

Problematics of Students' Discipline Value in Academic Activities and Non Academic

Yan Dirk Wabiser^{1*}, Petrus Irianto²

Pancasila and Citizenship Education Study Program, Cenderawasih University

Corresponding Author: Yan Dirk Wabiser wabiserdirk@gmail.com

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ABSTRACT

Discipline is a state that is formed and trained through the values of obedience, adherence, loyalty, serenity, order, and order. This research aims to know the concepts of discipline and how to shape the values of student discipline in academic and non-academic activities on FKIP IPS Management at one of the universities in Papua. This research involved 36 students. The method used in this research is qualitative method with purposive sampling techniques. Research results show that the concepts of discipline in academic and non-academic activities are values and mental attitudes. The results of this research clarify and produce forms of disciplinary awareness of students of IPS FKIP in one of the universities in Papua, among others: a) time commitment; b) appreciation of time; c) feelings of shame, guilt and fear; d) agreement as a rule. Furthermore, the student discipline concept of IPS is part of the discipline of democracy and self-imposed discipline that arises from within because of the impulse of feelings, wills and own minds to obey or do by themselves with the emphasis of educational approach. Rules are guidelines and directions, accomplishments are rewards. If the student's attitude shows obedience and adherence, then it is awarded as an achievement.

INTRODUCTION

Character education is very important for students, because with character education students become independent, responsible and useful people for the homeland and nation. Instilling character cannot be done instantly or just once but needs to be done continuously on an ongoing basis, because the process of internalizing or instilling good characters in the younger generation is work that never ends until the generation continues to change and continue what it has learned. good for the next generation. According to Schaeffer (1999), character education is a long process to help students develop characters such as knowing, caring, and acting based on main ethical values such as; justice, honesty, responsibility, and respect for oneself and others. Students with strong character will ultimately improve the quality of national education (Manurung and Rahmadi, 2017).

Quoting Amri's opinion (In, Manurung and Rahmadi, 2017), from an educational perspective, intellectual and moral aspects cannot be separated from the formation of individual character. Intellectual goodness prepares a mental condition where individuals can understand and choose an orientation correctly. Likewise, moral goodness will validate good actions so that they become personality traits in behavior. Referring to Susanti (In, Manurung and Rahmadi, 2017) states that formal student character formation is carried out by efforts to prepare conditions, facilities/infrastructure, activities, education and curriculum that lead to the formation of the character and manners of the nation's young generation with a strong juridical foundation. Furthermore, Susanti (In, Manurung and Rahmadi, 2017) character education teaches habitual ways of thinking and behaving so that they are able to live and collaborate with family, community, state, and help them make the right decisions. Because character education cannot be formed instantly, students must be trained seriously, continuously and in a balanced way to achieve ideal character.

Referring to Sukmawati (In, Manurung and Rahmadi, 2017) character education forms moral individuals by creating structures and environments that help individual moral growth. This requires society to actualize character education in educational institutions. Character education requires a deep belief that humans develop not only to fulfill their natural calling in living together in society, but also to respond to their supernatural offer as creatures capable of overcoming themselves, through their freedom and thinking. The participation of all related parties is very much needed in student character education. Higher education institutions play a role in creating a supportive academic climate and developing curricula that support the formation of student character. The education system and supporting facilities are part of efforts to develop an academic atmosphere. Lecturers carry out their professional duties and responsibilities in implementing student character formation. The government has an important role in including character education in legislation. This has been done, one of which is as stated in Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education. The higher education system must also always be evaluated so that it can keep up with developments over time and changes in student behavior or character. Quoting

Saleh (In, Manurung and Rahmadi, 2017). The environment also has the same role. Family and society are very dominant environments that can shape and influence the character of every human being, especially students. Parents are the main supporters of the family side where the role of parents can determine their child's academic achievement. Parents' loving attention to their children's education will foster children's activities as a very valuable potential for facing the future.

Society is the environment where students live so it will also influence the formation and development of student character. The community that has the strongest potential to influence students is the community on campus, fellow students both at their own university and between universities, as well as lecturers who have at least taught them (Manurung and Rahmadi, 2017). In the context of higher education, higher education design related to character education needs a lot of attention. Character education must be included in the basic framework of all elements of education in higher education. This is because character education is the foundation for academic culture, because in principle we can view science from a moral and social perspective, so it will be directly related to the perspective of national and state life (Chanifah, 2015).

Discipline is an absolute requirement for success. In the learning process, the most influential discipline is learning discipline. Learning discipline includes student learning activities in participating in the learning process on campus and at home. Students who have high learning discipline will follow the lecture process well. High study discipline can eliminate students' cheating habits. Discipline is the first step in achieving educational goals. Discipline involves students individually, namely achieving social values and attitudes that make it possible to carry out self-correction and be responsible, therefore students should be able to behave and act in accordance with existing regulations so that the activities carried out can run smoothly to obtain good results. (Fadrian, 2022)

In reality, the success of female students' learning achievements is influenced by several factors such as internal and external factors. Internal factors come from within the students themselves, which include intelligence, interests, motivation, health and ways of learning, while external factors come from outside the students themselves which include the family, school environment and community environment. Apart from the factors that have been explained, there are also other factors that have an important role in a person's learning activities, namely learning discipline. Learning discipline has a big influence on a student or university student to obtain better learning achievements. Disciplinary attitudes and behavior do not form within a person by themselves but require quite a long time and process. Discipline will be realized through continuous guidance carried out by parents, which continues in the school environment and in the community. The main and most important place for the development of a student's learning and study discipline is the family and the educational environment at school because learning discipline is not only formed automatically but also by environmental factors. Therefore, to achieve good learning achievements, everyone needs to instill good and regular

learning. Learning achievement is not only determined by mere intellectual intelligence, but also by learning discipline. Students who have discipline certainly show an attitude of order and obedience in learning without force and pressure from external factors (Lelboy, 2021).

Based on the background above, the author is interested in studying the value of discipline as a value that forms self-control and obeys the rules that have been made.

THEORETICAL REVIEW

Problematic Concept

According to Suharso, et al., (2009:391) problems are something that contains problems. Problems can also be interpreted as something that prevents achieving goals. In general, a problem is defined as a state or gap between expectations and reality.

In general, a problem is defined as a state or gap between expectations and reality. The word problematic in the Big Indonesian Dictionary can be described as a problem that creates problems whose problems still cannot be solved. So, what is meant by problematic or problem is something that requires problem solving because there is a discrepancy between theory and reality (Sebastian and Siantoro, 2022).

Value of Discipline

Values can be interpreted as traits or things that are important and useful for human life. Value is something related to cognitive and affective (Najib, in Akbar 2021). Values can also be said to be a norm or standard that has been determined and is believed to be psychologically integrated within the individual.

Discipline is an attitude and feeling of obedience and obedience to the values that are believed to be one's responsibility. The scope of discipline which can include compliance with positive regulations or norms that apply in the surrounding environment makes discipline have a broad scope. However, when someone discusses discipline, the discussion is not far from the discussion of time (Agustin, 2022). Furthermore, Agustin, (2022) said that discipline is likened to an infectious disease. When discipline is applied in one work session, a person will get used to applying discipline in other work. With the desire to always apply discipline, a person will try to continue to upgrade himself to be even better. Until a job requires qualities that don't exist yet, he will try to find those qualities so that the job can be completed on time.

Furthermore, The character value of discipline is an attitude of selflessly obeying established rules and regulations, strong control over the use of time, responsibility for assigned tasks and being serious (Naim, 2012: 142).

Academic and Non-Academic

If seen from the definition, academic refers to an adjective that tends to indicate something that is scientific. The purpose of course is closely related to science and is adapted to theories and objectively. This definition of academic is about various things related to science so it is not surprising that there are

various kinds of familiar greetings such as academic people. This greeting is intended for someone who has mastered science. The definition of academics is the ability to master knowledge that has been tested for certainty of truth, so that it can be measured both in terms of grades and academic achievements. (University123, 2022).

Meanwhile, non-academic is the opposite of the previous meaning. So the definition of non-academic is an ability that has no connection with science and has a scientific nature. Simply put, the definition of academics is an ability obtained from things that are outside of science and are far from theory. So the difference is clear: academic refers to something that is scientific and can be proven subjectively with theories, while non-academic abilities have no connection to science and are scientific in nature (University123, 2022).

METHODOLOGY

When carrying out a research activity, it is important to use the approach or method (Ilham et al., 2021; Wambrauw, 2023; Tokang and Yumame, 2023). This method will become a tool in order to achieve goals and answer research problems (Renyaan, 2023; Tebay and Ilham, 2023; Patmasari, 2022). Data collection at the research location uses a qualitative approach. This qualitative approach is used to obtain information regarding the implementation of character education regarding discipline in Major Department of Social Sciences, Faculty of Teacher Training and Education (IPS FKIP) at one of the universities in Papua. With this approach, the author enters a social situation by being at the research location, interacting with lecturers and students and observing their activities and interpreting their opinions, attitudes and perceptions about discipline. The place determined to carry out this research is - Department of Social Sciences, Faculty of Teacher Training and Education at one of the universities in Papua, consisting of: History Study Program, Geography Study Program and Pancasila and Citizenship Education Study Program. The sample data sources in this research were: 36 students consisting of 19 students from the History Study Program, 10 students from the Geography Study Program and 7 students from the Civics Study Program using purposive sampling techniques. The research instrument used was a questionnaire consisting of aspect of disciplinary values (9 questions), aspects of academic activities (8 questions) and non-academic activities (6 questions). The data obtained was analyzed in this way make a summary, choose the main things, mfocus on important things, look for themes and patterns, and throw away what is deemed unnecessary (Trianto, 2011: 289).

RESULTS AND DISCUSSION

Concept of Discipline according to Students in Academic and Non-Academic Activities

The concept of discipline is training or education in politeness and spirituality as well as character development. Discipline is an effort to improve individual behavior as students of the Department of Social Sciences so that they obey and comply with applicable rules, laws or norms. The concept of discipline is also defined as a person's mental attitude which contains a

willingness to comply with applicable provisions, regulations and norms in carrying out duties and responsibilities. Responsibility, both related to time and obligations and rights. The concept of student discipline in the Department of Social Sciences as values and mental attitudes shows that:

- 1) Punctuality, when coming to campus and returning from campus due to: a) there are still many activities carried out outside campus; b) there are no lecturers teaching or carrying out important activities on campus; c) campus regulations and aspirations to become a teacher; d) lecturers participate in activities outside campus; e) there is a group assignment to be done together with friends; f) the campus is used as a demonstration site which results in soldiers/police entering the campus which results in trauma and insecurity; g) as a means of training discipline in managing time and commitment to seeking knowledge; h) other needs and work; i) close accommodation and no other activities on campus; j) obey and comply with campus rules; k) you already have an appointment with a friend; k) changes to the lecture schedule by the lecturer.
- 2) Unpunctuality, if you come to campus and leave campus not on time, as follows: a) feeling of failure/not learning to appreciate time; b) disrupt ongoing lectures; c) feelings of loss, guilt and anger towards oneself, because they did not receive lecture material; d) disobeying the rules; e) feelings of regret and annoyance towards lecturers who do not arrive on time and do not teach according to the specified lecture time.
- 3) Disobedience to campus regulations or rules is: a) feelings of guilt; b) feelings of fear and lack of courage; c) feeling like a burden or debt that has not been paid off; d) feelings of shame towards friends and fear of lecturers; e) have no ethics; f) the stigma of being a wayward student, naughty and not listening; g) given a strict warning; h) feelings of sadness, due to disobeying the rules; i) lack of discipline and responsibility towards oneself; j) disgraceful behavior.
- 4) Compliance with campus regulations or rules is: a) as a means of training in respecting the rules; b) as a student who has duties and responsibilities; c) as a means of creating security and comfort; d) rules that must be obeyed, because they are determined by the institution; e) as a form of student character; f) *rolesmodel* as a prospective teacher.
- 5) The work and submission of assignments is not on time, namely: a) negligent attitude from students; b) difficult task; c) economic constraints; d) not paying attention to the time to submit assignments.
- 6) Performing and collecting assignments on time, namely: a) agreement as a rule; b) respect for time; c) obedient and obedient to the rules; d) the habit of doing tasks in your free time and not procrastinating; e) good language; f) *rewards* The results obtained are very satisfactory marks.
- 7) Campus interactions using good and correct language are: a) having the spirit of an educator; b) forms of politeness values and norms; c) good use of language with lecturers and informal language to friends; d) differences in ethnicity, religion, skin color and language; e) use of communication ethics; f) obligations as a student.

- 8) Wearing clothing that is not in accordance with the regulations that apply on campus, namely: a) feeling embarrassed, uncomfortable and afraid; b) giving warnings, warning actions and sanctions; c) firmness from the leadership of faculties, departments and study programs; d) feeling of breaking the rules; e) do not show that you are an FKIP student who will later become a teacher.

Flippo (In, Atmodiwirjo, 2000) defines discipline as: a) efforts to regulate behavior with punishment and rewards; b) obedience and self-control through rational considerations Atmosudirjo (2000); c) respectful attitude, respectful attitude, obedience and obedience to the rules (Siswanto, 2001).

The definition above is appropriate and in line with the concept of student discipline in the Department of Social Sciences, which concerns values and mental attitudes in terms of: punctuality, compliance with campus rules or regulations, completing and collecting assignments, campus interactions using good and correct language, wearing clothing, while on campus.

Apart from that, the concept of discipline for students majoring in Social Sciences is strengthened by the results of research conducted by Fadrian (2022) that students at the economics faculty at Padang State University need to increase discipline in studying so that achievement motivation will also increase. The indicator of obedience to duties is in the medium category with a score of 58.58%. This means that students at the economics faculty at Padang State University need to increase their obedience in carrying out the tasks given by the lecturer.

The concept of student discipline in the Department of Social Sciences that has been implemented so far is democratic discipline. The democratic discipline approach is carried out by providing explanations, joint discussions and reasoning to form student obedience and obedience, so that students have an awareness of discipline. The results of this research clarify and produce a form of disciplinary awareness for students in the Department of Social Sciences at one of the universities in Papua, including: a) time commitment; b) appreciate time; c) feelings of shame, guilt and fear; d) agreement as a rule. The application of this method places more emphasis on educational aspects, not sanctions. Meanwhile, the aim and benefit of disciplinary sanctions applied to every student who violates them is solely as an effort to raise awareness, correct and improve, as well as educate them so that they become better students than before. Forms of sanctions: 1) warning; 2) change clothes that do not comply with the rules; 3) punishments that train self-confidence as a teacher, for example: if a student is late for a lecture, the student will sing their own regional song in front of the class. After that you can attend lectures. Therefore, the concept of student discipline in the Department of Social Sciences is part of democratic discipline and self-imposed discipline which arises from within due to the encouragement of one's own feelings, will and thoughts to obey or do it themselves with an emphasis on an educational approach.

How to Form Student Discipline Values in Academic and Non-Academic Activities in Major Department of Social Sciences, Faculty of Teacher Training and Education (IPS FKIP) at one of the universities in Papua

Academic activities form student character through academic culture. Students have academic freedom by prioritizing reasoning and noble morals and being responsible in accordance with academic culture. Academic character can be measured from the aspects of academic achievement, academic honesty and student scientific attitudes. Student learning motivation is a supporting character for a student's achievement. The attitude of students who are not academically honest is an obstacle to character education.

Next, the results of research regarding how to form the disciplinary values of Department students Department of Social Sciences, Faculty of Teacher Training and Education at one of the Universities in Papua through academic and non-academic activities, including:

1. Academic regulations at one of the universities in Papua are enforced at the Faculty, Department and Study Program level which are then socialized to the entire academic community.
2. Establishment and implementation of small meeting programs such as: seminars, discussions, scientific debates, responses and others. This small meeting program will be a new experience, helping students to interact with each other, training students to manage their time, energy, knowledge and becoming a necessity or obligation for all academics to take part in this program.
3. Making daily journals in supervising theses and papers. The daily journal is an instrument for completing the thesis.
4. Implementation of practical work in the laboratory. Learning activities carried out in the laboratory have the following roles and functions: a) learning resources, meaning that the laboratory is used to solve problems related to the cognitive, affective and psychomotor domains or carry out experiments, b) educational methods, including observation methods and experimental methods, and c) research facilities, places where various research is carried out so that students are formed with scientific attitudes (Sudaryanto, 1998).
5. The habit of doing independent assignments given by the lecturer and it is the student's obligation to do them will produce: a) literacy skills; b) train concentration and responsibility; c) practice the skills of searching for and obtaining your own information via the internet and print media, books and modules;
6. Carrying out independent learning activities by: doing assignments, making videos, reading materials and other sources.
7. Conduct research and community service using interview techniques and questionnaires, based on community needs and material provided by lecturers.
8. Having to take part in events and committees on campus and religious activities, for example: seminars, New Student Admissions Committee, PMK in the dormitory.

9. Must take part in competitions between universities, faculties, departments and study programs, for example: Accounting Olympiad.
10. Requirement to take part in volunteer activities, for example: volunteers from the church in the 2019 Sentani flood and 2022 Abepura floods, volunteers in developing children in Early Childhood Education/PAUD (PAUD STAKIN)
11. Must take part in internship and student exchange program activities.

Based on the research results above, then how to shape the discipline values of Department students Department of Social Sciences, Faculty of Teacher Training and Education (IPS FKIP) at one of the universities in Papua through regulations and achievements. Discipline does its work because it is forced, because it is afraid of sanctions or punishments that have been stipulated in the regulations, so that pseudo-decisions are realized. This discipline is based on the existence of power and restrictions created to obtain the desired action through regulations. If discipline is enforced with the threat of punishment then false obedience occurs. Discipline like this can stifle creativity and initiative in subordinates, therefore enforcing discipline with threats or punishment is seen as less humane and not educational. (Arifin, 2017).

Based on this opinion, the method through regulations is a guide and guide for carrying out obligations as a student. The discipline applied to students in the Social Sciences Department still uses regulations but uses an educational approach in the form of suggestions, motivation and actions as prospective teachers who will later become examples for students and the community.

Achievement is the result achieved individually or in groups based on efforts and activities that have been fought for. Without activity and struggle, achievement cannot just be achieved. That basically, achievement and learning outcomes are the same, in the sense that learning achievement is due to learning outcomes. (Lelboy, 2021).

Learning achievement is the result of the interaction of various factors, both internal and external, which also influence each other. According to Darmadi, the factors that influence learning achievement consist of several parts, including: a) External factors. External factors that influence student learning achievement can be classified into social and non-social factors. Social factors concern relationships between humans that occur in various social situations, namely family, school, friends and society. Meanwhile, non-social factors include the natural and physical environment. b) Internal factors. Internal factors that influence student learning achievement include intelligence, interests, attitudes and motivation. Apart from that, time and opportunities also influence student learning achievement because everyone has different time and opportunities so it will affect students' abilities (Hamid, 2010).

CONCLUSIONS AND RECOMMENDATIONS

The concept of student discipline in the Department of Social Sciences, Faculty of Teacher Training and Education (IPS FKIP) at one of the universities in Papua as values and mental attitudes. This concept of discipline has been implemented so far and is part of the concept of democratic discipline. The concept of democratic discipline is carried out by providing explanations, joint discussions and reasoning to form student obedience and obedience, so that students have an awareness of discipline. Forming disciplinary awareness of students in the Department of Social Sciences, Faculty of Teacher Training and Education at one of the universities in Papua, including: a) time commitment; b) appreciate time; c) feelings of shame, guilt and fear; d) agreement as a rule. Apart from that, the concept of student discipline in the Department of Social Sciences, Faculty of Teacher Training and Education at one of the universities in Papua is part of democratic discipline and self-imposed discipline which arises from within due to the encouragement of one's own feelings, will and thoughts to obey or do it themselves with an emphasis on an educational approach.

How to shape the discipline values of Department students Social Sciences, Faculty of Teacher Training and Education at one of the universities in Papua through regulations and achievements. The rules through regulations are a guide and guide for carrying out obligations as a student. The discipline applied to students of the Social Sciences Department still uses regulations but an educational approach in the form of suggestions, motivation and actions as prospective teachers who will later become examples for students and the community. The achievement method is used to develop potential and prepare oneself as a professional teacher who will later teach and educate students to have competent attitudes, knowledge and skills by providing rewards and awards.

FURTHER STUDY

This study was only carried out in one department (Social Sciences). Therefore, in the future it is hoped that similar research will be carried out in other departments at all universities in Papua.

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