



Validation of a Scale on Pupil Wellbeing at the Elementary Schools

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Abstract. The child wellbeing at schools as an outcome had not been taken into serious consideration due to lack of measurement scale. The prime purpose of the present study was to develop and validate a scale on pupil wellbeing at elementary schools. Commencing from pooling and screening items, questionnaire consisted of 9 items were administered to 304 children at four elementary schools. Using principal axis factoring with oblique rotation, the analysis suggested that one item should be dropped and that the remaining eight items could best be represented by two factors. The obtained data were analyzed to find the underlying factors. The next step, the remaining items were distributed to 484 pupils at seven schools. A confirmatory factor analysis, using structural equation modeling, was run to test the hypothesized constructs from the previous exploration. Model fit was improved. The constructs were confirmed valid and reliable. These results led to a refined, more parsimonious version of the scale that would then use in a larger study.

Keywords: pupil wellbeing, exploratory factor analysis, confirmatory factor analysis, elementary schools

INTRODUCTION ~ Thinking about wellbeing was not only used for social, organizational and governmental scale but also for individual and educational research. The reasons underlying the amount of individual and state attention to the problem of wellbeing, were that wellbeing not only functions as an objective to be achieved by individuals, but wellbeing was also a mean to achieve other goals and could facilitate the emergence of desired behavior. Some studies showed that wellbeing was not only a consequence of a good life (Hoy & Tarter, 2011; Lyubomirski, King & Diener, 2005; Randolph, Kangas, & Roukama, 2009; Rojas, 2018) but wellbeing also as a predictor of success (Aarö, Wold, Kannas, & Rimpelä, 1986; Levy-Garboua, Loheac, & Fayolle, 2006; Maccagnan, Wren-Lewis, Brown & Taylor, 2019).

In the context of education, student-level factors had some impact on school processes in addition to academic

achievement. Research revealed school-related factors such as (a) school satisfaction (Huebner & Gilman, 2002; Natvig, Albrektsen, & Qvarnstrom, 2003; Samdal, Nutbeam, Wold, Kannas, 1998) (b) teacher support (Leung & Leung, 1992; Suldo & Huebner, 2006), (c) perceptions of academic competence (Leung, McBride-Chang, Lai, 2004; Huebner, Gilman, & Laughlin, 1999; Verkuyten & Thijs 2002), (d) group climate and bullying (Strijbosch, Helm, Stams, Wissink, 2018) played important roles in emotional wellbeing and overall life satisfaction of students. The implication for education practitioners and researchers was to try to modify the academic environment to produce desirable achievements as well as their impact on subjective wellbeing (Suldo, Riley, Shaffer, 2006). However, the cohort of school researchers often ignore to examine wellbeing. One factor limiting student wellbeing research and satisfaction with



ICEE-2

schools was the limited valid and reliable measurement tools for use in a wide variety of educational settings (Ootegem & Verhofstadt, 2019; Suldo et al. 2006). Therefore, this study attempted to develop and examine a scale, and its psychometric features, which had been developed to be valid, steady, and easy to use.

We hoped this scale could be used by education practitioners to identify students who were disappointed with school, which were associated with subjective wellbeing (Huebner & Gilman, 2002), risk behaviors (Lévy-Garboua et al. 2006), and the appearance of fitness (Natvig et al, 2003) so that the right repairing phase could be taken. Also, it was hoped that this scale could be used by researchers, and education developers when thinking that a number of educational policies, programs and interventions had an impact on student satisfaction. The motivation for this validation study was to facilitate the improvement of school satisfaction, which results in the life satisfaction of every student in the school environment. We realized that there were still many other variables that could be investigated besides student happiness. But it all could be grouped to educational policies, programs and interventions that lead to increased happiness and the quality of children's lives.

This present study focused on measurement validation effort had two purposes. First, related exploring appropriate constructs and indicators to measure pupil wellbeing at elementary schools. Second, tested to

confirm whether the constructs and indicators were valid and reliable.

Literature Review

Happiness which is often the operationally termed as wellbeing or hypothesized contains three factors: positive affect, negative affect, and life satisfaction (Suldo et al, 2006). Life satisfaction, which was the most stable compared to the other two factors, defined by Suldo et al. as a global assessment that reflected the joy of his entire life. Huebner and Gilman (2002) revealed that children's life satisfaction appears in the form of five different domains: school, self, family, friends, and the environment. According to Suldo et al., There were four main constructs that underlied the satisfaction of life of children in the school domain, namely:

- Award one's happiness at school (i.e. school satisfaction)
- Perceptions of school climate factors (e.g. teacher support)
- Intelligence and ability grouping in schools
- Perceptions of objective academic achievement

The overall assessment of one's happiness towards school was a construct that mostly stated as the measurement scale.

Five instruments that were widely and long used to measure satisfaction with schools: the Multidimensional Students Life Satisfaction Scale (MSLSS: Huebner 1994; Hatami, Motamed, Ashrafzadeh, 2010); the Brief Multidimensional Students' Life



ICEE-2

Satisfaction Scale (BMSLSS: Seligson et al. 2003), the Quality of School Life Scale (QSL: Epstein and McPartland 1976), the self-report of personality (SRP) component of the Behavior Assessment System for Children (BASC-2: Reynolds and Kamphaus 2004; Lane, Oakes, Comon, 2019) and three items from the World Health Organization's Health Behavior among School-Aged Children Survey (HBSC: Aarö et al. 1986; Wold et al. 1994).

MSLSS was a measuring instrument containing 40 items to measure student satisfaction in the school domain, yourself, family, friends, and the environment. The eight items from the school satisfaction subscale were:

- I look forward to going to school.
- I like being in school.
- School is interesting.
- I wish I didn't have to go to school.
- There are many things about school I don't like.
- I enjoy school activities.
- I learn a lot at school.
- I feel bad at school.

The response choices for these items were (1) never, (2) sometimes, (3) often, and (4) almost always. Huebner (1994) reported an estimate of internal reliability of 0.85 for this subscale, demonstrated the unidimensionality of items through factor analysis, and presented evidence of convergent and discriminant validity from the measurement.

BMSLSS consisted of five items, each assessing a domain in MSLSS. The question related to school satisfaction in BMSLSS is "I would describe my satisfaction with my school experience as: terrible, unhappy, mostly dissatisfied, mixed, mostly satisfied, happy, or happy" (Seligson et al. 2003). Segligson et al. reported adequate internal reliability for the entire scale ($\alpha = 0.75$). In addition, they established the convergent and divergent validity of BMSLSS in relation to several other scales, such as MSLSS (Huebner 1994), Student Life Satisfaction Scale (SLSS: Huebner 1991), Positive and Negative-Child Influence Schedule (HEAT-C: Laurent, Cantanzaro, Thomas, Rudolph, Potter, Lambert, Osborn, & Gathright, 1999; Leue & Lane, 2011), and the Children's Social Desire Questionnaire (Crandall et al. 1965). The coefficient of validity between BMSLSS school items and MSLSS school related items was 0.53.

The Epstein and McPartland QSL Scale (1976) was a 27-item scale intended to measure the quality of school life. Their scale had three different factors: Satisfaction with Schools, Commitment to Class Work, and Positive Reaction to Teachers. According to Epstein and McPartland, Satisfaction with the School subscale "takes association with the quality of students' social experience," the Commitment to Class Work subscale "is most responsive to an individual's belief in the consequences of school work and the character of the work itself. , "And Positive reactions to Teachers, subscales are mostly related to" the quality of the classroom



ICEE-2

environment created or supported by teachers". Overall, these three subscales form constructs - the quality of school life. Epstein and McPartland (1976) report reliability KR-20 for the entire QSL scale ranging from 0.86 to 0.89 depending on the grade level of students. Reliability of the QSL subscales ranged from 0.64 to 0.81. In addition to proof of reliability, they also provided various types of evidence for scale validity.

BASC-2 (Reynolds and Kamphaus 2004) was a multimethod, multidimensional system used to evaluate the behavior and self-perception of children and young adults aged 2 to 25 years. The personality component self-report (SRP) of BASC-2 had items concentrated on attitudes toward school, attitudes towards teachers, and school adjustments. For SRP, Reynolds and Kamphaus reported a series of estimates of internal consistency scale from 0.72 to 0.82 for students aged six and seven and estimated internal consistency from 0.71 to 0.86 for students aged eight to eleven. They also reported retesting estimates of 0.63 to 0.82 for elementary school-age students.

Although a number of reliable and valid steps for measuring student satisfaction with school had been developed, we were motivated to create our own scale for a number of reasons. First, we wanted to utilize the idea of school satisfaction that had been developed by previous researchers using Indonesian for elementary schools students. Second, from the many items that were collected, we

wanted to make a short set that could be easily managed and where reliability information has been collected. Third, we wanted to broaden various measures of student satisfaction to help the research community avoid what Shadish, Cook, and Campbell (2002) called mono-method biases, that resulted from construct measurements in only one way. Fourth, we wanted to create a scale across languages in this country so that it could be used for the cross-cultural research community.

METHODS

Research design. This study used a multi-methods design that began with a qualitative approach by generating relevant items and possible constructions that were present in school communities. This preliminary stage was gathering and filtering out items that had the opportunity to reveal the wellbeing of children in elementary school. The collected items were selected for the preparation of questionnaires for students in schools.

This was followed by the main quantitative research which consisted of two main objectives. First, to explore and clarify wellbeing dimensions that were adequate and valid according to psychometric principles. In this stage, data collection was carried out from a number of schools to explore the dimensions of wellbeing and the accuracy of grouping items. And the second stage, confirmed the validity and reliability of constructs and items that were appropriate for measuring student wellbeing at school. In this last stage, the



ICEE-2

results of the second stage of the questionnaire were used on a broader scope to ensure that this instrument was indeed valid and reliable.

Preliminary Part

At the earliest stage, a small group of students was tested on simple questions about the reasons or causes they feel happy. The results shown from the 12 reasons stated, 4 of the most prominent were:

- Many friends
- Success in school
- Happy family
- Healthy

Then the following questions, asked how each child assessed his/her happiness compared to his/her peers. As a result, most considered him not very bad. Related to 25 items that were more detailed, the majority of the answers had already known. From the data collected it was concluded, wellbeing was familiar and nothing new to children.

Through the "nominal group process" of three groups of 5 children, 9 items were produced that were eligible to be used as questionnaires for children at elementary schools. The nine items were

- Lessons in class, what do you feel with?
- When the teacher asks, what do you feel?
- Studying at school, is it fun?
- When playing with classmates?

- When talking with class teachers?
- When you go to school, what do you feel?
- What do you feel with assignments from the teachers?
- Your classmates, are they fun?
- Do you happy with your test scores

Main Study

Two steps were taken in the main study. First stage. In accordance with the characteristics of elementary school children's interests, the questionnaire was prepared with a choice of smiley expressions. A smiley face was a sign of happiness, a flat face was a sign of mediocrity or no expression, and a sullen face meant boring or unhappy. Children were asked to cross one of the facial expressions they like. The first questionnaires were distributed to 304 children from four elementary schools in Malang. Second stage. And for the sake of confirmation, a second questionnaire with the same item was administered to 484 children in seven elementary schools in Malang Regency.

Data analysis. Quantitative data collected through a questionnaire in the first stage was analyzed by exploratory factor analysis to explore the construct(s) and content of items. Data collected in the second stage were analyzed by confirmatory factor analysis, followed by Cronbach's Alpha calculation to estimate internal consistency.



ICEE-2

RESULTS AND DISCUSSION

There were two main purposes of this study. The first was exploring, and the second confirming the construct and item constructions of the scale to describe the children wellbeing at schools. These purposes used different sources of data and been analyzed by different tools.

Exploration of Construct and Items.

The first concern was the assessment of the likelihood of latent variables(s) that were reflected by the nine items as observed variables. There were 304 students who filled out the initial questionnaires, all from 4 elementary schools. No data was missing in the initial test. By using IBM SPSS, the KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.816) analysis produced a coefficient to ensure that the sample size was very good. In relation to correlation characteristics, the Bartlett's test results (Bartlett's Test of Sphericity = 766,301, Significance = 0.00) produce Loading (λ) and Community (h^2) as presented in Table 1.

The puzzle on the right number of factors was answered as follows. Scree plot of the scale (Figure 1) showed the plateau at the sign of two factors. Two-factor clues were also supported by the magnitude of the Eigenvalue, greater than one. Thus it was ensured that the solution of the number of constructs was not one but two factors. The Maximum Likelihood extraction with oblique rotation produced two factors which were shown in Table 1. The loading of the two factors reflected: teacher relations for the first factor and peer relations in the class for the second factor. These two factors are named "teaching atmosphere " and "learning atmosphere". By using the cutoff loading criteria 0.3, the fourth item did not meet the requirements. This item statement expressed feeling happy when playing with classmates. Besides loading, this item was also too low, so it should be aborted. Disposal of this item could be explained, association between friends tended to have a negative impact on the atmosphere of teaching and positive atmosphere of learning so that it tended to blur the indication on child's wellbeing.

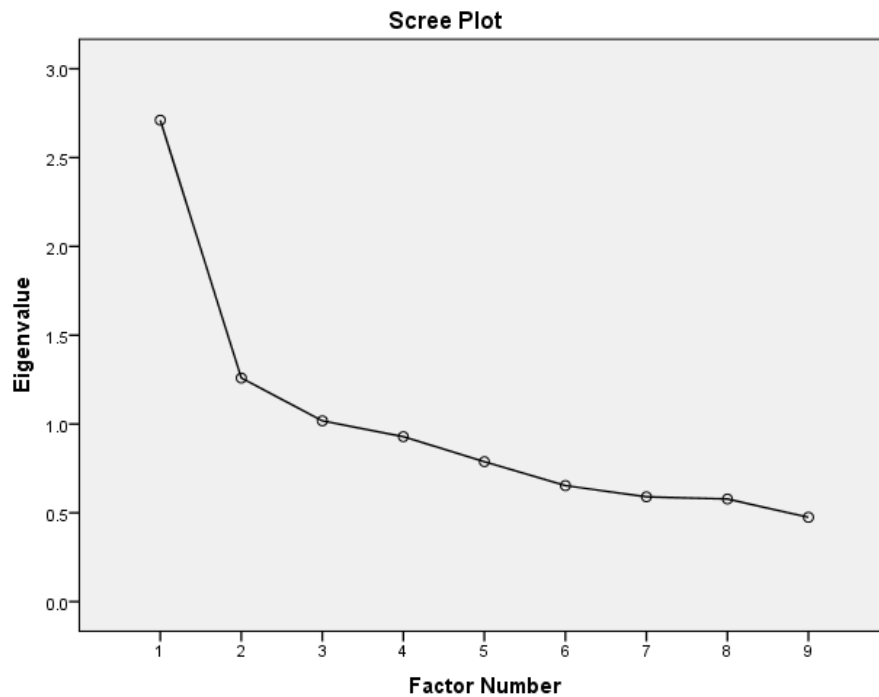


Figure 1. Scree Plot for initial analysis

Table 1. Pattern of Two Factors for Pupil Wellbeing

No	Item	Loading (\square)		Communality (h^2)
		Factor I	Factor II	
1	Lessons in class, what do you feel with?	.471	.064	.244
2	When the teacher asks me?	.974	-.276	.324
3	Studying at school, is it fun?	.402	.286	.279
4	When playing with classmates?	-.091	.297	.075
5	When talking with class teachers?	.395	.185	.238
6	When you go to school, what do you feel?	.202	.329	.151
7	What do you feel with assignments from the teachers?	.298	.475	.285
8	Lots of fun friends in my class	-.006	.413	.137
9	I'm happy with my test scores	.138	.467	.193
<i>Eigenvalue</i>		2.711	1.259	
<i>% of explained variance:</i>		30.122	13.988	

Notes: Bold coefficients were considered as significant loading.

Factor 1, Teaching Atmosphere

Factor 2, Learning Atmosphere

ICEE-2

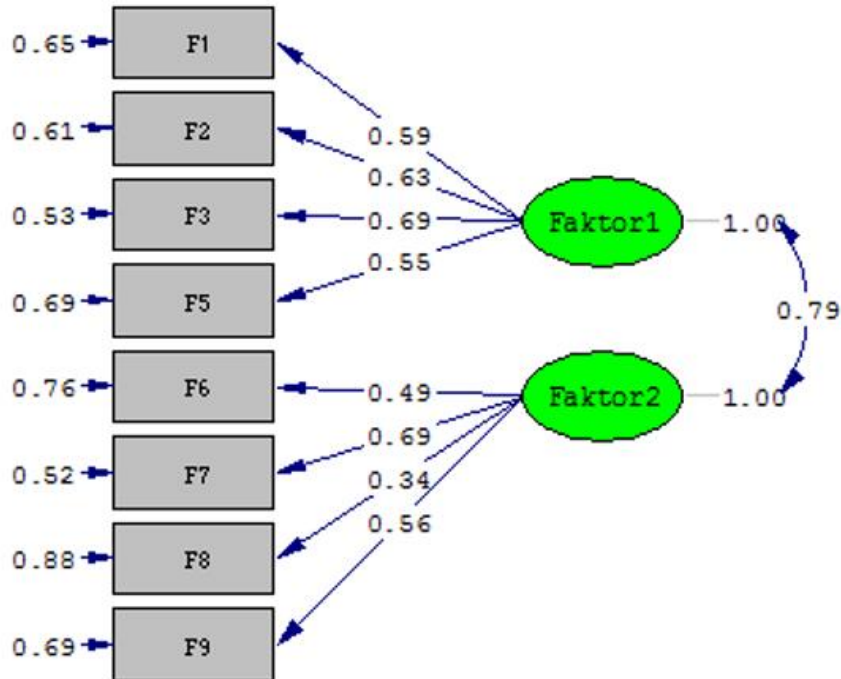


Figure 2. The two-factor, 8-item standardized solution

When all 9 items were included in the analysis, the first component contributed 30.12% of the variance, and the second component accounted for 13.99% of the variance. The correlation between the two factors was low ($r = 0.342$), meaning that both were to be independent. Therefore analysis and interpretation of the two factors were appropriate if made them separate.

Confirmation of the Constructs and Items.

For the sake of confirmation, a second questionnaire with the same item was administered to 484 children in seven elementary schools in Malang Regency. The purpose of confirmation was followed by using Confirmatory Factor Analysis on LISREL.

A confirmatory factor analysis model (shown in Figure 2) was tested using LISREL

8.5. The two latent variables were identified by the exploratory factor analysis in the previous part. The 8 observed variables were the actual items. Parameters led to each item from the factor hypothesized to represent that item. Parameters also led from an overall latent factor, as wellbeing, to two separate factors. The resulting goodness-of-fit indices, shown as follows. The two-factor model showed, chi-square difference (19) = 6611.15, $p < 0.000$, was statistically significant, indicating that the model did not fit the data well. However, the RMSEA of 0.05 indicated model close to fit. Whereas, the examination of the coefficients in the model revealed that the parameters of all two factors to each of their items were all significant, indicating that the items did indeed relate to those factors.



ICEE-2

The internal consistency of this pupil wellbeing scale was checked by calculating the alpha coefficient utilizing IBM SPSS. Cronbach's alphas for the first and second constructs were 0.70 and 0.60. This is classified as medium and low. The overall alpha coefficient was marginal. Bear in mind that alpha coefficient is sensitive to the number of items. A large number of items in a factor will almost always result in a large alpha value (Pedhazur & Schmelkin, 1991). This study found that each construct had only four items.

Efforts to obtain a construct were pursued through factor analysis. This analysis due to be not sensitive to the number of items in a factor, could help providing the structure of evidence. Exploratory factor analysis was used to see what factors emerged from actual data while confirmatory factor analysis could be used to determine if the factors hold up (Pedhazur & Schmelkin, 1991). The second analysis confirmed the first.

The administration, scoring, and interpretation of this scale was explained as the following. This scale was intended to be given in the school environment to students from the age of seven to 12 years. For education researchers, this measurement tool could be used for the scope of primary schools in Indonesia based on the criteria of language simplicity and had sufficient validity information because it departed from the expression and understanding of children. The score of this measuring tool was obtained by adding up the value of

each item, which ranged from 1 to 3. Possible values of the scale range added from 3, the lowest satisfaction level, to 24, the highest satisfaction level. If one or two items are missing in a case, we recommend replacing the missing value with a median score on another item.

This measure was not free from weaknesses. In this study, there are no resources to check the external validity of this scale. In future research, we intended to link this scale with other instruments to measure student wellbeing. The multicultural conditions of the nation had not been considered, although previous research (Ayyash-Abdo & Sanz-Ruiz, 2012; Li, Xing'an, Lu, & Gursoy, 2018) had regarded the content of cultural values in interpreting wellbeing.

Thus it would be said that Wellbeing was a concept that ideally measured in the context of basic education in the various cultural environments of the archipelagoes. However, the results of certain analysis indicate caution, because the results of the estimated reliability of a number of constructs were in the low and medium categories. This phenomenon makes it possible to group a number of items differently from what was once conceptualized and needs to be continually assessed.

The assessment undertaken through this research has implications for further research that should be more extensive and in-depth. Results Development of measuring instruments in the form of a



ICEE-2

wellbeing scale in order to color the social cultural context already be used. In the context of education management, wellbeing would be investigated more intensively to complete the explanation of a number of complex organizational behavior symptoms. With developments in research methodology, wellbeing might be studied flatly or hierarchically, both qualitatively and quantitatively and in combination (qualitative and quantitative). The development of studies that examine causal relationships in the context of wellbeing both additive and interactive should be done for the development and copying the educational matters.

CONCLUSION

Validating a scale was not a one-time effort. This study found eight valuable items and two constructs under the criteria of validity and reliability. However, these results had not satisfy the requirement for goodness-of-fit. For further ongoing validation of the pupil wellbeing, we offer the following suggestions to overcome limitations encountered in the present study. First, generalizability-related evidence of validity is beyond the scope of this study; in other words, additional evidence for validity as to generalizability needs to be discussed by applying the wellbeing to populations other than elementary school pupils. Second future research requires polishing criterion related evidence of the remaining sub-scales of the wellbeing. Lastly, to explore the possibility of replication the scale structures, a cross-

cultural construct validity of the wellbeing needs to be tested.

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ICEE-2

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ICEE-2

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ICEE-2

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“Global Perspective on 21st Elementary Education”
Bandung, West-Java, 6th November 2019

Elementary Education Program, School of Postgraduate Study
Universitas Pendidikan Indonesia

Keynote Speakers:

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(Rector of Kolej Universiti Islam Antarbangsa Selangor (KUIS), Malaysia)

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PREFACE

Alhamdulillah, we give thanks to Allah SWT, God Almighty for His permission "The 2nd International Conference on Elementary Education (ICEE)" can be held according to plan. The 2nd ICEE held by the Department of Education at the Graduate School of Universitas Pendidikan Indonesia. The aim of this conference is to accommodate the publication of scientific works, specifically related to the implementation of education in the 21st century.

At the 2nd ICEE, theme that we choose is "Global Perspective on 21st Century Education" the importance of discussion of education in the 21st century will provide input and advice in the implementation of education in Indonesia, so we hope that Indonesian education will not only be able to adapt to changes in the 21st century, but able to create these changes. The main speakers in this international conference are:

1. Prof. Dto'Dr. Ab. Halim Tamuri (Rector of Kolej Universiti Islam Antarbangsa Selangor (KUIS), Malaysia)
2. Prof. Dr. Hans-Dieter Barke. (WWU Munster, Institute of Didactics of Chemistry, Germany)
3. Prof. Hsin Kai Wu (National Taiwan Normal University)
4. Prof. Hj. Emi Emilia, M.A., Ph.D (Head of Center for Language Strategy and Diplomacy Development Ministry of Education and Culture [KEMENDIKBUD] Republic of Indonesia)
5. Assoc. Prof. Maitree Inprasitha (Dean of Faculty of Education and Directory of Center for Research in Mathematics Education, Khon Kaen University, Thailand)

We thank you to all speakers, presenters and participants who have attended, sent and presented papers in this conference, also the reviewer team, the lecturers, the committee, and all parties who have supported the implementation of this activity so that it runs smoothly. This conference book is expected to provide benefits and inspiration for the readers.

With our warmest regards,
Sincerely,

ICEE
INTERNATIONAL CONFERENCE
ON ELEMENTARY EDUCATION

Indra Suhendra
Chairman the 2nd ICEE



TABLE OF CONTENT

	Page
Preface	iii
Table of Content	vi
Articles in the conference	
1. Listening Skills of Class IV Students in Science Subject Erna Yuliana, Rahman, Indra Suhendra	1
2. The Role of POE Oriented Science Learning to Correct Misconception about Effect of Temperatur on Water Desity Arminas ZJ, Wahyu Sopandi	7
3. Training Needs Analysis: Enhancing Organizational Development Competence for Elementary School Principals Egi Febrizon, Rusdinal Rusdinal, Hadiyanto Hadiyanto	14
4. Story Book Development with Local Culture Content as Learning Companion for 5th Grade Primary Students Ni Luh Ayu Nitya Laksmi	29
5. Student's Psychological Flexibility Based on Gender Differences in Indonesia Alrefi, Juntika Nurihsan, Nandang Rusmana, Nurhudaya	42
6. The Effect of Quantum Model Learning through The Ability to Finish Mathematics Report Text Question in Elementary School Anggy Giri Prawiyogi, Sani Suhardiman, Hery Supriadi	50
7. The Effect of Cooperative Learning Methods Picture and Picture to Reading Interests Yayan Alpian, Sri Wulan Anggraeni, Farhatun Nisa	56
8. Developing Interactive Storytelling Model to Facilitate Young Learners' Speaking Skills Istikhoroh Nurzaman, Gilar Gandana, Annisa Shofaril Wahidah	64
9. Application of Mind Mapping Learning Models to Improve Students' Reading Skill in 4th Grade of Primary School Indra Suhendra, Rahman, Fauziatun Nazillah, Diska Fratiwi	70
10. The Effect of <i>Concrete-Pictorial-Abstract</i> (CPA) Approach on The Decrease of Mathematical Anxiety in Primary School Hafiziani Eka Putri, Idat Muqodas, Mukhamad Ady Wahyudy, Fitri Nuraeni	80
11. Development of Pop-up Book Media Folding Symmetry and Rotating Symmetry for Class III Students Basic School Karlimah, Yusuf Suryana, Dewi Hardianti, Luffi Nur	94
12. Biology Teacher's Perception in Accommodating 21st Century Learning Demands Handi Suganda, Riandi, Widi Purwianiangsih	103
13. Can Cosplay in Story-Telling Improve Student's Listening Skill in Listening to Stories Learning? Diksi Valiant	112



ICEE-2

14. Integrating Disaster Alert Kindergarten Watching into Preschool Education: Designing a Professional Disaster Mitigation Education Model to Early Children
Lina Amelia, Fitriah Hayati, Musdiani, Sri Milfayetti, Ichsan 124
15. Discourse toward revising mathematics curriculum in Indonesia from Six Universal Mathematical Activities' Perspective
Mulia Putra..... 138
16. Improved Speaking Skills through The Use of Models of Example Non Example in Students of Grade III Students Elementary School
Wiwin Nurwaeni, Isah Cahyani, Rahman 152
17. Ibn Khaldun's Concept of Education in Relevance of National Education System
Annisa Nur Rahmani, Aam Abdussalam, Pupun Nuryani 164
18. The Role of Teacher Pedagogic Competence in Improving Student Learning Achievement in Elementary School
Diantika Gustisari, Babang Robandi, Y.Suyitno 174
19. Teacher's Professional Competence
Anisa Fitria Rahmwati, Pupun Nuryani 186
20. Ensuring CT With Three-Dimensional Integrated Assessment
Rizki Hikmawan, Ayi Suherman, Nuurwachid Abdul Majid, Taufik Ridwan 195
21. The Implementation of Multi-literacy of Literature Based on Mother Tongue Model in Reading Historical Narrative Text to The Elementary Students' Higher Order Thinking Skill
Evita Meylani Awalia, Rahman, Prana Dwija Iswara 202
22. Traising Pesantren Poetry as a Cirebon Teaching Material, Study of Nadoman Poetry Text Structure in The Aurodan Tradition of Asy-Syahadatain Cirebon
A. Maskur S, Sumiyadi, Iskandarwassid, Tedi permadi..... 211
23. Rational Emotive Behaviour Therapy Counselling with Imagery Technique to Improve Resilience of Teenage as Victims of Divorce
Rena Andini, Anne Hafina, Euis Farida 220
24. Increased Critical Thinking Ability through Problem Based Learning with Determining Factors
Slameto 237
25. Values of Betawi Ethnic Local Wisdom as a Source of Geographic Teaching Materials
Pref Bambang Tawakal, Enok Maryani, Nandi 251
26. The Relationship Between Multiple Intelligences with Higher-Order Thinking Skills
Uswatun Sholiah, Saefudin, Didik Priyandoko 257
27. Literature Study of The Influence of Project-Based Learning (PjBL) Models on Creative Thinking Ability of Students
Rizal Subelli, Sapriya 270
28. The Influence of Image Media on The Ability to Write Fairy Tales
Sri Wulan Anggraeni, Yayan Alpian, Depi Prihamdani, Heri Nawawi 276



ICEE-2

29. The Development of Student's Worksheet Oriented Scientific Approaches for Primary School and it's Application
Aan Subhan Pamungkas, Try Laksmi Juniarti, Trian Pamungkas Alamsyah 286
30. Digital Literacy Skills of Teachers in Elementary School in The Revolution 4.0
Hana Iestari, Ridwan Siskandar, Ima Rahmawati 302
31. Effect of Inquiry Model on Mathematical Critical Thinking Ability of Primary School Students
H S Pratiwi, S Prabawanto..... 312
32. Utilization of Augmented Reality as an Interactive Media in The Learning of Fine Arts in Elementary School Education Students
Jenny Indrastoeti Siti Poerwanti, Tri Budiharto 324
33. The Effect of Tsunami Monument Utilization of PLTD Ship Apung as a Source of Learning to Improve Students Understanding of Mitigation Earthquake and Tsunami Disaster
M. Firman Irha, Darsiharjo, Dede Sugandi 332
34. Development of E-Module Based on Cirebon Local Environment in Fostering Eco-Literacy of Student
Ovi Syafiatul Maulana, Hertien Koosbandiah Surtikanti, and Amprasto.338
35. Development of Numerical Logic Textbook Containing Characters through Elementary School Students' Thinking Analysis
Lina Wijayanti 353
36. Didactic Design on The Sircumference and Area of Plane in Grade 4 Elementary Education
Irfan Fauzi, Indra Suhendra, Lina Marlina Nur Rizkiya, Sartono Asep Safa'at..... 365
37. Sufism-Based Multicultural Education for The Peace of Indonesia
Hadarah, Soleha 377
38. Development of the internalization of the character of responsibility through cooperative learning models in elementary school students
Anindya Widita, Ahmad Juntika Nurihsan 387
39. Character Education Behind The Function and Value of Cirebonan Tarling Art
Khoirul Fajri, Sumiadi, Dadang Sunendar, Iskandarwassid 395
40. Critical Thinking through Discovery Learning
Asep safa'at, Turmudi, Indra suhendra 402
41. The Effect of Environment Literacy in Thematic Learning on Writing Skills and Attitude to Fourth-Grade Elementary School Students
Endang Widi Winarni, Daimun, Endina Putri Purwandari, Sigit Sucipto .. 413
42. The Factors of Creative Thinking High School Students In West Java
Mutiya Oktariani, Dadang Dahlan 423
43. Google Earth Utilization in Increasing Spatial Literacy of High School Students
Hilda Hamdanah 436
44. Introduction "Mangrove" Ecoliteracy for IPS Learning on Elementary School
Ignasia Anggi Herawati, Nana Supriatna, Sulastri 447



ICEE-2

45. Improving The Skill of Reading Understanding Using Directed Reading Thinking Activity Strategy (DRTA) Grade IV SD Inpres Bangkala II Kecamatan Manggala Kota Makassar
Perawati Bte Abustang, Nurhadifah Amaliyah, Waddi Fatimah, Muh. Rahmat..... 453
46. The Impact of Thematic Learning using Index Card Match Instructional Model on Students' Conceptual Understanding
Yuyu Hendawati, Tati Sumiati, Suko Pratomo, Fitri Nuraeni, Yanti Susilawati 459
47. The Student Cognitive Load in Teaching and Learning of Plant Tissue Using The Time-Based Resource Sharing Model
Maya Amelia Febriani, A. Rahmat, E. Nuraeni 473
48. The Influence of GIS Learning Material on Spatial Thinking of Students in SMA/MAN Banda Aceh
Muhammad Falik Arsa, Dede Sugandi, Lili Somantri 480
49. The Effect of Mathematics Teacher Performance and Student Attitude to Mathematics Teacher toward Student Mathematics Reasoning Ability
Muhamad Galang Isnawan 486
50. Development of Moral Reasoning Using Cognitive Behavioral Therapy
Royhanun Siregar, Agus Taufik, Yusi Riksa Yustiana 495
51. The Effect of Multiliteracy Learning on Mathematical Literacy Skills of Elementary School Students
Lily Auliya Puspita, Isah Cahyani, Rahman..... 506
52. Effectiveness of Scientific Learning Guided Inquiry Devices Based on Real Media to Improve Understand Concept and Skills Process of Science Students
Susilawati, Aris Doyan, Putu Artayasa, Hary Soeprianto, Ahmad Harjono, Kartini 517
53. Transition in Early Childhood Education
Regita Musfita, Ocih Setiasih 525
54. Execution of Students' Plans in Mathematical Problems Solving
Sela Wahyuni, Jarnawi Afgani Dahlan 536
55. Analysis of Difficulty of Mathematical Material in Primary Schools on Rounding Length and Weight Measurement Result to the Closest Denomination
Lianni Gustia Utami, Turmudi, Mochamad Tubagus Ismail 542
56. Analysis on Student Comprehension Level to Activities of Group Guidance Service
Siska Damayanti, Budi Astuti 551
57. Implementation of Addie Models to Determine The Learning Method to Improve Students 'Ability to Read Map
Lina Herlina Apriliani , Enok Maryani, Epon Ningrum 556
58. Application of Problem Based Learning (PBL) Model to Improve Cultural Literacy Capabilities of Elementary School Students
Devianeu Wisdiasusi Septiani , Bunyamin Maftuh 566



ICEE-2

59. The Implication of ICT (Information and Communication Technology) based learning to increase students' learning motivation
Marlina Eliyanti, Mas Dodi 581
60. Higher Order Thinking Skill (HOTS): One of the Competencies Which Becomes the Purpose of Implementing the 2013 Curriculum (*An Analysis of the Relationship between Philosophy, Policy, and Implementation*)
Francis Sawan, Esmi Tsalsa Sofiawat, Suryadi, Nurhattati Fuad 592
61. The Effectiveness of Mathematics Learning with Contextual Approaches for The Topic of Straight Line Equation in Junior High School
M K Lutfi, M Darwis M, H Syam, S Prabawanto 598
62. Polite Speech Acts as a Behaviour of Value of Strengthening Character Education Program in Elementary Schools
Andayani, Makruf Akbar, Robinson Situmorang 611
63. Student Difficulties in Addition and Subtraction of Two Digit Numbers
Rohma Mauhibah, Karso 618
64. Patterns of Writing Tests in Science Concepts: Development by Teacher Candidates in Elementary Schools
Ghullam Hamdu, Dessy Hardiyani, Ade Yulianto 624
65. The Value of Thematic Song Lyrics Character Education in 2013 Curriculum Books as a Praxis-Implementative Reference to Art Creation (Music)
Yulianti Fitriani, Novi Listiyani, Dedy Satya Hadianda, Gempur Sentosa..... 633
66. Multiple Intelligence Potential and Influencing Factors for Elementary School Students Analysis
Nurani Hadnistia Darmawan, Hilman Hilmawan 643
67. The Effect of Nutritional Status on Gross Motor Skills Development in Early Childhood
Nurul Kintani Ishud, Nur Faizah Romadona 664
68. Teaching Good Character in Early Childhood Education through Construction Activities and Dramatic Play
Nur Faizah Romadona, Ocih Setiasih, Ernawulan Syaodih 675
69. CIRC for Improving Reading Comprehension Skill in 4th Grade Elementary School Students
Tisna Budiarti, Udin Syaefudin Sa'ud, Isah Cahyani 683
70. Learning Reading The Beginning Using Educative Game Media Learning Reading Current Android Versions
Fifi Sri Ratu Afiyati, Prana Dwija Iswara 689
71. School Leadership Strategy and Strategic Planning in Early Childhood Education at the Industrial Revolution 4.0 Era in Character Building (*Case Study at Tri Daya Cimahi Kindergarten*)
Cucu Jajat Sudrajat, Mubiar Agustin..... 698
72. Analysis of Male Principal's Leadership Style on Early Childhood Education
Dede Karsa, Mubiar Agustin 710



ICEE-2

73.	Misconceptions of Elementary School Students about Fractions Fitriyanti, Cut Morina Zubainur, Anwar, Novianti	720
74.	Application of Realistic Mathematic Education (RME) Approach in learning Mathematic to Improve Student Learning Outcomes Ratna Purwati	729
75.	The Impact of Search, Solve, Create and Share (SSCS) Learning Model on Mathematical Visual Representation Ability of Junior High School Students D Nurjannah , S Prabawanto	737
76.	The Value of Local Wisdom Managing Natural Resources in Lake Toba as a Source of Learning Geography Lenda Janed Saragih, Lili Somantri, Ahmad Yani	744
77.	Aggressive Behavior in Children: A Review of the Literature Muhammad Naufal Fairuzillah, Aan Listiana	752
78.	The Implementation of School Literacy Program and The Condition of Vocational School Students' Reading Interest Hana Riana Permatasari, Johar Permana, Siti Khozanatu Rohmah	762
79.	Strategy <i>Coaching Clinic</i> Solutions Improving Teacher Ability in Writing Scientific Publication Robiatul Munajah , Kiki Budiana	775
80.	The Ray of Light: An Activity Approach of Reggio Emilia Zulma Aimmatul Mahshulah, Ernawulan Syaodih, Yeni Rachmawati	785
81.	Algebraic Thinking Ability of class 7 SMP on Material Algebraic Form FH Hasibuan, D Dasari	791
82.	Theoretical Aspects of Ecological Intelligence Development of Students in Elementary Schools Hari Ahmad Zulfikar, Nana Supriatna, Iyus Nurbaeti	803
83.	An Analysis Of Mathematical Representation Skills In Solving Problems Of Systems Of Linear Equations In Two Variables Novia Permata Barti, Dian Usdiyana	814
84.	Analysis of Problem Solving Abilities of Junior High School Students on the HOTS Problems Nenden Chiarun Nisa, Endang Cahya Mulyaning	824
85.	Phenomenology Study: Developing Intrapersonal Intelligence Through Multicultural Values In Early Childhood At Yos Sudarso Kindergarten In Purwakarta Regency Hayani Wulandari, Gia Nikawanti, Idat Muqodas	834
86.	Epistemological Obstacle on The Material of Circumference and Area of Plane in Grades of 4 and 5 of Elementary School Irfan Fauzi, Didi Suryadi	844
87.	Group Counseling with Humanistic Approach to Improve Santri Self-Adjustment Sunarti T, Yustiana Y.R, Nurhudaya	854
88.	Conceptual Changes of Fifth Graders towards Water Properties Concept in Mixed Materials through The Implementation of <i>Predict-Observe-Explain</i> Strategy Assisted by Science Kits Isti Sobariah, Andi Suhandi, Wahyu Sopandi	866



ICEE-2

89. Implementation Inquiry Model with *Examples and Non Examples* to Enhance The Mathematical Conceptual Understanding of Primary School Students
Tegar Ananda, S. Prabawanto..... 879
90. Development of Children's Songs Using Musescore Applications in Learning Aspect of Development for Early Childhood
Mahyumi Rantina, Hasmalena, Yosef..... 889
91. The Application of The Teaching Contextual Learning (CTL) to Increase The Motivation to Study Primary School Student
Riza Fatimah Zahrah, Yusuf Suryana, Enok..... 893
92. Gratitude in Hajat Bumi
Sinta Maria Dewi, Bunyamin Maftuh..... 903
93. Students Error Analysis in Solving Mathematical Communication Problems of Square and Triangle Material For 7th Grade Based on Watson Criteria
Hunaifi, Darhim..... 914
94. Model of Social Multiliteracy Learning: A Solution Developing Critical Thinking Skills in The 21st Century Context
Ghani Muhammad Fauzi, Disman, Rony Wirachman..... 925
95. Sundanese Ethnomatemics Learning In Improving Mathematical Literacy Ability of Elementary School Students
Mufidah, Karso..... 933
96. Validation of a Scale on Pupil Wellbeing at the Elementary Schools
L. Kaluge, Setiasih..... 941
97. Effect of Effectiveness of Application Used Cooperative Learning Model Type Numbered Head Together (NHT), Teams Games Tournament (TGT) and Course Review Horay (CRH) against Increased Critical Thinking Skill of Students
Experimental Study in Class fifth grade Social Science Subject In Cluster three Sub District Garawangi, Kuningan Regency)
Yani Fitriyani, Nana Supriatna..... 955
98. The Importance of Hardiness For Students In 21st Century
Rissa Fadhilla Rakhmi, Solehuddin, Anne Hafina A..... 969
99. Parental Self-Efficacy in Educating Elementary School Children
Yosef, Hasmalena, Sigit Dwi Sucipto..... 977
100. Improvement of Student Ecoliteracy through Contextual Teaching and Learning Based on Outdoor Study in Elementary Social Studies Learning
Iyus Nurbaeti, Nana Supriatna, Hari Ahmad Zulfikar..... 986
101. Promoting Gender Equality through Citizenship Education in Elementary School
Nurul Febrianti, Elly Malihah 998
102. Analysis of Teacher's Readiness in Implementing Learning Based on Science Technology Engineering and Mathematical in Children of Early Age
Ratu Yustika Rini , Ernawulan Syaodih..... 1011
103. Role of Literation in Post-Disaster Recovery
Novita Sari, Euis kurniati 1020



ICEE-2

104. Are the fractions difficult? A case study at Elementary School 033
Asmi
Sartono, Karso 1029
105. Science Concepts in Early Childhood Education
Diah Nurkholisoh 1044
106. Society 5.0: Is It High-Order Thinking?
Ahmad Supendi, Nurjanah 1054
107. Implementation of Bioentrepreneurship Learning Using Comics to Improve Creative Thinking Skill on the Sub Concepts of Angiosperms for High School Students
Yuliana Putri 1060
108. Improving Reading Skills Using Media Compic (Computer Picture) in Elementary Schools
Lili Fajrudin, Tatat Hartati 1071
109. Evaluation of School Committee Program in Improving Elementary School Teacher Performance
Udit, Zulela MS, Endry Boeriswati..... 1079
110. The 10th Grade Students' Folding Back Process in Solving Contextual Mathematical Problem
W Widyastuti, A Hasanah 1099
111. Integrated Islamic School Curriculum Analysis Investigated from The Perspective of Students' Skill in The Industrial Revolution 4.0 Era
Wulan Tini, Heny Djoehaeni 1113
112. Comprehensive Guidance And Counseling In Improving The Resilience of Students
Yenti Arsini, Ahman, Nani Suganhi, Nurhudaya 1120
113. Impact of Revitalization of Social Cultural Changes in Culture (Case Study in Serang Village Kasemen Banten)
Bayu sampurna, Achmad Hufad, Sifi Komariah..... 1128
114. Father Involvement in Early Childcare: review of the literature
Muthia Sari, Aan Listiana 1136
115. Digital Based Guided Note Taking Toward Preservice Elementary Teacher Retention on Science
Leo Muhammad Taufik, Noor Novianawati 1141
116. Effectiveness of Activities 3R (Reuse, Reduce, Recycle) in Improving The Ecoliteracy of Students in Elementary School
Harmawati, Yulistina Nur DS 1149
117. Teachers Understanding of HOTS Based Assessment in Elementary Schools
Suratmi, Laihat, Asnimar, Ela Okta Handini 1157
118. Profile of Student's Self-Acceptance and Their Habits of Minds
Suprih Widodo, Dian Permata Sari, Rizki Hikmawan, Nur Wachid Abdul Majid 1165
119. The Application of Cooperative Learning Model Think Pair Share (TPS) Type To Improve The Ability Of Understanding Science Concepts In Primary School
Tati Sumiati, Yuyu Hendawati, Jennyta Caturiasari, Meli Yulianingsih .. 1177



ICEE-2

120. Application of Number Head Together (NHT) Learning Method in Mathematical Learning in Inclusive Settings in Class IV SDN 100 Cipedes, Bandung City
Havid surya, Musjafak Assjari 1190
121. Teachers' Perspective on Learning Based Digital Literacy
Indra Suhendra, Prana Dwija Iswara, Sartono 1204
122. Developing Listening Skills through Lesson Study at Gagas Ceria Elementary School, Bandung Indonesia
Juliasih Hizbar 1217
123. Development of Ecological Intelligence of Elementary School Students using Problem Based Instruction
Rony Wirachman, Sapriya, Ghani Muhammad Fauzi 1224
124. Improving Students Achievement on Social Science by Using Cooperative Learning Method
Ino Budiatman, Ary Patriasurya 1234
125. Analysis of Remedial and Enrichment of Mathematics Teaching in a Junior High School in Bandung
Meri Andini, S Prabawanto 1245
126. Strategy for Enhancing Quality of Labor through Technical Vocational Education & Training Faces Industry 4.0 Challenges
Yeni Nuraeni, Yuniarti Tri Suwadi 1255
127. Development of an ICT-based Interactive Training Module in Improving Organizational Development Competencies for Elementary School Principals
Nilawati Nilawati, Rusdinal Rusdinal, Ahmad Subandi 1273
128. An Analysis of Grade IV Elementary Students' Reading Comprehension Skills in Narrative Texts
Rafni Fajriati, Bachrudin Musthafa 1284
129. Art and Culture in Character Education
Ridwan, Taty Narawaty, Uus Karwati, Yudi Sukmayadi, Gia Nikawanti 1292
130. Improving Creative Thinking Ability of Prospective Elementary School Teachers through Read-Answer-Discuss-Explain-and Create (RADEC) Project-Oriented Learning Model
Septinaningrum, W Sopandi, M Agustin, Y Gumala, P Anggraeni, A H Rahayu, Tursinawati, L Nugraha 1298
131. LKPD Analysis of HOTS Type in Mathematics Learning for Elementary School Grade IV
Siti Hawa, Toybah, Suratmi, Khairunnisa 1309
132. Implementation of Techno Pedagogy Approach-Based Multiliteration Models in Improving The Skills of Writing The Narration of Elementary School Students
Sulastri, N. Tatat Hartati, Ignasia Anggi Herawati 1318
133. Realistic Mathematics Education Toward Mathematical Communication Skills of Students using Hypothetical Learning Trajectory
Winarti Dwi Febriani, Geri Syahril Sidik 1327



ICEE-2

134. "Is it True That The Soil Contains Air?"
(Improving The Conceptual Understanding of 5th Graders Through
POE Strategy)
Tintin Desiyanti, Andi Suhandi, Wahyu Sopandi, Ersya Novianti 1336
135. First Grade of Secondary School Students Creativity in Solving PISA
Question with Social Context
S N Shadiqah, C M Zubainur..... 1349
136. The New Working Alliance Inventory-Short Form for Multicultural
Counselor's Candidates in Indonesian Culture
Herdi Herdi, Sunaryo Kartadinata, Agus Taufiq 1356
137. Application of E-Learning Based on Constructivism Approach to
Understanding of Student Concept in The Study of Social Students
Fitri Anjaswari, Yuli Mulyawati, Tustiyana Mulyawati, Fitri Siti Sundari 1365
138. The Use of Cultural Character (BARAYA) Media Ki Banten in Social
Studies Learning to Improve Student Characters (Case Study at
Primary School Labschool UPI Serang Campus)
Encep Supriatna, Susilawati 1376
139. Improving Observing and Communicating Skills Through the
Implementation of Problem Based Instruction on Learning Biology in
Senior High School
Mutiara Ramadhan 1384
140. Description of Social Emotional Skills as a Precondition for building
Elementary School Students' Social Awareness Characters
Lina Marlina Nur Rizkiya, Kama Abdul Hakam, Mubiar Agustin..... 1395
141. Study Literature of The Influence of The Development Social Skills
Elementary School Students to The Competence Pedagogic
Teacher on Social Science Learning
Sofyan Nur Mahardhika, Udin Syaefudin Sa'ud 1403
142. Kawih *Asuh Barudak*: Innovative Media of Sunda Learning in
Elementary School
Dian Hendrayana, Agus Suherman 1410
143. *Utilization* of Waste through Ecoliteration Approaches Based on
High-Thinking Skill in Elementary School
Deden Redi Budiana, Agus Muharam, Moch. Irfan Hikamudin 1417
144. Effect of The Use of Interactive Multimedia Learning Media on
Student Learning Outcomes (Quasi-Experimental Study on Theme
Subtema 2 of Grade IV Science Content in Lebakwangi Elementary
School 2, Kuningan District)
Eli Hermawati, Marlina Eliyanti, Aris Setiawan 1428
145. Describing Mathematical Communication Ability, Logical Thinking
and Student Learning Outcome of Class V Elementary School in
Sombaopu Makassar
Agustan Syamsuddin, Armanda Bahtiar, Irwan Akib 1435
146. The Effect of Learning Using Script Methods and Cooperative
Articulation Methods Against Student Mathematical Learning
Outcomes
Herayanti, Wahyudin 1446



ICEE-2

147. Analysis of Learning Materials for Civic Education in development character in elementary schools
Arrofa Acesta 1451
148. Effect of Active Learning Strategy Type Card Sort of Understanding The Concept of Students
(Quasi-Experimental Study in Elementary School Fourth Grade Cigedang on Scene 7 IPS Subtheme 1 Education Academic Year 2018/2019)
Mia Zultrianti Sari, Camelia 1460
149. Profile of Primary Students' Conceptual Change about Water Dissolving Various Substances
Ita Rosita, Andi Suhandi, Wahyu Sopandi 1470
150. The Use of Monopoly Media in Social Students to Improve Motivation and Learning Outcomes of Elementary School Students
Yuli Mulyawati, Resyi A Gani 1480
151. The Nationalism Values in *Pupuh* Lyrics for Elementary School Students
Agus Suherman, Suharno 1496
152. Digital Literacy as a Media to Introduce Technology for Elementary School Children
Ahmad Fauzi, Taufik Ridwan, Primanita Sholihah 1507
153. Class Management of Learning Models Design in Elementary School: Research Results Metasynthesis
Nurchasanah, Suyono, Nurul Murtadho, Zakia Habsari 1519
154. Mathematics Literacy and Storytelling
Fitri Anisa Kusumastuti, Bambang Avip Priatna 1533
155. Improving Sastra Literature in Poetry Learning through Outdoor Learning for S-2 Elementary Education Students
Abdul MuktaDir, Nady Febri Ariffiando 1542
156. Building School Optimism and Responsibility in Quality Education
Esmi Tsalsa Sofiawati, Bedjo Sujanto, Suryadi..... 1556
157. Community Empowerment Strategy In Bangkit Bersama Cooperation
(Case Study of the Waste Management and Water Hyacinth Craftsmen Empowerment Program)
Rika Fitri Ramadani, Ade Sadikin Akhyadi, Nunu Heryanto 1567
158. An analysis of HOTS in the 5th grade elementary school students' learning with RADEC model with the theme of "electricity around us"
Anggi Lestari, Andi Suhandi 1574
159. Implementation of Story Method in Introducing Prosocial Behavior Students in Elementary School
Agis Maulana Yusup, Agus Muharam, Moch. Irfan Hikamudin..... 1583
160. Application of The Emilia Reggio Approach (REA) Assisted by Flash Card Media to Improve The Mastery of Indonesian Vocabulary in Children Ages 5 to 6 Years
Dian Sudaryuni Kurnia, Andoyo Sastromiharjo, Yeti Mulyati, Vismaia Damaianti..... 1597



ICEE-2

161. Learning Gurindam Dua Belas Based on Role Playing with Audio Visual to Strengthen Social Sensitivity Value of Students
Zaitun, Kama Abdul Hakam, Sudardja Adiwikarta, Yadi Ruyadi 1607
162. Implementation of Read-Answer-Discuss-Explain-and Create Learning Model In Learning Explanation Text In Elementary School
Dadan Setiawan, Wahyu Sopandi, Hany Handayani 1612
163. The Impact of Science Learning Multiliteration Model Based on Futuristic Pedagogic Approach to Metacognition Ability of Basic School Students
Yusuf Tri Herlambang, Yunus Abidin, Asep Herry Hernawan, Dadan Setiawan 1620
164. Portrait of Multiliteracy Learning in Elementary School Students
Muh Erwinto Imran, Wahyu Sopandi, Diana Putri Azwan 1628
165. A Portrait of the Engineering-Oriented Natural Science Lesson Plan for Teaching and Learning in 5th Grade Elementary School of Elementary Laboratory UPI Bandung
Chaerun Anwar, Wahyu Sopandi, Udin Saefudin Sa'ud, Wiwi Tin Pratiwi 1635
166. The Effect of The Use of DLM (Digital Learning Material) on Social Studies Learning Outcomes of Fifth-Graders
Hatma Heris Mahendra, Riga Zahara Nurani 1642
167. Investigating The Use of Knowledge Assessment Rubrics in Vocational Schools in Mathematics Learning
K Harsela, T Herman 1652
168. Pedagogical Competence: Reflective Action For Improving The Quality Of Students 'Learning In Elementary School Teachers at Universitas Terbuka
Alpin Herman Saputra, Teguh 1673
169. The Creative Ability of Student through Contextual Based Social Science in Class IV Primary School
Elis Nur Elisah Amaliyah, Sapriya, Wahyu Sopandi, Atep Sujana 1681
170. Didactical Design to Complete the Story Questions on FPB in Elementary School
Ai Yani Rohayani, Tatang Herman..... 1688
171. Didactic Design of Material Cubes and Beams Volume Elementary School Students Class V
Asep Kuniawan, Tatang Herman 1694
172. Control Concepts and Creative Thinking Skills Basic School Students Through RME Learning Approaches
Asih Kurniasih, Mubiar Agustin, Wahyu Sopandi, Atep Sujana 1705
173. Empowerment of CIRC Model in Building Competency Writing Prosa-Based Video
Dewi Sugiarti, Rahman, Wahyu Sopandi, Atep Sujana..... 1719
174. Improvement of Creative Thinking at Elementary School Students Based on Problem Based Learning about Plane Area
Dian Permanawati, Udin Saefudin Sa'ud, Atep Sujana 1726



ICEE-2

175. The Application of Read-Answer-Discuss-Explain-and Create (Radec) Models to Improve Student Learning Outcomes in Class V Elementary School on Human Respiratory System
Dian Sukmawati, Wahyu Sopandi, Atep Sujana 1734
176. Critical Thinking Skills of Fourth Grade in Light Properties Materials through the Radec Model
Dina Karlina, Wahyu Sopandi, Atep Sujana 1743
177. Changing Shape Design Materials Didactic Fractions in Primary Class IV
Mamay enung Heryasih, Tatang Herman 1754
178. School Literacy Movement in the Industrial Revolution Era 4.0 in Building Speed Reading Skills
Eva Walipah, Rahman, Wahyu Sopandi, Atep Sujana 1763
179. Students' Speaking Skill Based on Video in Elementary School
Iin Kuraesin, Rahman, Atep Sujana, Wahyu Sopandi, Indra Suhendra.. 1771
180. The Didactical Design of Fractions Addition Operation Using RME
Inggrit Gantina, Tatang Herman 1779
181. A Multiliteration-Based Scaffolded Writing Model on Learning to Write a Personal Letter at Kanggraksan Elementary School in The City of Cirebon
Mega Mugi Rahayu, Rahman, Wahyu Sopandi, Atep Sujana 1791
182. Students' Literacy Abilities in Reading Comprehension through Cooperative Integrated Reading Composition (CIRC) Model
N Maryani, Atep Sujana, Wahyu Sopandi, Rahman 1799
183. Science Process Skills of Grade VI Elementary Students in Object Changing Material
Neni Winarni, Wahyu Sopandi, Atep Sujana, Agus Muharam 1810
184. Application of Constructive Models to Increase The Writing Skills of Grade VI of Elementary School Students
Otong Cahya, A Muharam, Atep Sujana, Wahyu Sopandi, Rahman 1817
185. Critical Thinking Elementary Students Related Digestive System Material in Humans through Learning Problem Posing
Rida Rosiana Wati, Udin Syaefudin Sa'ud, Wahyu Sopandi, Atep Sujana 1829
186. Critical Thinking Ability through Problem Based Learning in Social Studies Learning in Elementary School
Ropiah, Sapriya, Wahyu Sopandi, Atep Sujana 1836
187. Analysis of Science Literacy Skills Students of Class V Elementary School and Factors That Background IT
Rukoyah, M.Agustin, Wahyu Sopandi, A sujana 1843
188. Application of Stem in Improving Mastery of Mathematics Concept of Speed Materials at Elementary School Grade (Class) V
Sirojudin Abas, Mubiar Agustin, Rahman, Sopandi Wahyu, Sujana Atep 1852



ICEE-2

189. Application of Problem Based Learning Models To Improve The Innovative Ability Of Basic School Students
Wawan Setiawan, Udin Syaefudin Sa'ud, Atep Sujana, Wahyu Sopandi 1862
190. Primary School Storytelling Skills Based on Local Wisdom
Wini Sopiantini Sudrajat, Atep Sujana, Wahyu Sopandi, Rahman..... 1868
191. Creative Thinking Ability of V Grade Students through Mind Mapping Learning Model
Hany Handayani, Erni Purnamawati, Wiwin Winarti, Indra Suhendra 1874

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