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"LIVING THE NEW NORMAL: *ACHIEVING RESILIENCE AND ENSURING SUSTAINABLE FUTURE*"

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Achieving Resilience & Ensuring Sustainable Future

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Living the New Normal:
Achieving Resilience & Ensuring Sustainable Future

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Preface

Om Swastyastu

It gives me great pleasure to extend to you all a proceeding book of the 7th International Conference of Interreligious and Intercultural Studies. Universitas Hindu Indonesia would like to say how grateful we are to the scientist, scholar, and researcher who have contributed in the 7 th ICIIS with an insightful theme: Living The New Normal: Achieving Resilience And Ensuring Sustainable Future on 30 September, 2021.

On this proceeding book, there are 10 papers presented organized by Universitas Hindu Indonesia in collaboration with International Consortium for Religious Studies-Universitas Gadjah Mada (ICRS UGM Yogyakarta), Research Center for Area Studies-The Indonesian Institute of Sciences (PSW-LIPI Jakarta), and International Federation of the Social Sciences Organisation (IFSSO). The greatest academic issues that discussed are the general and specifics issues in Achieving Resilience And Ensuring Sustainable Future during the pandemic. How faith, religion, tourism, economic, political aspects and also culture in the broaden sense could be functioned as support systems in dealing with the new challenges after the experience of hardship with the pandemic that has ravaged religious practices, and has disturbed economic as well as political and cultural aspects of life. Reformulation of worthy elements from cultural values rooted in the society could be practiced or repracticed to deal with a new normal life or even a normal life again. Lessons learned from different countries in dealing with the pandemic could be shared in this conference so that any weeknesses of previous life with pandemic, shall not be repeated by others

In this precious moment, I would like to express our gratitude Hilmar Farid, Ph. D.(the General Director of Culture-the Ministry of Education and Culture-the Republic of Indonesia who gave a valuable speech at this conference. I would like also to convey my appreciation to all invited speakers, both local and broad scholars. We consider that the papers contribution of participants and speakers is exactly the main thing. Through these articles, we explore and develop smart ideas to deal with the threat to the social and culture resiliencies. There are many strategies could be applied by lessons learned from the bad impacts of the pandemic in reviving to the new normal life or even a normal life.

We sincerely hope that this book could be an academic references for scholars from various fields of interest.

Om santih, santih, santih, Om

Denpasar, September 2021

Prof. Dr. drh. I Made Damriyasa, M.S
Rector Of Universitas Hindu Indonesia

TABLE OF CONTENTS

PAGES

Preface **i**

Content **ii**

BAB. I

Towards a sociological analysis of the effect of covid-19 pandemic on the Algerian society 1
(Prof. Morad Moulai Hadj)

Cosmological Visions, Multispecies Practices, and Planetary Health in Pandemic Times 6
(Judith Schlehe)

Intellectual Capital in Achieving Sustainability Village Credit Institution Sustainability 16
(Mirah Ayu Putri Trarintya, Ida Ayu Putu Widani Sugianingrat)

Wellness Tourism as a Form of Adaptation to the Dynamics of Bali Tourism In the New Normal Era 24
(Herny Susanti, Yayati Wilyadewi)

The Value Of Pancasila In Foundation Financial Accountability Practices 38
(Cokorda Gde Bayu Putra, Ni Komang Sumadi, Ni Ketut Muliati)

Debts, Receivables, And Collateral Auctions Based On *Paswara* As A Local History Source 50
(Ida Ayu Wirasmini Sidemen)

Creating A Sustainable Economic Development Model Through The Development Of The Tanah Lot Area As A Spiritual Tourism Destination 58
(Putu Krisna Adwitya Sanjaya, I Gusti Ayu Wimba)

Determination of Favorite E-Commerce in Indonesia in a Decision Support System Using the SWARA-ARAS Method 69
(Kadek Oky Sanjaya, Gede Surya Mahendra)

BAB. II

Religious and Cultural Studies: The Role of Intellectual Through Tengku Amir Hamzah Works 80
(Asmyta Surbakti, Vanesia Amelia Sebayang)

Erpangir Ku Lau Ritual: Between Religion and Identity 87
(Vanesia Amelia Sebayang, Asmyta Surbakti, Torang Naiborhu)

Catholic Church, Covid 19 Pandemic, And New Normal Life In Bali..... 93
(Fransiska Dewi Setiowati Sunaryo, Anak Agung Ayu Rai Wahyuni)

Religious Conflict during the Covid 19 Pandemic..... 102
(I Wayan Budi Utama, I Gusti Agung Paramita)

Rethinking School Design Post-Covid-19 Pandemic..... 106
(I Kadek Pranajaya, Kadek Risna Puspita Giri, Ni Made Emmi Nutrisia Dewi)

Traditional Market Building Design and Facilities Case Study :
Morning Market in Legian Traditional Village, Badung Regency 115
(I Wayan Muka, I Wayan Artana, Cokorda Putra, Ida Ayu Putu Sri Mahapatni, AAA. Made Cahaya Wardani)

Internal And External Factors On The Maintenance Of Pavement Construction
And Road Drainage Of Denpasar City In Pandemy Covid-19 124
(Made Novia Indriani, I Nyoman Suta Widnyana, I Putu Laintarawan, I Made Harta Wijaya, IB Wirahaji)

BAB. III
Acceleration of School Digitalization Programs as the Preparation for the
Challenges in the Industrial Era 5.0 136
(I Made Astra Winaya, I Gede Sujana, Gede Sutrisna)

The Influence Of Online Learning Methods And LearningInterest On Learning
Outcomes Of Hindu Religion At State 4 SD Darmasaba Academic Year 2020-2021 ... 144
(I Gusti Ayu Suasthi, I Ketut Winantra, Ni Made Surawati, I Nengah Artawan, Siluh Putri Patni Sundari)

Digitalization Of *Lontar*, The Millenials Reading 154
(I Made Sudarsana)

Digital Transformation: Improving the Quality of Public Services Through the
Implementation of E-Government in Bali..... 158
(I Putu Putra Astawa, Made Dian Putri Agustina)

Digital Based Learning Management in New Normal..... 164
(Ni Made Indiani, Ni Made Sukrawati, Ni Putu Suwardani)

BAB. IV
Medicine Plants In The *Lontar* Manuscript "*Taru Pramana*" And It Uses For
Cough Medicine 175
(I Nyoman Arsana And Ni Ketut Ayu Juliasih)

The Discourse of Imunity Maintenance in Hindu Tradition of *Samkhya-Yoga*
and *Usadha*..... 183
(I Wayan Suka Yasa, W.A. Sindhu Gitananda, I Nyoman Sridana)

Adaptation Of New Habits At Indigenous Events In The Face Of Covid-19 190
(Ida Ayu Komang Arniati, Ida Ayu Surya Wahyuni, I Gst Ayu Sri Yudari)

Trisamaya: Building the Resilience of Societies based on Time Reflexivity 199
(Ida Bagus Gde Yudha Triguna, Anak Agung Ngurah Sadiartha, Anak Agung Inten Mayuni*)*

The importance of plant diversity in mitigating the outbreak of coronavirus 210
(I Gede Ketut Adiputra, I Made Sumarya, AA Sauca, I Nyoman Arsana)

Tabuh Rah : Simbolik Harmonis Dengan Alam Semesta 219
(Ida Bagus Dharmika, Ida Bagus Suatama, I Gusti Bagus Wirawan, I Wayan Sukarma)

Differences Of Interest Seasons Towards The Amount Of Production Of Honey By The Apis Cerana Type In Pelaga Village, Petang, Badung During 2020 227
(A.A Komang Suardana, Ni Luh Gede Sudaryati, I Wayan Wahyudi)

BAB. V
Genggong Arts And The Genggong Kutus Batuan Community Model Of The Revival Of Genggong Art In The Postmodern Era 230
(I Nyoman Winyana, I Ketut Gde Rudita, I Wayan Sukadana)

The Importance Of Psychological Aspects And Motivation For Students In Learning Hindu Religious Education In The Era Of The Pandemic Covid-19 239
(Ni Made Sukrawati, Wayan Paramartha, Ni Made Indiani)

Character Education, New Focus Of Education 246
(Ida Ayu Gde Yadnyawati, I Ketut Gading, Ni Putu Astiti Pratiwi)

Baligraphy Perspective of Religious Hindu Aesthetic Education 252
(I Kadek Sumadiyasa, I Gede Satria Budhi Utama, I Wayan Arissusila)

The Correlation Of *Satyam Shivam Sundaram* Concept In Hindu Religion And Arts Education 263
(I Gusti Ketut Widana)

Religious Moderation Education: The Importance Of Local Wisdom In Acknowledging Harmony 274
(Ni Putu Suwardani, Putu Nomy Yasintha, Ni Luh Putu Dina Susanti)

Bondres Clekontong Mas Art Performance As A Media Increasing Immunity During Pandemic 286
(I Komang Dedi Diana, I Made Sugiarta, Ida Ayu Gede Prayitna Dewi, Ni Luh Putu Wiwin Astari, A.A Dwi Dirgantini)

Organizing Adi Adhyatmika Towards Living The New Normal
(Perspective Of *Usada* Bali) 298
(Ida Bagus Suatama, Sang Ayu Made Yuliari, Putu Lakustini Cahyaningrum)

BAB VI
Strategy for Cultivating Creativity Children's Learning Based on Local Wisdom
Values in the Covid-19 Pandemic Era 307
(I Ketut Suda)

The signification of Color in Balinese Art and Culture 317
(I Wayan Karja)

Local Wisdom (Hindu) As Cultural Identity For Character Education 323
(I Wayan Winaja, I Wayan Sukma Winarya Prabawa, Putu Ratih Pertiwi)

Implementation The Dharmagita Song Of Hindus Via Virtual 330
(I Ketut Subagiasta)

The Effectiveness Of Anti Bacterial Infusion Of Sweet Wood
(Cinnamomum burmanii) On The Number Of Bacteria In The Hands 339
(Ida Ayu Kade Ratna Sukmadewi, Euis Dewi Yuliana, Israil Sitepu)

The Role Of Hindu Women In Realizing Family Resilience..... 346
(Ida Ayu Tary Puspa, Ida Bagus Subrahmaniam Saitya)

BAB. VII
Transformation Of Balinese Traditional Law In The National Law Development 351
(I Putu Gelgel)

Badung Regency Government Public Complaint Service: Community
Accessibility to Public Services During The Covid-19 Pandemic..... 359
(Yasintha, Putu Nomy, and Ni Putu Suwardani)

The Influence Of Machiavellian Traits, Work Experience, AndProfessional
Commitment On The Ethical Decisions Of Tax Consultants In Bali:
Belief In The Law Of Karma As A Moderating Variable..... 365
**(Ni Wayan Yuniasih, Anak Agung Ketut Agus Suardika,
Sang Ayu Putu Arie Indraswarawati)**

The Dilemmatic Of Legal Protection Of Barong Dancers: Workers In Tourism
Attractions And Preservation Of Culture In Bali During The Covid-19 Pandemic..... 383
(I Wayan Gde Wiryawan)

Harmonization Of Legal Development For Corruption Eradication
In Indonesia: An Alternative Strategy..... 396
(Ni Luh Gede Hadriani, I Putu Gelgel)

Law, Ethics and Politics in Comparative Perspectives.....405
(I Wayan Sedia)

BAB. VIII

Virtual kite festival, Pada Situasi Pandemi Global Sebagai Salah Satu Kontruksi Budaya Baru Dalam Menjaga Ketahanan Tradisi Melayangan di Bali 409
(I Gede Varga Danis Whara)

The Meaning and Function of Traditional Woven Fabrics in Dusun Sade, Rembitan Village, Central Lombok..... 415
(Ni Putu Diandra Aprillia Andina)

The Use Of Code Mixing In Arja Performing Arts In Bali For Existence In The Age Of Globalization..... 429
(I Made Ariawan)

Symbolic *Ngaben* As The Power Identity Of TheElite Puri Agung Ubud 434
(I Gusti Ngurah Guna Wintara)

The Development of the Bali United Football Club and the Implications on the Life of the Community of Gianyar Regency..... 441
(I Putu Satria Prayoga)

The Profession Change Of Tourism Workers When Affected By The COVID-19 Pandemic In Ubud District,Gianyar, Bali 457
(Ida Bagus Kadek Rizky Arisman)

Pancasila as the Foundation for Strengthening the Valueof Local Wisdom at Sukawati Art Market 463
(Dewa Made Mega Prawira)

Dampak Globalisasi Terhadap Makna Tenun Ikat Masyarakat Kepulauan Solor..... 469
(Evansia Lete Lein)

The Impact Of Globalization In Maintaining The Oral TraditionOf Susuano I Baru Folk Chants In The Midst Of Its Collective Community Located In Morosi District Of Konawe Regency 478
(Rosa Damayanti Tambi)

The Role of Traditional Knowledge in The Community ofThe Tenganan Traditional Village as A Conservation of Natural Resources..... 485
(I Gede Ngurah Arya Tresna Dharma)

Betawi Ethnic: Critical Discourse Study 491
(Ajeng Widjaya Pangesti)

The Characteristic Value of Rodat Traditional ArtMovement in Bali..... 499
(Rustiani Erwn Yuni Astiti)

Ngerebong Ceremony Dinamics In Kesiman VillageDenpasar City 1999-2019 507
(Ni Made Odi Tresna Oktavianti)

Mask Goes Beyond Health: Mask-Wearing in Japan to Conform
to Idealized of Beauty Standards 520
(Ni Luh Putu Ari Sulatri)

Practice of Power Relations in the Development of University Electronic
Collections in Bali 526
(I Putu Suhartika)

BAB. IX
Commodification of Digital Services in The Library 537
(Ni Putu Premierita Haryanti)

Politics of Identity of the Mahabharata Comic by Gun Gun Aswamedha
Parwa's Story in the New Normal Context 542
(I Wayan Nuriarta)

Environmental Education 4.0: Learning, Having Fun and Making
Contact with Nature at Bali Botanical Garden 548
(Renata Lusilaora Siringo Ringo)

Barong Kunti Sraya: Magis Religious Dance Drama Performance 557
(I Kadek Puriartha)

Transformation of Public Services in Village Service Improvement 563
(I Dewa Ayu Putri Wirantari, Ni Nyoman Sri Astuti*)*

The Effectiveness of the Village Owned Enterprise Program (BUMDes)
on the Economic Development of Village Communities
(Case study: Tembuku Village, Tembuku District, Bangli Regency) 570
(I Dewa Ayu Putri Wirantari, Ni Putu Mitasari)

BAB. X
Pengusada: Balinese Traditional Healing Its Concepts And Practice 577
(Sang Ayu Made Yuliari, Vissia Ita Yulianto)

The Concept Of Health And Illness In The Local Wisdom Of The Balinese Society ... 590
(Putu Lakustini Cahyaningrum, I Ketut Ardhana)

Menyama Braya's Local Wisdom To Overcome Financial Difficulties
During a Pandemic 601
(Ni Ketut Muliati, Sri Sunarti Purwaningsih)

Harmonization Of Sustainable Development With Marine Conservation Rituals :
The Development of *Nyepi Segara* As A Community Capital 614
**(Ni Nyoman Adityarini Abiyoga Vena Swara, I Gede Putu Kawiana,
Ni Luh Adisti Abiyoga Wulandari)**

Patterns of Utilization of *"Karang Panes"* in Trade and Service Areas 629
(Ni G.A.Diah Ambarwati Kardinal, Sulandjari)

BAB XI
PURI KESIMAN : Towards 19th Century Change and Continuity 641
(Sulandjari)

Postmodernist Resistance Representation in *Kakawin Sutasoma* 651
(Ida Ayu Wimba Ruspawati)

Catur Guru in the Millennial *Wayang Wong* Performing Arts 659
(Ni Made Ruastiti, I Komang Sudirga, I Gede Yudarta)

The Analysis Of Tourists' Motivation To Visit Kuburan Wangi Trunyan 674
(Made Wahyu Adhiputra)

The Use of Social Media as Learning Media During COVID 19 Pandemic in Educational Philosophy 679
(Putri Ekaresty Haes)

APREVENTIF WABAH COVID-19, SAAT "NYEPI"
(Kajian Perspetif Agama Hindu) 687
(I Wayan Watra, I Wayan Suarda, dan Ni Wayan Karmini)

The Cognitive Memory of Handling and Treatment of Gering Sasab Mrana based on Lontar in Bali: An Ethnomedicine Study 713
(I Nengah Duija, I Nyoman Rema)

THE EXISTENCE OF KERIS AND TUAH KERIS
BASED ON THE LONTAR PAKEM KERIS
(Hindu Theological Perspective) 741
(Pande Wayan Renawati)

THE IMPORTANCE OF PSYCHOLOGICAL ASPECTS AND MOTIVATION FOR STUDENTS IN LEARNING HINDU RELIGIOUS EDUCATION IN THE ERA OF THE PANDEMIC COVID-19

By

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ABSTRACT

Every human being has a personality, namely self-confidence which is a very important indicator to determine success in relation to Hindu religious education learning activities or activities. However, it is undeniable that the level of self-confidence possessed by each individual is different, this can be influenced by other factors besides the process of maturation itself. A student's self-confidence in his activity when participating in learning activities is not only influenced by external motivation, but is also influenced by the ability in the knowledge he has (internal). In the discussion in this article to help how to grow self-confidence for students in their activeness when participating in learning activities, how is the social motivation of students. This method is carried out using a qualitative descriptive literature review. Because this method is considered capable of uncovering, exploring and analyzing empirical phenomena that occur in the field at the present time by describing or describing according to facts on the ground in the Covid-19 era.

Keywords: psychological aspects, motivation, learning, covid-19

I. INTRODUCTION

In essence, every human being is created to have self-confidence, but self-confidence is different from one person to another. As is the case with students who have less self-confidence and some have more, so that both of them show differences in behavior. Not all humans are created with a high sense of self-confidence, some have a lack of confidence, especially during the Covid-19 pandemic. Currently, students really need self-confidence and motivation in participating in online Hindu Religious Education learning which really affects the learning system, especially by students who are far from the reach of the internet, as well as requiring high costs for cell phones.

With such conditions will show different behavior for students who are less able to students who are wealthy. Those who are less able can't do much, always hesitate in carrying out their duties, don't dare to talk much if they don't get support and so on, the perceived shortcomings. Someone who has more self-confidence, he feels confident in his own abilities so that it can be seen the high courage, social relations, and responsibility.

Confidence and motivation are really needed in dealing with various challenges during the Covid-19 pandemic. Many

people think self-confidence is a can't be learned. They assume that self-confidence comes from destiny, thus making them lazy to try to develop and train their self-confidence. In fact, self-confidence can be cultivated and learned. Everyone can live with complete self-confidence, as long as you continue to practice and develop it. Confidence is something that comes over time. Indeed, there are some people who appear to be born full of self-confidence. In fact, self-confidence arises from a combination of parenting and developmental events. Developing self-confidence, we also develop into better human beings (Anggraini, 2018: 1). Cultivating self-confidence is important. It is enough to build self-confidence in one area of life, and it will spread to all aspects of our lives. Sometimes self-confidence can appear excessively which leads to arrogance. Those who feel inferior usually pretend to have strong self-confidence. The more he feels inferior, the more he appears with a false sense of self-confidence. This lack of social intelligence makes him an arrogant. Person hat self-confidence can be built and developed in a positive and objective way since toddler age. The main and first influence to enter interesting impressions for children is the environment, because the environment is the first factor that children experience changes. The child will imitate the behavior and speech he sees, for example when the child is playing or with his friends, appears innocent, wants to win on his own, seizes and uses the toys he sees without feeling afraid and embarrassed.

Given how important self-confidence is, every place and atmosphere needs to be built in an optimal and positive formal, informal and informal sphere. Parents and educators are expected to be obligated to help develop self-confidence in children and mutually realize that having a positive self-confidence in children will bring benefits to various parties. One of the characteristics possessed by introverted personalities is the ability to think carefully before speaking. Expressing thoughts in writing is his specialty. One example is when presenting a Hindu Religious Education course, the important element of presentation is the material that is traced and comprehensive. They can achieve this in the form of attractive slides that will keep the audience interested, making attractive presentation slides. Pour what you want to convey, the presentation slides will also be a guide for delivering the presentation material.

What makes presentations seem awful is that we don't know what's going to happen there. The preparations that we have done carefully can fall apart once we appear and see what is there that does not match what we have prepared. Practicing presentations in front of a mirror is the most common. We can adjust the tone of voice, the direction of the gaze, and test the extent to which we will convey the material. Don't hesitate to try presentations in front of friends. In order to give the impression that we are in a real presentation, we instruct them to ask questions. That way we seem to have anticipated what might happen during the actual presentation.

During the current Covid-19 pandemic, there are many problems experienced by students regarding learning, one of which is the problem of the lack of enthusiasm for students to learn to use the online system. Many factors influence students to be lazy to learn. These factors include: lack of motivation, non-existent internet network, and the cost of cell phone quotas. Social motivation is a mental impulse that moves

and directs human behavior into the form of real activities to obtain a change in behavior as a result of individual experiences in interactions with their environment involving cognitive, affective, and psychomotor. Lack of motivation in students is very influential, because motivation plays an important role in the learning process. If parents and educators can provide good motivation to students, then in students there will be encouragement and desire to further improve their learning. By providing good motivation, students will realize the benefits of learning.

II. CONCEPT DESCRIPTION

1. Understanding Confidence

Self-confidence is one of the most important aspects of personality in human life. Confident people believe in their own abilities and have realistic expectations, even when their expectations don't come true, they stay positive and accept them. According to Thantaway in the Dictionary of Guidance and Counseling terms (2005:87), self-confidence is a mental or psychological condition of a person who gives a strong belief in himself to do or take an action. People who are not confident have a negative self-concept, lack confidence in their abilities, because they often close themselves off.

If you look at other literature, there are several terms related to the problem of self-confidence, namely there are four kinds, namely:

a. Self-concept: how to conclude ourselves as a whole, how to see our self-portrait as a whole, how to conceptualize ourselves as a whole.
b. Self-esteem: the extent to which we have positive feelings about ourselves, the extent to which we have something that we feel is valuable or valuable from ourselves, the extent to which we believe there is something of value, dignity or worth in us.
c. Self efficacy: the extent to which we have confidence in our capacity to be able to carry out tasks or handle problems with good results (to succeed). This is called general self-efficacy. or also, the extent to which We believe in the capacity in our field to handle certain matters. This is called specific self-efficacy.
d. Self-confidence: the extent to which we have confidence in our assessment of our abilities and the extent to which we can feel they exist

"appropriateness" to succeed. Self-confidence is a combination of self-esteem and self-efficacy.

When it is related to the practice of everyday life, people who have low self-esteem or have lost confidence, tend to feel or behave as follows:

a. Do not have a desire, goal, or target that is fought for in earnest.
b. Does not have a decissive step decision (floating).
c. Easily frustrated or give-up when faced with problems or difficulties.
d. Lack of motivation to move forward, lazy or half-hearted.
e. Often fails to complete tasks or responsibilities.
f. Awkward to deal with people.
g. Unable to demonstrate convincing speaking and listening skills.
h. Often have unrealistic expectations.
i. Too perfectionist.
j. Too sensitive (feeling).

Conversely, people who have good self-confidence, they have positive feelings about themselves, have strong beliefs about themselves and have accurate knowledge of

their abilities. People who have good self-confidence are not people who only feel capable (but actually can't) but are people who know that they are capable based on experience and calculations.

2. Motivation

Regarding motivation, many experts have put forward their theories based on their respective points of view. These motivational theories include the theory developed by Maslow known as Maslow's hierarchy of needs. Maslow (in Dimyati, 2009: 81) argues that humans have five levels of needs, namely:

a. Physiological needs, such as hunger, thirst, rest and biological.
b. The need for a feeling of security, in this case not only in a physical sense, but also mentally, psychologically and intellectually.
c. Social needs.
d. The need for self-esteem, which is generally reflected in various status symbols, and
e. The need for self-actualization, in the sense of providing an opportunity for a person to develop the potential contained within him so that it turns into a real ability.

The above hierarchy is based on the assumption that when people have satisfied a certain level of need, they want to shift to a higher level of need. According to Mc. Donald (in Djamarah, 2008: 148) which says that motivation is a change in energy in a person's personality which is characterized by the emergence of affective or feelings and reactions to achieve goals. Changes in energy in a person can be in the form of a real activity in the form of physical activity. Because someone has a goal in his activities, then someone has a strong motivation to achieve it with all the efforts he can do.

Woodworth and Marques (Sunarto, 2006: 18), defines motivation as a set of motives or readiness that makes individuals tend to carry out certain activities and to achieve certain goals. This opinion is in line with that conveyed by Chung and Meggison, who define motivation as behavior aimed at the target, motivation is related to the level of effort made by a person in pursuing a goal. Motivation is also closely related to job satisfaction.

Motivation and learning are two things that influence each other. Students will be active in learning if they have the motivation to learn. Thorndike (Hamzah B. Uno, 2011: 11) defines learning as a process of interaction between a stimulus (which may be a thought, feeling, or movement) and a response. This understanding is in line with the opinion of Good and Brophy (Hamzah B. Uno, 2011: 15), which states that learning is a process or interaction that is carried out by someone in obtaining something new in the form of behavior change as a result of the learning experience. Changes in behavior can be seen in students' mastery of new patterns of responses to their environment in the form of skills, knowledge, attitudes, abilities, understanding, emotions (emotion), appreciation, body, character, and social relations.

3. Hindu Religious Education

Hindu Religious Education is an effort that is carried out in a planned and sustainable manner in order to develop the ability of students to strengthen sraddha and noble character, as well as increase spiritual potential in accordance with Hinduism. The Hindu Religious Education curriculum based on competence and basic competence reflects the need for a diversity of competencies nationally. This standard is

expected to be used as a frame of reference in developing Hindu religious education in accordance with regional or school needs.

While in the book Cilakrama (1976), the concept of Hindu Religious Education is stated as follows:

"Aguron-gurona Sewaka Guru is a period of studying spiritual knowledge in the Hindu spiritual life field system called Catur Asrama, consisting of: Brahmacari, Grhasta, Wanprastha and Bhiksuka. The period of studying and cultivating a highly spiritual person is called Brahmacari or aguron-guron ”

Furthermore, in the Bhagavadgita XIII.11 it is stated as follows:

Adhyatma jnananityamtattwa-jnanartha-darsanam. Etajjnanam iti proktam ajanamyad ato'nyatha.

Meaning: Always trying to learn the science of Atman, direct intuition with a view to knowing the truth is what is called Wisdom. Everything that is contrary to this is ignorance (ignorance)

So Hindu Religious Education is a process of change that occurs in students in the context of moral and moral formation based on Sraddha and Bhakti to Ida Sang Hyang Widhi (Than The Almighty).

III. METHODS

The research method used in this research is descriptive qualitative. Qualitative descriptive research is one of the types of research that is included in the type of qualitative research. The purpose of this research is to reveal events or facts, circumstances, phenomena, variables and circumstances that occurred during the research by presenting what actually happened. This study interprets and describes data related to the current situation, attitudes and views that occur in a society, the conflict between two or more circumstances, the relationship between variables that arise, the differences between existing facts and their influence on a condition, and so on. Data collection techniques using interviews and literature review, namely data in research obtained from sources or information through libraries (libraries), in the form of books, data, social media letters, photos, meeting minutes, reports and others (Nasution, 2004: 85).

IV. RESULTS AND DISCUSSION

1. Build self-confidence in students

Self-confidence, which is a combination of belief in one's abilities and self-respect, is a very important aspect of a human's life (Mind Tools, 2019: 1). Belief in abilities is a feeling or belief that we can carry out various tasks or achieve goals in life. Self-respect is the same, but it's more about believing that we are generally competent at whatever we do and that we deserve to be happy in life.

Confident people usually like themselves, are willing to take risks to achieve personal and professional goals, and always think positively about the future. However, people who lack self-confidence feel less able to achieve their goals, and tend to have a negative view of themselves and what they want to achieve in life.

Cultivate a good attitude

Our attitude is a big part of who we are according to our perception of reality. The point is how we choose to deal with every situation or way and the consequences of every choice we make. Whether we have behaved in a positive or negative way, we alone can determine what we will do.

Perfection in attitude and behavior is not easy, but we can maximize the positive attitude according to our abilities. Here are some attitudes that contain the cultivation of

good attitudes in us that can build a sense of self-confidence, including:

a. Recognizing negative thoughts (Burton, 2012: 1). Negative thoughts usually manifest in the sentences "I can't", "I will fail", "no one will listen to what I have to say". These voices are pessimistic, unhelpful, and will prevent us from having high self-esteem and great self-confidence.

b. Replace negative thoughts with positive thoughts. If you notice that you are thinking negatively, switch to positive thoughts. such as "I'll try," "I can succeed if I try," or "people will listen to me."

c. Don't let negative thoughts appear more often than positive thoughts. Positive thoughts should fill more brain space, then negative thoughts. The more often we fight negative thoughts with positive thoughts, the more we will get used to it.

d. Have a positive support network and stay close to loved ones to keep us happy, such as family or friends. In addition, stay away from people or things that make us feel bad.

e. Eliminate anything that can give rise to negative thoughts. Don't allow yourself to be in a situation that makes you feel negative about yourself.

f. Get to know our talents. Everyone has skills, so look for what you are good at, then focus on your talents. Find what we like and then develop talents that match our interests.

g.Look at yourself in the mirror and smile. Facial expressions can actually influence the brain to form or amplify certain emotions. So, by looking in the mirror and smiling every day, over time we can feel happier with ourselves and more confident.

2. Student Motivation in Learning in the Covid-19 Era

Motivation has a very important role in learning, especially in the era of the covid-19 pandemic to maximize the achievement of learning objectives, an educator must be able to grow the motivation of his students to always be active in the learning process. One way to foster motivation in students is that an educator must be able to present an *interesting* learning atmosphere and arouse the enthusiasm of students to learn.

Before we examine how to grow student motivation, we must first understand what causes the lack of motivation in students. The following are some of the factors that usually cause a lack of motivation in students:

Monotonous learning, inadequate educational facilities, and low social ties between educators and students.

These are some of the factors that cause the low motivation of students if these conditions are left unattended and do not receive serious attention from educators it will have a negative impact on students.

Next is how to make motivation in students grow, this is explained as follows:

Make students active participants, create a conducive classroom atmosphere, provide assignments professionally, provide instructions, avoid interpersonal competition, be enthusiastic about teaching and set high standards but reality for all students and don't forget to give awards.

3. Factors that affect activity

Activeness in the learning process can be stimulated and develop their talents, students can also practice critical thinking and can solve problems in everyday life. There are factors that can affect the emergence of activity in the learning process. According to Gagne and Briggs (in Yamin, 2017: 84), these factors include:

a. Provide encouragement or attract attention, so that they can play an active role in learning activities.

b. Explain the purpose of the instruction.

c. Remind learning competence.

d. Provide stimulus (problems, topics and concepts to be studied).
e. Bring up activities, participation in learning activities.
f. Give feedback
g. Conduct a series of tests to students in the form of quizzes, so that their abilities
h. Summarizing each material presented at the end of the lesson.

V. CONCLUSION

Based on the analysis that the author did about the importance of increasing self-confidence which is related to the motivation of students in participating in learning Hindu Religious Education on social media in 2021, having a low level of self-confidence will tend to have decreased motivation as well, thus their activity will automatically decrease in learning process. This happened because of the situation and condition of the Covid-19 Pandemic so that students' self-confidence needs to be strengthened by motivation from parents, as well as teachers with internet assistance and quota fees for those who are less able, so that the learning process for Hindu religious education runs smoothly. normal and fluent, thus students can increase their self-confidence, and the effect will encourage them to play an active role during learning.

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