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BRIEF CONTENTS

ORGANIZING COMMITTEES	IV
FOREWORD	V
CONTENTS	VII

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FOREWORD

The 4th International Conference on Innovation in Education (ICoIE). The conference is organized by the Doctoral Study Program of Educational Sciences of the Graduate School of Universitas Negeri Padang, Indonesia. The theme of the conference is “Digital Era Education After The Pandemic”.

In the future, the role and presence of educators in the classroom will be increasingly challenging and require very high creativity. Changes in the world are subject to the demands of the era of the Industrial Revolution 4.0 and the era of Society 5.0, where information technology has become an integral part of human life. Everything becomes borderless with the use of unlimited computing power and data, influenced by the development of the internet and massive digital technology as the backbone of the movement and connectivity of humans and machines.

Transformation of Indonesian education is manifested in independent learning, by adjusting the interests and talents of each child. Educators are required to strengthen their competencies by conducting research and innovation in responding to future educational challenges. Education must be liberating, awakening, life, and dialogic. The current development and progress of science and technology must give birth to new or transformed ways of solving all the nation’s problems in various sectors, such as education, manufacturing, banking, services, and so on. Things that must move through the open mindset, long life education, create new values, and take responsibility.

Through this conference, we provide a forum for researchers, scientists, education practitioners, and students to share their research findings and innovative ideas in education. The conference was conducted on December 10 & 11, 2022, and was held at Graduate School Universitas Negeri Padang, Indonesia.

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CONTENTS

PAPERS

FULL PAPERS

Student's Perception of Virtual Breadboard Simulator and TeamViewer in Digital Electronics <i>Rudi Mulya, Nizwardi Jalinus, Hansi Effendi, Khairul Muttaqin and Dessy Dwisusila</i>	5
Contextualizing the Principle of Microlearning to Design Microcontent for English Language Teaching in Post-Pandemic Education <i>Imam Santosa, Ninuk Lustiyantie and Ifan Iskandar</i>	10
Literature Study: The Importance of Character Education for Elementary Students in the Digital Era in Forming <i>Siti Mas'ula, Danang Listiawan, Devi Aprilia and Gading Satya Nugraha</i>	20
Triple Helix Analysis: Blockchain in Improving the Community's Economy after the Covid 19 Pandemic in Sungai Penuh and Kerinci <i>Halil Khusairi, Wawan Novianto, Ali Marzuki Zebua, Yelni Erniyati, Helfenta Helfenta and Firdaus</i>	25
Technology Assistance for Successful Project-Based Learning Implementation During Covid-19 Outbreaks <i>Ayu Fatmawati, Bachrudin Musthafa and Wawan Gunawan</i>	34
Euphemism in SAiA Short Stories by Djenar Maesa Ayu as a Model for Establishing Language Politeness in Indonesian Language Learning: Corpus Linguistic Studies <i>Icha Dwi Kartika and Ngusman Abdul Manaf</i>	38
Development of STEM Based e-Module Using Flip PDF Corporate on Energy Conservation Law Materials <i>Dwi Sulistyarningsih, Rifa'atul Maulidah and IfaRifatul Mahmudah</i>	46
Perceptions of Teachers and Students About Changes in the KTSP 2006 Curriculum to the 2013 Curriculum on Cultural Arts Subjects <i>Irdhan Epria Darma Putra, Alwen Bentri, Nurhizrah Gistituati, Robby Ferdian and Rudi Nofindra</i>	52
Teaching Speaking to Enhance Interactional Competence in Digital Learning Environment: Challenges and Opportunities <i>Dian Misesani, Slamet Setiawan and Syafi'ul Anam</i>	61
Character Education-Based Project: Need Analysis to Encounter Society 5.0 <i>Winda Trisnawati, Levandra Balti, Nur Habibah and Dedek Helida Pitra</i>	73
Usage of Learning Management System (LMS): A Qualitative Study of Self-Regulated Learning on EFL Learners in University Between Hopes and Challenges <i>Santi Andriyani, Oikurema Purwati and Syafi'ul Anam</i>	80
How e-Worksheet Based Blended Problem Based Model Improve Problem Solving Skills? <i>Yanti Sofi Makiyah and Sandi Septiana</i>	90
Mind Full or Mindfulness! The Effectiveness of Mindfulness Using Brainwave Entrainment Portable EEG Muse TM S First Generation <i>Sulaiman Girivirya, Puja Subekti, Rakay Indramayapanna, Sabar Marjoko and Sutadi</i>	96

Approval of Multimedia Performing Arts as a Revitalization Product of the Ambu Hawuk Myth in the Form of Multimodal Texts <i>Adita Widara Putra, Syihabuddin and Sumiyadi</i>	103
Technology or Educators in the Digital Era: Which One Should Be the Main Prior? <i>Rhomiy Handican, Ade Putra Hayat, Agung Tri Prasetya, Mursal and Rahman Peliza</i>	117
Learning Model Using Social Media in the Community of Batik Craftsman in Indonesia <i>Nunuk Suryanti, Viona Rupiyananto and M. Arief Rafsanjani</i>	124
Analysis of the Pancasila Student Profile Strengthening Project Using Merdeka Belajar Platform at the Senior High Schools to Improve the 21 st Century's Competencies <i>Nonong Amalita, Yulia Rizki Ramadhani, Nurhizrah Gistituati and Alwen Bentri</i>	130
Validity of Inquiry-Based Citizenship Learning Model in Strengthening Student Social Concern at College <i>Hendrizal, Azwar Ananda and Maria Montessori</i>	140
The Influence of Career Guidance Services, Self Understanding, Opportunities, Decisions and Job Preparation on Career Achievement Motivation in the Digital Age <i>Famahato Lase</i>	146
Content Analysis of Geography Teaching Materials for Class X Kurikulum Merdeka Belajar - Case Study: Theme 04, Human, Space, and Environment <i>Lailatur Rahmi, Mentari Dian Pertiwi and Anna Mariana Zebua</i>	162
Character Education: The Scientific Attitudes in the Digital Technology Era 5.0: Constructivism Theoretical Approach <i>Paisal Manurung, Bambang Gulyanto, Dian Anggraini Harahap, Datulina Ginting and Karimaliana Karimaliana</i>	169
Suitability Level of School-Based Curriculum: An Analysis on English Reading Material <i>Tini Mogeia and Salaki Reynaldo Joshua</i>	175
A Design of Mobile Learning Application for English Learning in Indonesia <i>Salaki Reynaldo Joshua and Tini Mogeia</i>	191
The Influence of Self-Efficacy and Learning Motivation on Students' Autonomous Learning in the Digital Era <i>Armiati, Rose Rahmidani and Dessi Susanti</i>	200
The Effectiveness of Using English Animation Apps to Improve Students' Vocabulary Mastery at Grade V of Elementary School <i>Yosa Novia Dewi, Eka Melati, Khidayatul Munawwaroh, Sadjiran Sadjiran and Sherly Franchisca</i>	206
Increasing Interest for Student Learning of Light Vehicle Engineering in Vocational Schools Through the Development of Proteus Simulator Media after the Covid-19 Pandemic <i>Asung Bintoro and Herminarto Sofyan</i>	213
Welcoming the Emancipated Curriculum: Has the Teachers Been Technology Literate? <i>Reri Anggraini, Rian Rafiska, Eline Yanty Putri Nasution, Anggi Desviana Siregar and Rini Syevilni Wisda</i>	218
Development of A Self-Directed Learning Model in Entrepreneurship Courses to Develop Problem-Solving Ability Among Students <i>Sumanti, Yesmira Syamra, Zahara, Desri Nora and Mira Chairani</i>	224


Improving the Ability to Read Rhythms in Music Learning Through the Application of the Takadimi-ORFF Method in Elementary Schools <i>Harisnal Hadi, Alwen Bentri and Nurhizrah Gistituati</i>	230
The Contribution of Civil Engineering English Course Material Toward Student Learning Outcomes at the University Level <i>Elda Suri, Jufrizal and M. Zaim</i>	235
Conceptualization of Islamic Science Songs for Raudatul Athfal (RA) Schools <i>Masrur, Siti Riva Darwata, Adriansyah Muftitama, Muhammad Munawir Pohan and Dodi Hendrika</i>	239
Design of Android-Based e-Module Using Lectora Inspired by Newton Law <i>Siti Nurlina Ripani, Rifa'atul Maulidah and Aripin Aripin</i>	248
Development of Mathematics Learning Media Based on Android Applications Using Construct2 on Number Pattern Materials <i>Usmadi Usmadi, Anesia Noviliza, Salmi Salmi and Ergusni Ergusni</i>	258
Learning and Innovation Skills of Chemistry Education Students in Lesson Study Learning Community-Based Microteaching Course <i>Zonalia Fitriza, Andromeda, Yerimadesi, Faizah Qurrata Aini, Nadia Julianti and Lillah Fitri</i>	267
Validity of "Number Game" as Instructional Edutainment Media Based-Android to Improve Conceptual Understanding and Interest <i>Rhomiy Handican, Laswadi, Noperta, Ambiyar and Ishak Aziz</i>	272
Analysis of the Implementation of the Independent Curriculum Program at the Middle School Level Through Mathematics Teaching Modules <i>Nola Nari, Christina Khaidir, Nurhizrah Gustituati and Alwen Bentri</i>	280
Data Literacy of Prospective Physics Teacher Students in Stem Learning <i>Eko Sujarwanto</i>	287
The Role of Technological Pedagogical Content Knowledge in Analyzing the Adoption of Constructivist Thinking in Primary-Level Mathematics Education <i>Arlina Yuza, Jamaris, Sufyarma Marsidin and Gustiayu Juita Harun</i>	292
Pancasilaism through Education in Indonesia <i>Fitri Mulyana, Jamaris, Sari Mustika and Sufyarma Marsidin</i>	299
Analysis of P5 Activities as an Application of Differentiated Learning in the Digital Era of Independent Curriculum at SMA Negeri 3 Sungai Penuh <i>Sari Mustika, Fitri Mulyana, Nurhizrah Gistituati and Alwen Bentri</i>	303
Media e-Comic Mathematics Based on Contextual Teaching and Learning in the Perspective of Educational Philosophy <i>Christina Khaidir, Nola Nari, Jamaris Jamna and Sufyarma Marsidin</i>	310
Pancasila Philosophy Thinking and Its Implementation in Education <i>Tysa Sufia Rahmi, Ainul Mardiyah, Jamaris Jamna and Sufyarma Marsidin</i>	314
Implementation of the Independent Curriculum in Elementary Schools <i>Maifit Hendriani, Yessi Rifmasari, Nurhizrah Gistituati and Alwen Bentri</i>	321

Analysis of the Implementation of the Independent Curriculum by Utilizing the Independent Teaching Platform in Elementary Schools <i>Meria Ultra Gusteti, Arlina Yuza, Nurhizrah Gistituati and Alwen Bentri</i>	326
Implementation of Pancasila and Civics Learning Using Video Media in Shaping the Profile of Pancasila Students in Merdeka Curriculum in Elementary School <i>Ainul Mardiyah, Tysa Sufia Rahmi, Nurhizrah Gistituati and Alwen Bentri</i>	335
Implementation of Humanistic Learning Theory on the Independent Learning Curriculum in Harapan Kita Kindergarten Sungai Liku Pesisir <i>Yessi Rifmasari, Maifit Hendriani and Jamaris Jamna</i>	342
Analysis of Problem-Solving and Mathematical Communication Ability Levels and Students' Readiness to Use Augmented Reality (AR) Technology in Class VII Junior High Schools and MTS <i>Herd Setiawan, Ahmad Fauzan, I. Made Arnawa and Hendra Syarifuddin</i>	348
The Effectiveness of Butterfly Songs on Intrapersonal Intelligence Children Aged 5-6 Years <i>Indra Yeni and Vivi Anggraini</i>	355
Effect of Using Favorite Food Songs on Early Childhood Numeracy Literacy <i>Yulsyofriend, Mafardi Mafardi, Tia Novela, Vivi Anggraini and Adi Priyanto</i>	358
Implementation of Kurikulum Merdeka Development in Facing the Industrial Revolution Era 4.0 at SMKN 6 Padang <i>Herd Setiawan, Rahmi Putri, Rilla Gina Gunawan, Nurhizrah Gistituati and Alwen Bentri</i>	362
An Analysis of Insert Model-Cases Methode (IM-CM) to Develop Character Education at Junior Middle Schools: Case How to Teach Unity of Indonesia <i>Azwar Ananda, Hendri and Agustina Rahmawati</i>	369
The Effect of Blended Learning and Digital Literacy on Students' Reading Comprehension <i>Willy Satria, Ifan Iskandar and Ratna Dewanti</i>	374
Developing RELT Materials Based on PjBL for Teaching the English Department Students of Z-Generation <i>Eka Sustri Harida, Fitri Rayani Siregar, Sri Rahmadhani Siregar, Lefrianna Daulay, Arini Arini and Bulan Ritonga</i>	381
The Principal and Kiaito Supervision Development of Teacher's Pedagogy Capability: Comparative Leadership Analysis <i>Adiyono, Arum Putri Rahayu, Fitriani, Jasiah and Yenny Suzana</i>	390
The Correlation of Ethnicities and Students' Speaking Anxiety in Online English Learning <i>Sri Ningsih, Arum Putri Rahayu, Enkin Asrawijaya, Ita Rahmania Kusumawati, Tri Rohani and Adiyono</i>	402
Practicality of Inquiry-Based Citizenship Education Learning Model in Increasing Social Concern Students in Higher Education <i>Hendrizal, Azwar Ananda and Maria Montessori</i>	409
Exploring the Practices of English Club at a Private Islamic School in Pontianak <i>Aunurrahman, Dayang Darmila, Ageung Darajat, Maliqul Hafis and Sahrawi Sahrawi</i>	415
The Effectiveness of Geometry Learning Tools in Increasing the Level of Thinking of Junior High School Students <i>Sukayasa Sukayasa, IN Murdiana and Z. Abidin</i>	420

PAPERS

FULL PAPERS

Learning Model Using Social Media in the Community of Batik Craftsman in Indonesia

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Keywords: Learning Model, Gotong Royong, Batik Community.

Abstract: Cultural values become essential things that characterize a society. This study aims to explore how a learning model using social media based on the artistic value of gotong royong in the batik community of Malang district. Scott, (1988) explained “gotong royong” uses the principle of reciprocity. It means that it does not aim to get money, but it is a hope that when needed some help in the community of “gotong royong”. This study uses a qualitative design with an ethnographic approach. Informants research from batik artisans in the *Gondanglegi* sub-district, Malang Regency. It consists of 11 female batik artisans. The study results show that through collective learning using social media, by raising the value of mutual assistance, mutual support, and knowledge sharing on an ongoing basis, product innovation can result.

1 INTRODUCTION

In today's fast-paced world, knowledge can become quickly outdated as new information is constantly being developed. It is important to stay current by updating your knowledge, skills, and competencies in order to remain competitive in the global market. In business, knowledge is often more valuable than land or capital in terms of its ability to drive competition (Dunford, 2000). According to Popescu (2012), it is necessary to continuously update one's knowledge in order to stay relevant and effective in a business organization.

The company's success depends on its ability to continuously learn and adapt to changing circumstances (Bosch, Baaij, & Volberda, 2005; Leiponen, 2006). By exchanging information and implementing knowledge management systems, the organization can foster a culture of learning that promotes innovation and the ability to creatively imitate others (S. Kim & Lee, 2006).


Elevating the cultural value of gotong royong, as the basis for learning for MSME actors in Indonesia has not been touched in depth. The values of gotong royong are widely explored in formal education


settings, such as in making teaching materials (Mandala & Pujiati, 2020; Hutama, Anhar, & Haidar, 2019), developing teaching materials that contain character values (Subiyakto, Syaharuddin, & Rahman, 2016), and planting the values of mutual cooperation in learning (Utomo, 2018).


Small businesses favour informal learning processes (Gray & Mabey, 2005; Nolan & Garavan, 2016). It can be a solution for SMEs to continue growing and facing the existing obstacles of globalization. Rowden & Conine, (2005) also stated that the relationship between informal learning and innovation had not been studied in detail. Research shows a statistically significant relationship between informal learning and innovation (Raimonda Alonderiene & Pundziene, 2009).

SMEs prefer informal learning because it is cheaper (Anderson & Boocock, 2002b). According to Keskin (2006), small companies tend to rely more on informal learning and independent learning at work because of their more flexible and adaptable capabilities. Explore how natural SME learning can be used as a reference for policymakers in developing SMEs effectively and efficiently.

In Indonesia, the learning model for small and medium-sized enterprises (SMEs) is based on the idea

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of mutual support and cooperation for the overall advancement of the community, rather than for the benefit of a single member (Oikawa, 2014). This is influenced by the strong cultural values of "gotong royong" in Indonesian society, which is based on the principle of reciprocity (Scott, 1988). It means that it does not aim to get money but it is a hope that when needed some help in the community of "gotong royong".

Learning in the batik community suggests the critical role of access to social networks for learning (Clarke, Thorpe, Anderson, & Gold, 2006). Networking in the community will make sharing the knowledge that helps in product innovation that cannot do independently for micro and small businesses.

"Research has shown that students benefit from interacting and sharing information with their peers on social media platforms (Bryer & Zavattaro, 2011). Kaplan and Haenlein (2010) identified six types of social media: collaborative projects (e.g. Wikipedia), blogs and microblogs (e.g. Twitter), content communities (e.g. YouTube), social network sites (e.g. Facebook), virtual game worlds (e.g. World of Warcraft), and virtual social worlds (e.g. Second Life) (Soetan et al., 2020)."

The aspect of how micro and small entrepreneurs carry out innovation through collective learning has not received much attention in Indonesia. Exploring how natural MSME learning can be used as a reference for policymakers in developing SMEs effectively and efficiently.

Social networks or media can be thought of as a category of online platforms that allow people and organizations to share and collaborate on content (Rouse, 2017). Therefore, this study will explain how the micro and small business community facilitates collaboration in learning, where elements of togetherness and mutual cooperation are prioritized through social media technology. Revive the value of "gotong royong" as local wisdom of Indonesian culture.

2 METHODOLOGY

This study used a qualitative design with ethnography type that assesses the social behaviour of identifiable groups of the community (Creswell & Poth, 2018). The selected community group is the Malang district batik entrepreneur community, founded in 2017. It consists of 33 districts with 75 fellows of small batik entrepreneurs.

The advantages of this batik community are: learning in the district indicated the value of togetherness, solidarity, and cooperation, which have become the culture of the Indonesian people, known as "gotong royong". Considering Batik is a local cultural heritage, which needs to be preserved.

The pre-survey was carried out on several small and medium business communities located in one of the creative city areas in Indonesia, namely Malang Raya. Through interviews with several business local authorities at an exhibition held by the local government. There are indicators that the batik entrepreneur community deserves to be studied to find learning patterns based on local wisdom values. The next stage is an in-depth study of the data obtained through interviews, observation, Focus Group Discussion (FGD), and documentation.

Informant chosen was a study group in the batik craftsman community of Gondanglegi District, which had 11 fellows. The reason is that the group's assistant has been the head of the batik craftsmen community in Malang Regency and batik observer since 2013. She is continuously recruiting fellows and experience as nationally certified mentors from official certification bodies that have received permission from the State. Therefore, this group deserves to be a learning model for batik entrepreneurs at the micro and small scale. Preservation of local cultural values helps fellows to innovate sustainably, as well as helping to survive amidst intense global competition. Following are detailed data of 11 key informants.

Table 1: Informant Identity.

Key informant identity	Position	Age	Year Joined the Community	Other ventures
AD	Local authority	50	2017	batik guide
DW	Treasurer	46	2017	Bridal makeup
KU	Fellow	48	2017	housekeeper
NA	Fellow	32	2019	employees
JU	Fellow	45	2017	beverage business
AN	Fellow	40	2017	eatery
SA	Fellow	42	2020	housekeeper
SU	Fellow	35	2019	housekeeper
AV	Fellow	20	2019	housekeeper
SR	Fellow	36	2017	housekeeper
JA	Secretary	49	2013	housekeeper

Data analysis used the model of Miles and Huberman (1994) with several stages, including data

reduction, data presentation, and conclusion/verification. Coding system using the Nvivo 12 program.

The first coding process are open coding, After this coding process continued with axial coding, the themes contained in open coding were regrouped by deleting unnecessary ones and creating one piece with similarities. The new theme became more conical.

The final stage of the coding process is selective coding. The final data reduction aims to get an ideal theme according to the conditions in the field. Finally, a pattern was found that was by the learning process in the batik craftsman community.

The Credibility of Research Results

To test the validity of the data using triangulation techniques. Compare the results of interviews with the chairperson and fellows in FGDs and individual interviews. Compare interview data with observations, and several photos that show the ongoing learning process.

3 RESEARCH RESULTS AND DISCUSSION

Based on the results of the data analysis, the learning model for small batik entrepreneurs in their community is shown in Figure 01 below.

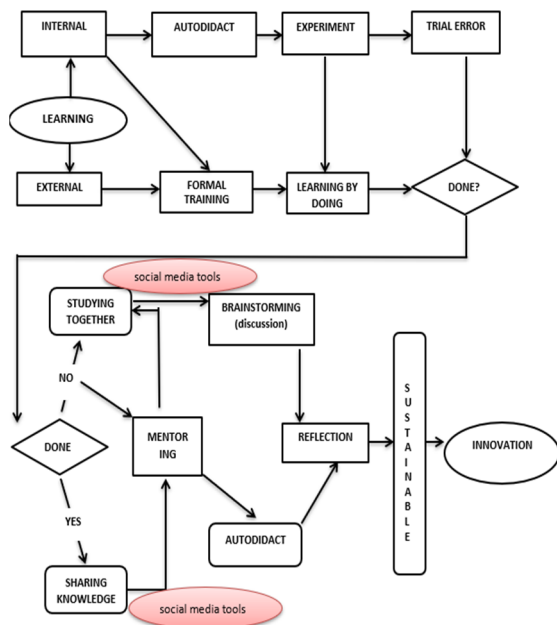


Figure 1: Learning Model in the batik craftsmen community on a micro and small business scale.

Based on figure 01, the pattern of mutual cooperation-based learning activities through

WhatsApp social media in the Citra Gendhis batik community is as follows

1. SMEs are more motivated to learn if they are directly related to the concrete problems they are facing. The exchange of knowledge and experience can be seen from the posts of each member when asking for advice and when facing problems in their field of work.
2. Mentors who come from the community are felt to be more effective because there has been an emotional closeness by being part of one community. Friendly relations (close relations) between members, will increase the possibility of exchange of knowledge Argote et al. (2003).
3. Need each other, foster solidarity values (togetherness, mutual help, and sharing) which can be seen from the WhatsApp group. The values that encourage cooperation are often rooted in deeply embedded phenomena such as religion, shared historical experiences, and other cultural traditions that can only be formed with great difficulty (Fukuyama, 2002).
4. Experiments and trial errors are an integral part of learning the batik community. Utilizing internet technology in the form of YouTube helps in this process.
5. If they experience problems, they seek help from friends in the community by venting on social media groups or offline. Through the trust that has been formed in society can develop social capital in collective learning (Gubbins & Maccurtain, 2008).
6. So that learning together is an alternative when there are obstacles experienced. A shared learning system with mutual cooperation values, by utilizing social media can produce product innovations in a sustainable manner.
7. Most SME actors already understand the importance of networking in learning.

Entrepreneurship learning is an ongoing process where practical policies are drawn from experience (Politis, 2005). Including failures and critical events that have been experienced.

Here's a snippet from one of the community fellows who supports the statement.

"You know? Mine until I processed it six times. I am very smart. So wait fresh, then think about finding a way to reprocess it. If I'm still busy, so be it. So look forward to being fresh, looking for inspiration, what to do. Finally got good results".

There are learning elements consisting of doing experiments independently and the trial error process. Through learning by experimentation and

learning from mistakes, one can improve skills (Gibb, 1997).

Some literature suggests that essential aspects of SME learning are contextual action, critical reflection, and social interaction (Higgins & Aspinall, 2011).

If autodidact does not work, then the person concerned will continue mentoring, which is facilitated by other fellows who have more abilities or from fellows who have succeeded in making similar products. Each fellow is open when asked for suggestions for the success of fellow fellows. It is a value in the community even though it is not written. Fukuyama, (2002) states that understanding social capital as norms and values that encourage cooperation often stems from phenomena such as religion, sharing of historical experiences, and other deeply embedded cultural traditions that can only be formed with great difficulty.

The following is a snippet of the conversation results during the FGD

... AD: If she fails to make batik, report to me. I took it to Ms Yuli's place. It is the victim of a failure like this. No problem, significant. I said like that. DW: I'm a cheerful person. If it fails, I say forget...

From the results of reflection during the mentoring, it will result in product innovation when implemented sustainably. This statement from the interview with JU.

"After the mother joined the training, were the results of the training shared with friends? Yes. After training, I usually try it at home. Trying like this, how will the result be later. Such knowledge increases. Oh, it should be like this; insight also increases. Do not stop. Is every experiment a collective thought? Yes. Sometimes shared in groups. Oh yeah, great, what to use? How to process it? Such a question arose. Oh yeah, make it like this tomorrow. So that knowledge is increasing" (JU). The values of helping each other can be linked to the values in Indonesian society known as "gotong royong". Scott (1988) described "gotong royong" as a system based on the principle of reciprocity, where individuals in a community offer help to each other with the expectation that they will receive assistance in return when they are in need. This model of mutual support is intended to promote the development and progress of small and medium-sized enterprises (SMEs) in Indonesia, rather than being motivated by financial gain. Oikawa (2014) further noted that this system inspires a sense of community and cooperation within the SME community in Indonesia. During the training at the fellows' homes, the values of helping each other can be seen in the following JU conversation.

"... if we have finished working on the assignment during training. We always help other friends who are not finished. Finally, everything is over, so it's all cooperation. If you have trouble, do you meet Mrs Yuli? Yes. Sometimes we ask for solutions from friends in the group. Does anyone know? Oh, yeah, like this. Can you come to a friend's house if you don't understand? Can. Usually to Ms Yuli's house, or whoever can". SMEs often prefer informal learning methods because they are more flexible and adaptable. These methods, which include work-based learning, are generally less expensive and more convenient than formal learning methods. Building friendly relationships with colleagues can facilitate knowledge exchange and lead to a dynamic learning process that results in innovative work (Kim & Nelson, 2000). This is supported by research from Argote et al. (2003) and Anderson & Boocock (2002), and Keskin (2006). In observing the conversation between JU and DW, this was clear.

"...JU: When the order is finished, our activities are like this. We learn together if there is a new model, so there are innovations. DW: Sometimes the evaluation is about "canting", how to colour it. Such is learning especially batik techniques."

The essence of cooperation in innovation for small business actors is precious. The existence of dependence on each other becomes the strength to work together. Exchange ideas and share the results of each experiment resulting in critical reflection based on contextual action. It reflects the existence of togetherness in learning, discussion, which results in critical thinking. If this is sustainable it will result in innovation. Discursive and critical reflection aspects of the environment benefit SMEs through new networks and collaboration between SMEs (Clarke et al., 2006). Although often not intended as learning, small business owners consciously develop and manage their corporate learning processes and environment (Csillag et al., 2019). Support and complement each other from the following interview excerpt with AN. If you learn from training held by the government compared to training in learning communities, which one is more effective? More effective in our group. The time available for formal trainers in the government is limited. If we don't understand, we repeat it in our community until we get maximum results, for three days. That means cooperation. Yes. Nobody is stingy. Because if you are frugal, the knowledge does not increase. "No blessings" (AN).

Collaborative learning also provides a synergistic way for students to acquire knowledge (Xie et al., 2019). Brien & Hamburg, (2014) emphasized that

collaborating helps small businesses to survive sustainably. Formal and informal learning integration makes the right choice (Tynjälä, 2008) through informal learning communities (Spaan et al., 2016).

From the resulting learning pattern Figure, 01 shows that entrepreneurship learning is positively related to the performance of SMEs. Innovation plays an essential role in mediating the relationship between entrepreneurial learning and SME performance (Kura & Abubakar, 2017). Leiva, Alegre, & Monge, (2014) found a positive linear relationship between post-start-up entrepreneurial learning and performance. A conceptual framework for entrepreneurship learning has been developed (Rae, 2005). According to Rae, entrepreneurship learning is an important area of inquiry that is not well understood in the academic study of entrepreneurship or the practical development of new entrepreneurs. Saunders, Gray, & Goregaokar, (2014) much of this learning is informal through networking, mentoring, or coaching. Innovative SMEs are significantly more committed to learning than those who are less creative. Innovative SMEs are more likely to have a shared vision, be open-minded, and learn from crises, and can reflect on their experiences. Sharing a vision, creating continuous learning opportunities, informal learning that promotes inquiry and dialogue, collaboration and team learning, knowledge management systems, and enrichment are all part of the organization. Deakins & Freel, (1998) entrepreneurial behaviour is a dynamic response to a changing environment that does not exist in large corporate organizational theory.

4 CONCLUSION

Learning by utilizing social media for the batik community has a vital role in the current era of knowledge and technology. According to (Saunders et al., 2014), innovation and learning orientation are important factors in the success of SMEs. Based on the results of collaborative learning research through WhatsApp and YouTube groups by prioritizing mutual cooperation values, it makes it easier to innovate products for micro and small businesses such as artisans in the batik craft community. Knowing how this learning pattern can be used as a reference for policy makers to develop SMEs in order to survive and develop.

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AUTHOR INDEX

- Abidin, Z. 420
Adiyono 390, 402
Aini, F. 267
Amalita, N. 130
Ambiyar 272
Anam, S. 61, 80
Ananda, A. 140, 369, 409
Andriyani, S. 80
Andromeda 267
Anggraini Harahap, D. ... 169
Anggraini, R. 218
Anggraini, V. 355, 358
Aprilia, D. 20
Arini, A. 381
Aripin, A. 248
Armiati 200
Arnawa, I. 348
Asrawijaya, E. 402
Aunurrahman 415
Aziz, I. 272
- Balti, L. 73
Bentri, A. ... 52, 130, 230, 280,
303, 321, 326, 335,
362
Bintoro, A. 213
- Chairani, M. 224
- Darajat, A. 415
Darmila, D. 415
Daulay, L. 381
Dewanti, R. 374
Dwisusila, D. 5
- Effendi, H. 5
Ergusni, E. 258
Erniyati, Y. 25
- Fatmawati, A. 34
Fauzan, A. 348
Ferdian, R. 52
Firdaus 25
Fitri, L. 267
Fitriani 390
Fitriza, Z. 267
Franchisca, S. 206
- Ginting, D. 169
Girivirya, S. 96
Gistituati, N. 52, 130, 230, 303,
321, 326, 335, 362
Gulyanto, B. 169
- Gunawan, R. 362
Gunawan, W. 34
Gusteti, M. 326
Gustituati, N. 280
- Habibah, N. 73
Hadi, H. 230
Hafis, M. 415
Handican, R. 117, 272
Harun, G. 292
Helfenta, H. 25
Hendri 369
Hendriani, M. 321, 342
Hendrika, D. 239
Hendrizal 140, 409
- Indramayapanna, R. 96
Iskandar, I. 10, 374
- Jalinus, N. 5
Jamaris 292, 299
Jamna, J. 310, 314, 342
Jasiah 390
Joshua, S. 175, 191
Jufrizal 235
Julianti, N. 267
- Karimaliana, K. 169
Kartika, I. 38
Khaidir, C. 280, 310
Khusairi, H. 25
Kusumawati, I. 402
- Lase, F. 146
Laswadi 272
Listiawan, D. 20
Lustiyantie, N. 10
- Mafardi, M. 358
Mahmudah, I. 46
Makiyah, Y. 90
Manaf, N. 38
Manurung, P. 169
Mardiyah, A. 314, 335
Marjoko, S. 96
Marsidin, S. 292, 299, 310, 314
Marzuki Zebua, A. 25
Masrur 239
Mas'ula, S. 20
Maulidah, R. 46, 248
Melati, E. 206
Misesani, D. 61
Mogea, T. 175, 191
- Montessori, M. 140, 409
Muftitama, A. 239
Mulya, R. 5
Mulyana, F. 299, 303
Munawir Pohan, M. 239
Munawwaroh, K. 206
Murdiana, I. 420
Mursal 117
Musthafa, B. 34
Mustika, S. 299, 303
Muttaqin, K. 5
- Nari, N. 280, 310
Nasution, E. 218
Ningsih, S. 402
Nofindra, R. 52
Noperta 272
Nora, D. 224
Novela, T. 358
Novia Dewi, Y. 206
Novianto, W. 25
Noviliza, A. 258
Nugraha, G. 20
Nurlina Ripani, S. 248
- Peliza, R. 117
Pertiwi, M. 162
Pitra, D. 73
Priyanto, A. 358
Purwati, O. 80
Putra Hayat, A. 117
Putra, I. 52
Putri Rahayu, A. 390, 402
Putri, R. 362
- Rafiska, R. 218
Rafsanjani, M. 124
Rahmadhani Siregar, S. ... 381
Rahmawati, A. 369
Rahmi, L. 162
Rahmi, T. 314, 335
Rahmidani, R. 200
Ramadhani, Y. 130
Rayani Siregar, F. 381
Rifmasari, Y. 321, 342
Ritonga, B. 381
Riva Darwata, S. 239
Rohani, T. 402
Rupiyanto, V. 124
- Sadjiran, S. 206
Sahrawi, S. 415

Salmi, S.	258	Sumiyadi	103	Usmadi, U.	258
Santosa, I.	10	Suri, E.	235	Widara Putra, A.	103
Satria, W.	374	Suryanti, N.	124	Wisda, R.	218
Septiana, S.	90	Susanti, D.	200	Yeni, I.	355
Setiawan, H.	348, 362	Sustri Harida, E.	381	Yerimadesi	267
Setiawan, S.	61	Sutadi	96	Yulsofriend	358
Siregar, A.	218	Suzana, Y.	390	Yuza, A.	292, 326
Sofyan, H.	213	Syamra, Y.	224	Zahara	224
Subekti, P.	96	Syarifuddin, H.	348	Zaim, M.	235
Sujarwanto, E.	287	Syihabuddin	103	Zebua, A.	162
Sukayasa, S.	420	Tri Prasetya, A.	117		
Sulistyaningsih, D.	46	Trisnawati, W.	73		
Sumanti	224				



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