can eliminate Fameta Bahulu Participation behavior due, (3) the feasibility of implementing an Interactive-based Classroom Management model in eliminating Fameta Bahulu Participation behavior. The research subjects were FIP students in 2021/2022 who attended lectures in the even semester of 2022/23, totaling 903 research samples of 185 using the random sampling method. The research data used a questionnaire instrument with a Likert Scale pattern. The research data were processed with simple statistical analysis techniques. The results of the study (1) there is still participation behavior in students during online with an average value of 4.31 good categories (2) in lecture activities after is oriented towards Interactive with an average of 4.17 high categories (3) management models implemented in lecture activities deserve to be developed on average 4.33 high categories.

Keywords: Classroom Management, Fameta Bahulu, Interactive-based, Model, Pandemic, Covid-19

1 Introduction

The Covid-19 pandemic, which had hit all corners of the world, is slowly starting to decline. The latest figure for the total number of citizens of the Republic of Indonesia who have been affected by this virus until January 2,2023 has been confirmed as 6.721.095. cured 6.551.477, under treatment 8.5. and died 160.648. In North Sumatra Province, 127.325 were confirmed, 124.366 recovered. Especially in Medan City on (06/01/2023) at 07:21:30, the number infected with the corona virus reached 77.622, with details of, 059 people died, 43 people are still being treated (https://m.andrafarm.com/_andra.php?_i=daftar-co19-kota&noneg=477-34&urut=1&asc=01100000000). The government's response to the impact of the Covid-19

pandemic was quite firm and wise, so that the President of the Republic of Indonesia, Joko Widodo, officially implemented Restrictions on Community Activities, which began on January 11, 2021 until it ended on December 30, 2022. The impact of this pandemic has changed various joints of human life including the world of education. Education and learning processes and or activities that were previously carried out in various forms of communication either directly face to face or indirectly in the form of hybrid learning which is often referred to as online learning, for the last three years (since the Even Semester From 2019 to the end of 2022 learning activities throughout the archipelago, in accordance with the guidelines and provisions of the ministry of education and national culture, will be carried out online.The impact felt by all educational residents, both educators and students, is the development of Fameta Bahulu participation attitudes.

Based on the results of previous research from Wau., (2022), Fameta Bahulu's participation attitude, especially at FIP Unimed, was shown by students for various reasons both from within themselves and from outside themselves, especially network and quota issues. As a result of this participation, student learning motivation also influences. Even though it does not have a significant relationship to the learning achievement index, the appearance of Fameta Bahulu's attitude is enough to give a feeling of anxiety, doubt, in fact, it is not uncommon to hear complaints of being lazy, ignorant, just being present, and so on which are thought to be a trauma in itself for students at times. when you want to take part in lecture activities in the future. This feeling of trauma will certainly result in student learning motivation for further lecture activities if no efforts are made to restore the atmosphere that should be experienced, namely the full involvement of students in every learning activity managed by the lecturer.

Restoring the learning atmosphere in question can be carried out with various activities directly related to the maintenance of teaching and learning situations by lecturers, one of which is by designing classroom management that can actively involve all elements involved in lecture activities, especially students. Class management that is predicted to be able to restore the state in question is interactive based class management.

Interactive-based classroom management is a model of managing teaching and learning situations that is oriented towards full student involvement in every process and lecture activity in the form of Face-to-Face Learning directly in class. Through this interactive-based classroom management model, it can be predicted that students' anxiety, doubts, laziness, and even lies regarding their inability to participate in lecture activities can be recovered. Predictions of the success of this interactive-based classroom management model can be analyzed through research entitled "Study of the Application of Interactive-Based Classroom Management Models as an Effort to Eliminate Fameta Bahulu Student Participation Due to the Trauma of the Covid-19 Pandemic at the Faculty of Education, Medan State University.

1.1 Problem Formulation

Based on the background of the problems stated above, this research problem can be formulated as follows:
1. How was the Fameta Bahulu Student Participation behavior during the Covid-19 Pandemic at Faculty of Education, Medan State University?

2. Can the Interactive-Based Class Management Model eliminate Fameta Bahulu Participation behavior due to the Covid-19 Pandemic at Faculty of Education, Medan State University?
3. Is the implementation of Interactive-based Classroom Management feasible to develop in eliminating Fameta Bahulu Participation behavior due to the Covid-19 Pandemic at Faculty of Education, Medan State University?

1.2 Theory Study

A. The Impact of Fameta Bahulu's Participation during the Covid-19 Virus Pandemic

Fameta Bahulu participation is a term for a person's participation without taking an active role in group or organizational activities. Fameta bahulu is a term for someone who participates in giving or doing something when a group or organization also carries out a joint activity for the purpose of letting other people know that he is really giving something or that he is present even though his giving or presence does not reflect his sincerity as a member of a group. or organization. Displays of behavior like this can make teachers or lecturers complain about the participation of students during online learning. Makes it difficult for teachers or lecturers to ascertain whether their students are serious (really) following the learning. because it often happens in online learning that there are students who deliberately post videos that they have recorded, so that it looks like they are following the learning process, but in fact they are doing something else (http://unissula.ac.id/c24-berita -unissula/impact-of-online-learning-during-the-pandemic-for-character-education/) that is what is called Fameta Bahulu's participation.

The basic principle of Fameta Bahulu is as long as it exists or as long as it is present. This behavior is also known as just joining in or just showing up without paying attention to and doing what they really have to do during joint activities. In group meetings his presence was real, but his role was completely absent, he just sat, silent, not wanting to know what to do. If asked to play a role, always try to avoid it with all kinds of reasons, like never mind…it's appropriate, no more, and so on.

Based on the results of previous research from Wau., (2022) it was found that the impact of Fameta Bahulu's participation included (a) Developing a sense of worthlessness among friends, (b) Emergence of embarrassment in students if only names or pictures of faces appeared on the zoom screen , (c) An attitude of resignation appears because they cannot do anything about the situation, (d) An attitude of not caring about manners for ending lecture activities by going straight out of the zoom link, (e) disrespect for lecturers when lectures are declared finished by leading the lecturer out of zoom, (f) There was a feeling of boredom in the students so that when there was a hint they immediately moved to another application, they immediately responded without waiting for a signal from the lecturer. Other impacts that are predicted to be caused by the practice of participation in Fameta Bahulu can be varied, including (1) the development of an attitude of ignorance (indifferent) (2) an attitude of convenience that does not educate or mature (2) reduces motivation to learn, (3) develop individualistic attitudes, (4) develop disrespect, (5) eliminate the values of honor.

Based on the analysis of the impact of Fameta Bahulu's participation above, it can be said that this attitude of participation cannot be developed in students because it can affect learning motivation as well as student achievement. Therefore, attitudes that had developed in students during the Covid-19 pandemic must be eliminated/restored through more effective classroom management, namely interactive-based classroom management that expects lecturers/teachers (educators) to actively involve students (students) to the fullest in every class process and

activity, so that negative impacts no longer develop on students themselves. This class management is called the interactive class management model, which is a class management model that makes students the central point in activating every activity during learning takes place in class.

B.   The Nature of the Interactive-Based Classroom Management Model

Student participation in learning both offline and online through the zoom meet or google meet application is something that students must address properly, especially during the covic-19 pandemic considering the adverse effects that can be felt if participation is forced unilaterally. Student participation in the application of learning must be realized with sincere intentions based on the principle that without active participation in any activity it is certain that it will affect the level of motivation to learn which will ultimately have a negative effect on learning achievement and overall self-development. Therefore, active participation in learning inevitably must be carried out by educators and students in a serious and responsible manner.

This involvement is marked by participation or willingness to take on a role in accordance with the function in the group or organization. This participation can be in the form of ideas, constructive criticism, support and implementation of activities from Mulyasa., (2004: 167). Participation involves participating in an activity or participation from Suryobroto., (2009:293). In the world of education, the participation of students in learning activities is defined as the extent to which the role of members involves themselves in activities and contribute their energy and thoughts in carrying out these activities from Sukidin, Basrowi, Suranto., (2008:158). The involvement of students in learning activities can be realized effectively if the educator (teacher) has designed it in such a way from the start through an interactive classroom management process.

Classroom management is a concept that describes how a teacher must design in such a way that learning situations that will be realized are maintained during the process and learning activities so that all elements involved in the education system in the class can become a unified whole in achieving class goals, namely delivering students with teacher services achieve the learning objectives that have been formulated in Kurikulukum. The most important thing in designing classroom management is how all class resources, especially teachers and students participate fully in every learning process and activity safely, comfortably without fear, anxiety, not only physically but involving mental and emotional individuals in group situations. which encourages him to display or do something that is useful in achieving learning goals from Irene, Astuti, Dwiningrum.S., (2011:51), this means that participation in learning involves all aspects of a person's personality (students).

The characteristics of participatory behavior that students are expected to display in the learning process are (1) being able to wear school uniforms, (2) participating in flag ceremonies at school, (3) being on time when coming to school, (4) making class visits. , (5) greeting when meeting the teacher, (6) erasing the blackboard without being ordered by the teacher, (7) always paying attention to the teacher when explaining the lesson, (8) answering the teacher's questions while the lesson is in progress, (9) responding to questions from friends when learning is taking place, (10) come to the front of the class and answer questions given by the teacher, (11) help other students and explain the material being discussed if someone is having difficulty, (12) diligently do the homework given by the teacher, (13) completing assigned tasks on time, (14) helping the teacher when the teacher needs help, (15) discussing learning with peers, (16) participating in providing opinions during group discussions, (17) providing suggestions or solutions to problems which is being discussed by the group, (18)

participating in making conclusions about the material discussed in the group, and (19) reading the results of their work in front of the class from Amirin., (2005: 28-29). Meanwhile from Mardia Hayati., (2012:48) details it in (1) complying with school (class) regulations, (2) completing homework or assignments, (3) participating in class discussions, (4) doing volunteer work, (5) showing interest in learning, (6) helping others happily, (7) answering, helping, discussing, greeting, assisting, organizing, doing training, reading, telling, selecting and presenting. All of these characteristics or indicators are behavioral displays that describe student participation in learning.

All of these indicators must be shown seriously, willingly and responsibly, with effective interactive classroom management by lecturers. If the opposite learning behavior appears, it can be predicted that class management by lecturers is less interactive.

2. Methods

    a.   Research Design

This quantitative descriptive research emphasizes its analysis on numbers from calculations to find values for the ability of lecturers to apply interactive-based classroom management at Faculty of Education, Medan State University. This study was designed to analyze lecturers' skills in applying interactive-based classroom management in carrying out online and offline lecture activities at Faculty of Education, Medan State University as a continuation of the results of previous studies, as follows:
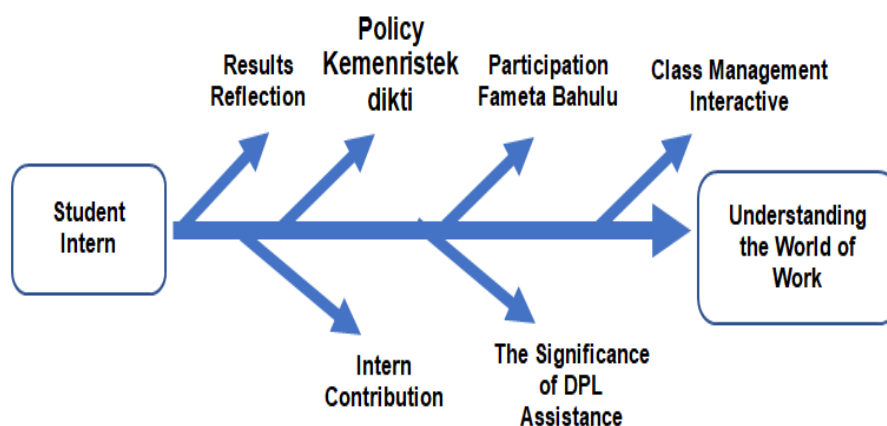

Fig. 2. Research Road Map

    1.   Location and Time of Research
       This research was conducted from April to August 2023 at Faculty of Education, Medan State University.

2. Population and Research Sample

The population in this study were all Faculty of Education, Medan State University students for the Academic Year 2021/2022 even semester, a total of 903 people. The research sample was drawn randomly using a random technique with a percentage level of 20 percent, so that the number of samples reached 185 people.

3. Collection Techniques

The instrument used in collecting data in this study was a questionnaire, with the following grid.

Table 3. Research Variable Instrument Grid

Variable	Dimensions	Indicator	Item Number	Number of items
Interactive Based Classroom Management	Management of Lecture Opening Activities	Regards	10 e	1
		Enter into a conduct contract	1.1, 1.4	2
		Check attendance every time you enter	2.2, 2.4,	2
	Core Activity Management	Maintaining the classroom atmosphere by (a) Reminding assignments, (b) Inviting students to answer or ask questions, (c) Using a variety of interactive methods	4.3, 4.4, 5.b, 9a, 9b, 10b, ,	6
		Prevent preventing PFH by showing students presentations	3,1	1
		Once 10 minutes Confirm Attendance Again	4.1	1
		Lecturer commitment to avoid PFH by activating the camera and microphone	6,c 9c	2
		Ensuring PFH students activate the camera and microphone	4.9	1
	Lecture closing activity management	Summarize lecture material	10,c	1
		Greet students with a closing greeting	10,e	1
		Lecturer activeness until the end of the lecture	7b, 7c	2

4. Data Analysis Techniques

The data that has been obtained from the measurement results will be analyzed descriptively by calculating the average price, standard deviation, variance, frequency distribution, mode and median as well as the histogram of each variable. To describe the data from each research variable, standard descriptive statistics are used, namely by calculating:

a. Average price (M) by formula:

$$M = \frac{X_i}{n}$$

b. Standard deviation or standard deviation (SD) with the formula:

$$SD = \frac{1}{n} \sqrt{n\left(X_i^2 - (X_i)^2\right)^2}$$

The data analysis used in this study is qualitative data analysis in the form of descriptive with percentage techniques to see the increase that occurs from cycle to cycle. According to Endayanto (2014:292), to determine the acquisition value in each cycle is determined by the formula:

$$Value = \frac{Total\ assessment\ score}{Maximum\ Total\ Score} \times 100$$

3. Results and Discussion

1. Description of Research Data

Research data on the application of Interactive-Based Classroom Management (MBI) by Lecturers at Faculty of Education, Medan State University are presented according to a fragment of the lecture activity which begins with the activity of opening lectures, carrying out these activities, and closing lectures as described below

a. MBI Application Skills in early lecture activities

Data on the skills of lecturers applying MBI when opening online and offline lecture activities can be seen in Table 3.1. following.

Table 3.1. Unimed Data on the Implementation of the Interactive-Based Class Management Model at the Beginning of Lectures at Faculty of Education, Medan State University

Dimension	Indicator	NR	CATEGORY
Management of Lecture Opening Activities	Greetings to open the lecture	4.57	Very High
	Enter into a conduct contract	4.36	Tall
	Check attendance every time you enter	3.73	Tall
	Average value	4.22	Tall

Based on the data in Table 3.1 above, it can be seen that the activities carried out by Lecturers at Faculty of Education, Medan State University when opening lecture

activities online or offline include (a) greeting, (b) agreeing on lecture contracts, and (c) checking student attendance as listed in Figure 3.1 below
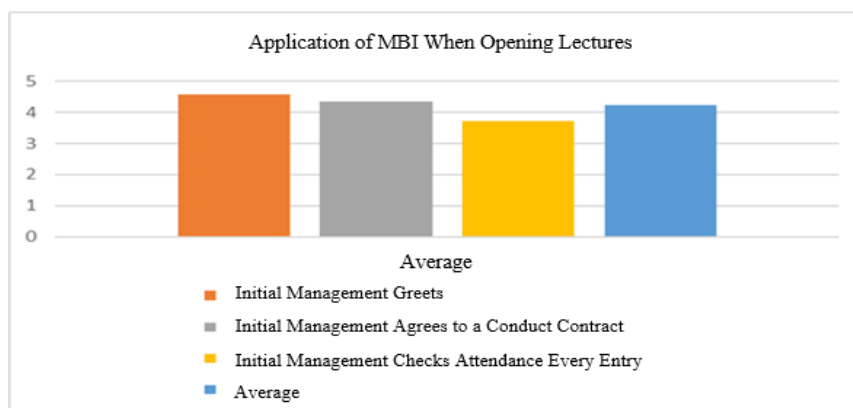

Fig. 3.1. the average value of applying the MBI during the Lecture Opening Activity

Based on the data in Figure 3.2 above, it can be seen that the average value of MBI implementation by lecturers at Faculty of Education, Medan State University reaches 4.22 in the High category

b. Application of MBI in Core Lecture activities

Data on the application of MBI by Lecturer during the core activities of online and offline lectures took place can be seen in Table 3.3. following.

Table 3.2. Data on the Application of Interactive-Based Classroom Management Models in Core Lecture Activities at Faculty of Education, Medan State University

Dimension	Indicator	NR	CATEGORY
Management of Lecture Core Activities	Maintain a class atmosphere by (a) reminding assignments, (b) inviting students to answer or ask questions, (c) using a variety of interactive methods	4.04	Tall
	Prevent preventing PFH by showing preset students	4.46	Tall
	Once 10 minutes Confirm Attendance Again	4.56	Very High
	Lecturer commitment to avoid PFH by activating the camera and microphone	4.3	Tall
	Ensuring PFH students activate the camera and microphone	4.46	Tall
	Average value	4.364	Tall

Based on the data in Table 3.2 above, it can be seen that the activities carried out by Lecturers at Faculty of Education, Medan State University during each of the core lecture activities online and offline include (1) Maintaining a class atmosphere by (a) reminding assignments, (b) inviting students to answer or submit questions, (c) using various interactive methods (2) Preventing PFH by showing students their achievements, (3) Once every 10 minutes Ensure Attendance Again, (4) Lecturer's Commitment to avoid PFH by activating the camera and microphone, and (5) Ensuring Students the PFH to activate the camera and microphone with an average value as shown in Figure 3.2 below
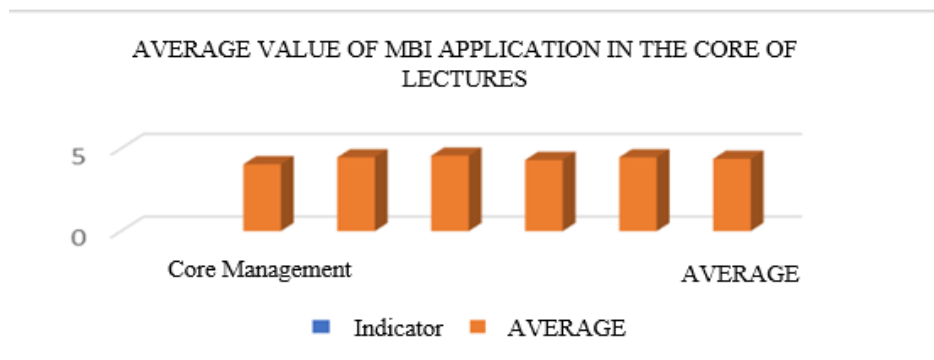
AVERAGE VALUE OF MBI APPLICATION IN THE CORE OF
LECTURES

Core Management   AVERAGE

■ Indicator   ■ AVERAGE

Fig. 3.2. The average value of implementing MBI during the
Core Lecture Activities

In light of the information in Figure 3.3 above, it tends to be seen that the normal worth of MBI execution by speakers at FIP arrives at 4,364 in the High classification

a.   Application of MBI in End of Lecture activities

Information on the utilization of MBI by Lecturer during the center exercises of on the web and disconnected addresses occurred should be visible in Table 3.4. following.

Table 3.3 Model Deployment Classroom Management Based Interactive on End of Lectureat Faculty of Education, Medan State University

Dimensions	Indicator	NR	CATEGORY
Lecture closing activity management	Summarize lecture material	4.35	Tall
	Greet students with a closing greeting	4.57	Very High
	Lecturer activeness until the end of the lecture	4.46	Tall
	Average value	4.46	Tall

As per the information in Table 3.3 over, the exercises did by Speakers at Faculty of Education, Medan State University during every last movement of talks on the web and disconnected incorporate (a) Summing up address material, (b) Hello understudies by giving shutting good tidings, and (2) Teacher action for the rest of the talk, with a typical worth as displayed in Figure 3.3 underneath.
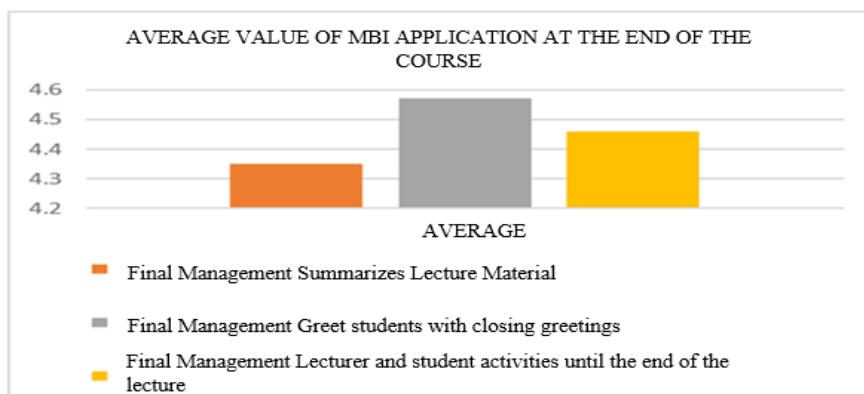

Fig. 3.3. the average value of applying MBI during the End of Lecture activities

In view of the information in Figure 3.4 above, it tends to be seen that the normal worth of the use of MBI at each finish of disconnected and online talks by teachers at FIP arrives at 4.36 in the High class.

The depiction of the examination information above will be more definite for every division or study program at Faculty of Education, Medan State University, as displayed in Table 3.4 underneath.

Table 3.4. MBI implementation by Lecturers in each Department/Prodiat Faculty of Education, Medan State University

Dimensions	Indicator	STUDY PROGRAM				NR
		PGSD	BK	PAUD	PENMAS	
Management of Lecture Opening Activities	Greetings to open the lecture	4.55	4.5	4.56	4.65	4.57
	Enter into a conduct contract	3.9	4.4	4.65	4.47	4.36
	Check attendance every time you enter	3.2	3.6	4.29	3.82	3.73
	Maintain a class atmosphere by (a) reminding assignments, (b) inviting students to answer or ask questions, (c)using various interactive methods	4.15	3.92	4.17	3.92	4.04
Core Activity Management	Preventing PFH by showing student achievement	4.34	4.39	4.65	4.47	4.46
	Once 10 minutes Confirm Attendance Again	4.49	4.53	4.51	4.70	4.56
	Lecturer commitment to avoid PFH by activating the camera and microphone	4.04	4.5	4.5	4.17	4.3
	Ensuring PFH students activate the camera and microphone	4.10	4.44	4.59	4.70	4.46
Lecture closing activity management	Summarize lecture material	4.24	4.58	4.41	4.17	4.35
	Greet students with a closing greeting	4.55	4.5	4.59	4.65	4.57
	Lecturer activeness until the end of the lecture	4.16	4.55	4.65	4.47	4.46
	AVERAGE VALUE	4.16	4.35	4.51	4.38	4.35

In light of the information in Table 3.4 above, it tends to be seen that:

a. The use of MBI by Speakers in the Primary Teacher Education Study Program is moderately high with a typical score of 4.16.

b. The use of MBI by Teachers in the Direction and Advising Division is named high with a typical score of 4.36.

c. The use of MBI by Teachers in the Preschool Review Program is delegated exceptionally high with a typical score of 4.51.

d. The utilization of MBI by Teachers in the Community Education Review Program is named high with a typical score of 4.38.

Figure 3.4 portrays the general depiction of the MBI application information by scholastics at Faculty of Education, Medan State University. In light of the measurements in Figure 3.4, obviously, as a general rule, Faculty of Education, Medan State University teachers have applied the MBI model effectively, with a
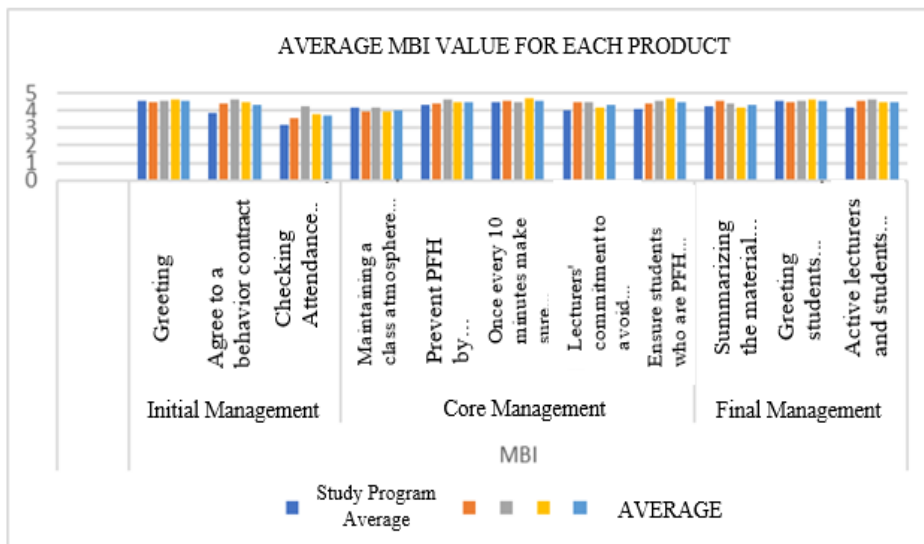
typical score of 4.35, which is considered moderately high, even in the Preschool Study Program.

Fig. 3.4. The average value of MBI implementation by lecturers in each Department/Prodi at Faculty of Education, Medan State University

Investigation of the portrayal of the exploration information that has been expressed above, likewise gives an unmistakable picture of:

a. Fameta Bahulu understudies' support conduct all through the flood of the Coronavirus pandemic at Faculty of Education, Medan State University has not completely vanished in that frame of mind during

the rush of Coronavirus at Faculty of Education, Medan State University. Notwithstanding the way that the typical Understudy PFH score came to 4.46 (High classification), around 23.24 percent actually exhibited PFH during addresses with a typical worth of 4.1 (High), as displayed in Figure 3.5.
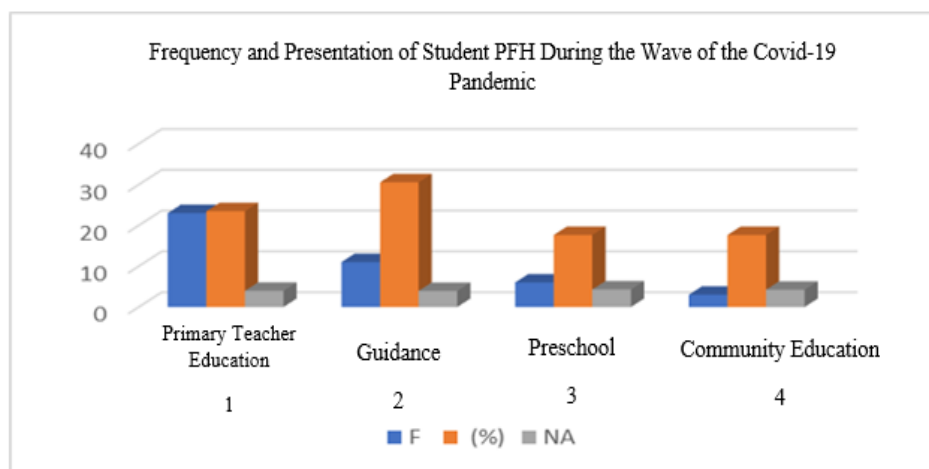

Fig. 3.5. Frequency and Average Value of Participation of Fameta Bahulu in each Department/Prodi at Faculty of Education, Medan State University

The utilization of the Intelligent Based Class The board Model by Speakers in all parts of talk exercises, both on the web and disconnected, can take out the Fameta Bahulu Support conduct of understudies during the Coronavirus Pandemic at Faculty of Education, Medan State University, where the recurrence of Dynamic Understudy Cooperation in every Division/Prodi is moderately high, as displayed in Figure 3.5 above, with roughly 76.76 percent and a typical worth of 4.10 in the high classification. This intends that by using intelligent class the executives, understudies will proceed to effectively partake as long as the talk exercises happen at Faculty of Education, Medan State University from the very start to the completion of each talk.

In light of the examination of the exploration information portrayals that have been introduced above, one might say that the use of Intuitive Homeroom The executives is very compelling in endeavors to increment understudy cooperation in each on the web and disconnected address action.

The previously mentioned consequences of the portrayal of the exploration discoveries information have helped us that one to remember the deciding elements for understudies' high and low support in each talk action in class is the teacher's capacity to apply homeroom the executive models that are fitting to the circumstance and conditions when and where address exercises happen. This study gives clear realities on how speakers construct a functioning cooperation disposition in understudies, both disconnected and on the web, by arranging and executing viable ways of behaving that could destroy or limit Fameta Bahulu's support perspectives in understudies.

The findings in this review can also be applied by teachers, for example educators and resource persons, to eliminate the view of Fameta Bahulu towards members and students by implementing intelligence-based learning which can be marked on the board, clearly: (1) Overcoming Negative Behavior - Post Virus Pandemic Corona started to occur and spread at Faculty of Education, Medan State University, the teacher's ability to keep students away from negative behavior during briefings was demonstrated, including (a) giving an initial greeting while inviting them to ask questions according to their beliefs, (b) ensuring students' preparation in following the address by activating the camera or video and funnel, (c) also check participation by calling each student, then the student's face must appear to move when his name is called or if it is on the web, (d) helps to remember the conversation contract, (e) carries out apperception, and (f) spur (2) Providing support for teaching and learning conditions - After the Corona Virus Pandemic began to disappear in the Faculty of Education, Medan State University area, the speaker's ability to maintain a superior teaching and learning atmosphere during the speech (a) reminded the task, (b) invited students to be able to respond or clarify urgent problems, (c) use various intelligent methods, (d) appoint students to make introductions, and (e) call the names of students who are less dynamic like clockwork. (3) Guaranteeing student participation - After the Corona Virus Pandemic began to hit the Faculty of Education, Medan State University area, the teacher's ability to entertain student participation during the remainder of the conversation included (a) ordering students to return to the revolution with their faces in front of the camera (if active on the web), (b) presenting

students to summarize the direct conversation material that has been studied, (c) asking questions and being responded to directly by students, (d) enlightening the topic of discussion for the next meeting, and (f) welcoming.

The four capability perspectives referred to above are a reflection of the speaker's behavior with the ultimate goal of being able to eliminate, essentially limit Fameta Bahulu's cooperation in online and offline addresses. This social exhibition is sequenced as a homeroom exercise based on the executives' intuition which may be applied to situations and conditions of the learning space where it is not possible for speakers and students to lead close and personal (disconnected) meetings.

4. Conclusions

Coming up next are the review's discoveries and ends:

During the Coronavirus wave at Faculty of Education, Medan State University, understudy Fameta Bahulu Support Conduct has not altogether vanished in web based learning. The typical worth of Intuitive Based Study hall The executives is 4.46 (high classification), yet the PFH rate level is simply 23.24 percent (normal worth of 0.9).

The Intelligent Based Homeroom The executives Model can take out Fameta Bahulu Cooperation conduct at Faculty of Education, Medan State University with the recurrence of Dynamic Understudy Support in every Division/Prodi somewhat high, with a typical score of 4.10 in the high classification.

The Intelligent Based Class The executives Model is fitting for speakers to use with an end goal to wipe out Fameta Bahulu Support conduct at Faculty of Education, Medan State University because of the Coronavirus Pandemic, with a diminishing in the PFH rate to 76.76 percent, with just 23.24 percent actually showing PFH during addresses.

References

[1]Echols, John M., 2003. *Kamus Inggris Indonesia.* Jakarta: Gramedia

Hamalik, Oemar, 1990. Sistem Internship Kependidikan Teori dan Praktek. Bandung: Mandar Maju

Hidayat, Panji, 200 Evaluasi Program Magang Mahasiswa PGSD di Sekolah Dasar. Seminar Nasional Pendidikan PGSD UMS & HDPGSDI Wikayah Jawa

[2]Luthans, Fred, 2006. *Perilaku Organisasi*; Edisi Kesepuluh; Penerjemah: Vivin Andhika Yuwono, dkk.

[3]Mowday, 1982. http://jurnal-sdm. blogspot.com/2009/07/komitmen-karyawan-definisi-dan-jenis.html.

Prayitno, 2009. *Dasar Teori dan Praksis Pendidikan*. Jakarta: Gramedia

[4]Peraturan Menteri Tenaga Kerja dan Transmigrasi No. Per.22/Men/IX/2009 tentang Penyelenggaraan Pemagangan di Dalam Negeri

[5]Rakhmat, Jalaluddin, 2005. Psikologi Komunikasi. Edisi Revisi. Bandung: Remaja Rosdakarya,

[6]Jakarta: kelompok Gramedia

[7]Unimed, 2017. Pedoman Pelaksanaan Magang di Unimed. Medan: Unimed

[8]Unimed, 2021. Buku Panduan Program Pengenalan Lapangan Persekolahan Program Sarjana Pendidikan. Medan: LPPM

[9]Wau, Yasaratodo, Anifah, Fauzi Kurniawan, 2017. Persepsi Tentang Hasil Refleksi Penyelenggaraan Kegiatan Magang 1 dan Hubungannya dengan Komitmen Mahasiswa Membekali Diri Menjadi Calon Tenaga Pendidikan di Program Studi Pendidikan Luar Sekolah FIP Unimed

[10]Wau, Yasaratodo, Rahmatsyah, Tri Andri Hutapea, 2018. Analisis Kontribusi Mata Kuliah Magang 1 dan 2 terhadap Komitmen Belajar Mahasiswa Unimed

[11]Wau, Yasaratodo, Robenhart Tamba, Fauzi Kurniawan, 2020. Analisis Dampak Kebijakan Penerapan Program Magang 1, 2, Dan 3 Terhadap Keputusan Kemenristekdikti No. 123/M/Kpt/2019 di FIP Universitas Negeri Medan

[12]Wau, Yasaratodo, Robenhart Tamba, Fauzi Kurniawan, Dwi Vidia Amalia Zati 2021. Analisis Kebermaknaan Pendampingan Dosen Pembimbing Lapangan Pada Program Pengenalan Lapangan (Plp) Pada Masa Pandemik Covid-19 Di Fip Universitas Negeri Medan

[13] Wau, Yasaratodo, Robenhart Tamba, Fauzi Kurniawan, Dwi Vidia Amalia Zati 2022. Dwi nalisis Partisipatif Fameta Bahulu Dalam Kegiatan Pembelajaran Berbasis Daring Selama Pandemik Covid-19 Di Fip Universitas Negeri Medan

[14] https://tirto.id/aturan-baru-program-magang-mahasiswa-45-jam-kerja-setara-1-sks-

[15]http://jatim.tribunnews.com/2018/12/17/kebijakan-kemenristekdikti-magang-satu-tahun-mahasiswa-ppns-surabaya-bisa-magang-di-kampus

[16] http://id.shvoong.com/social-sciences/psychology/1837978-definisi-persepsi